



ONDO STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (CYCLE 4 2024-2027)





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The Sunshine State

Ondo State Medium Term Basic Education Strategic Plan (OSMTBESP)

Published by

**ONDO STATE UNIVERSAL BASIC EDUCATION BOARD
ODA ROAD, AKURE.**

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ISBN-

Vision

A mandatory Basic Education that prepares all school-age children to be responsible and reliable citizen who places premium value on self-reliance.

Mission

Involving all and sundry to mobilize and utilize resources in a transparent and accountable manner to raise all school-age children, through quality education to be responsible and reliable citizen who place premium value on self-reliance,

Core Values

The values are:

- Dedication and Commitment
- Integrity, Transparency and Honesty
- Responsive service delivery with accountability
- Professional Competence and Team Spirit

FOREWORD

With immense pride and determination, I am pleased to introduce the State Medium Term Basic Education Strategic Plan (SMTBESP) for the period from 2024 to 2027. In my capacity as the Executive Chairman of the State Universal Basic Education Board, I am privileged to present this comprehensive blueprint aimed at advancing the fundamental right to quality Basic Education for every child within our jurisdiction. In developing this plan, we have embarked on a journey of strategic foresight, collaborative effort, and unwavering commitment to the improvement of our educational system. Through the collective input of educators, policymakers, stakeholders, and communities, we have meticulously outlined a roadmap that not only tackles current challenges but also charts a path towards a brighter future for our children.

Central to this plan is its alignment with both the Ministerial Strategic Plan (MSP) and the State Medium Term Sector Strategy (MTSS). By coordinating our efforts with these overarching frameworks, we aim to capitalize on synergies, optimize resources, and ensure coherence in our educational initiatives. This strategic integration reinforces our shared vision of fostering an accessible, inclusive, equitable, and sustainable educational environment that enables every learner to excel and contribute meaningfully to the society. The State Medium Term Basic Education Strategic Plan (2024-2027) which is the fourth in the series, otherwise called the SMTBESP Cycle 4, takes a holistic approach that addresses various aspects of educational development, including enhancing access, improving curriculum, upgrading infrastructure, enhancing teacher capacity, promoting parental and community involvement, strengthening the system, ensuring accountability, and leveraging technology to enhance learning outcomes. It underscores our steadfast commitment to access, quality, equity, and inclusivity, guaranteeing that no child is left behind.

Furthermore, this plan is more than just a document; it is a dynamic framework that requires diligent implementation, ongoing monitoring, and adaptive responses to evolving needs and realities. It calls for collective action, strong leadership, and unwavering dedication from all stakeholders, including government agencies, civil society organizations, development partners, educators, parents, and students themselves. As we embark on this transformative journey, let us remain resolute in our commitment to the fundamental principles of education as a driver of social progress, economic prosperity, and human dignity in Ondo State. Let us seize this opportunity to shape a future where every child can realize their potential and make meaningful contributions to the advancement of our state and nation.

In conclusion, I extend my heartfelt appreciation to all those who have contributed to the development of this plan and urge everyone to join forces in its implementation with a sense of purpose, enthusiasm, and perseverance. Together, let us commence the execution of this roadmap, and ensure its logical adherence.

Rt. Hon. Victor Olabimtan

Chairman

Ondo SUBEB

ACKNOWLEDGEMENT

Our unreserved gratitude goes to the Almighty God who provided the enabling environment for the production of this document. I am profoundly grateful to unveil the State Medium Term Basic Education Strategic Plan 2024-2027 (SMTBESP Cycle 4), a monumental testament to our commitment to transforming Basic Education in Ondo State. I extend my heartfelt appreciation to His Excellency, Governor Lucky Orimisan Aiyedatiwa, whose unwavering support and vision have been instrumental in shaping this comprehensive plan. His dedication to advancing education sets a precedent for excellence and innovation.

We are grateful for the support and technical assistance provided by UBEC/World Bank, BESDA programme throughout the development of this Ondo State Medium Term Basic Education Strategic Plan (OSMTBESP) document. Their contributions and guidance warrant the highest recognition and appreciation. Additionally, I extend sincere appreciation to our international development partners for their collaboration and support, which have and will continue to greatly enhance our efforts toward providing quality and accessible Basic Education to the citizens of the State.

I wish to express my deepest gratitude to the Chairman of Ondo SUBEB, Rt. Hon. Victor Olabimtan, whose leadership and guidance have been invaluable throughout the planning process and for his unequivocal supports towards the facelift of Basic Education in the State and the development of this document. The efforts of the Full Time members of the Board, Princess Ademulegun-Brown Olufunmilayo and Dr. (Mrs.) Oyelade Olanrewaju toward uplifting the Basic Education in the State is highly appreciated. I also want to acknowledge in no small measure, the unwavering supports of the Permanent Secretary, Mr. A. Akinnagbe, the departmental heads and staff of Ondo SUBEB, whose expertise and dedications have been indispensable in shaping this transformative plan.

Furthermore, I extend profound thanks to critical stakeholders such as the Federal Ministry of Education (FME), the Universal Basic Education Commission (UBEC), State Ministry of Education, Science and Technology (SMoE,S&T), Ondo State Board for Technical & Vocational Education (BATVE), School Based Management Committee (SBMC), Parents-Teachers Association (PTA), Faith Based Organizations (FBOs), Non-Governmental Organizations (NGOs), Traditional Rulers, Community Leaders, People With Disabilities (PWD) and others. Their active participation and solid commitment have been integral to the success of this plan. Equally, the efforts and dedication of the planning team, comprising mainly, the staff of Planning Research and Statistics (PRS) department, towards the successful development of this Strategic Plan cannot be overemphasized.

In conclusion, the State Medium Term Basic Education Strategic Plan (SMTBESP) embodies our collective vision for a brighter and more inclusive future for Basic Education in Ondo State. With the support of our esteemed partners and stakeholders, I am confident that we will continue to make significant strides towards realizing our shared aspirations for educational excellence and equity.

Ayodele Akanle (PhD)

Director, Planning Research and Statistics

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ACRONYMS

AEO	–	Area Education Officer
AETP	–	Agricultural Entrepreneurial Training Program
ANCOPSS	–	All Nigeria Confederation of Principals of Secondary Schools
AOPSHON	–	Association of Primary School Heads of Nigeria
ARH	–	Adolescent Reproductive Health
ACS	–	Academic Services
AS	-	Admin and Supply
ASC	–	Annual School Census
BAMIS	–	BESDA Attendance Monitoring Information System
BATVE	–	Board for Adult, Technical and Vocational Education
BE	–	Basic Education
BECE	–	Basic Education Certificate Examination
BESA	–	Basic Education Sector Analysis
BESDA	–	Better Education Service Delivery for All
BOQ	–	Bill Of Quantities
CBT	–	Computer Based Test
CCT	–	Conditional Cash Transfer
CSOs	–	Civil Society Organizations
ECCDE	–	Early Childhood Care, Development and Education

EFA	–	Education for All
EMIS	–	Education Management Information Systems
EPR	–	Emergency Preparedness and Response (in Education)
ES	–	Education Secretary
FA	–	Finance and Account
FBOs	–	Faith Based Organizations
FCT	–	Federal Capital Territory
FME	–	Federal Ministry of Education
FTM	–	Full Time Member
GBV/SEA/SH	-	Gender-Based Violence/Sexual Exploitation and Abuse/Sexual Harassment
GDP	–	Gross Domestic Product
GER	–	Gross Enrolment Rate
GPI	–	Gender Parity Index
GPRS	–	General Purpose Report Statement
HCE	–	Honorable Commissioner for Education
HGSF	–	Home Grown School Feeding
IA	–	Internal Auditor
ICT	–	Information and Communication Technology
IDPs	–	Internally Displaced Persons
ILO	–	International Labour Organization

IPR	–	Information and Public Relations
IQTEC	–	Integrated Quranic Tsangaya Education Centers
JSS	–	Junior Secondary School
LGA	–	Local Government Area
LGEA	–	Local Government Education Authority
LGUBEA	–	Local Government Universal Basic Education Authority
MLA	–	Monitoring Learning Achievement
MOE	–	Ministry of Education
MOV	–	Means of Verification
MSP	–	Ministerial Strategic Plan
MTBESP	–	Medium Term Basic Education Strategic Plan
MTSS	–	Medium Term Sector Strategy
M&E	–	Monitoring and Evaluation
NALABE	–	National Assessment of Learning Achievement in Basic Education
NAPPS	–	National Association of Proprietors of Private Schools
NCFRMI	–	National Commission for Refugees, Migrants and Internally Displaced Persons
NER	–	Net Enrolment Rate
NERDC	–	Nigeria Education Research and Development Council
NGOs	–	Non-Governmental Organizations
NPA	–	National Personnel Audit

NPC	–	National Population Commission
NUT	–	Nigeria Union of Teachers
ODSG	–	Ondo State Government
ODSUBEB	–	Ondo State Universal Basic Education Board
OOSC	–	Out-Of-School Children
OSMTBESP	–	Ondo State Medium Term Basic Education Strategic Plan
OSEEF	–	Ondo State Education Endowment Fund
PC	–	Procurement
PGR	–	Population Growth Rate
PM	–	Personnel Management
PPL	–	Physical Planning
PRS	–	Planning, Research and Statistics
PTA	–	Parents-Teachers Association
PTM	–	Part Time Member
PTR	–	Learners-Teacher Ratio
PTXR	–	Learners Textbook Ratio
PWD	–	People with Disabilities
QA	–	Quality Assurance
RBM	–	Result-Based Management
SBMC	–	School Based Management Committee

SESOP	–	State Education Sector Operational Plan
SM	–	Social Mobilization
SMASE	–	Strengthening Mathematics and Science Education
SMO	–	Social Mobilization Officer
SMoE,S&T	–	State Ministry of Education, Science and Technology
SMTBESP	–	State Medium Term Basic Education Strategic Plan
SP	-	Special Programs Department
SSOs	–	School Support Officers
STEP	–	Strengthening Teachers English Proficiency
SUBEB	–	State Universal Basic Education Board
TD	–	Teacher Development
TVET	–	Technical and Vocational Education and Training
UBEC	–	Universal Basic Education Commission
UBE-IF	–	Universal Basic Education Intervention Fund
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UNICEF	–	United Nation International Children Emergency Fund
ZEO	–	Zonal Education Officer

EXECUTIVE SUMMARY

The State Medium Term Basic Education Strategic Plan (SMTBESP) is formulated as a subsidiary framework derived from the Ministerial Strategic Plan (MSP). It outlines the projects and programs slated to steer the education sub-sector over a four-year span. Within this framework, meticulous attention is paid to project design, cost estimate, identification of funding sources, and delineation of responsibility for execution. The core value of the SMTBESP is its adherence to the principle of "results-based management," emphasizing the delivery of outcomes aligned with overarching policy objectives. In essence, this strategic blueprint posits measures aimed at expanding the frontiers of education to facilitate sustainable social and economic development within the state. It offers a flexible and forward-looking framework geared towards holistic advancement of the state's Basic Education Sector. To realize these aspirations, collaborative efforts between the State Government, the Universal Basic Education Commission, World Bank, and United Nation International Children Emergency Fund are vital, adhering to directives mandating the development of Medium Term Basic Education Strategic Plans (MTBESP) across all States and the Federal Capital Territory (FCT). Specifically, the 2024-2027 SMTBESP delineates a comprehensive roadmap, complete with initiatives and activities, along with corresponding financial allocations.

The 2024-2027 SMTBESP is organized under four key results areas namely:

- Access, Equity and Inclusiveness
- Quality and Efficiency
- System Strengthening and Efficiency
- Sustainable Funding

The estimated total cost to successfully carry out the initiatives and activities in the 2024–2027 OSMTBESP is **₦147,012,636,410.99**. Access, Equity and Inclusiveness would take **33.01%**, Quality and Efficiency would take **63.32%**; System Strengthening and Efficiency would take **3.59%** while sustainable funding will take **0.08%**. The total estimated budget (Projected Available Resources) for the four-year plan period as computed is **₦147,012,636,410.99**, which leaves a short fall of **₦70,720,497,065.74** when compared with the total budget **₦76,292,139,345.25** required for the implementation of OSMTBESP for 2024-2027. This shortfall will be sourced from other stakeholders and development partners as well as from other projects funds in the State.

A. Akinnagbe

Permanent Secretary
Ondo SUBEB

1.0 INTRODUCTION

1.1 Introduction

The SMTBESP 2024-2027 serves as a manifestation of the State's dedication to cultivating an educational landscape characterized by inclusivity, equity, and quality for all. Grounded in thorough analysis and forward-looking strategies, this plan encapsulates the shared aspirations of stakeholders, aiming to propel the Basic Education Sector to unprecedented levels of excellence. This chapter encompasses a general overview of the SMTBESP, a review of its predecessor (SMTBESP 2021-2024), an elucidation of the Strategic Vision of the State Universal Basic Education Board (SUBEB), and an examination of the socioeconomic context within the State.

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

The SMTBESP represents a pivotal framework designed to integrate policy, planning, budgeting and execution within the Basic Education Sub-Sector of Ondo State. Crafted with meticulous attention to detail, this strategic plan serves as a comprehensive roadmap guiding the developmental trajectory of Basic Education over a four-year period. SBMCs, PTA, FBO, PWD and IDPs play a crucial role in the SMTBESP development by providing grassroots perspectives, community feedback, and local insights into the planning process. They act as conduits for community engagement, facilitating the alignment of educational goals with the needs and aspirations of diverse stakeholders. It covers Planning, Budgeting and sets out the projects as well as programmes that will be executed in the sub-sector over a four-year period. It also captures the costing, sources of funding and the implementers of the programmes. The development of this Cycle 4 SMTBESP represents an improvement over the previous Cycle 3, which spanned from 2021 to 2024, as it now take care of all the lacuna observed in the Cycle 3 document.

1.3 Review of 2021-2024 (Cycle 3) OSMTBESP

The 2021-2024 Ondo State Medium Term Basic Education Strategic Plan (OSMTBESP) presents a success story in many areas:

What Worked Well Among Others Are:

- appreciable efforts in construction of classrooms from 144 in 2021 to 231, in March, 2024,
- increase in the number of schools with fences from 59 in 2021 to 86, in March, 2024,
- appreciable efforts in renovation of classrooms from 184 in 2021 to 272, in March, 2024,
- provision of furniture, boreholes, water and sanitation from 16,098 in 2021 to 25,447, in March, 2024,
- training and retraining of 1050 teachers in primary schools as at December, 2023,
- training of 60 SSOs in 2021,

- training of 100 Quality Assurance Officers in 2021,
- recruitment of 1200 teachers in 2021,
- training of 50 BAMIS State officers, 40 ES/ZEO/AEO, 940 School Heads on use of digital attendance register in 2023,
- provision of laptops for EMIS officers in the State in 2023,
- provision of internet facilities and solar power for EMIS Unit at SUBEB Headquarters in 2023,
- training of 1,477 teachers on SMASE, and 3,175 on Jolly Phonics from 2021 to March 2024,
- provision of assistive technologies (wheel chairs, braille keyboards etc.), instructional materials, furniture items for learners with Special Needs,
- provision of sports equipment and materials to 264 schools in 2023.

However, the plan was hampered by a number of challenges:

What Do Not Work Well Are:

- poor budgeting implementation and inconsistent funding for basic educational activities by the State,
- inadequate training for EMIS officers at State and LGEAs due to lack of financial support from the State Government,
- inability to promptly conduct 2022/2023 Annual School Census, due to paucity of funds
- inadequate provision of instructional materials to cater for all the schools,
- low incentives for teachers in rural areas which hampered their morale,
- poor attitude of parents in the provision of learning materials for their wards,
- inadequate number of Teachers across levels of basic education,
- inadequate Sick Bays/First Aids and toys/play materials in the available ECCDE centres,
- inadequate Sick Bays/First Aids in our schools.

What Needed To Be Done (Way Forward)

Having identified the various challenges such as inadequate funding, encroachment of school lands, activities of hoodlums on the properties at the Basic Education level, and the likes that hampered the success of the previous Strategic Plans (2021-2024 OSMTBESP). It has become imperative to make provision in the OSMTBESP (2024-2027) to proffer solution to these challenges. These include the expansion of facilities in order to cater for more learners in Basic Education Sub Sector through the provision of more classrooms, toilet facilities, sanitation, boreholes, additional furniture, perimeter fence, security guards, teaching staff, sporting facilities, agricultural entrepreneurship trainings, instructional materials, sick bays/first aid kits, assistive technologies for PWD, and provision of trainings for teachers, management team, SUBEB and LGEA officers, SBMCs. Provision and deployment of uniform curriculum to all schools,

conduct of unified examination for specific classes, strengthening the ICT centers across the LGEAs & schools, regular conduct of ASC, monitoring of teachers and other activities. All these will be achieved through effective collaboration and partnership, adequate resource mobilization, active involvement of all stakeholders as well as harnessing effective utilization of community resources.

1.4 Rationale and Purpose of the 2024-2027 Plan

The purpose for embarking on the preparation of the 2024-2027 strategic plan is to translate the policy of government into strategic implementable actions which will be accomplished on a medium-term plan. Having carefully reviewed the practice of education sector in Ondo State, the government resolved to articulate appropriate policy objectives and implementation strategies aimed at ameliorating identified problems and bridge the gaps. In addition, the Education sector is being repositioned through a holistic approach and close collaboration with stakeholders such as FME, UBEC, SMoE, S&T, LGEAs, Tertiary Institutions (Federal and State owned), SBMCs, PTAs, FBOs, Traditional/Community Leaders, Proprietors of Private schools, NGOs, IDPs, PWD and others. Consequently, the strategic plan offers a comprehensive understanding of the obstacles and opportunities within Basic Education, enabling the Federal, State and Local Governments to focus on essential actions and mobilize resources to achieve desired goals and objectives for efficient service delivery in Basic Education Sub-Sector. Through initiatives aimed at addressing educational inequalities, enhancing quality standards, aligning with national development objectives, and leveraging technological innovations, the plan seeks to provide strategic guidance, optimize resource utilization, and facilitate rigorous monitoring & evaluation, as well as fostering active engagement of stakeholders at the grassroot, which is in the purview of the LGEAs.

1.5 Scope of the 2024-2027 OSMTBESP

The 2024-2027 OSMTBESP is designed for every school-age child from ECCDE to JSS3 by providing equal access to all learners in the State towards achieving qualitative Basic Education. It is also set to drastically reduce the incidence of Out-of-school children towards achieving the Education for All (EFA) goals. Again, it aimed at inculcating in the State's school-age child, a strong consciousness for education; and carry out the policy guidelines prescribed by FME, UBEC, SMoE, S&T, BATVE, OSUBEB, and other relevant agencies as approved by the State Government. The OSMTBESP coverage entails the following key result areas:

- Access, Equity and Inclusiveness
- Quality and Efficiency
- System Strengthening and Efficiency
- Sustainable Funding

The four result areas outlined above will serve as the primary focal points for strategic interventions across various Sub-Sectors of Basic Education, which includes Pre-primary, Primary, Junior Secondary School, as well as Special Education, Nomadic and Integrated Quranic Tsangaya Education (IQTE) Centers, ILO Centers which are designed for seamless integration into formal education. The OSMTBESP spans a four-year period from 2024 to 2027.

1.6 Strategic Vision

1.6.1 Vision

A mandatory Basic Education that prepares all school-age children to be responsible and reliable citizen who places premium value on self-reliance.

1.6.2 Mission

Involving all and sundry to mobilize and utilize resources in a transparent and accountable manner to raise all school-age children, through quality education to be responsible and reliable citizen who place premium value on self-reliance,

1.6.3 Values

The values are:

- Dedication and Commitment
- Integrity, Transparency and Honesty
- Responsive service delivery with accountability
- Professional Competence and Team Spirit

1.7 Situation Analysis

1.7.1 Socioeconomic Context of the State

1.7.2 Demographic Context

Ondo State created on 3rd February, 1976, is one of the 36 States in Nigeria. The State is made up of 18 Local Government Areas namely; Akoko N/E, Akoko N/W, Akoko S/E, Akoko S/W, Akure North, Akure South, Ese Odo, Idanre, Ifedore, Ilaje, Ile-Oluji/Okeigbo, Irele, Odigbo, Okitipupa, Ondo East, Ondo West, Ose, and Owo. The State is located in South Western Nigeria and lies between longitudes 4° 30' and 6° east of Greenwich Meridian, 5° 45' and 8° 15' North of the Equator. The State had a population of 3,460,877 by the 2006 census and an estimated population of 5,316,603 in 2022 with PGR of 2.8. This is made up of 2.65 million

males and 2.67 million females representing 49.5% and 50.5% respectively. The State has a land area of 14,788.723 square kilometres.

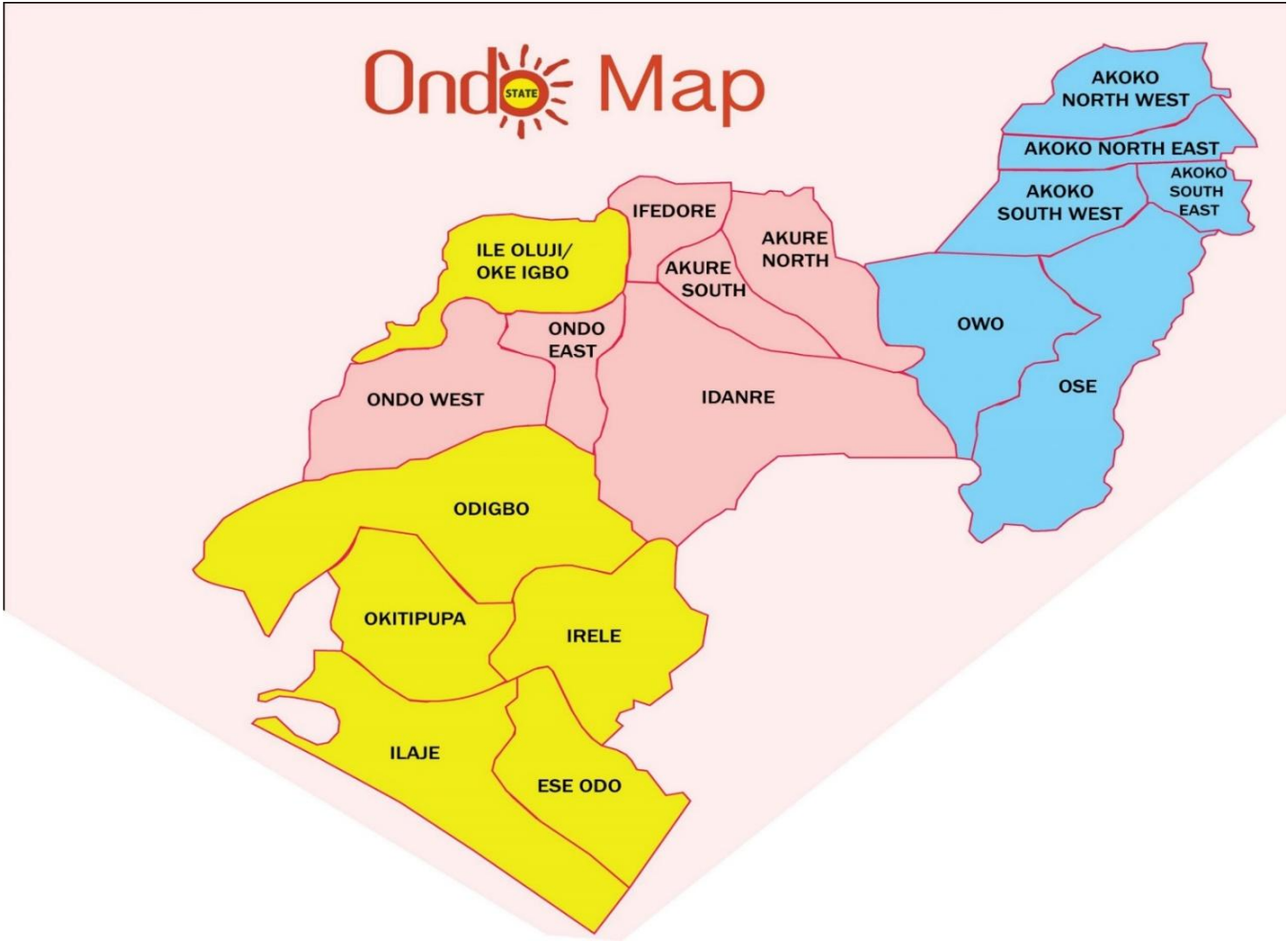


Fig 1.1: Map showing the 18 Local Government Areas in Ondo State

Source: <https://www.premiumtimesng.com/news/top-news/419370-ondo-election-20-things-to-know-about-south-west-state.html?tztc=1>

The population density in 2006 was 229 per sq. kilometres, with higher concentration in the urban areas of Akure, Ikare, Okitipupa, Ondo, Ore and Owo. The State lies entirely in the tropics. Ondo State is bounded by Ekiti/ Kogi States in the North; in the East by Edo State; in the West by Oyo and Ogun States and in the South by the Atlantic Ocean (Ondo State Bureau of Statistics 2021). The people of Ondo State are mostly Yoruba with the dominant sub-ethnic groups having distinct dialects but all speak Yoruba language, with the exception of Ijaw and Arogbo which are located in the riverine areas with recognizable sub-ethnic group having their own distinct dialect (Ijaw) and culture.

Table 1.7.2 Population Growth Rate from 2006 – 2022

Population by Year	Gender		Total
	Male	Female	
2006 Census	1,745,057	1,715,820	3,460,877
NPC 2022	2,645,721	2,670,882	5,316,603

Source: National Population Commission Digest 2023

Table 1.7.2 shows a population growth rate of 53.62% from 2006 - 2022. This implies that as people increase in the number, the gross domestic product expands the overall size of the economy to strengthen fiscal conditions. Consequently, the rate of growth is used to measure an economy’s recession or expansion. Therefore, school-age children should be given desired compulsory basic education to reduce the number of miscreants and increase that of productive citizens in the State.

1.7.3 Macroeconomic Context

The life pattern of the people presents an embodiment of culture, ranging from the local foodstuff to the mode of dressing, dancing, and wood crafts. Conscious of their traditional values, they are lovers of arts, music, dance and poetry. They are mostly Christians, while Islam and traditional religions are also prominent. The people are enterprising and very active in farming, and commerce. The State is endowed with abundant water, forest and mineral resources. The forestry sub-sector of the State economy contributes significantly to the revenue of the State. Large bodies of water with a variety of resources abound especially in the coastal parts of Ilaje and Ese-Odo Local Government Areas, where rivers, inland waterways, lakes and creeks cover over 20% of the surface area, which enhances their fishing activities. The rain forest of Ondo State is rich in hardwoods and highly marketable timber. The broad agro-climatologically endowed belt ranging from mangrove swamps in the south to derived Savannah in the North can support a wide variety of crops; prominent among these are cocoa, rubber, oil palm, cassava, maize, citrus, cashew,

cowpea etc. At least 60% of the people in the State derive their livelihood from agricultural related enterprises. Ondo State is one of the most endowed States in the country in mineral resources. The State is an oil producing State. There are also large deposits of tar sand (bitumen), iron ore, silica sand, kaolin and granite in the State. As a result of early exposure to Western Education, the State has produced quite a large number of prominent academia and professionals. Ondo State produced more than 75,000 tons of quality cocoa annually, has the largest Bitumen deposit in Africa and the longest coast line in Nigeria of 180km (National Investment Promotion Commission, 2021). The economy of Ondo State is the seventh largest in Nigeria and is dominated by crude oil and crop production in terms of the Gross Domestic Product (GDP) from the available data on Nigerian States by GDP, 2021, Ondo State ranked 7th among the 36 States as the GDP stands at US\$ 12.63B (https://yourbudget.com/wp-content/uploads/2022/10/2022-State-of-states_Official.pdf).

Table 1.7.3 GDP Linked to Basic Education

POPULATION											
STATE POPULATION			BASIC EDUCATION								
			ECCDE			PRIMARY			JSS		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2,645,721	2,670,882	5,316,603	278,428	279,672	558,000	437,870	430,534	868,403	190,737	192,497	383,234

Source: National Population Commission and UBEC NPA 2022

Table 1.7.3 presents the estimated population and the estimated enrolment figure in Basic Education for 2022 in Ondo State. Males represent a total of 2,645,721 and females 2,670,882, out of which 278,428 are males in ECCDE and females are 279,672. For public primary schools, males present a higher number with 437,870 than females who are 430,534 on the table. Also, the JSS presents a higher number of females with 192,497 while the males are 190,737.

1.7.4 Social Context

The social fabric of the State is woven with vibrant traditions, festivals, and communal values. Despite its natural wealth and cultural heritage, Ondo State faces social and natural challenges such as flooding, land encroachment/disputes, herders/farmers clashes, hoodlums activities in schools, child labour, targeted attacks by terrorist, inaccessible terrains, religious rivalry,

immigrants, unavailability of internet connectivity (particularly in the rural areas that dominates the population of the State), teenage pregnancies leading to early marriages, festivals and market days, gender discrimination, unemployment, poverty, and inadequate access to healthcare and education, particularly in rural areas, which leads to reduction of learners' enrolment, irregularities of attendance in schools and increment of learners' dropout rate. However, initiatives promoting entrepreneurship education, and healthcare delivery are gaining traction through the introduction of entrepreneurial education such as AETP, deployment of security personnels to schools, expansion of healthcare delivery to the rural areas, to resolve some of the crisis identified above. This strategic plan will address some of these identified issues through increased advocacy and sensitization programmes for traditional rulers, market women, religious leaders, and the expansion of AETP programmes to ensure school children acquire agricultural skills, which will help reduce the poverty rate in the State. The State's urban centers, notably Akure, serve as hubs of economic activity, education, and governance, driving progress and urbanization. Yet, the preservation of traditional values and customs remains integral to the social fabric, reinforcing a sense of identity and belonging among its people.

1.7.5 Humanitarian Context/Education in Emergencies

There are 7,012 children in Internally Displaced Persons (IDPs) situated in Ese Odo, Ilaje, Okitipupa, Ose and Akoko areas. The riverine area which are primarily in Ilaje and Ese Odo are prone to incessant flooding which displaced learners from time to time while Ose and Akoko areas are vulnerable to herders' attacks. Therefore, there is the need to make provision for Emergency Preparedness and Response (EPR) in the plan. The objectives of this Emergency Preparedness and Response in Education (EPR) are:

- to ensure adequate preparedness and response to emergencies in the Education Sector,
- to identify vulnerable areas to disasters and proffer ways of mitigating them,
- to protect other areas that may hitherto be prone to attacks and natural disasters.

The ODSUBEB make efforts toward the establishment of schooling centers in the identified IDPs areas, to ensure that school-age children have access to Basic Education.

2.0 BASIC EDUCATION SECTOR ANALYSIS (BESA)

2.1 Introduction

This Chapter delves into various facets shaping Basic Education in the State, including the Policy and Legal Context, Governance and Management, Sub-Sector Capacity and Diagnosis, Gender inclusiveness, cross cutting issues and Education in Emergencies. Through comprehensive analysis, we aim to expose the challenges and opportunities inherent in the state education system, in order to bring out the Summary of Key Issues from the Diagnosis. It serves as a comprehensive overview, offering insight into the policy framework, governance structures, capacity, and key challenges shaping the landscape of Basic Education within the State. The chapter principally aim to provide a robust foundation for strategic planning and interventions geared towards enhancing the quality and accessibility of basic education for all stakeholders in Basic Education Sub-sector in the State.

2.2 Policy and Legal Context

The Section 12 of the UBE Act, 2004 established the State Universal Basic Education Board as the agency responsible for the coordination and implementation of the State Universal Basic Education programmes across Nigeria. Its operations, activities and functions are in alignment to the policy and legal statements highlighted in the 2004 UBE Act, National Policy on Education, Ministerial Strategic Plan document and the 10-year UBE Roadmap, aimed towards achieving the global Education for All (EFA) goals and the Sustainable Development Goals 4 (SDG4). Basic Education is, by law, compulsory for all children of school-age in Nigeria. The UBE Law defines Basic Education to include: "one year Early Childhood Care And Development Education as introduced by the National Committee on Education (NCE) through the National Policy on Education (NPE, 2012), nine years of formal schooling (6 years of primary and 3 years of junior secondary education, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, Almajiris, street children and disabled groups" (UBE Act, 2004, p. 29). The statutory functions of the Board as provided for in Ondo State law that established it on 3rd June, 2005 under CAP 157 of Ondo State Law includes the following:

- ensure inclusive and equitable quality education and promote life-long learning opportunity for all;
- formulate the policy guidelines for the successful operation of the Universal Basic Education Programme in the State;
- receive grants from UBEC and applying same for the implementation of the Universal Basic Education programmes of the State in accordance with an approved standard and formula as may be laid down by UBEC;
- prescribe the minimum standards for basic education throughout the State in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of the standards;

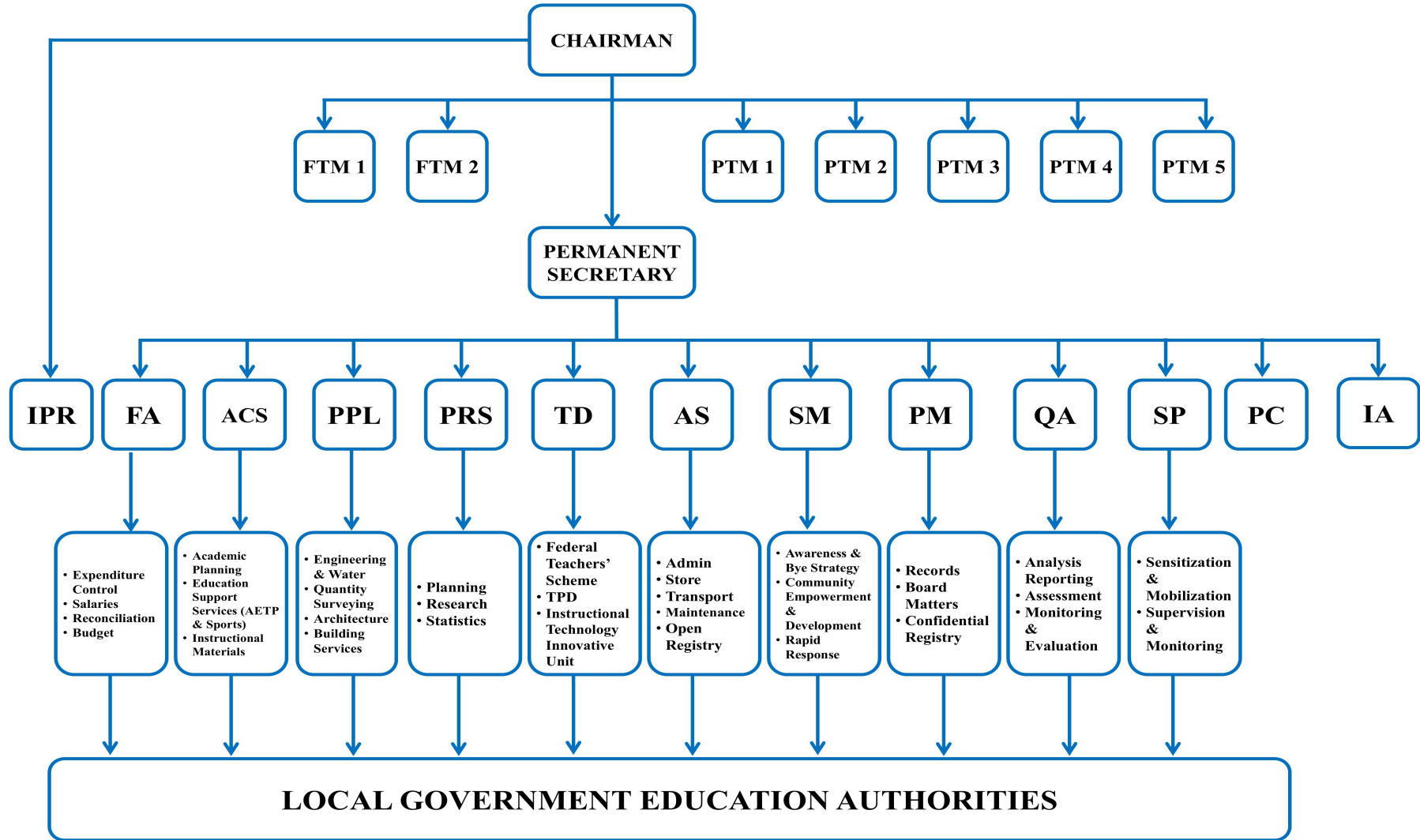
- enquire into and advise the State Government on the funding and orderly development of basic education in the State;
- collate and prepare after consultation with the Federal and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and coordinated development of basic education in the State including areas of possible intervention in the provision of adequate basic education facilities which include: (i) proposals to the State Government for equal and adequate basic education opportunity in the State; (ii) the provision of adequate basic education facilities in the State; and (iii) ensure that the Basic Education Curricula and Syllabi and other necessary instructional materials are in use in early childhood care and development centres, primary and junior secondary schools in Ondo State;
- carry out at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education Schools in the State;
- monitor the inputs and ensure the full application of UBEC funds to the State basic education;
- present periodic progress reports on the implementation of the Universal Basic Education Programmes;
- co-ordinate the implementation of the universal basic education related activities in collaboration with non-governmental and multi-lateral agencies;
- liaise with donor agencies and other development partners in matters relating to basic education in Ondo State;
- develop and disseminate curricula and instructional materials for basic education in the State;
- establish a basic education data bank and conduct research on basic education in the State;
- ensure capacity building for teachers and managers of basic education in Ondo State;
- carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in the State;
- carry out such other activities that are relevant and conducive to the discharge of its functions from time to time under this Act.

2.3 Governance and Management

SUBEB is established by the UBE Act, 2004, as the agency responsible for the Coordination and implementation of the State Universal Basic Education programmes. The structure and functions of ODSUBEB is determined by State Legislation and for each Local Government Area, a Local Government Education Authority (LGEA) is established for the smooth running of Basic Education activities in the area. The management of the Board is headed by the Executive Chairman, appointed by the Executive Governor of the State. He is assisted by two Full-Time Members, and 5 Part-time Members. The activity of the Department are coordinated by the Permanent Secretary. The activities of the Board are extended to the 18 LGEAs which are headed by the Education Secretaries, in which all the

Departments in the Board are represented at the LGEAs. The SUBEB Organogram below explains explicitly the organizational structure of the management of the Board:

Fig. 2.3 Organogram of Ondo SUBEB



2.4 CAPACITY AND DIAGNOSIS

This section shows the enrolment of learners by level in terms of access and equity, gross and net enrolment rate, retention, transition, completion, repetition and drop-out rates, as well as the number of Out of School Children and Special Education Programmes.

2.4.1 Access to and Equity in Basic Education (Pre-Primary, Primary and JSS)

Table 2.4.1a Enrolment for Pre-Primary, Primary and JSS Learners in Ondo State

Level	Age							
	Pre-Primary	Below 3yrs		3-5yrs		Above 5yrs		Grand Total
Male		Female	Male	Female	Male	Female	Male	Female
3,467		3,469	21,333	19,863	9,873	10,613	34,677	33,945
Primary	Below 6yrs		6-11yrs		Above 11yr		Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female
	22,748	23,108	191,405	184,319	11,648	12,255	225,801	219,682
JSS	Below 12yrs		12-14yrs		Above 14yrs		Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female
	3,970	5,549	43,757	51,364	5,638	5,885	53,365	62,798

Source: UBEC NPA 2022

Table 2.4.1a shows the enrolment of students across all levels of Basic Education, and categorized by Gender and Age. At the Pre-Primary level, enrollment figures show 34,677 males and 33,945 females, with specific age group distributions: below 3 years (3,467 males and 3,469 females), 3-5 years (21,333 males and 19,863 females), and above 5 years (9,873 males and 10,613 females). For the Primary level, the grand total enrollment is 225,801 males and 219,682 females, with significant numbers in the 6-11 years age group (191,405 males and 184,319 females), followed by below 6 years (22,748 males and 23,108 females) and above 11 years (11,648 males and 12,255 females). The JSS level records 53,365 males and 62,798 females, with the 12-14 years age group having the highest enrollment (43,757 males and 51,364 females), while the below 12 years group includes 3,970 males and 5,549 females, and the above 14 years group has 5,638 males and 5,885 females.

Table 2.4.1b Enrolment for Basic School Learners by Class in Ondo State

Level	Male	Female	Total	% Male	% Female
Pre-Primary	34,677	33,945	68,622	50.53	49.47
Primary	225,831	219,682	445,483	50.69	49.31
JSS	53,365	62,798	116,163	45.94	54.06

Source: UBEC NPA 2022

Also, Table 2.4.1b shows the enrolment of students across all levels of Basic Education, categorized by Gender and Classes. The trend closely follows the enrolment categorized by age with the male leading in the enrolment in both Pre-Primary and Primary having 34,677 and 225,831 representing 50.53% and 50.69% for Pre-Primary and Primary Schools respectively. Whereas, female has 33,945 and 219,682 representing 49.47% and 49.31% for Pre-Primary and Primary Schools respectively. Again, there is a turnaround in the in the enrolment figure at the JSS level, with the female learners now taking the lead with 62,798 representing 54.06%. Whereas, the male learners now follows with 53,365 representing 45.94%. This is also an indication that there is the likelihood of higher completion rate among the female learners than their male counterpart in Ondo State Public Basic Schools.

Table 2.4.1c Enrolment for Basic Schools Learners by Location in Ondo State

Level	Urban			Rural			Total Sum	% Urban	% Rural
	Male	Female	Sum	Male	Female	Sum			
Pre-Primary	12,734	12,027	24,761	21,943	21,918	43,861	68,622	36.08	63.92
Primary	78,280	76,108	154,382	147,521	143,580	291,101	445,483	34.65	65.35
JSS	37,608	45,686	83,293	15,757	17,112	32,869	116,163	71.70	28.30

Source: UBEC NPA 2022

Again, Table 2.4.1c shows the enrolment of learners across all levels of Basic Education, categorized by Gender and Location. At the Pre-Primary level, enrollment figures stand at 12,734 for male learners and 12,027 for female learner totaling 24,761 in the Urban Centres. Whereas, the learner's enrolment is 21,943 for male and 21,918 for female, totaling 43,861 for the rural settlements in Ondo State. These figures represent 36.08% and 63.92% for Learners in Urban and Rural areas respectively in Ondo State. Also, the enrollment figures are 78,280 for male and 76,108 for female, which sum up to 154,382 representing 34.08% for the learners in the Primary Schools in the Urban Centres. Whereas, 147,521 males and 143,580 female totaling 291,101 representing 65.35% have their Primary Education in the rural areas of the State.

At the JSS level, 37,608 male and 45,686 female totaling 83,293 learners, representing 71.70% have their Education in the Urban Centres. But only 15,757 male and 17,112 female totaling 32,869 learners, representing 28.30% have their Upper Basic Education at the rural areas of Ondo State. This is an indication that higher proportions of learners in the urban centres of the State access the JSS education than their counterparts in the rural areas possibly due to higher facilities for JSS in the urban centres than the rural settlements in the State. This therefore calls for construction of more JSS facilities in the rural areas of the State.

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

Table 2.4.2 Gross and Net Enrolment Rates (Pre-Primary, Primary and JSS)

Level	Gross Enrolment Rate			Net Enrolment Rate		
	Male	Female	Total	Male	Female	Total
Pre-Primary	48.67	46.71	47.69	35.27	33.31	34.29
Primary	73.21	71.23	72.22	66.22	64.24	65.23
JSS	45.72	48.04	46.88	31.38	33.7	32.54

Source: UBEC NPA 2022

Table 2.4.2 displays the Gross Enrollment Rate (GER) and Net Enrollment Rate (NER) for learners across all three levels of Basic Education in Ondo State. The analysis reveals that in the Pre-Primary level, the GER stands at 47.69% and the NER at 34.29%. For Primary education, the GER is 72.22% and the NER is 65.23%, while for Junior Secondary School (JSS), the GER is 46.88% and the NER is 32.54%. This suggests a necessity for vigorous enrollment campaigns to address the shortfall in enrollment rates compared to the population of children in the Primary School Age group, which ideally should be at 100% in line with UBE Act (2004).

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

Table 2.4.3 Retention, Transition, Completion, Repetition and Drop-Out Rates for Primary and JSS

Level	Retention Rate	Transition Rate	Completion Rate	Repetition Rate	Drop-Out Rate
Pre-Primary	-	-	26.26	-	-
Primary	-	59.81	61.39	-	1,530
JSS	-	-	42.32	-	699

Source: UBEC NPA 2022

Table 2.4.3 presents the Retention, Transition, Completion, Repetition and Drop-Out Rate in Primary and JSS Education in Ondo State. The table reveals that 59.81% of Primary 6 Learners transit to JSS 1. The Completion Rate shows that 26.26% learners completed Pre-Primary Education, while 61.39% and 42.32% completed Primary and JSS Education respectively. Also, the table shows that 1,530 learners dropped out of Primary Schools, while 699 learners dropped out of Junior Secondary Schools in Ondo State, as stated in NPA (2022).

2.4.4. Out of School Children

Table 2.4.4a Out-Of-School Children

Category	Out of School Children			
	School Population (6-11)	All in School Age (6-11)	Out of School	% out of School
Male	874,831	565,831	309,000	35.21%
Female	585,153	576,453	8,700	14.87%
Total	1,459,984	1,142,284	317,700	21.76%

Source: UBEC NPA 2018

Table 2.4.4b Drop out Children

Level	School Learners			Drop out Children			
	Male	Female	Total	Male	Female	Total	% Drop Out
Pre-Primary				-	-	-	-
Primary	525,615	516,894	1,042,509	3,754	3,766	7,520	0.72%
JSS	80,036	78,737	158,273	903	951	1,854	0.12%
Total	605,651	595,631	1,201,282	4,657	4,717	9,374	0.78%

Source: UBEC NPA 2018

Table 2.4.4a shows that in Ondo State, the total number of out-of-school children is 317,700 out of the expected school age population of 1,459,984 which shows that 21.76% of the expected school aged children are out of school in the State. This implies that a total of 317,700 children are yet to be enrolled. The male children takes the lion's share of 309,000 out of the 874,813 male children expected to be in school, which implies 35.21% of male, are out of school. For the female category, a total of 8,700 out of the 585,153 girls expected to be in school, representing 14.87% of this group are out of school in the State.

Also, table 2.4.4b shows that out of the 1,201,282 learners that enrolled in the Basic Schools in the State, 9,374 representing 0.78% dropped out in the process. Out of which 7,520 representing 0.72% are from the Primary Schools.

Ondo SUBEB is actively working to decrease the number of Out-Of-School Children (OOSC) and drop out children through an intensive enrollment drive, awareness campaigns and advocacy, establishment of additional International Labour Organization (ILO) Centers, establishment of more schools in the new areas of the State, provision of more facilities in all schools, provision of incentives to learners, organizing sporting activities and Entrepreneurial Skills in all the Basic Education Schools to encourage learners to stay in school and the recruitment of additional teachers.

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

Table 2.4.5 Learners' Enrolment in Special Education Programmes

Categories	Pre-Primary	Primary	JSS
Learners with Special Needs	748	4,061	1,782
Nomadic	0	61	0
Fishermen	0	0	0
Faith Based	2,066	1,806	1,987

Source: UBEC NPA, 2022

Table 2.4.5 shows the enrolment of learners with Special Needs, Nomadic, IQTEC, Fishermen, and faith-based educational centers. Hence there is need to conduct enrolment drive to capture more learners that fall within the above categories of Special Education Programmes. The State as at now have no record of any migrant fishermen in the State, as all fishing activities are localized in the riverine areas of Ese-Odo and Ilaje Local government areas of the State.

2.5. Quality and Efficiency

2.5.1 Number and Proportion of Qualified Teachers by Level

Table 2.5.1 Number and Proportion of Qualified Teachers by Level

Level	Total No. of Teachers			Qualified Teachers			% of Qualified Teachers
	Male	Female	Total	Male	Female	Total	
Pre-Primary	669	2,106	2,775	398	1,660	2,058	74
Primary	2,886	6,672	9,558	2,301	5,904	8,205	86
JSS	1,998	3,169	5,167	1,676	2,829	4,525	88

Source: UBEC NPA 2022

Table 2.5.1 provides insights into the number and proportion of qualified teachers across the three levels of Basic Education in Ondo State. At Pre-Primary Level, out of a total of 2,775 teachers, 2,058 (approximately 74%) are qualified, while 717 representing 26% are not qualified. Among the 9,558 teachers in the Primary Level, 8,205 (approximately 86%) are qualified, while 1353 (approximately 14%) are not qualified. At Junior Secondary School (JSS) level, 4,525 (approximately 88%) are qualified, and 642 representing 12% are not qualified out of the total of 5,167 teachers in that category. In summary, although the majority of teachers are qualified, there is still a significant proportion of unqualified teachers, indicating a potential need for improving teacher qualifications at this level. These findings underscore the importance of ongoing efforts to enhance teacher qualifications and ensure the delivery of quality education across all levels.

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

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

LGEA	PRE-PRIMARY			PRIMARY			JSS		
	URBAN	RURAL	TOTAL	URBAN	RURAL	TOTAL	URBAN	RURAL	TOTAL
Akoko North-East	20	51	71	294	206	500	103	84	187
Akoko North-West	35	77	112	355	242	597	142	116	258
Akoko South-East	40	106	146	180	74	254	113	93	206
Akoko South-West	55	89	144	424	303	727	266	218	484
Akure North	48	93	141	255	155	410	92	75	167
Akure South	260	42	302	288	628	916	651	532	1,183
Ese-Odo	28	51	79	236	165	401	93	76	169
Idanre	48	23	71	190	171	361	96	79	175
Ifedore	50	28	78	158	143	301	100	81	181
Ilaje	120	176	296	438	281	719	114	94	208
Ile-Oluji/Okeigbo	53	48	101	215	171	386	136	112	248
Irele	20	21	41	199	159	358	66	54	120
Odigbo	190	87	277	412	405	817	83	68	150

Okitipupa	201	124	325	349	326	675	147	120	267
Ondo East	41	33	74	171	140	311	68	55	123
Ondo West	192	94	286	335	550	885	338	277	615
Ose	54	51	105	169	130	299	48	40	88
Owo	65	61	126	280	361	641	186	152	338
TOTAL	1520	1255	2,775	4948	4610	9558	2,842	2,325	5,167

Source: UBEC NPA 2022

Table 2.5.2 presents an analysis of Teacher Deployment and Distribution by Local Government Area (LGA), categorized by Urban and Rural settings across the State. The data reveals that in primary schools, there are 6,468 teachers stationed in Urban Areas compared to 5,865 in Rural Areas. Similarly, at the Junior Secondary School (JSS) level, the analysis indicates 2,842 teachers are situated in Urban Areas and 2,325 teachers in Rural Areas. The ODSUBEB is making efforts towards the recruitment of more qualified teachers to schools in rural areas where there are shortages of teachers, which will help in bridging the gap.

2.5.3 Learners-Teacher Ratio (PTR) by Level

Table 2.5.3 Learners-Teacher Ratio (PTR) by Level

Level	Learners : Qualified Teacher Ratio (LQR)	Learners: Teacher Ratio (LTR)
Pre-Primary	1:33	1:25
Primary	1:54	1:47
JSS	1:26	1:22

Source: UBEC NPA 2022

The ratios of teachers to learners for both the qualified and non-qualified teachers are as presented in Table 2.5.3. When the qualified and non-qualified teachers are put together, the ratio for the State are 1:25, 1:47 and 1:22 for Pre-Primary, Primary and JSS respectively. The ratio is higher than the UNESCO standard of 1:35 at the Primary School level, though, the values are within UNESCO recommends ratios of 1:25 and 1:40 for Pre-Primary and JSS levels respectively. The ratios are however far above the

UNESCO recommended figures when dealing with the qualified teachers alone for the Pre-Primary and Primary levels. This is an indication that the State needs to employ more qualified teachers particularly in the Pre-Primary and Primary levels.

2.5.4 Learners' Textbook Ratio (LTR) By Level or Proportion of Learners with Access to Textbook by Level

Table 2.5.4 Learners'-Textbook Ratio (LTR) by Level

Level	Enrolment	Eng. Lang	Learners' Eng. TextBk. Ratio	Maths	Learners' Maths. TextBk. Ratio	Basic Science & Tech	Learners' BST. TextBk. Ration	National Value	Learners' NV TextBk. Ration
Pre-Pry	68,622	8,612	1:8	7,424	1:9	6556	1:10	6865	1:10
Primary	445,483	121,647	1:4	126,721	1:4	119,964	1:4	125,883	1:4
JSS	116,163	26,453	1:4	29,221	1:4	20,836	1:6	14,320	1:8

Source: UBEC NPA 2022

The ratio of learners to textbooks for the Core Subjects in all the levels are as indicated in Table 2.5.4. The ratio is an indication that the State needs more textbooks in all the subjects and at all levels, since the ratio is far higher than 1:1 recommended by UNESCO. To this end, the need to supply more textbooks to all the level of Basic Education in the State is eminent.

2.5.5 Learning Outcomes

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

Table 2.5.5.1a: National Assessment of Learning Achievement in Basic Mathematics and English Language

CLASS	MATHEMATICS				ENGLISH LANGUAGE			
	MALE		FEMALE		MALE		FEMALE	
	Mean	S D	Mean	S D	Mean	S D	Mean	S D
PRY 3	487.64	91.78	491.89	92.20	362.57	47.22	368.37	41.95
PRY 5	502.04	98.62	515.56	105.97	492.83	94.57	520.63	86.91

Source: NALABE 2022

	JSS 2	443.37	62.08	444.22	54.02	446.03	68.96	452.82	70.65
CLASS	BASIC SCIENCE & TECH				SOCIAL STUDY				
	MALE		FEMALE		MALE		FEMALE		
	Mean	S D	Mean	S D	Mean	S D	Mean	S D	
PRY 3									
PRY 5	437.57	100.86	447.53	91.78	479.62	96.66	494.27	97.89	
JSS 2	448.09	77.34	447.10	69.03	427.99	69.46	438.55	68.33	

Table 2.5.5.1b: National Assessment of Learning Achievement in Basic Science & Tech. and Social Study

Source: NALABE 2022

At the national level, the Mean Scores and SD are 500.00 and 100.00 respectively in all the tested subjects and at the various levels and across the gender. From table: 2.5.5.1a and 2.5.3.1b, Ondo State scored slightly below the National Average in Pry 3 and JSS 2 Mathematics tests with SD of 91.78 and 92.20 respectively for male and Female Pry 3 and 62.08 and 54.02 for JSS 2 male and female. The State however scored above the national average mark in Pry 5 Mathematics with SD of 98.62 and 105.97 for male and female learners respectively. The State performed least in Pry 3 English language with a mean score of 362.57 and 368.37, SD of 47.22 and 41.95 respectively for male and female. In all, out of the three categories of learners examined Pry 5 performed all round best in Ondo State. Whereas Pry 3 performed least. This could mainly be due to the inability of the learners to shade correctly because of inexperience. However, there is need for an overall improvement in all the categories of learners to reach the State desired point.

2.5.5.2 Basic Education Certificate Examination

Table 2.5.5.2 Basic Education Certificate Examination

YEAR	NUMBER OF LEARNERS REGISTERED					
	MALE		FEMALE		TOTAL	
2022	35,065		34,557		69,622	
	NUMBER THAT PASSED ENGLISH AND MATHEMATICS					
	ENGLISH			MATHEMATICS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
	30,640	31,175	61,815	27,743	27,823	55,566

Source: Ondo State Ministry of Education, Science and Technology (Exams Dept.) 2022

Table: 2.5.5.2 indicates that out of the 69,622 candidates that registered for BECE in the State, 61,815 and 55,566 passed English Language and Mathematics respectively, while 7,807 and 14,056 learners failed English and Mathematics respectively. This implies that the failure of learners in Mathematics almost doubled that of English, hence, there is the need to improve the numeracy skills of learners in the State. This would be addressed employing more qualified teachers and organizing more training in that sector.

2.5.6 Basic Education Curriculum

The curriculum implemented in schools within Ondo State aligns with the National Curriculum, as outlined in the National Policy on Education 2013. The curriculum used in Ondo State schools aligns with the National Curriculum as specified

in the National Policy on Education 2013. This policy outlines the curriculum structure for the 1-year Early Childhood Care and Development Education (ECCDE) and the 9-3-4 education system in Nigeria. This framework integrates one year of ECCDE, six years of Primary Education, and three years of Junior Secondary Education to form the foundational 10-year Basic Education program. The revised curriculum for the one-year ECCDE and the 9-3-4 system has been in use since 2015. The Nigeria Education Research and Development Council (NERDC) has played a key role in developing various curricula for ECCDE, Primary, Junior, and Senior Secondary Schools nationwide. In Ondo State, the approved Basic Education curriculum follows the one-year ECCDE and the 9-year basic education curriculum endorsed by NERDC. Additionally, Ondo State emphasizes Entrepreneurship Education by reintroducing basic concepts like AETP to ensure learners become self-reliant by the end of their Basic Education.

2.6 School Infrastructure

2.6.1 Classroom Environment (Proportion of Good Classroom)

Table 2.6.1 Classroom Ratio and Proportion of Good Classroom

Level	Enrolment	Total Classroom	No. of Good Classrooms	Learners-Good Classroom Ratio	Learners-Classroom Ratio
Pre-Primary	68,622	2,950	1,400	1:49	1:47
Primary	445,483	9,229	4,894	1:91	1:53
JSS	116,163	2,613	1,239	1:94	1:47

Source: UBEC NPA 2022

The above table reveals that there is shortage of classrooms across the Basic Education Levels in the State, which contradicts the UNESCO standard of 25 Learners to a classroom for Pre-Primary, 35 Learners to a classroom for Primary and 40 learners to a classroom for JSS. This then underscore the need to either construct more classrooms or renovate the dilapidated ones to complement the existing classrooms.

2.6.2 Availability of Furniture for Learners and Teachers

Table 2.6.2 Availability of Furniture for Learners and Teachers

Level	LEARNERS			TEACHERS		
	Enrolment	Available Learners' Furniture	Learners' Furniture Ratio	No of Teachers	Available Teachers' Furniture	Teachers' Furniture Ratio
Pre-Primary	68,622	17,973	26.19%	2,775	951	34.27%
Primary	445,483	131,719	69.10%	9,558	3,800	39.76%
JSS	116,163	68,235	58.74%	5,167	2356	45.6%

Source: UBEC NPA 2022

As revealed in the table above, the number of learners' furniture for Pre-Primary, Primary and JSS are 17,973; 131,719 and 68,235 respectively. While that of teachers are 951; 3,800 and 2356 respectively, as stated in NPA 2022. Comparing the available furniture for the learners with their enrolment, it shows that 73.81% of ECCDE learners, 30.9% of Primary School Learners, and 41.26% of JSS learners, are without furniture ditto the teachers, hence the need to provide additional furniture for both teachers and learners.

2.6.3 School Safety (Fencing, Security Guards etc.)

Table 2.6.3 School Safety

Level	Total No. of Schools	No. Of Security Guards	No. of Schools with Perimeter Fence
Pre-Primary	1,285	294	199
Primary	1,285	294	199
JSS	308	174	116

Source: UBEC NPA 2022

The table above reveals that out of the 1,285 public primary schools, only 294 and 199 has security guard and perimeter fence respectively, while in the 308 JSS schools, only 178 and 116 has security guard and perimeter fence respectively. This indicates that Basic Education schools in the state are likely to be prone to attack from herders and hoodlums. Hence there is need to employ more security guards and construct additional perimeter fence in schools where there are none.

2.6.4 School Health & Hygiene (Water source, toilets, Waste Disposal, availability of Clinics, First Aid Box, Health Personnel etc)

Table 2.6.4 School Health and Hygiene

Level	No. of Schools	Available Source of Water	Available Toilet	Waste Disposal	Available Clinic	First Aid Box	Health Personnel
Pre-Primary	1,285	822	580	1,285	46	938	52
Primary	1,285	822	580	1,285	46	938	52
JSS	308	252	252	308	15	293	30

Source: UBEC NPA 2022 and SMOE,S&T

The table above shows huge gap in the availability of facilities (such as good source of water, toilet, Clinics and first aid box) as well as health personnel. Hence there is need to make provision to bridge the existing gap in order to promote a safe and conducive learning environment for students.

2.6.5 Other Facilities (Sources of Power, Libraries, Playground and Equipment, Laboratories, Workshops etc.)

Table 2.6.5 Other Facilities

Level	No. of Schools	Available Source of Power	Available Libraries	Available Playground & Equipment	Available Laboratories	Sport Equipment	Available Computer
Pre-Primary	1,285	643	142	93	61	264	257
Primary	1,285	643	142	93	61	264	257
JSS	308	246	245	231	163	145	183

Source: UBEC NPA 2022

The table above shows the number of available facilities like Source of power (Electricity, Generator or Solar), Libraries, Playground & Equipment, Laboratories, Sport Equipment, and Computer Sets, in the Primary and Junior Secondary Schools in Ondo State. Hence there is need to make provision for more facilities to make the learning environment more conducive for learners and teachers.

2.7 System Strengthening and Efficiency

2.7.1 Education Management Information System (EMIS)

Table 2.7.1 EMIS Officers, Offices and Available Facilities in SUBEB & LGEAs

Offices	EMIS Officers		Office Available	Vehicles	Monitoring Motorcycles	Desktop Computer With Accessories	Routers	Laptop Computer	Printers
	M	F							
SUBEB and LGEAs	5	19	19	0	0	24	1	22	4

Source: Ondo SUBEB

The table shows that only 24 EMIS officers are distributed across the LGEAs and SUBEB. This indicates the inadequacy in the numbers of EMIS officers in the State. Hence there is need to deploy more officers for effective data management.

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

Table 2.7.2 Quality Assurance, School Support Officers & Available Facilities in SUBEB & LGEAs

Offices	QA Officers		Offices Available	SSOs		Tablets	Vehicles	Motorcycles	Desktop Comp. w/Accessories	Routers	Laptop Computer	Printers
	M	F		M	F							
SUBEB	10	18	1	7	9	4	1 Hilux 1 Minibus	3	1	0	4	2
Akoko North-East	4	0	1	1	1	4	1 Minibus	3	0		1	1
Akoko North-West	4	0	1	1	1	4	1 Hilux	3	0		1	1

Akoko South-East	4	0	1	1	1	4	1 Hilux	2	1		1	1
Akoko South-West	4	0	1	1	2	4	0	3	0		1	1
Akure North	3	1	1	1	1	4	1 Hilux	3	0		1	1
Akure South	2	2	1	0	5	4	1 Minibus	2	0		1	1
Ese-Odo	3	1	1	1	1	4	1 Minibus	2	0		1	1
Idanre	3	1	1	1	1	4	1 Minibus	3	0		1	1
Ifedore	4	0	1	2	0	4	1 Hilux	3	0		1	1
Ilaje	3	1	1	1	1	4	1 Minibus	3	0		1	1
Ile-Oluji/Okeigbo	2	2	1	1	1	4	1 Minibus	3	0		1	1
Irele	4	0	1	1	1	4	0	3	0		1	1
Odigbo	4	0	1	2	1	4	0	3	0		1	1
Okitipupa	3	1	1	2	1	4	1 Hilux	3	0		1	1
Ondo East	2	2	1	1	1	4	1 Hilux	3	0		1	1
Ondo West	3	1	1	2	1	4	1 Hilux	3	0		1	1
Ose	4	0	1	2	0	4	1 Hilux	3	0		1	1
Owo	2	2	1	0	3	4	1 Hilux 1 Minibus	2	0		1	1
Total	68	32	18	28	32	74	18	53	2		22	20

Source: EMIS ONDO SUBEB

The table above reveals that only 100 QA Officers and 60 School Support Officers are distributed across LGEAs in the State. This indicates that there are shortages of both QA and SSO Officers in the State in relation to the specified UBEC requirement of 1 Officer to 5 schools.

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

The establishment of School Based Management Committees (SBMCs) for all Primary and Junior Secondary Schools in the State aimed at full participation of community leaders, religious leaders and PTA in the management of schools. All schools in Ondo State have SBMC which inform Community and Civil Society Participation in Education Management and School Governance in all schools. However, not all schools SBMC are functioning effectively. The plan tends to address this issue holistically by ensuring all the basic schools constitute the SBMC executives and ensure each open its bank account to enable it participate in all projects accruing to it so as to help develop schools in the Basic Education sector in the State.

Table 2.7.3 Community and Civil Society Participation in Education Management

Level	Total Number of Schools	Community/Civil Society		
		PTA	SBMC	SELF HELP PROJECT
Primary	1,285	1,285	949	123
JSS	308	308	231	6

Source: EMIS ONDO SUBEB

Table 2.7.3 indicates that less than 76% of SBMCs (School-Based Management Committees) are operational in both primary and JSS (Junior Secondary Schools). To enhance participation and engagement of SBMCs, the Department of Social Mobilization will send a circular to schools lacking an SBMC. This circular will require them to establish a functional SBMC, open a

corresponding bank account, and submit the account details along with the chairman's contact information to the Board within specific days of receiving the circular.

2.8 Cross Cutting Issues

2.8.1 Gender and Basic Education

Gender issues are apparent in the Basic Education Sub-Sector in Ondo State, affecting learners, teachers, and management alike. For learners, gender disparities manifest in access to education, the quality of teaching and learning, and academic outcomes. Data from the Basic Education Sector Analysis indicates unequal enrollment rates, with more boys attending primary schools (including ECCDE) compared to girls, while the opposite is observed in junior secondary schools.

Furthermore, there exists a gender imbalance among teachers and staff of the State Universal Basic Education Board (SUBEB), with a higher percentage of female teachers in primary schools and more male teachers in junior secondary schools. Similarly, within the SUBEB administration, there is a higher representation of male staff. This gender gap has significant implications for the educational experience of students and the management of basic education in the state. The imbalance in teacher demographics may lead to a lack of diverse role models for learners, impacting their aspirations and perceptions of gender roles in society. It reinforces gender stereotypes and biases within the educational system, potentially influencing decision-making processes and resource allocation. The underrepresentation of female staff could also limit the diversity of perspectives necessary for improving educational planning processes. Despite these challenges, the state is making efforts to address gender issues through advocacy for communities, learners, and other stakeholders, as well as implementing gender-specific programs aimed at promoting inclusivity and equity in education for all.

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

Table 2.8.1.1 Gender Parity Index (Pre-Primary, Primary and JSS)

Level	Enrolment			Percentage		Gender Parity Index
	Male	Female	Total	Male	Female	
Pre-Primary	34,677	33,945	68,622	50.53%	49.46%	0.98

Primary	225,801	219,682	445,483	50.68%	49.31%	0.99
JSS	53365	62798	116163	45.94%	54.06%	1.16

Source: UBEC NPA 2022

Table 2.8.1.1 reveals that gender parity index of male is higher for pre-primary and primary this indicates that there are more boys in school than girls. While in the JSS the gender parity reveals that there are more girls in school than boys. Hence there is need to bring more girls back to school (for pre-primary and primary) and more boys to school for Junior Secondary Schools.

2.8.1.2

Gross and Net Enrolments

Table 2.8.1.2 Gross and Net Enrolment Rates by Gender by Level

Level	Gross Enrolment Rates (GER)			Net Enrolment Rates (NER)		
	Male	Female	Total	Male	Female	Total
Pre-Primary	48.3	47.1	47.69	35.3	33.3	34.29
Primary	71.23	73.21	72.22	64.24	66.22	65.23
JSS	45.72	48.04	46.88	31.38	33.70	32.54

Source: UBEC NPA 2022

Table 2.8.1.2, reveals that there is Out-Of-School Children within the percentage range of 28% to 52% across all three level of Basic Education. Hence, there is need to increase the enrolment drive to capture learners who are not in school. Ondo SUBEB is diligently determined to boost learner's enrollment in the State by conducting a vigorous enrollment drive, launching awareness campaigns, and engaging in advocacy efforts, most especially at the grassroot level (LGEAs). Recruitment of teachers to fill the existing vacancies, particularly at the difficult terrain and hard to reach areas will be continuous.

2.8.1.3

Gender Distribution of Teachers by Level

Table 2.8.1.3 Gender Distribution of Teachers by Level

Level	Gender Distribution of Teachers by Level
-------	--

	Male	% of Male	Female	% of Female	Total
Pre-Primary	669	24.10	2,106	75.90	2,775
Primary	2,886	43.25	6,672	56.75	9,558
JSS	1,998	38.67	3,169	61.33	5,167

Source: UBEC NPA 2022

The table above shows that there is a wide gap in the gender distribution of male and female teachers across all Basic Education levels of the State where the female takes 75.90% for pre-primary, 56.75% for Primary and 61.33% for JSS. Hence, there is need to include strategies in the plan to consider gender equity when employing new teachers and also to make teaching at the Basic Education level more attractive to male folks so that more male can be employed to bridge the existing gaps.

2.8.1.4

Gender Distribution of SUBEB and LGEA Staff

Table 2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

Level	Male		Female		Total
	N	%	N	%	
SUBEB	104	59	72	41	176
LGEA	187	56.3	145	43.7	332
TOTAL	291		217		508

Source: UBEC NPA 2022

From the table above, male employee at both SUBEB and LGEAs are 59% and 56.3% higher than female employees. Therefore, more female employee should be deployed to balance the gender gap.

2.8.2 Special Needs and Inclusive Education

Table 2.8.2a Special Needs and Inclusive Education

Special Needs Education	Pre-Primary	Primary	JSS
Publics	492	3,037	1,001
Private	2,201	3,465	430
Total	2,693	6,502	1,431

Source: UBEC NPA 2022

Table 2.8.2b Special Needs in Public JSS Indicating Inclusive Education

Name of School	Male	Female	Total
Owo High School, Owo	10	4	14
Akure High School (Special Unit), Akure	116	92	208
St. Patrick's College, Iwaro Oka	9	10	19

Source: EMIS ONDO SUBEB

Table 2.8.2a reveals the number of learners with special needs across all levels of Basic Education in the State by ownership. Meanwhile, Table 2.8.2b demonstrates the state's adherence to the UBE policy of inclusivity, wherein learners with special needs are enrolled in regular schools. This will encourage learners with special needs to attend regular schools, thereby reducing drop-out and out of School children in the State.

2.8.3 Education in Emergencies (IDPs etc.)

Emergency in Education is an unexpected situation that could destabilize the normal/regular functioning of human activities. The occurrence of an emergency situation is usually by disasters which could be natural, man-made and is therefore complex. Declaring a situation or problem “an emergency” is a call to action. According to the National Commission for Refugees,

Migrants, and Internally Displaced Persons (NCFRMI), South West Zonal Office, Lagos, there are 7,012 Internally Displaced Persons (IDPs) in Ondo State mainly at Ese-Odo, Ilaje, Okitipupa (table 2.8.3a). This is as a result of factors like, natural disasters (rainstorms, flooding, sea incursion in the riverine areas), diseases and fire outbreak, man-made emergencies such as oil spillage, boundary dispute, militancy, communal clashes, herdsmen attack, kidnapping and theft. Also, the herdsmen attack and communal clashes in Ose and Ondo East LGA had resulted in the temporary closure of six (6) primary schools, which has prevented 127 male and 118 female totaling 245 learners from Ose and Ondo east LGA from having access to quality Basic Education in the State . However, the State government is making efforts in addressing these issue by deploying security agencies such as the Amotekun Corps and local Vigilante to the troubled zones as well as holding meetings with the relevant stakeholders where these issues are prone.

Also, there is the recent flooding in three communities from Ilaje LGA of Ondo State resulting in displacement of 601 male and 588 female totaling 1,189 learners in the communities. Again, the State government I working assiduously to restore all the displayed persons back into their locations by reforestation, restoring watershed to reduce runoff, and waterway clearance.

Table 2.8.3a Total Number of IDPs in Ondo State

IDPs Location	Total Number of IDPs
Ese-Odo	7,012
Ilaje	
Okitipupa	

Source NCFRMI South West Zonal Office, Lagos.

Table 2.8.3b IDPs Location Due to Communal Clashed and Herdsmen Attacks

IDPs Location Due to Communal Clashes and Herdsmen Attacks	No of affected schools	Total Number of Learners		
		Male	Female	Total
LGEA				
Ose LGA	5	96	89	185
Ondo East LGA	1	31	29	60
Total	6	127	118	245

Source: EMIS ONDO SUBEB

Table 2.8.3c Recent (2024) IDPs in Ondo State

IDPs Location		Total Number of IDPs		
Communities	LGA	Male	Female	Total
Community Pry Sch., Ayetoro	Ilaje	199	195	394
LA Pry Sch., Ogogoro	Ilaje	248	239	487
Zion C/S Pry Sch., Abereke	Ilaje	154	154	308
	TOTAL	601	588	1,189

Source Ondo State Deputy Governor's Office, Akure and EMIS ONDO SUBEB.

2.9 Summary of Key Issues from the Diagnosis

i. Access, Equity and Inclusiveness Key Issues and Challenges

- Low enrolment rate of less than 50% especially in Pre-Primary and JSS while that of primary is slightly above 70%
- Inadequate health facilities as more than 70% of the basic school lacks health clinic and personnel
- Inadequate enrolment of special needs
- Inadequate non formal education centres
- Gender parity index indicates that there are more boys than girls in Pre-Primary and Primary schools while JSS shows more girls in school than boys

- Inadequate classroom to accommodate learners
- Inadequate toilet facilities
- Inadequate security guards and perimeter fencing
- Poor sanitation

ii. Quality and Efficiency Key Issues and Challenges

- Low enrolment rate of less than 50% especially in ECCDE and JSS while that of primary is slightly above 70%.
- Inadequate health facilities as more than 70% of the basic school lacks health clinic and personnel
- Inadequate enrolment of special needs
- Inadequate non formal education centres
- Gender parity index indicates that there are more boys than girls in ECCDE and Primary schools while JSS shows more girls in school than boys
- Inadequate classroom to accommodate learners
- Inadequate toilet facilities
- Inadequate security guards and perimeter fencing
- Poor sanitation

iii. Systems Strengthening and Efficiency Key Issues and Challenges

- Inadequate capacity development for EMIS Officers
- Inadequate facilities for EMIS which impedes the proper management of the Basic Education Information System of the State
- Poor response of EMIS Officers in schools and LGEAs in timely submission of data
- Strategic Planning Implementation and Monitoring
- Inadequate QA officers and SSOs at the LGEAs,
- Inadequate capacity development for teachers and officers.

3.0 THE STRATEGIC PROGRAMME

This chapter presents intervention strategies aimed at improving accessibility, inclusivity, participation, internal efficiency, quality, and the overall enhancement of Basic Education in the state. It addresses identified challenges by providing detailed solutions, including cost analysis, resource allocation, and delineation of responsibilities. Activities are classified into priority areas such as Access, Equity & Inclusiveness; Quality & Efficiency; System Strengthening & Efficiency; and Sustainable Funding, focusing on key issues and challenges in the State's Basic Education sector that require urgent attention.

3.1 Priority Programmes

3.1.1 Access, Equity and Inclusiveness

- To expand access of more children to Basic Education especially in the rural areas,
- Ensure gender equity and equality among learner in every aspect of learning including co-curricular activities.
- Ensure more children with special needs have access to special education without discrimination.
- To ensure inclusiveness of learners irrespective of their challenges
- To provide more school facilities and a conducive environment that makes learning attractive and interesting to children
- To provide access for Out-Of-School Children (OOSC) returning back to school
- To create more awareness on the important of basic education among communities, traditional leaders.
- promote gender equity and equality

3.1.2 Quality and Efficiency

- Ensure compliance with the approved standard of 1:35 teacher to Learners ratio in Primary and JSS,
- Provide capacity development for teachers,
- Promote professionalism in teaching,
- Ensure effective supervision and mentoring of newly recruited teachers,
- Improve physical infrastructures- classrooms, toilets, libraries, laboratories etc.,
- Improve school facilities (water, electricity, ICT etc.),
- Improve incentives for teachers posted to rural areas,
- Improve number of teachers in the system,

- Employ Security Guard to prevent burglary and vandalism of school property by hoodlums,
- Construct perimeter fence,
- Monitor schools to ensure quality teaching and learning processes,
- Ensure adequate provision of instructional materials, sports equipment, first aid box, sick bays etc.,
- Carryout Monitoring of Learning Achievement (MLA),
- Promote reading culture in schools through establishing and strengthening of relevant clubs and societies
- Mapping of the existing Primary and Junior Secondary Schools,
- Ensure provision of adequate recreational facilities in schools.

3.1.3 System Strengthening and Efficiency

- Tracking learners' enrolment on yearly basis,
- Ensure quality data management,
- Quality of teachers' and learners' learning achievement or outcome,
- Conduct of Annual school census,
- Digital attendance monitoring of learner,
- Procurement of ICT equipment for more effective data management and to improve facilities for EMIS,
- Capacity building for EMIS and BAMIS officers,
- Ensure compliance with the approved standard of 1:35 teacher/Learners ratio in primary and junior secondary,
- Ensure adequate provision of school equipment, materials and well equipped laboratories and libraries,
- Provide capacity development programmes for teachers,
- Capacity building for teacher, Head teachers, SSOs and SBMCs,
- Improved evidence-based decision-making that will assist transparency, governance, accountability and innovation in education delivery.

3.1.4 Sustaining Funding

- Facilitating the provision of pertinent data for planning and financial allocation purposes,
- Conducting periodic auditing of staff and infrastructure,
- Ensure timely disbursement of financial resources for the effective implementation of education programs,
- Ensure early release of budgetary allocation and prompt implementation to meet the identified needs/programmes in Basic Education Sector,
- Advocate for increase in allocation for running grants due to inflation and ensure prompt release,
- Ensuring good governance, transparency, and effective utilization of public funds
- Advocating for companies and organizations to allocate a minimum of 1.5% of contract proceeds to the Ondo State Education Endowment Fund (OSEEF) as part of their Corporate Social Responsibility.
- Fostering collaborative interventions and support of development partners
-

3.2 SMTBESP Result Framework

The result framework outlines all the programs within each policy area (Access, Equity & Inclusiveness; Quality & Efficiency, System Management & Efficiency, and Sustainable Funding) that the OSMTBESP will encompass. This includes targeted outputs from 2024 to 2027, strategies for achieving these goals, and anticipated outcomes resulting from the implementation of these identified programs using available funds for planning and resource utilization to improve Basic Education in the State.

Table 3.2 SMTBESP Results Framework

Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
<p>POLICY: ACCESS, EQUITY AND INCLUSIVENESS</p> <p>Policy Objectives:</p> <ul style="list-style-type: none"> ➤ To expand access for more children to Basic Education especially in the Rural Areas, ➤ Ensure gender equity and equality among learner in every aspect of learning including co-curricular activities, ➤ Ensure more children with special needs have access to special education without discrimination, ➤ To ensure inclusiveness of learners irrespective of their challenges, ➤ To provide more school facilities and a conducive environment that makes learning attractive and interesting to children, ➤ To provide access for OOSC 	<ul style="list-style-type: none"> ➤ Establishing annex schools in rural and newly developed areas to decrease the number OOSC ➤ Offering special incentives for teachers working in challenging or rural environments and those teaching at special needs schools, ➤ Ensuring strict enforcement of policy guidelines regarding inclusive education, ➤ Providing incentives and mobilizing communities to ensure that children with disabilities have access to education, ➤ Enhancing the homegrown school 	<p>Gross Enrolment Rate of:</p> <ul style="list-style-type: none"> ➤ 48% for Pre-Primary, ➤ 72% for Primary, ➤ 47% for JSS <p>Net Enrolment Rate of:</p> <ul style="list-style-type: none"> ➤ 34% for Pre-Primary, ➤ 55% for Primary, ➤ 33% for JSS 	<ul style="list-style-type: none"> ➤ 48 % for Pre-Primary, ➤ 72% for Primary, ➤ 47% for JSS 	<ul style="list-style-type: none"> ➤ 68% for Pre-Primary, ➤ 82% for Primary, ➤ 67% for JSS 	<p>NPA 2022</p>

<p>returning back to school,</p> <ul style="list-style-type: none"> ➤ To create more awareness on the important of basic education among communities, traditional leaders, ➤ Promote gender equity and equality. 	<p>feeding program,</p> <ul style="list-style-type: none"> ➤ Upgrading infrastructure in schools to improve learning environments, ➤ Promoting gender participation in all school-related activities, ➤ Supplying materials for early childhood care and development education, ➤ Advocacy and sensitization of stakeholders, ➤ Conditional Cash Transfer 				
<p>POLICY: QUALITY AND EFFICIENCY</p> <p>Policy Objectives:</p> <ul style="list-style-type: none"> ➤ Enhance learning outcomes by providing relevant educational materials and enhancing teacher competencies, ➤ Improve literacy and numeracy skills among learners in Basic Education Schools, ➤ Ensure a teacher-to-Learners ratio 	<ul style="list-style-type: none"> ➤ Review curriculum, ➤ Improve teacher capacity, ➤ Recruitment of qualified teachers, ➤ Strengthening availability of learning materials for teachers and learners, ➤ Improve learning environment (replacing of blackboard with white board), ➤ Provision of learners' and 	<p>Learners Good Classroom Ratio:</p> <p>Pre-Primary: 1:49 Primary: 1:91 JSS: 1:94</p> <p>% Learners Furniture:</p> <p>Pre-Primary: 26% Primary: 69%</p>	<p>Good Classrooms:</p> <p>Pre-Primary: 49; Primary: 91; JSS: 94</p> <p>Learners Furniture:</p> <p>Pre-Primary: 26.19%; Primary: 69.10%; JSS:</p>	<p>Good Classrooms:</p> <p>Pre-Primary: 33; Primary: 71; JSS: 74</p> <p>Learners Furniture:</p> <p>Pre-Primary: 46.19%; Primary: 85.10%; JSS:</p>	<p>NPA 2022</p>

<p>of 1:35 in primary and junior secondary schools according to approved standards,</p> <ul style="list-style-type: none"> ➤ Implement capacity development programs for educators and foster professionalism in teaching, ➤ Facilitate effective supervision and mentorship for newly employed teachers, ➤ Upgrade physical infrastructure including classrooms, toilets, libraries, and laboratories, ➤ Enhance school facilities such as water, electricity, and ICT resources, ➤ Offer improved incentives for teachers assigned to rural areas and increase the number of teachers in the education system, ➤ Reduce the activities of hoodlums in the school, ➤ Monitor schools to ensure high-quality teaching and learning practices, ➤ Improve learners' involvement in co-curricular activities, ➤ Conduct Monitoring of Learning Achievement (MLA) 	<p>teachers' furniture,</p> <ul style="list-style-type: none"> ➤ Digitizing the school environment, ➤ Establishment and upgrading of school libraries, ➤ Provision of additional toilets, sick bays and sanitation for learners, ➤ Deploying more QA and SSOs to improve monitoring activities in schools, ➤ Strengthening and equipping QA and SSOs, ➤ Employ and deploy security guards to primary schools in 18 LGEAs, ➤ Construction of perimeter fences for security purposes in schools, ➤ Provide adequate sports equipment, and medical supplies including first aid kits and sick bays. 	<p>JSS: 59%</p> <p>% Teachers' Furniture:</p> <p>Pre-Primary: 34%</p> <p>Primary: 40%</p> <p>JSS: 46%</p> <p>Qualified Teachers</p> <p>Pre-Primary: 74%</p> <p>Primary: 86%</p> <p>JSS: 86%</p> <p>Learners' to Qualified Teachers Ratio</p> <p>Pre-Primary: 33%</p> <p>Primary: 54%</p> <p>JSS: 26%</p> <p>No of School Facilities</p>	<p>58.74%</p> <p>Teachers' Furniture:</p> <p>Pre-Primary: 34%; Primary: 40%; JSS: 46%</p> <p>Qualified Teachers: 85% (Average for three levels)</p> <p>School Facilities: 26%</p>	<p>78.74%</p> <p>Teachers Furniture: 60% (across all levels)</p> <p>Qualified Teachers: 95% (Average for three levels)</p> <p>School Facilities: 50%</p>	
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<p>assessments,</p> <ul style="list-style-type: none"> ➤ Foster a culture of reading through relevant school clubs and societies, ➤ Map existing primary and junior secondary schools for better organization, ➤ Promote professionalism and provide effective supervision and mentorship for new teachers, ➤ Ensure a high standard of teaching and learning processes, ➤ Provide recreational facilities within school premises. 		<p>Perimeter Fence: 15% for Pre-Primary/Primary, and 38% for JSS</p> <p>Water: 64% for Pre-Primary/Primary, and 82% for JSS</p> <p>Toilet: 45% for Pre-Primary/Primary, and 82% for JSS</p> <p>First Aid: 73% for Pre-Primary/Primary, and 95% for JSS</p> <p>Sickbay: 4% for Pre-Primary/Primary, and 5% for JSS</p> <p>Playground: 7% for Pre-Primary/Primary, and 75% for JSS</p> <p>Sports Equipment: 21% for Pre-Primary/Primary, and 47% for JSS</p> <p>Laboratory: 5% for Pre-Primary/Primary, and 53% for JSS</p> <p>ICT Equipment: 20% for Pre-</p>	<p>Average for Primary Schools and 62% Average for JSS</p>	<p>Average for Primary Schools and 71% Average for JSS</p>	
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		<p>Primary/Primary, and 59% for JSS</p> <p>Library: 11% for Pre-Primary/Primary, and 80% for JSS</p> <p>No of Instructional Materials (Learner-Textbook Ratio)</p> <p>Pre-Primary: 1:9 Primary: 1:4 JSS: 1:5</p>				
				<p>Instructional Materials: 1:9 for Pre-Primary, 1:4 for Primary; and 1:5 for JSS</p>	<p>Instructional Materials: 1:5 for Pre-Primary; 1:2 for Primary; and 1:2 for JSS</p>	
<p>POLICY: SYSTEM MANAGEMENT EFFICIENCY</p> <p>Policy Objectives:</p> <ul style="list-style-type: none"> ➤ Promote professionalism and provide effective supervision and mentorship for new teachers, ➤ Ensure a high standard of teaching and learning processes, ➤ Implement effective data management practices, 	<ul style="list-style-type: none"> ➤ Conduct of MLA ➤ Monitoring of Learners' Attendance, ➤ Formulate and implement educational policies that are sustainable and people-oriented, ➤ Promote and uphold transparency and accountability in administrative practices, 	<p>Gross Enrolment Rate of:</p> <ul style="list-style-type: none"> ➤ 48 % for Pre-Primary, ➤ 72% for Primary, ➤ 47% for JSS <p>74% Primary and 75 % JSS Schools with Functional</p>	<p>65% Public Primary School for BAMIS</p> <p>74% Primary and 75 % JSS Schools with Functional SBMCs</p>	<p>73% Public Primary School for BAMIS</p> <p>95% Primary and JSS Schools with Functional SBMCs</p>	<p>SUBEB PRS</p> <p>QA & TD (SUBEB)</p>	

<ul style="list-style-type: none"> ➤ Tracking learners’ enrolment on yearly basis, ➤ Assess the quality of teaching staff and learners' academic performance, ➤ Conduct an annual school census, ➤ Utilize digital systems for tracking learner attendance, ➤ Acquire ICT equipment to enhance data management and improve Educational Management Information Systems (EMIS) facilities, ➤ Offer capacity-building programs for EMIS and Basic Education Management Information System (BAMIS) officers, ➤ Facilitate professional development opportunities for teachers, ➤ Offer capacity-building initiatives for teachers, EMIS Officers, head teachers, School Support Officers (SSOs), and School-Based Management Committees (SBMCs), ➤ Enhance teaching and learning quality through digital unified 	<ul style="list-style-type: none"> ➤ Continuously enhance the capacity of the EMIS Officers, BAMIS Officers and SBMCs through regular training and development, ➤ Conduct the Annual School Census systematically and efficiently, ➤ Procurement of Tablets for additional 200 schools to be incorporated into BAMIS Platform, ➤ Training of 200 school heads on BAMIS, ➤ Deployment of 20 coaches and mentors to monitor teaching practices and attendance in schools, ➤ Training of 70 mentors and coaches for effective monitoring, ➤ Developing interactive eLearning packages on Basic 1 – 6 contents, to be hosted on SUBEBs 	<p>SBMCs</p>	<p>50 BAMIS, 60 SSOs, 100 QA Officers</p> <p>ASC 2021 – 2022</p>	<p>70 BAMIS, 320 SSOs, 160 QA Officers</p> <p>ASC 2023 – 2027</p>	
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<p>lesson plan/note.</p>	<p>platform,</p> <ul style="list-style-type: none"> ➤ Designing and uploading of unified lesson plan/notes for effective teaching and learning on SUBEB portal, in Primary schools, to ensure strict compliance to the national curriculum. 				
<p>POLICY: SUSTAINABLE FUNDING</p> <p>Policy Objectives:</p> <ul style="list-style-type: none"> ➤ Ensuring efficient allocation of financial resources within the Basic Education Sector, is in accordance with identified priorities and needs, ➤ Enhance transparency and accountability in administration of funds, ➤ Ensure timely disbursement of financial resources for the effective implementation of education programs, ➤ Ensure early release of budgetary 	<ul style="list-style-type: none"> ➤ Monitoring and evaluation ➤ Retirement of released funds ➤ Fast track the processing of preparation of salaries of personnel in SUBEB/LGEAs and funds to be released for various activities ➤ Liaise with authorities on the need for increase in running grant allocations ➤ Procurement of ICT equipment, and training of staff on usage of digital tools 	<p>Available budget tracking tools</p> <p>Early payment of salaries for personnel</p> <p>Payroll Management System</p>	<p>65%</p>	<p>85%</p>	<p>Books of Account</p> <p>Bank Statements</p> <p>Various Returns of Department of Finance and Account (SUBEB)</p>

<p>allocation and prompt implementation to meet the identified needs/programmes in Basic Education Sector,</p> <ul style="list-style-type: none"> ➤ Advocate for increase in allocation for running grants due to inflation and ensure prompt release, ➤ Implement automation of financial activities within the department. 	<ul style="list-style-type: none"> ➤ Appeal to the State Government to pay the counterpart fund as at when due 				
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3.3 Costed Priority Programmes Plan

3.3.1 POLICY: ACCESS, EQUITY AND INCLUSIVENESS

Policy Objectives:

- To expand access for more children to Basic Education especially in the Rural Areas,
- Ensure gender equity and equality among learner in every aspect of learning including co-curricular activities,
- Ensure more children with special needs have access to special education without discrimination,
- To ensure inclusiveness of learners irrespective of their challenges,
- To provide more school facilities and a conducive environment that makes learning attractive and interesting to children,
- To provide access for OOSC returning back to school,
- To create more awareness on the important of basic education among communities, traditional leaders,
- Promote gender equity and equality.

Table 3.3.1 Priority Programme Plans (Access, Equity and Inclusiveness)

ACTIVITIES	OUTPUTS	OUTCOMES	INDICATOR	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
				2024	2025	2026	2027	2024	2025	2026	2027			
Monitoring and evaluation of enrolment improvement by the SUBEB team in all 18 LGAs	Enrolment Improvement monitored	Enrolment of school children increasing	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	18	18	18	18	15,174,804.91	17,496,550.06	21,855,687.58	27,319,609.48	81,846,652.03	UBEC, SUBEB	QA SUBEB
Annual Conduct of school enrollment drive on OOSC in 18 LGAs through advocacy visits to 2 traditional and 2 religious leaders meetings;6 town hall meeting in LGAs; and Sensitization at PTA and SBMC meetings	Enrolment Drive conducted in 18 LGAs	Increase in enrolment of all school aged children	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS NER of 34% for Pre-Primary, 55% for Primary, 33% for JSS	18	18	18	18	36,000,000	45,000,000	56,250,000	70,312,500	207,562,500	UBEC, SUBEB	SM, SP & PRS SUBEB
Annual Conduct of census of all Tsangaya, migrant fishers, Nomadic schools	Tsangaya and other Schools Census conducted	Improved participation of learners in Tsangaya	GER of 48% for Pre-Primary, 72% for	1	1	1	1	6,000,000	7,500,000	9,375,000	11,718,750	34,593,750	UBEC, SUBEB	SM & PRS SUBEB

		schools	Primary, 47% for JSS NER of 34% for Pre-Primary, 55% for Primary, 33% for JSS											
Establish additional Nomadic Schools in selected 4 LGAs	additional nomadic schools established in 12 LGAs	Improved participation of learners in Nomadic schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	1	1	1	1	864,750	997,056.75	1,149,606.43	1,325,496.22	4,336,909.40	UBEC, SUBEB	SM, SUBEB
Annual Conduct identification of children with hidden disabilities that hinder meaningful access in all the 18 LGAs	Children with hidden disabilities identified across the 18 LGAs	Improved access and participation of children with disabilities in schooling	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS NER of 34% for Pre-Primary, 55% for Primary, 33% for	18	18	18	18	24,904,800	28,715,234.40	33,108,665.26	38,174,291.05	124,902,990.71	UBEC, SUBEB	SM, SUBEB

			JSS												
Create awareness among parents of children with special needs, through 3,000 copies of Electronic and Print Media annually	Awareness created among parents of children with special needs	Improved access and participation of children with disabilities in schooling	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	750	750	750	750	12,971,250	14,955,851.25	17,244,096.49	19,882,443.25	65,053,640.99	UBEC, SUBEB	SM SUBEB	
Organize jingles / TV/Radio talk shows annually on access, participation and retention in schools	Jingles / TV/Radio talk shows organized on participation and retention in schools	Improved access, participation and retention of children in schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	1	1	1	1	749,450	864,115.85	996,325.57	1,148,763.59	3,758,655.01	UBEC, SUBEB	IPR & SM SUBEB	
Monitoring of projects by Board and Media team to specific locations/Projects site across the State on quarterly basis	Wide media coverage of Basic Education projects executed in the State	Improved awareness of citizens on projects carried out in the State	GER of 47.69% for ECCDE and 46.88% for primary	4	4	4	4	5,000,000.00	7,107,500.00	10,103,311.25	14,361,856.94	36,572,668.19	UBEC, SUBEB	PRS & IPR SUBEB	
Special Reports on ODSUBEB Safeguard on quarterly basis	To increase the awareness of safeguard programme in the State	To reduce GBV/SEA/SH related cases in the State	GER of 47.69% for ECCDE & 46.88% for pry	4	4	4	4	5,000,000.00	7,107,500.00	10,103,311.25	14,361,856.94	36,572,668.19	UBEC, SUBEB	IPR SUBEB	
Quarterly production of Video and Audio Documentary on	Increase in awareness of ODSUBEB activities in	Improved awareness of citizens on	GER of 47.69% for ECCDE	4	4	4	4	10,000,000.00	14,215,000.00	20,206,622.50	28,723,713.88	73,145,336.38	UBEC, SUBEB	IPR SUBEB	

ODSUBEB activities in 3 main languages in the state	the State	programmes carried out in the State	& 46.88% for primary												
Quarterly Press Briefing with Chief Editors of Media Outlets	update the media on activities/programmes on going in OD SUBEB	Improved relationship of ODSUBEB and media outlets in the State		4	4	4	4	500,000.00	710,750.00	1,010,331.13	1,436,185.69	3,657,266.82	UBEC, SUBEB	IPR SUBEB	
Project and Event Coverage by Education Correspondents of National Media Houses and staff of the P.R Unit on quarterly basis	Wide media coverage of Basic Education projects/events executed in the State	Increase awareness of citizens on projects/events carried out in the State	GER of 47.69% for ECCDE and 46.88% for primary	4	4	4	4	2,000,000.00	2,843,000.00	4,041,324.50	5,744,742.78	14,629,067.28	UBEC, SUBEB	IPR SUBEB	
Quarterly advocacy Visit to major Media Houses by the Executive Chairman, Board members safeguard of our Schools	To engage the services of major media houses on creating awareness and sensitizing the public on safeguard programme in the State	To reduce GBV/SEA/SH related cases in the State	GER of 47.69% for ECCDE and 46.88% for primary	4	4	4	4	300,000.00	426,450.00	606,198.68	861,711.42	2,194,360.09	UBEC, SUBEB	SP & IPR SUBEB	
Sponsored scroll News bar on 3 major T.V channels on quarterly basis	Scroll news focusing on UBEC/SUBEB programmes	Increase in publicity of UBEC/SUBEB activities/projects/programmes in the State		4	4	4	4	500,000.00	710,750.00	1,010,331.13	1,436,185.69	3,657,266.82	UBEC, SUBEB	IPR SUBEB	

Design, production and placement of advocacy campaigns adverts on Bill Boards against growing menace of out of School Children, social menace in school environment and other pressing issues to be placed in a strategic area across the Ondo State	Increase awareness campaign on OOSC, social menace in school environment and other pressing issues in the State	To reduce OOSC and curb social menace in the school to the barest minimum	GER of 47.69% for ECCDE and 46.88% for primary	18	18	18	18	10,000,000.00	14,215,000.00	20,206,622.50	28,723,713.88	73,145,336.38	UBEC, SUBEB	SP & IPR SUBEB
Annual Press Conference to showcase scorecards of the Board's activities and project for the future	update the media and the public on activities/programmes carried out in the Board on annual basis	Increase awareness of citizens on activities/projects/events of the Board annually		1	1	1	1	2,000,000.00	2,843,000.00	4,041,324.50	5,744,742.78	14,629,067.28	UBEC, SUBEB	IPR SUBEB
Purchase of media gadgets (camera, laptop, projector, speakers, and microphone)	To capture UBEC/SUBEB programmes/projects in the State	To improve/strengthen the ODSUBEB media/publicity units for better performance		1	1	1	1	20,000,000.00	28,430,000.00	40,413,245.00	57,447,427.77	146,290,672.77	UBEC, SUBEB	IPR SUBEB
Conduct sensitization and parental education seminar for 800 parents in 18 LGAs to reduce negative traditional/religious	Advocacy and sensitization conducted	Elimination of all gender biases to schooling	GER of 48% for Pre-Primary, 72% for Primary, 47% for	200	200	200	200	172,950,000	199,411,350	299,921,286.55	265,099,243.39	937,381,879.94	UBEC, SUBEB	PRS, SUBEB

s practices and eliminate all forms of gender biases to schooling			JSS												
Provision of sanitary pads to 280,000 Girls Child across the 18 LGAs	Sanitary pads to Girls Child across the 18 LGAs provided	Improved Community support and hygiene among Girls Child.	GER for Girls: 71% for Primary, 48% for JSS	70,000	70,000	70,000	70,000	12,600,000	15,750,000	19,687,500	24,609,375	72,646,875	UBEC, SUBEB	SM SUBEB	
Institutionalize Conditional Cash Transfer for 1000 women in 18 LGAs to support children schooling	CCT institutionalized	Improved parental support for schooling of their children	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	250	250	250	250	37,500,000	46,875,000	58,593,750	73,242,187.5	216,210,937.5	UBEC, SUBEB	SM SUBEB	
Provision of school bags for 8,000 primary learners across the 18 LGAs	8,000 school bags provided	Improved Access and participation in primary schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	2,000	2,000	2,000	2,000	9,305,863	10,729,660.04	12,371,298.02	14,264,106.62	46,670,927.68	UBEC, SUBEB	SM SUBEB	
Provision of 10,000 free school uniforms for indigent learners across the 18 LGAs.	Free uniform provided for primary Learners	Improved Access and participation in primary schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	2,500	2,500	2,500	2,500	576,500,000	664,704,500	766,404,288.50	883,664,144.64	2,891,272,933.14	UBEC, SUBEB	SM SUBEB	
Organize annual meeting to	Annual meeting with	Improved completion	Completion Rate:	18	18	18	18	13,490,100	15,554,085.30	17,933,860.35	20,677,740.98	67,655,786.63	UBEC, SUBEB	SM SUBEB	

collaborate with SBMC, PTA, community and religious leaders annually to sensitize parents on children need to complete cycle of schools in all 18 LGAs annually	SBMC, PTA and other stakeholders organized.	rate among learners	26% in Pre-Primary 61% in Primary School 42% in JSS												
Provide conducive environment for inclusive education in schools in 1 Primary school and 4 JSS	Conducive environment for inclusion provided for 1 primary schools and 4 JSS annually	Inclusiveness promoted at Primary and JSS schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	5	5	5	5	3,113,100	3,589,404.30	4,138,583.16	4,771,786.38	15,612,873.84	UBEC, SUBEB	PPL SUBEB	
Conduct sensitization and advocacy on enrolment of special needs children annually	Advocacy and sensitization of enrolment of special needs children conducted	Improved enrolment of special needs children	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	1	1	1	1	634,150	731,174.94	843,044.72	972,030.56	3,180,400.22	UBEC, SUBEB	PRS, SUBEB	
Provide 600 First Aid boxes annually at Primary and JSS	600 First Aids boxes provided	Improved Learners' safety in schools	No of Schools with First Box: 73% for Pre-Primary/Primary, 95% for JSS	600	600	600	600	103,770,000	119,646,810	137,952,771.93	159,059,546.03	520,429,127.96	UBEC, SUBEB	SM SUBEB	
Procurement of 8,000 School Sandals for Pre-	School Sandals Provided for	Enrolment of primary school	GER of 48% for	8,000	8,000	8,000	8,000	40,000,000	45,200,000	51,076,000	57,715,880	193,991,880.00	UBEC, SUBEB	SM SUBEB	

Primary and Primary Learners	8,000 Learners	children increasing	Pre-Primary, 72% for Primary, 47% for JSS												
Physical verification of each Learners (Almajiris) with data form and photograph in 18 LGAs	Physical verification of Almajiris Learners with data form and photograph in 18 LGAs conducted	Enrolment of school aged children increasing	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	18	18	18	18	11,700,000	13,221,000	14,939,730	16,881,895	56,742,625.00	UBEC, SUBEB	PRS, SUBEB	
Physical verification of each Learners (Orphans) with data form and photograph in 18 LGAs	Physical verification of (Orphans) conducted in 18 LGAs	Enrolment of school aged children increasing	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	18	18	18	18	11,700,000	13,221,000	14,939,730	16,881,895	56,742,625.00	UBEC, SUBEB	SM & SP, SUBEB	
Provide 2,000 Hand Washing Buckets with Tap and Stand (Pre-Primary and Primary)	2,000 Hand Washing Buckets provided (Pre-Primary)	Improved Hygiene of school aged children in schools	64% for Pre-Primary/P primary, 82% for JSS	500	500	500	500	1,500,000	1,695,000	1,915,350	2,164,346	7,274,696.00	UBEC, SUBEB	SM SUBEB	
Provide 1,000 Hand Washing Buckets with Tap in JSS	1,000 Hand Washing Buckets provided (Pre-Primary)	Improved Hygiene of school aged children in schools	64% for Pre-Primary/P primary, 82% for JSS	250	250	250	250	750,000	847,500	957,675	1,082,173	3,637,348.00	UBEC, SUBEB	SM SUBEB	
Hand Washing Buckets with Tap and Stand (40 Almajiris Centers)	40 Hand Washing Buckets provided (Almajiris)	Improved Hygiene of school aged children in schools	64% for Pre-Primary/P primary, 82% for	10	10	10	10	34,590.00	39,086.70	44,167.97	49,909.91	167,754.58	UBEC, SUBEB	SM SUBEB	

			JSS												
Procure Carton of antibacterial soap for 500 Schools (Each 1-Carton) Primary and JSS annually	Carton of antibacterial soap provided for 500 Schools (Primary and JSS) annually	Improved Hygiene of school aged children in schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	500	500	500	500	11,700,000.00	13,490,100.00	15,554,085.30	17,933,860.35	58,678,045.65	UBEC, SUBEB	SM SUBEB	
Procure Carton of antibacterial soap (40 Almajiri Centers)	Carton of antibacterial soap procured for 40 Almajiri Centers)	Improved Hygiene of school aged children in schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	40	40	40	40	1,500,000.00	1,729,500.00	1,994,113.50	2,299,212.87	7,522,826.37	UBEC, SUBEB	SM SUBEB	
Provide Carton of disinfectant for 500 Schools (Each 1-Carton) Primary and JSS annually	Carton of disinfectant provided for 500 Schools (Primary and JSS)	Improved Hygiene of school aged children in schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	500	500	500	500	750,000.00	864,750.00	997,056.75	1,149,606.43	3,761,413.18	UBEC, SUBEB	SM SUBEB	
SUBEB Safeguard	Advocacy, Sensitization and Enrolment Drive	To reduce cases of Sexual Abuse, Land Encroachment, Land Dispute and general safety of the school environment	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	18	18	18	18	16,778,200.00	19,345,264.60	22,305,090.08	25,717,768.87	84,146,323.55		PRS SUBEB	

Strengthen the capacity of LGA Early Years Consultative Committees for effective support to meaningful access for ECCDE in 18 LGAS.	Strengthened the Capacity of LGA Early Year consultative Committee for effective support to meaningful assess for ECCDE in 18 LGAs	Increase in enrolment of all school aged children	GER of 48% for Pre-Primary NER of 34% for Pre-Primary	9	9	9	9	10,169,978.85	11,725,985.61	14,657,481.25	18,321,851.56	54,875,297.27	UBEC, SUBEB	TD SUBEB
Conduct peer education training for 800 junior secondary schools students on Adolescent Reproductive Health.	Peer Education Training conducted on ARH for JSS students	Enlightenment on Adolescence Reproductive Health issues institutionalized in JSS schools	GER of 47% for JSS NER of 33% for JSS	200	200	200	200	22,992,128.65	26,509,924.33	33,137,405	41,421,756.25	124,061,215.17	UBEC, SUBEB	TD SUBEB
Capacity strengthening of 50 SUBEB staff on positive disciplinary measures across all Basic Education schools in the state annually	50 SUBEB staff capacity strengthened on positive disciplinary measures in schools	Improved disciplinary measures in schools	508 SUBEB/LGEA Staff	50	50	50	50	5,748,032.16	6,627,481.08	8,284,351	10,355,439.06	31,015,303.78	UBEC, SUBEB	TD SUBEB
Home Grown School Feeding (HGFS) a meal per day as incentive to learners	Home Grown School Feeding (HGFS) provided for Basic School learners	Increase nutritional intake of the learners and reduces out of school children.	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	18	18	18	18	7,282,500.00	9,103,125.00	11,378,906.250	14,223,622.813	41,988,154.062	UBEC SUBEB	PRS SUBEB

Provision and distribution of Dettol (medium size) 280,000 Girls Child across the 18 LGEAs	Dettol to Girls Child across the 18 LGEAs provided	Improved Community support and hygiene among Girls Child.	GER for Girls: 47% for Pre-Primary, 71% for Primary, 48% for JSS	70,000	70,000	70,000	70,000	7,560,000	9,450,000	11,812,500	14,765,625	43,588,125	UBEC, SUBEB	SM SUBEB
Procurement and Distribution of Detergent (Medium Size)	Detergent to Girls Child across the 18 LGEAs provided	Improved Community support and hygiene among Girls Child.	GER for Girls: 47% for Pre-Primary, 71% for Primary, 48% for JSS	70,000	70,000	70,000	70,000	7,560,000	9,450,000	11,812,500	14,765,625	43,588,125	UBEC, SUBEB	SM SUBEB
CONSTRUCTION														
2 CLASSROOM			Pupil-Classroom Ratio of 1:49 for ECCDE, 1:91 for Primary And 1:94 for JSS	15	15	15	15	546,750.00	683,437.50	854,296.88	1,067,871.09	3,152,355.47	MATCHING GRANT	PP SUBEB
3 CLASSROOM				50	50	50	50	2,535,000.00	3,168,750.00	3,960,937.50	4,951,171.88	14,615,859.38	MATCHING GRANT	PP SUBEB
6 CLASSROOM				20	20	20	20	2,106,000.00	2,632,500.00	3,290,625.00	4,113,281.25	12,142,406.25	MATCHING GRANT	PP SUBEB
ECCDE BUILDING				10	15	18	22	432,000.00	810,000.00	1,215,000.00	1,856,250.00	4,313,250.00	MATCHING GRANT	PP SUBEB
3 CLASSROOM STOREY				7	7	10	15	709,800.00	887,250.00	1,584,375.00	2,970,703.13	6,152,128.13	MATCHING GRANT	PP SUBEB
6 CLASSROOM STOREY				14	18	23	30	2,948,400.00	4,738,500.00	7,568,437.50	12,339,843.75	27,595,181.25	MATCHING GRANT	PP SUBEB

														GRANT	
TOTAL								8,524,049,1 47.57	10,560,591, 772.71	13,171,375, 544.72	16,267,512, 930.87	48,523,529, 396.86			

3.3.2 POLICY: QUALITY AND EFFICIENCY

Policy Objectives:

- Enhance learning outcomes by providing relevant educational materials and enhancing teacher competencies,
- Improve literacy and numeracy skills among learners in Basic Education Schools,
- Ensure a Teacher-to-Learners ratio of 1:35 in Primary and 1:40 in Junior Secondary Schools according to approved standards,
- Implement capacity development programs for educators and foster professionalism in teaching,
- Facilitate effective supervision and mentorship for newly employed teachers,
- Upgrade physical infrastructure including classrooms, toilets, libraries, and laboratories,
- Enhance school facilities such as water, electricity, and ICT resources,
- Offer improved incentives for teachers assigned to rural areas and increase the number of teachers in the education system,
- Reduce the activities of hoodlums in the school,
- Monitor schools to ensure high-quality teaching and learning practices,
- Improve learners' involvement in co-curricular activities,
- Conduct Monitoring of Learning Achievement (MLA) assessments,
- Foster a culture of reading through relevant school clubs and societies,
- Map existing primary and junior secondary schools for better organization,
- Promote professionalism and provide effective supervision and mentorship for new teachers,
- Ensure a high standard of teaching and learning processes,
- Provide recreational facilities within school premises.

Table 3.3.2 Priority Programme Plans (Quality and Efficiency)

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Provide training for 800 School Support Officers on effective monitoring	320 SSO trained	Improved learning outcomes at Basic Education sub sectors in the State	80	80	80	80	26,091,163.48	34,646,455.98	43,308,069.98	54,135,087.48	158,180,776.92	UBEC SUBEB	TD SUBEB
Train 400 school heads on inclusive education across Pre-primary, Primary and JSS	400 head teachers trained	improved inclusiveness at basic education	100	100	100	100	13,045,581.74	17,323,227.99	21,654,034.99	27,067,543.74	79,090,388.46	UBEC SUBEB	TD SUBEB
Make provision for inspection visits by 160 QA officers of SUBEB Annually	inspection visits conducted	Improved qualitative teaching and learning	40	40	40	40	17,394,108.98	23,097,637.32	28,872,046.65	36,090,058.31	105,453,851.26	UBEC SUBEB	QA SUBEB
Annual Conduct of Monitoring Learning Achievement tests once for Primary, and JSS in literary, numerical and life skills	MLA conducted for Primary and JSS	Improved qualitative learning outcomes	1	1	1	1	2,609,116.35	3,464,645.60	4,330,807	5,413,508.75	15,820,357.7	UBEC SUBEB	QA SUBEB
Reward 80 schools that recorded high performance in external examination at Primary and JSS level	80 schools of high performance rewarded	Improved qualitative learning outcomes	20	20	20	20	8,697,054.49	11,548,818.66	14,436,023.33	18,045,029.16	52,726,925.64	UBEC SUBEB	ACS SUBEB
Annual inter schools quizzes and debates competition for Primary	Annual quizzes conducted	Improved extracurricular activities at JSS school level	27	27	27	27	39,919,480.12	53,009,077.65	66,261,347.06	82,826,683.83	242,016,588.66	UBEC SUBEB	ACS SUBEB
Conduct Termly Monitoring of 40 selected Secondary Schools (120annually) on proper	Termly monitoring conducted on digital literacy skills	Improved digital literacy	120	120	120	120	177,419,911.64	235,595,900.66	294,494,875.83	368,118,594.79	1,075,629,282.92	UBEC SUBEB	QA SUBEB

implementation of digital literacy skills													
Annual inter school sports competition at Primary school level in 18 LGEAs	Annual inter house sport conducted	Improved extracurricular activities at primary school level	18	18	18	18	18,547,200.00	20,958,336.00	26,197,920.00	32,747,400.00	98,432,856	UBEC SUBEB	ACS SUBEB
Annual inter schools quizzes and debates competition for JSS	Annual quizzes conducted	Improved extracurricular activities at JSS school level	27	27	27	27	26,603,640.00	30,062,113.20	37,577,641.5	46,972,051.375	141,215,446.075	UBEC SUBEB	ACS SUBEB
Promoting Entrepreneurial Education and Experimental Learning	Learners are acquainted with relevant skills in Agricultural practices	Learners are skilled in various activities involved in Agricultural practices	64	64	64	64	48,852,450.00	61,065,562.5	76,331,953.125	95,414,941.406	281,664,907.031	UBEC SUBEB	ACS SUBEB
Career Guidance & Promotion	Stakeholders are informed about AETP	Minds of the stakeholders on AETP are prepared	64	64	64	64	3,489,450.00	4,361,812.5	5,452,265.625	6,815,332,031.25	20,118,860.125	UBEC SUBEB	ACS SUBEB
Leadership Education	Young farmers; club are formed in the school	General public, including the parents are informed on the need for Agric-in-School projects as a form of entrepreneurial skill in schools.	64	64	64	64	3,489,450.00	4,361,812.5	5,452,265.625	6,815,332,031.25	20,118,860.125	UBEC SUBEB	ACS SUBEB
Scientific, Critical and Reflective thinking	Quiz and Debate Programmes in Basic level	Scientific, Critical and Reflective thinking are improved	64	64	64	64	6,978,925.00	8,723,656.25	10,904,570.31	13,630,712.888	40,237,864,448	UBEC SUBEB	ACS SUBEB
Logistic Performance, Monitoring and Evaluation	Monitoring and Evaluation of AETP conducted	Improved extracurricular activities at primary school level	64	64	64	64	6,978,925.00	8,723,656.25	10,904,570.31	13,630,712.888	40,237,864,448	UBEC SUBEB	ACS SUBEB
Organize Basic School Sport competition at various stages from school level, LGEA level, Zonal level, State finals level, Geo-political Zonal and National level.	Basic School Sport competition at various stages from school, LGEA Zonal, State finals, Geo-political Zonal and National levels organised	Increased enrolment, improved extracurricular activities, budding talents discovered	18	18	18	18	18,547,200.00	23,184,000	28,980,000	36,225,000	106,936,200	UBEC SUBEB	ACS & SM SUBEB

Provision of Games & Sports equipment in 300 Basic schools	Games and sport equipment provided	Improved extracurricular activities, budding talents discovered in Basic schools	75	75	75	75	35,300,000	44,125,000	55,156,250	68,945,312.5	68,945,312.5	UBEC SUBEB	ACS & SM SUBEB
Provision of garden tools and Agric input for 800 schools	800 garden tools and Agric input provided	Improved learners' knowledge on school garden replication.	200	200	200	200	1,200,000	1,500,000	1,875,000	2,343,750	6,918,750	UBEC SUBEB	ACS SUBEB
Provision of ICT materials and furniture for the implementation of Open Schooling centres across the three senatorial district (3 centres)	ICT materials and furniture for Open Schooling procured	Makes learning flexible	3	3	3	3	20,000,000	25,000,000	31,250,000	39,062,500	115,312,750	UBEC SUBEB	PRS & SM SUBEB
Procure and supply 400,000 instructional materials for basic education	400,000 instructional materials procured	Improved teaching and learning	100,000	100,000	100,000	100,000	8,694,000.00	9,824,220.00	13,045,581.738	17,323,227.989	48,887,029.72789	UBEC SUBEB	ACS, SP & SM SUBEB
Procure and supply 1,000,000 teaching guides for teachers at pre-primary, Primary and JSS	100,000 teaching guides procured for JSS level	Improved teaching and learning	250,000	250,000	250,000	250,000	434,700,000.00	491,211,000.00	652,279,086.90	866,161,399.49	2,444,351,486.39	UBEC SUBEB	ACS, SP & SM SUBEB
Provision of 20,000 copies of Lesson Plans in Literacy and Numeracy Subjects in Basic Education	20,000 lesson plan copies provided in literacy and numeracy	Improved teaching and learning	5,000	5,000	5,000	5,000	5,796,000.00	6,549,480.00	8,697,054.49	11,548,818.66	32,591,353.15	UBEC SUBEB	ACS, SP & SM SUBEB
Production of 16,000 Statutory Records	16,000 Statutory records provided	Improved teaching and learning	4000	4000	4000	4000	6,955,200.00	7,859,376.00	10,436,465.39	13,858,582.39	39,109,623.78	UBEC SUBEB	ACS SUBEB
Procurement of 4,000 Charts for Basic education	4,000 charts for BE procured	Improved teaching and learning	1000	1000	1000	1000	1,159,200.00	1,309,896.00	1,739,410.90	2,309,763.73	6,518,270.63	UBEC SUBEB	ACS SUBEB
Procurement of 4,000 Posters for basic education	4,000 posters procured for BE	Improved teaching and learning	1000	1000	1000	1000	1,159,200.00	1,309,896.00	1,739,410.90	2,309,763.73	6,518,270.63	UBEC SUBEB	ACS SUBEB
Training and retraining of 1,200 of school Sports Administrators and managers on organization and	1,200 school sports Administrators and managers trained on organization and promoting BESS	Improved technical ability of PHE Teachers and improved service delivery	300	300	300	300	10,000,000	12,500,000	15,625,000	19,531,250	57,656,250	UBEC SUBEB	SM/ACS SUBEB

promoting Basic Education School Sports (BESS) activities	activities													
Train 400 regular teachers on identification and management of children with special needs across basic and SSS	400 head teachers trained	improved inclusiveness at basic education	100	100	100	100	8,694,000.00	9,824,220.00	13,045,581.74	17,323,227.99	48,887,029.73	UBEC SUBEB	SM & SP SUBEB	
Distribute 16,000 Basic Education curriculum across Primary and JSS	16,000 Basic Education Curriculum distributed	Improved qualitative teaching and learning	4,000	4,000	4,000	4,000	1,669,248,000.00	1,886,250,240.00	2,504,751,693.70	3,326,059,774.06	9,386,309,707.75	UBEC SUBEB	PRS SUBEB	
Procurement of Textbooks English P1 & Maths P1 (Eng. 50,000 & Maths 50,000)	English P1 & Maths P1 Textbooks procured	Improved teaching and learning	25,000	25,000	25,000	25,000	1,449,000,000.00	1,637,370,000.00	2,174,263,623.00	2,887,204,664.98	8,147,838,287.98	UBEC SUBEB	ACS & SM SUBEB	
Procurement of 400,000 Customized Exercise Book for Primary schools	400,000 customized exercise books procured for Primary	Improved teaching and learning	100,000	100,000	100,000	100,000	115,920,000.00	130,989,600.00	173,941,089.84	230,976,373.20	651,827,063.04	UBEC SUBEB	ACS & SM SUBEB	
Procurement of 400,000 learning Materials (Pencils and Math sets 1 pkt each)	400,000 customized learning materials procured	Improved teaching and learning	100,000	100,000	100,000	100,000	115,920,000.00	130,989,600.00	173,941,089.84	230,976,373.20	651,827,063.04	UBEC SUBEB	SM SUBEB	
Production of 60,000 Numeracy Chart 1,2,3.....100 annually	60,000 Numeracy charts produced	Improved teaching and learning	15,000	15,000	15,000	15,000	26,082,000.00	29,472,660.00	39,136,745.21	51,969,683.97	146,661,089.18	UBEC SUBEB	SM SUBEB	
Production of 60,000 Alphabet Chart A,B,C.....Z annually	60,000 Alphabets charts produced	Improved teaching and learning	15,000	15,000	15,000	15,000	26,082,000.00	29,472,660.00	39,136,745.21	51,969,683.97	146,661,089.18	UBEC SUBEB	SM SUBEB	
Procurement and supply of 2000 teaching materials (White marker board, Maker & Duster) for Nomadic	2000 teaching materials (white marker board,) procured and deployed	Improved teaching and learning	500	500	500	500	1,159,200.00	1,309,896.00	1,739,410.90	2,309,763.73	6,518,270.63	UBEC SUBEB	SM SUBEB	
Production and	4000 primary-1 & 2	Improved teaching	4,000	4,000	4,000	4,000	4,636,800.00	5,239,584.00	6,957,643.50	9,239,054.90	26,073,082.50	UBEC	SM	

printing of 4000 primary-1 & 2 Learners English Book-1 annually	Learners English Book produced and printed	and learning					0	0	9	3	2	SUBEB	SUBEB
Production and printing of 1000 primary-1 & 2 English Teachers Guide annually	1000 primary-1 & 2 English Teachers Guide produced and printed	Improved teaching and learning	1,000	1,000	1,000	1,000	1,159,200.00	1,309,896.00	1,739,410.90	2,309,763.73	6,518,270.63	UBEC SUBEB	SM SUBEB
Production and printing of 4,000 primary-1 & 2 Learners Maths Book-annually	4,000 primary-1 & 2 Learners Maths Book produced and printed	Improved teaching and learning	4,000	4,000	4,000	4,000	4,636,800.00	5,239,584.00	6,957,643.59	9,239,054.93	26,073,082.52	UBEC SUBEB	SM SUBEB
Production and printing of 1,000 primary-1 & 2 Maths Teachers Guide annually	1,000 primary-1 & 2 Maths Teachers Guide produced and printed	Improved teaching and learning	1,000	1,000	1,000	1,000	1,159,200.00	1,309,896.00	1,739,410.90	2,309,763.73	6,518,270.63	UBEC SUBEB	SM SUBEB
Procurement of multimedia projector for online teaching and learning for 600 primary & JSS school (300 for Primary (1&2 year) and 300 for JSS (1 &2 years)	Multimedia projector for online teaching and learning for 300 primary & 300 JSS school procured	Improved teaching and learning	150	150	150	150	43,470,000.00	49,121,100.00	65,227,908.69	86,616,139.95	244,435,148.64	UBEC SUBEB	SM SUBEB
Provide infrastructure for the special needs children in 80 primary schools	80 Primary schools supplied with infrastructure for special needs children	improved conducive learning environment	20	20	20	20	127,512,000.00	144,088,560.00	191,335,198.82	254,074,010.52	717,009,769.34	UBEC SUBEB	SM SUBEB
Provide infrastructure for the special needs children in 18 LGAs for JSS	16 JSS schools supplied with infrastructure for special needs children	improved conducive learning environment	4	4	4	4	25,502,400.00	28,817,712.00	38,267,039.76	50,814,802.10	143,401,953.87	UBEC SUBEB	SM SUBEB
Create and equip sick bays for 8 per senatorial districts for primary and JSS schools	8 sick bays created and equipped for 20 primary	Improve safety and health of BE learners	2	2	2	2	5,796,000.00	6,549,480.00	8,697,054.49	11,548,818.66	32,591,353.15	UBEC SUBEB	SM SUBEB

Provide 4 monitoring Hilux vehicles for office use	4 Hilux vehicles provided	Boost monitoring and Improved efficiency	1	1	1	1	65,000,000	81,250,000	101,562,500	126,953,125	374,765,625	UBEC SUBEB	AS SUBEB
Provide 8 laptops ICT equipment for Social Mobilisation Depts.	8 Laptops provided for Social Mobilisation	Boost monitoring and Improved efficiency	2	2	2	2	1,500,000	1,875,000	2,343,750	2,929,687.5	8,648,437.5	UBEC SUBEB	SM SUBEB
Advocacy and sensitization on maintenance of Art & Culture across the 18 LGEA	ASA DAY monitored	Exposure of Cultural heritage	18	18	18	18	3,000,000	3,750,000	4,687,500	5,859,375	17,296,875	UBEC SUBEB	SM SUBEB
Provision of ICT materials, furniture and instructional materials for the implementation of Effective Schooling centres across the three senatorial district (3 centres)	ICT materials, furniture and instructional materials for Effective Schooling procured	Makes learning flexible	3	3	3	3	20,000,000	25,000,000	31,250,000	39,062,500	115,312,750	UBEC SUBEB	PRS SUBEB
Capacity building/ training and retraining of handlers of effective schooling across the three senatorial districts	Capacity building/ training and retraining for handlers of effective schooling across the three senatorial districts	Effective qualitative delivery of basic education	3	3	3	3	8,694,000.00	10,867,500	13,584,375	16,980,468.75	50,126,343.75	UBEC SUBEB	PRS SUBEB
Assessment of 4,000 teachers in related subjects to be trained as core subject teachers: pry , JSS on pedagogical skills	4,000 subject teachers trained	Improved learning outcomes at Basic Education sub sectors in the State	1,000	1,000	1,000	1,000	130,455,817.38	173,232,279.90	216,504,349.88	270,675,437.35	790,903,884.51	UBEC SUBEB	TD SUBEB
Provide school based and cluster training for 1,600 teachers across basic subsectors	12,000 teachers trained on pedagogy	Improved teaching and learning	400	400	400	400	52,182,326.95	69,292,911.96	86,616,222.45	108,270,278.06	316,361,739.42	UBEC SUBEB	TD SUBEB
Development of Training Manual for Teachers and Students on Computer-Based Testing skills for	Training manual on Computer-Based Testing developed for 560 teachers (400 pry & 160	Improved Computer-Based Testing skills	300	300	300	300	782,734.90	1,039,393.68	1,299,242.1	1,624,052.625	4,745,423.305	UBEC SUBEB	TD SUBEB

1,200 in primary and JSS schools	JSS).And 640 learners (440 pry and 200 JSS)												
Training of Teachers in selected JSS on the use of Computer-Based Testing (CBT)	160 Teachers acquire CBT skills	Improved Computer-Based Testing skills for assessment	40	40	40	40	6,929,291.20	19,554,811.89	24,443,514.86	30,54,393.575	81,482,011.525	UBEC SUBEB	TD SUBEB
Training of 400 Teachers selected from primary schools on the use of Computer-Based Testing for assessment	400 primary school Teachers acquire skills in Computer-Based Testing for assessment	Improved Computer-Based Testing for assessment	100	100	100	100	17,323,227.99	48,887,029.73	61,108,787.162	76,385,9893.95	203,705,028.835	UBEC SUBEB	TD SUBEB
Train 2,400 Teachers of Primary schools on Jolly Phonics	2,400 teachers trained on Jolly Phonics	Improved teaching and learning	600	600	600	600	39,136,745.21	51,969,683.97	64,962,104.96	81,202,631.203	237,271,165.343	UBEC SUBEB	TD SUBEB
Train 4,000 school teachers on SMASE across 18 LGAs	4,000 teachers trained on SMASE	Improved teaching and learning	1,000	1,000	1,000	1,000	130,455,817.38	173,232,279.90	216,540,349.88	270,675,437.343	790,903,884.498	UBEC SUBEB	TD SUBEB
Training and retraining of 800 school managers on maintenance culture	800 school managers trained on maintenance culture	Improved BE service delivery	200	200	200	200	26,091,163.48	34,646,455.98	43,308,069.975	54,135,087.469	158,180,776.904	UBEC SUBEB	TD SUBEB
Training and retraining of 800 Caregivers on REGGIO EMILIA method of teaching	800 school care givers trained	Improved BE service delivery	200	200	200	200	26,091,163.48	34,646,455.98	43,308,069.975	54,135,087.469	158,180,776.904	UBEC SUBEB	TD SUBEB
Capacity strengthening of 400 school managers on school demarcation and documentation	400 school managers trained on school demarcation and documentation	Improved BE service delivery	100	100	100	100	13,045,581.74	17,323,227.99	21,654,034.988	27,067,543.735	79,090,388.453	UBEC SUBEB	TD SUBEB
Train 600 school administrators, and teachers on emergency response across 18 LGAs	600 administrators trained on emergency response across 16 LGAs	Improved learners' safety in BE schools	150	150	150	150	19,568,372.61	25,984,841.98	32,481,052.475	40,601,315.593	118,635,582.66	UBEC SUBEB	TD SUBEB
Employment of 500 security guard	500 security guard in 500 primary schools across the 18 LGEAs	Vandalism and safety in primary schools improved	150	150	100	100	54,000,000	68,800,000	81,000,000	101,250,000	305,050,000	UBEC SUBEB	PM SUBEB

Provision of Kitchen Utensil to 150 selected schools in the 18 LGEAs	150 selected schools in the 18 LGEAs provided with Kitchen Utensil	Improve the practical demonstration of food and nutrition in learners of Basic Schools.	18	18	18	18	30,000,000	37,500,000	46,875,000	58,593,750	172,968,750	UBEC SUBEB	PRS & SM SUBEB
Capacity building for Basic Education teachers on the effective teaching and learning of food and nutrition	Capacity building for Basic Education teachers on the effective teaching and learning of food conducted	Strengthening the teachers' technical knowledge in food and nutrition.	18	18	18	18	4,140,000	5,175,000	6,468,750	8,085,938	23,869,688	UBEC SUBEB	PRS & SM SUBEB
Provision of 1000 mattresses for camping of learners athletes at various levels of competition in preparation for National Sports Competition	1000 mattresses for camping of learners athletes at various levels of competition provided	Improve Sports participation and budding talent discovery	250	250	250	250	6,250,000.00	7,812,500.00	9,765,625.00	12,207,281.25	36,035,405.25	UBEC SUBEB	SM/ACS SUBEB
CONSTRUCTION													
TOILET	102 toilet constructed in Primary Schools	Improved learning environment	21	24	27	30	283,500.00	405,000.00	569,531.25	791,015.63	2,049,046.88	MATCHING GRANT	PP SUBEB
PERIMETR FENCE	92 perimeter fence constructed	Secured learning environment	20	22	24	26	945,000.00	1,299,375.00	1,771,875.00	2,399,414.06	6,415,664.06	MATCHING GRANT	PP SUBEB
LANDSCAPING	32		5	7	9	11	283,500.00	496,125.00	797,343.75	1,218,164.06	2,795,132.81	MATCHING GRANT	PP SUBEB
RENOVATION													
2 CLASSROOM	85 dilapidated classroom renovated	Improved learning environment	14	18	23	30	945,000.00	1,518,750.00	2,425,781.25	3,955,078.13	8,844,609.38	MATCHING GRANT	PP SUBEB
3 CLASSROOM	82 dilapidated classroom renovated	Improved learning environment	13	18	23	28	438,750.00	759,375.00	1,212,890.63	1,845,703.13	4,256,718.75	MATCHING GRANT	PP SUBEB
4 CLASSROOM	60 dilapidated classroom renovated	Improved learning environment	12	14	16	18	502,200.00	732,375.00	1,046,250.00	1,471,289.06	3,752,114.06	MATCHING GRANT	PP SUBEB
6 CLASSROOM	194 dilapidated classroom renovated	Improved learning environment	35	44	53	62	2,362,500.00	3,712,500.00	5,589,843.75	8,173,828.13	19,838,671.88	MATCHING GRANT	PP SUBEB

												GRANT	
SCHOOL HALL	32 dilapidated school hall renovated	Improved learning environment	5	7	9	11	182,250.00	318,937.50	512,578.13	783,105.47	1,796,871.09	MATCHING GRANT	PP SUBEB
3 CLASSROOM STOREY	39 dilapidated classroom renovated	Improved learning environment	7	8	11	13	496,125.00	708,750.00	1,218,164.06	1,799,560.55	4,222,599.61	MATCHING GRANT	PP SUBEB
6 CLASSROOM STOREY	25 dilapidated classroom renovated	Improved learning environment	5	4	7	9	708,750.00	708,750.00	1,550,390.63	2,491,699.22	5,459,589.84	MATCHING GRANT	PP SUBEB
FURNITURE													
LEARNERS FURNITURE	27,855 Learners' furniture procured	Improved learning environment	4150	5810	8134	9761	728,325.00	1,274,568.75	2,230,495.31	3,345,811.52	7,579,200.59	MATCHING GRANT	PP SUBEB
TEACHER FURNITURE	10,656 teachers' furniture procured	Improved learning environment	1500	2100	2940	4116	372,600.00	652,050.00	1,141,087.50	1,996,903.13	4,162,640.63	MATCHING GRANT	PP SUBEB
ECCDE FURNITURE	918 ECCDE furniture procured	Improved learning environment	120	168	252	378	54,270.00	94,972.50	178,073.44	333,887.70	661,203.63	MATCHING GRANT	PP SUBEB
PLAYGROUND	306	Improved learning environment	40	56	84	126	135,000.00	236,250.00	442,968.75	830,566.41	1,644,785.16	MATCHING GRANT	PP SUBEB
WATER AND SANITATION													
BOREHOLE	119 new borehole dug in Primary Schools	Improved learning environment	15	23	27	54	182,250.00	341,718.75	512,578.13	1,281,445.31	2,317,992.19	MATCHING GRANT	PP SUBEB
TOTAL							13,918,177,119.12	15,958,164,919.52	21,071,378,248.38	42,142,651,768.71	93,090,372,055.73		

3.3.3 POLICY: SYSTEM STRENGTHENING AND EFFICIENCY

Policy Objectives:

- Promote professionalism and provide effective supervision and mentorship for new teachers,
- Ensure a high standard of teaching and learning processes,
- Implement effective data management practices,
- Tracking learners' enrolment on yearly basis,
- Assess the quality of teaching staff and learners' academic performance,
- Conduct an annual school census,
- Utilize digital systems for tracking learner attendance,
- Acquire ICT equipment to enhance data management and improve Educational Management Information Systems (EMIS) facilities,
- Offer capacity-building programs for EMIS and Basic Education Management Information System (BAMIS) officers,
- Facilitate professional development opportunities for teachers,
- Offer capacity-building initiatives for teachers, EMIS Officers, head teachers, School Support Officers (SSOs), and School-Based Management Committees (SBMCs),
- Enhance teaching and learning quality through digital unified lesson plan/note.

Table 3.3.3 Priority Programme Plans (System Strengthening and Efficiency)

ACTIVITIES	OUTPUS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct of Annual Schools Census	1285 pre-primary, primary, 308 JSS and other Basic Education centres for learning	Reliable data for effective planning to determine the progress in enrolment and the key indication for situation analysis of basic education in the State	Pry (1285) JSS (308)	Pry (1285) JSS (308)	Pry (1285) JSS (308)	Pry (1285) JSS (308)	20,000,000.00	25,000,000.00	31,250,000.00	39,060,000.00	115,310,000.00	UBEC/ ODSG/ SMoE,S&T	PRS SUBEB
Re-training of 50 BAMIS officers on mentoring and coaching of teachers and learners in schools	50	Improved quality of officers in the mentoring and coaching in school	750 pry schools	750 pry schools	750 pry schools	750 pry schools	3,600,000.00	4,500,000.00	5,630,000.00	7,030,000.00	20,760,000.00	UBEC/SUBEB	PRS SUBEB
Expansion of BAMIS to cover additional 400 primary schools	400	Improve learners & teachers attendance in schools & tracked learners absentee, drop- out rate in schools to bring them back.	100	100	100	100	31,200,000.00	39,000,000.00	48,800,000.00	60,900,000.00	179,900,000.00	UBEC/SUBEB	PRS SUBEB
Maintain computers and internet connectivity at EMIS offices in the LGEAs	18	timely transmission of data improved	18	18	18	18	3,060,000.00	3,830,000.00	4,780,000.00	5,980,000.00	17,650,000.00	UBEC/SUBEB	PRS SUBEB
Training of State and LGEAs School EMIS	850	Quality of data management is been	210	210	210	220	6,300,000.00	7,900,000.00	9,800,000.00	12,600,000.00	36,600,000.00	UBEC/SUBEB	PRS SUBEB

Officers		improved. Trs. & officers records are updated on the SUBEB portal											
Procurement of 40 Laptops, and other computer accessories	12	Effective Data Management	10	10	10	10	6,000,000.00	7,500,000.00	9,300,000.00	11,600,000.00	34,400,000.00	UBEC/SUBEB	PRS SUBEB
Drawing of Action Plan & Budget	2	Enhancing effective Implementation of UBEC/SUBEB Programs	2	2	2	2	25,000,000.00	27,000,000.00	29,000,000.00	32,000,000.00	113,000,000.00	UBEC/SUBEB	PRS SUBEB
Yearly internet subscriptions for EMIS activities at SUBEB Hqtrs.	1	regular monitoring of BAMIS attendance Data management of portal for effective management information system	1	1	1	1	1,200,000.00	1,500,000.00	1,880,000.00	2,300,000.00	6,880,000.00	UBEC/SUBEB	PRS SUBEB
Upgrade of EMIS to manage the conduct of examination for Primaries 3-5, and weekly uploading of unified lesson note for teachers.	321,617 Learners and 12,333 teachers	Improved academic performance of Learners in external examinations. Improvement in the quality of teaching and learning	1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	50,000,000.00	62,500,000.00	78,125,000.00	97,656,250.00	288,281,250.00	UBEC/SUBEB	PRS SUBEB
Monitoring and evaluation of activities of department of SUBEB as contained in the SMTBESP for 6 months	Monitoring of programmes as contained in the document	programmes are carried out as stated in the SMTBESP cycle 4 document all activities achieved as state the expected outcomes of the SMTBESP document	1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	6,250,000	7,812,500	9,765,625	12,207,031.25	28,222,656.25	UBEC/SUBEB	PRS SUBEB
Train 60 Social Mobilization Officers on supervisory skills (15 per year)	60 SMO trained	Effective qualitative delivery of basic education	15	15	15	15	1,297,125.00	1,495,585.13	1,985,987.49	2,637,192.79	7,415,890.41	UBEC/SUBEB	SM SUBEB

Conduct 108 Community awareness in LGAs on maintenance culture and ownership (SBMC)	Community awareness conducted for SBMC in LGEAs	Effective qualitative delivery of basic education	27	27	27	27	14,008,950.00	16,152,319.35	21,448,664.86	28,481,682.07	80,091,616.28	UBEC/SUBEB	SM SUBEB
SBMC Grant to 40 Primary Schools	40 primary schools received grants	Functional and effective SBMC	40	40	40	40	23,060,000.00	26,588,180.00	35,306,444.22	46,883,427.28	131,838,051.50	UBEC/SUBEB	SM SUBEB
SBMC Grant to 40 Junior Secondary School	40 JSS received grants annually	Functional and effective SBMC	40	40	40	40	23,060,000.00	26,588,180.00	35,306,444.22	46,883,427.28	131,838,051.50	UBEC/SUBEB	SM SUBEB
Monitoring and evaluation of SBMC Activities by SMO across all schools in the 18 LGAs annually	Schools monitored by SMO staff	Functional and effective SBMC	18	18	18	18	52,922,700.00	61,019,873.10	81,028,289.49	107,597,465.61	302,568,328.20	UBEC/SUBEB	SM SUBEB
School Based Training	100 Officers Trained	Effective teaching delivery by teachers	2,500	2,600	2,700	2,800	103,375,000	129,218,750	161,523,437.00	201,904,298	596,021,485.00	UBEB/SUBEB	TD SUBEB
School Support Officer	60 SSOs Officers trained	Effective support for teachers and headteachers in teaching and learning activities	80	100	120	150	5,625,000	7,032,250	8,789,062	10,986,328.125	32,432,640.13	UBEC/SUBEB	TD SUBEB
Headteacher Leadership Training	94 Headteachers trained	Improved leadership and management skills	109	129	139	150	5,625,000	7,032,250	8,789,062	10,986,328.125	32,432,640.13	UBEC/SUBEB	TD SUBEB
ECCDE	150 ECCDE handlers trained	Improvement of learning outcome of ECCDE benchmark	180	200	220	250	8,750,000	10,937,500	13,671,875	17,089,843.75	50,449,218.75	UBEC/SUBEB	TD SUBEB
Strengthening	110	Improvement in	120	130	140	150	6,250,000	7,812,500	9,765,625	12,207,031.	28,222,656.25	UBEC/SUBEB	TD

Teachers English proficiency(STEP)	Teachers Trained	Teachers proficiency								25			SUBEB
Provision of Teachers and Learners Buses	4 Coaster Buses for Teachers & Learners Programs	Participation in various Programmes by Teachers & Learners	1	1	1	1	300,000,000	305,000,000	310,000,000	315,000,000	1,230,000,000.00	UBEC/SUBEB	AS SUBEB
Provision of Utility Vehicles for Project Monitoring	16 Project Vehicles for project Monitoring	Enhancement of the Board to Monitor all projects across the State	4	4	4	4	300,000,000	310,000,000	320,000,000	330,000,000	1,260,000,000.00	UBEC/SUBEB	AS SUBEB
Expansion of SUBEB office Complex	20 nos of offices at SUBEB HQ	To provide conducive environment for Staffs	5	5	5	5	100,000,000	100,000,000	100,000,000	100,000,000	400,000,000.00	UBEC/SUBEB	PPL SUBEB
Training of SUBEB Staffs at Headquarter and LGEAs	Capacity building of Mgt and Staffs @ HQ & LGEA	To improve the delivery capability of MGT and other SUBEB Staff	70	70	70	70	35,000,000	38,000,000	41,000,000	44,000,000	158,000,000.00	UBEC/SUBEB	PRS & AS SUBEB
Programme Administration	Monitoring of Projects across the State	Ensuring quality delivery of projects	1	1	1	1	5,000,000	6,250,000	7,812,500	9,765,625	28,828,125.00	UBEC/SUBEB	PRS SUBEB
TOTAL							1,131,583,775.00	1,219,794,887.58	1,376,945,516.28	1,555,990,305.53	5,282,314,484.39		

3.3.4 POLICY: SUSTAINABLE FUNDING

Policy Objectives:

- Ensuring efficient allocation of financial resources within the Basic Education Sector, is in accordance with identified priorities and needs,
- Ensuring timely preparation and update of document needed for the actualization of all projects meant for the State
- Enhance transparency and accountability in administration of funds,
- Ensure timely disbursement of financial resources for the effective implementation of education programs,
- Ensure early release of budgetary allocation and prompt implementation to meet the identified needs/programmes in Basic Education Sector,
- Advocate for increase in allocation for running grants due to inflation and ensure prompt release,
- Implement automation of financial activities within the department.

Table 3.3.4 Priority Programme Plans (Sustainable Funding)

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Preparation of annual appropriation of account, and General Purpose Report Statement (GPRS)	Production of 4 Financial Statement of Account	Early preparation of final account	1	1	1	1	2,500,000.00	2,750,000.00	3,025,000.00	3,327,500.00	11,602,500.00	Counterpart Fund (UBEC) & SUBEB	FA SUBEB
Annual Preparation and updates of OSMTBESP documents and Action Plan for the Board	Annual preparation of OSMTBESP and Action Plan	Update records on OSMTBESP and action plan for the Board	2	2	2	2	14,000,000	15,000,000	16,000,000	17,000,000	62,000,000.00	UBEC and SUBEB	PRS SUBEB
Preparation of Quarterly Returns of financial activities	Financial Returns on quarterly Basis	Financial Report	3	3	3	3	500,000.00	550,000.00	610,000.00	671,000.00	2,331,000.00	Counterpart Fund (UBEC) & SUBEB	FA SUBEB
Procurement of Laptop for Accountants and Supporting Staff in SUBEB	10 Laptops Procured	Automate financial activities in SUBEB	3	3	2	2	1,200,000.00	1,800,000.00	1,200,000.00	1,800,000.00	6,000,000.00	Counterpart Fund (UBEC) & SUBEB	PC SUBEB
Capacity Development Training for Accountants, and Supporting Staff, on usage of digital tools for financial processes	25 Accountants & Supporting Staff trained	Improve service delivery of Accountants in SUBEB	7	6	6	6	7,000,000.00	7,700,000.00	8,470,000.00	9,317,000.00	32,487,000.00	Counterpart Fund (UBEC) & SUBEB	FA/PRS SUBEB
TOTAL							25,200,000.00	27,800,000.00	29,305,000.00	32,115,500.00	114,420,500.00		

4.0 BASIC EDUCATION FINANCING

4.1 Introduction

Funding and education are closely connected, as the distribution of financial resources significantly influences the standard and availability of educational opportunities within a society. Sufficient funding is essential for maintaining school facilities, employing and training competent staff, supplying necessary teaching materials and technological resources, developing and implementing innovative educational practices, conducting educational research, and supporting various educational initiatives and programs. Conversely, inadequate funding can impede these endeavors, resulting in inequalities in educational standards and opportunities. This chapter aims to examine the funding sources for Basic Education in Ondo State, assess potential risks and mitigation strategies, and provide cost projections for proposed plans.

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

Table 4.2 State Public Education Expenditure, from ODSG (2021-2024)

YEAR	TOTAL BUDGET ON EDUCATION	AMOUNT EXPENDED ON BASIC EDUCATION
2021	33,549,544,398.51	2,641,260,841.20
2022	34,731,599,861.77	3,460,403,248.10
2023	41,164,570,271.75	3,179,774,673.05
2024	50,457,152,574.91	291,331,230.80 (1 st Quarter)
TOTAL	159,902,867,106.94	12,869,027,602.30

Source: Budget Dept., Ministry of Economic Planning and Budget, Akure/FA SUBEB

Table 4.2 shows the annual education budget allocation and expenditure on basic education in Ondo State from 2021 to the first quarter of 2024. Over these years, the total budget for education increased significantly, from ₦33.55 billion in 2021 to ₦50.46 billion in 2024. However, the amount spent specifically on basic education, while also rising initially and fluctuated with a notable decrease in the first quarter of 2024. In total, out of ₦159.90 billion budgeted for education over these years, ₦12.87 billion was allocated to basic education. This discrepancy indicates a relatively small proportion of the overall education budget being directed towards basic education, which could negatively impact on the quality and accessibility of foundational learning.

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

Table 4.3 State Basic Education Expenditure from all sources (2021-2024)

YEAR	STATE BUDGET ON BASIC EDUCATION	AMOUNT EXPENDED	UBE-IF	AMOUNT EXPENDED	LGA ALLOCATION	AMOUNT EXPENDED
2021	3,521,681,121.60	2,641,260,841.20	946,646,664.48	946,646,664.48	8,872,373,043.33	8,872,373,043.33
2022	4,613,870,997.46	3,460,403,248.10	1,204,452,353.76	1,204,452,353.76	9,122,874,436.24	9,122,874,436.24
2023	4,239,699,564.07	3,179,774,673.05	2,791,569,918.32	2,791,569,918.32	8,817,476,172.43	8,817,476,172.43
2024 (1 st Quarter)	4,783,451,786.60	145,665,615.40	0.00	0.00	2,160,861,549.79	2,160,861,549.79
TOTAL	17,158,703,469.73	12,869,027,602.30	4,942,668,936.56	4,942,668,936.56	28,973,585,201.79	28,973,585,201.79

Source: Budget Dept., Ministry of Economic Planning and Budget, Akure/FA SUBEB

Table 4.3 details the funding received from various sources, including the State Budget on Basic Education, Federal Government contributions through LGA allocations, and UBE-Intervention Funds, as well as the amounts expended from these sources over the past four years. The table reveals that the state's total budget for basic education is often not fully utilized. In contrast, federal funds are completely accessed, indicating the state's commitment to providing counterpart funding to secure matching grants from UBEC. This data suggests a significant reliance on federal funding to support and sustain the basic education sub-sector in the state.

4.4 State Basic Education Public Recurrent and Development Expenditure

Table 4.4 State Basic Education Public Recurrent and Development Expenditure

YEAR	PUBLIC RECURRENT EXPENDITURE	DEVELOPMENT/CAPITAL EXPENDITURE	TOTAL
2021	8,946,880,716.79	9,375,000.00	8,956,255,716.79
2022	9,208,537,828.83	52,253,949.99	9,260,791,778.82
2023	8,915,413,636.31	116,793,301.25	9,032,206,937.56
2024	2,204,618,540.19 (1 st Quarter)	101,908,625.00	2,306,527,165.19
TOTAL	29,275,450,722.12	280,330,876.64	29,555,781,598.36

Source: Budget Dept., Ministry of Economic Planning and Budget, Akure/FA SUBEB

Table 4.4 shows the State budget for Basic Education Recurrent and Capital Expenditure. The recurrent expenditure includes administrative charges, teachers’ salary and running grants. The capital expenditure includes costs for construction, renovation, maintenance, and other capital projects planned for the Basic Education Sub-Sector in Ondo State.

4.5 Basic Education Recurrent Expenditure (teachers’ and LGEA staff salaries, running costs, etc., 2021 – 2024)

Table 4.5 Basic Education Recurrent Expenditure

YEAR	SPECIAL PROGRAMME	RUNNING GRANT	PERSONNEL COST		TOTAL
			ADMINISTRATIVE STAFF	TEACHERS SALARY	
2021	0.00	70,268,391.00	4,239,282.46	8,872,373,043.33	8,946,880,716.79
2022	0.00	81,200,990.00	4,462,402.59	9,122,874,436.24	9,208,537,828.83
2023	0.00	93,240,198.00	4,697,265.88	8,817,476,172.43	8,915,413,636.31
2024	0.00	38,812,500.00	4,944,490.40	2,160,861,549.79	2,204,618,540.19

Source: Budget Dept., Ministry of Economic Planning and Budget, Akure/FA SUBEB

Table 4.5 provides a breakdown of recurrent expenditures, including running grants and salaries for administrative staff and teachers, from 2021 to the first quarter of 2024. The data shows an increase in teachers' salaries from 2021 to 2022, suggesting a rise in the number of teachers employed. Conversely, the decrease in 2023 indicates a significant number of teacher retirements, leading to vacancies in schools. Consequently, there is a need for increased budgetary allocation to hire new teachers to fill these vacancies.

4.6 Support from Development Partners

Table 4.6 Funds from Development Partners

Development Partners	Year			
	2021	2022	2023	2024
UNICEF	0.00	0.00	0.00	0.00
WORLD BANK (BESDA)	0.00	0.00	354,109,105.94	0.00
TOTAL	0.00	0.00	354,109,105.94	0.00

Source: Ondo SUBEB

The table shows that Ondo SUBEB enjoyed the support of World Bank through the Better Education Service Delivery for All programme. The BESDA program covers Disbursement Link Indicator (DLI) 1-7, in which Ondo State was rewarded for the completion of the State Basic Education Plan known as the SMTBESP Cycle 1-3. The reward earned from the BESDA helped in achieving the following program for the State.

- Foreign training for 8 officers in Kigali, Rwanda
- Provision of 1,030 tablets and training for 18 Education Secretaries, 18 ZEOs/AEOs, 4 State EMIS Officers from MOE/SUBEB, 50 SMoE/LGEA Data Officer, 190 Junior Secondary and 750 Primary Head of School
- Provision of 38 laptops for Executive and EMIS officers in SMoE, SUBEBs, and LGEAs
- Training of 1,030 BAMIS officers
- On-going conduct of 2022/2023 and 2023/2024 Annual School Census
- Development of 2024-2027 SMTBESP

4.7 Cost and Financial Implication of the Plan

4.7.1 Macroeconomic Assumptions and Costs Projections

The funding for the Basic Education sub-sector comes primarily from key sources such as the UBE-FGN Intervention Fund, State Allocation, and LGA financing. Additional funding is obtained through support, donations, contributions, and partnerships with International Development Partners, the Private sector, and supporters of the sub-sector. In projecting the available funds for financing the stated plans in this document, it is assumed that the current funding pattern in this sub-sector will remain relatively stable. To account for potential changes, a marginal increase of 25%, based on the current inflation rate from www.tradeeconomics.com, has been added to the various funding sources to determine the resources that will be available throughout the duration of the Plan. Table 4.7.1 shows an estimate of the resources available for the funding of this sector.

Table 4.7.1 Projected Funding Resources from various sources

S/N	REVENUE SOURCES	BASELINE (2023)	PROJECTIONS (2024)	PROJECTIONS 2025	PROJECTIONS 2026	PROJECTIONS 2027
1	Basic Education Allocation	4,239,699,564.07	4,783,451,786.60	5,979,314,733.25	7,474,143,416.56	9,342,679,270.70
2	FGN UBEC Matching Grant	1,395,784,959.16	1,744,731,198.93	2,180,913,998.66	2,726,142,498.32	3,407,678,122.90
3	State Matching Grant	1,395,784,959.16	1,744,731,198.93	2,180,913,998.66	2,726,142,498.32	3,407,678,122.90
4	Basic Education Recurrent	564,699,564.07	609,451,786.00	761,814,732.50	952,268,415.63	1,190,335,519.53
5	Basic Education capital	3,675,000,000.00	4,174,000,000.00	5,217,500,000.00	6,521,875,000.00	8,152,343,750.00
6	Special Programme Funds/ Overhead Cost	0.00	0.00	0.00	0.00	0.00
7	FGN UBE Special Education	0.00	0.00	0.00	0.00	0.00
8	FGN UBE Capacity Building Funds (TD)	140,700,000.00	175,875,000.00	219,843,750.00	274,804,687.50	343,505,859.38
	TOTAL	11,411,669,046.42	13,232,240,970.45	16,540,301,213.06	20,675,376,516.33	25,844,220,645.41

Source: Ondo SUBEB

Table 4.6 indicates that the state has not received any special funds or interventions from development partners over the past four years, with the sole exception of the World Bank's BESDA program. This lack of external funding may hinder the implementation of basic education programs in the state. Additionally, there is a significant disparity between the projected budget from various sources as seen in

Table 4.7.1 above, and the amount required for executing the planned programs and activities, which could impede the full implementation of the plan. Furthermore, the rapid inflation rate in the country could further affect the anticipated funding necessary for the plan's execution. However, the State will make all concerted efforts to seek the supports of development partners, having gotten all the prerequisites for such.

4.7.2 Financing the Plan

The plan is expected to be financed through the State Budget on Basic Education and UBE-Intervention Funds. The shortfall is expected to be met through financial support from development partners and other education stakeholders.

Table 4.7.2 Estimated Cost of Financing of the Plans in each Pillar of SMTBESP

PILLARS	2024	2025	2026	2027	TOTAL	TOTAL %
Access, Equity and Inclusiveness	8,524,049,147.57	10,560,591,772.71	13,171,375,544.72	16,267,512,930.87	48,523,529,395.87	33.01
Quality and Efficiency	13,918,177,119.12	15,958,164,919.52	21,071,378,248.38	42,142,651,768.71	93,090,372,055.73	63.32
System Strengthening and Efficiency	1,131,583,750.00	1,219,794,887.58	1,376,945,516.28	1,555,990,305.53	5,284,314,459.39	3.59
Sustainable Funding	25,200,000.00	27,800,000.00	29,305,000.00	32,115,500.00	114,420,500.00	0.08
TOTAL	23,599,010,016.69	27,766,351,579.81	35,649,004,309.38	59,998,270,505.11	147,012,636,410.99	100.00

Source: Ondo SUBEB

This total estimated cost for financing of the plans/activities for the four-year period as computed is **₦147,012,636,410.99**. It features the amount projected for the activities in each pillar of the SMTBESP for each year. The total budget projected for the four-year period is **₦76,292,139,345.25** which leaves a shortfall of **₦70,720,497,065.74**. The shortfall is expected to be met by engaging development partners for their support in financing some of these programmes highlighted in the plan.

4.8 Risks and Mitigation Measures

Figure 4.8 Risks and Mitigation Measures



Table 4.8 Risks and Mitigation Measures

S/N	Risks	Probability	Impact	Mitigation Strategies
1	Inadequate Funding	6	High	Empowerment Programme
2	Inadequate School Facilities	4	Medium	Construction and Procurement of Facilities
3	Activities of hoodlums through vandalism and burglary	9	High	Recruitment of Security Guards Involvement of Community Leaders and SBMC in school environment safeguard
4	Inconsistent Government policies on Basic Education	6	High	Ensure consistency of Gove't Policy on Basic Education through general update/review of Educational Programmes and Plans
5	Encroachment of School Lands	2	Medium	Perimeter Fencing
6	Natural Disaster	4	Medium	Making available funds for emergency cases
7	Conduct of Annual School Census	4	Medium	Utilizing 1% of Budgetary Allocation of Basic Education for the conduct of ASC
8	Religious Rivalry	3	High	Sensitization of Religious Leaders
9	Gender Discrimination	2	Low	Advocacy and Sensitization for equality and equity
10	Special Needs	4	Medium	Sensitization of citizen against discrimination Training of teachers to identify and support learners with hidden disabilities

5.0 MONITORING AND EVALUATION

5.1 Introduction

Monitoring and Evaluation (M&E) is a continual management function aimed at measuring progress toward achieving expected outcomes, identifying implementation bottlenecks, and uncovering any unintended effects (positive or negative), of an investment, project, or plan and its associated activities. The M&E process systematically organizes the collection of specific data for assessment, describing the roles and responsibilities of stakeholders involved in the project or plan.

The insights gleaned from monitoring progress and evaluating results can offer valuable lessons for enhancing the Basic Education system. Overall, M&E is designed to track the impact and progress of a policy or program activities against overarching goals, objectives, and targets. It also evaluates the relevance of activity outcomes, the effectiveness and sustainability of a program or policy, and its efficiency. By collecting, processing, and analyzing relevant progress and performance information regularly, M&E enables evidence-based decision-making in real-time. This includes ongoing data collection and analysis, participatory monitoring, process monitoring for evaluation (including impact evaluation and thematic surveys), and economic analysis of efficiency.

5.2 Monitoring and Evaluation Mechanisms

Below are the strategies that would be employed in the monitoring and evaluation of programmes enlisted in this documents, to be able to measure the level of achievement and identify challenges encountered in the course of implementation of the programmes.

5.2.1 Plan Progress Reporting

The education strategy serves as a guide for aligning results with the organizational educational strategy, ensuring that efforts reflect the theory of change. Here's an overview of the progress achieved across various areas:

A. Enrolment Drive

- Conducted enrolment drive to reduce numbers of OOSC,
- Engaged in advocacy and community sensitization campaigns involving community leaders.
- Utilized radio/TV jingles and adverts to promote school enrollment.
- Implemented continuous school feeding programs.
- Provided capacity-building for head-teachers and School-Based Management Committee (SBMC) members.
- Distributed sports equipment and established school libraries to enhance enrollment.
- Institutionalized extracurricular activities.

B. Enrolment of Children with Special Needs

- Established additional special needs schools with support from UBEC.
- Conducted enlightenment and sensitization campaigns for parents.
- Introduced vocational skills training for Learners with special needs.
- Improved teaching and learning quality through national curriculum provisions and organized school competitions.

C. Planning and Efficient Management

- Implemented planning processes at various levels.
- Established School-Based Management Committees (SBMCs).
- Improved administrative structures.
- Enhanced Education Management Information System (EMIS) facilities and extended BAMIS activities to schools.
- Conducted training for school heads and BAMIS officers on digital attendance registers.

D. Infrastructure Improvement

- Provided adequate furniture and renovated existing infrastructures.
- Undertook massive renovations and constructions of primary and junior secondary schools.
- Implemented regular supervision and monitoring of schools.
- Construction and renovation of school to make learning environment conducive

E. Strengthening Administrative Processes

- Fostered collaboration between departments and LGEAs.
- Conducted capacity-building for education managers and EMIS staff.
- Conducted annual planning processes and stakeholder meetings.
- Foster collaboration between SMoE,S&T, BATVE and SUBEB.

F. Resource Mobilization and Sustainable Funding

- Fostered collaboration between SUBEB and Ministry of Budget and Economic Planning.
- Utilized UBEC intervention funds and received support from state government partners.
- Enhanced record-keeping and accountability systems.
- Improved transparency and efficiency in planning, monitoring, and budgeting.
- Engaged with the state government to comply with state laws on Basic Education provision and prioritize state commitments.

G. Strengthening Monitoring and Evaluation

- Strengthened electronic data collection for reliable and timely data.
- Monitored the implementation of the strategic plan.
- Established functional EMIS in LGEAs.
- Participated in annual sector performance reviews.
- Conducted regular school evaluations.
- Advocated for policymakers' use of data for effective planning.
- Ensured compliance with NEMIS policies and guidelines.

5.2.2 Plan Implementation Progress Reviews

The primary aim of this review is to ensure the realization of the stated goals and objectives outlined in OSMTBESP, encompassing the availability of both human and material resources, as well as the implementation strategies. Through regular progress reviews, the intention is to assess the effectiveness of the strategies devised for executing all interventions outlined in the OSMTBESP, thereby contributing to the attainment of Universal Basic Education (UBE) objectives within the State.

The strategy for plan implementation progress reviews will include;

- **Objective Assessment:** Evaluating if the specific objectives and goals of the plan are being achieved on biannual basis, and to identify the challenges and obstacles encountered in the process.
- **Performance Metrics:** Analyzing various performance indicators and metrics to measure progress.
- **Timeline Adherence:** Checking if the plan is progressing according to the established timeline.

- Resource Allocation: Reviewing how resources (financial, human, and material) are being utilized.
- Stakeholder Feedback: Gathering input and feedback from stakeholders involved in or affected by the plan.
- Adjustments and Recommendations: Making necessary adjustments to the plan and providing recommendations for improvement.

5.2.3 Surveys and Studies

This research aims to provide empirical evidence to a range of stakeholders, including governments, program managers, administrators, and policymakers, regarding the effectiveness of the program in enhancing the quality of Basic Education in the State. It seeks to elucidate the relationships between educational inputs and outcomes, while identifying factors that contribute to or hinder its development and success. Furthermore, it endeavors to assess the extent to which program objectives are realized.

The findings from this research are anticipated to serve as a foundation for advocating for the effective provision of infrastructure and learning materials in Universal Basic Education (UBE) schools across Nigeria, thereby facilitating improved teaching and learning outcomes. Additionally, the research is expected to benefit Ondo State Universal Basic Education Board (ODSUBEB) by providing insights to help address issues of low learning outcomes, dropout rates and OOSC, and to improve the quality of teaching and learning in Basic Education in the State. Surveys and studies will be conducted annually to assess teaching and learning outcomes in our Primary schools, focusing on Primary 3-5.

5.3 Monitoring and Evaluation System

5.3.0 The Monitoring and Evaluation Framework

The Monitoring and Evaluation process for the Basic Education sub-sector will be structured within the framework of Result-Based Management (RBM). RBM enhances the Board's effectiveness and accountability by serving as a management strategy wherein all departments, whether contributing directly or indirectly to achieving a set of results, align their processes, activities, and services to contribute to desired outcomes. This approach entails using information and evidence on actual results to inform decision-making regarding program design, resource allocation, delivery of activities, and accountability and reporting requirements.

5.3.1 POLICY: ACCESS, EQUITY AND INCLUSIVENESS

Policy Objectives:

- To expand access for more children to Basic Education especially in the Rural Areas,
- Ensure gender equity and equality among learner in every aspect of learning including co-curricular activities,
- Ensure more children with special needs have access to special education without discrimination,
- To ensure inclusiveness of learners irrespective of their challenges,
- To provide more school facilities and a conducive environment that makes learning attractive and interesting to children,
- To provide access for OOSC returning back to school,
- To create more awareness on the important of basic education among communities, traditional and religious leaders,
- Promote gender equity and equality.

Table 5.3.1 M & E Framework (Access, Equity and Inclusiveness)

S/N	ACTIVITIES	INDICATOR	BASELINE (2023)	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE /MOV
				2024	2025	2026	2027		
1	Monitoring and evaluation of enrolment improvement by the SUBEB team in all 18 LGAs	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	48% for ECCDE 72% for Primary 47% for JSS	18	18	18	18	BI-ANNUALLY	NPA 2022
2	Annual Conduct of school enrollment drive on OOSC in 18 LGAs through advocacy visits to 2 traditional and 2 religious leaders meetings;6 town hall meetings in LGAs; and Sensitization at PTA and SBMC meetings	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS NER of 34% for Pre-Primary, 55% for Primary, 33% for JSS	48% for ECCDE 72% for Primary 47% for JSS	18	18	18	18	BI-ANNUALLY	NPA 2022
3	Annual Conduct of census of all Tsangaya, migrant fishers, Nomadic schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS NER of 34% for Pre-Primary, 55% for Primary, 33% for JSS	1290 enrolment in Primary School	1	1	1	1	BI-ANNUALLY	NPA 2022
4	Establish additional Nomadic Schools in selected 4 LGAs	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	1 Nomadic School	1	1	1	1	BI-ANNUALLY	NPA 2022
5	Annual Conduct identification of children with hidden disabilities that hinder meaningful access in all the 18 LGAs	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS NER of 34% for Pre-Primary, 55% for Primary, 33% for JSS	4809 Learners	18	18	18	18	BI-ANNUALLY	NPA 2022
6	Create awareness among parents of children with special needs, through 3,000 copies of Electronic and Print Media annually	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	4809 Learners	750	750	750	750	BI-ANNUALLY	NPA 2022

7	Organize jingles / TV/Radio talk shows annually on access, participation and retention in schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS		1	1	1	1	BI-ANNUALLY	NPA 2022
8	Tour by the Board and media team to specific locations/Projects site across the State on quarterly basis			4	4	4	4	QUARTERLY	PR SUBEB
9	Special Report on ODSUBEB Safeguard on quarterly basis			4	4	4	4	QUARTERLY	PR SUBEB
10	Quarterly production of Documentary on ODSUBEB activities in 3 widely spoken languages in the State: English, Yoruba & Izon to aired on OSRC TV and selected Radio Stations			4	4	4	4	QUARTERLY	PR SUBEB
11	Quarterly Press Briefing with Chief Editors of Media Outlets			4	4	4	4	QUARTERLY	PR SUBEB
12	Project and Event Coverage by Education Correspondents of National Media Houses and staff of the P.R Unit on quarterly basis			4	4	4	4	QUARTERLY	PR SUBEB
13	Quarterly advocacy Visit to major Media Houses by the Executive Chairman, Board members safeguard of our Schools			4	4	4	4	QUARTERLY	PR SUBEB
14	Sponsored scroll News bar on 3 major T.V channels on quarterly basis			4	4	4	4	QUARTERLY	PR SUBEB
15	Design, production and placement of advocacy campaigns adverts on Bill Boards against growing menace of out of School Children, social menace in			18	18	18	18	QUARTERLY	PR SUBEB

	school environment and other pressing issues to be placed in a strategic area across the Ondo State								
16	Annual Press Conference to showcase scorecards of the Board's activities and project for the future			1	1	1	1	ANNUALLY	PR SUBEB
17	Purchase of media gadgets (camera, laptop, projector, speakers, and microphone)			1	1	1	1	ANNUALLY	PR SUBEB
18	Conduct sensitization and parental education seminar for 800 parents in 18 LGAs to reduce negative traditional/religious practices and eliminate all forms of gender biases to schooling	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	Gender Parity Index: Pre-primary: 0.98 Primary: 0.99	200	200	200	200	BI-ANNUALLY	NPA 2022
19	Provision of sanitary pads to 280,000 Girls Child across the 18 LGEAs	GER for Girls: 71% for Primary, 48% for JSS		70,000	70,000	70,000	70,000	BI-ANNUALLY	NPA 2022
20	Institutionalize Conditional Cash Transfer for 1000 women in 18 LGAs to support children schooling	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS		250	250	250	250	BI-ANNUALLY	NPA 2022
21	Provision of school bags for 8,000 primary learners across the 18 LGAs	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS		2,000	2,000	2,000	2,000	BI-ANNUALLY	NPA 2022
22	Provision of 10,000 free school uniforms for indigent learners across the 18 LGAs.	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	1750 uniforms	2,500	2,500	2,500	2,500	BI-ANNUALLY	PRS SUBEB

23	Organize annual meeting to collaborate with SBMC, PTA, community and religious leaders annually to sensitize parents on children need to complete cycle of schools in all 18 LGAs annually	Completion Rate: 26% in Pre-Primary 61% in Primary School 42% in JSS	Completion Rate: 26% in Pre-Primary 61% in Primary School 42% in JSS	18	18	18	18	BI-ANNUALLY	NPA 2022
24	Provide conducive environment for inclusive education in schools in 1 Primary school and 4 JSS	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	3 Regular JSS	5	5	5	5	BI-ANNUALLY	PP SUBEB
25	Conduct sensitization and advocacy on enrolment of special needs children annually	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	4809 Learners	1	1	1	1	BI-ANNUALLY	NPA 2022
26	Provide 600 First Aid boxes annually at Primary and JSS	No of Schools with First Box: 73% for Pre-Primary/Primary, 95% for JSS	938 Primary Schools 293 JSS	600	600	600	600	BI-ANNUALLY	NPA 2022
27	Procurement of 8,000 School Sandals for Pre-Primary and Primary Learners	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS		8,000	8,000	8,000	8,000	BI-ANNUALLY	SM SUBEB
28	Physical verification of each Learners (Almajiris) with data form and photograph in 18 LGAs	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	1,229 Learners	18	18	18	18	BI-ANNUALLY	NPA SUBEB
29	Physical verification of each Learners (Orphans) with data form and photograph in 18 LGAs	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS		18	18	18	18	BI-ANNUALLY	PRS/SM SUBEB
30	Provide 2,000 Hand Washing Buckets with Tap and Stand (Pre-Primary and Primary)	64% for Pre-Primary/Primary, 82% for JSS	1008 Schools	500	500	500	500	BI-ANNUALLY	NPA 2022
31	Provide 1,000 Hand Washing Buckets with Tap in JSS	64% for Pre-Primary/Primary, 82% for JSS	1008 Schools	250	250	250	250	BI-ANNUALLY	NPA 2022

32	Hand Washing Buckets with Tap and Stand (40 Almajiris Centers)	64% for Pre-Primary/Primary, 82% for JSS	3 Schools	10	10	10	10	BI-ANNUALLY	SM SUBEB
33	Procure Carton of antibacterial soap for 500 Schools (Each 1-Carton) Primary and JSS annually	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS		500	500	500	500	BI-ANNUALLY	SM SUBEB
34	Procure Carton of antibacterial soap (40 Almajiri Centers)	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	3 Schools	40	40	40	40	BI-ANNUALLY	SM SUBEB
35	Provide Carton of disinfectant for 500 Schools (Each 1-Carton)Primary and JSS annually	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS		500	500	500	500	BI-ANNUALLY	SM SUBEB
36	SUBEB Safeguard	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	20 Schools	18	18	18	18	BI-ANNUALLY	SM SUBEB
37	Strengthen the capacity of LGA Early Years Consultative Committees for effective support to meaningful access for ECCDE in 18 LGAS.	GER of 48% for Pre-Primary NER of 34% for Pre-Primary	9 LGEAs	9	9	9	9	BI-ANNUALLY	TD SUBEB
38	Conduct peer education training for 800 junior secondary schools students on Adolescent Reproductive Health.	GER of 47% for JSS NER of 33% for JSS		200	200	200	200	BI-ANNUALLY	TD SUBEB
39	Capacity strengthening of 50 SUBEB staff on positive disciplinary measures across all Basic Education schools in the state annually	508 SUBEB/LGEA Staff		50	50	50	50	BI-ANNUALLY	SM SUBEB
40	Home Grown School Feeding (HGSF) a meal per day as incentive to learners	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	60% of Schools	18	18	18	18	BI-ANNUALLY	SM SUBEB

41	Provision and distribution of Dettol (medium size) 280,000 Girls Child across the 18 LGEAs	GER for Girls: 47% for Pre-Primary, 71% for Primary, 48% for JSS		70,000	70,000	70,000	70,000	BI-ANNUALLY	SM SUBEB
42	Procurement and Distribution of Detergent (Medium Size)	GER for Girls: 47% for Pre-Primary, 71% for Primary, 48% for JSS		70,000	70,000	70,000	70,000	BI-ANNUALLY	SM SUBEB
CONSTRUCTION									
43	2 CLASSROOM	Pupil-Classroom Ratio of 1:49 for ECCDE, 1:91 for Primary And 1:94 for JSS	12,179 Classrooms in Pre-Primary and Primary 2613 Classrooms in JSS	15	15	15	15	BI-ANNUALLY	NPA 2022
44	3 CLASSROOM			50	50	50	50	BI-ANNUALLY	NPA 2022
45	6 CLASSROOM			20	20	20	20	BI-ANNUALLY	NPA 2022
46	ECCDE BUILDING			10	15	18	22	BI-ANNUALLY	NPA 2022
47	3 CLASSROOM STOREY			7	7	10	15	BI-ANNUALLY	NPA 2022
48	6 CLASSROOM STOREY			14	18	23	30	BI-ANNUALLY	NPA 2022

5.3.2 POLICY: QUALITY AND EFFICIENCY

Policy Objectives:

- Enhance learning outcomes by providing relevant educational materials and enhancing teacher competencies,
- Improve literacy and numeracy skills among learners in Basic Education Schools,
- Ensure a teacher-to-learners ratio of 1:35 in primary and junior secondary schools according to approved standards,
- Implement capacity development programs for educators and foster professionalism in teaching,
- Facilitate effective supervision and mentorship for newly employed teachers,
- Upgrade physical infrastructure including classrooms, toilets, libraries, and laboratories,
- Enhance school facilities such as water, electricity, and ICT resources,
- Offer improved incentives for teachers assigned to rural areas and increase the number of teachers in the education system,
- Reduce the activities of hoodlums in the school,
- Monitor schools to ensure high-quality teaching and learning practices,
- Improve learners' involvement in co-curricular activities,
- Conduct Monitoring of Learning Achievement (MLA) assessments,
- Foster a culture of reading through relevant school clubs and societies,
- Map existing primary and junior secondary schools for better organization,
- Promote professionalism and provide effective supervision and mentorship for new teachers,
- Ensure a high standard of teaching and learning processes,
- Provide recreational facilities within school premises.

Table 5.3.2 M & E Framework (Quality and Efficiency)

S/N	ACTIVITIES	INDICATOR	BASELINE 2023	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
				2024	2025	2026	2027		
1	Provide training for 800 School Support Officers on effective monitoring	Learners Good Classroom Ratio: Pre-Primary: 1:49 Primary: 1:91 JSS: 1:94 % Learners Furniture: Pre-Primary: 26% Primary: 69% JSS: 59% % Teachers' Furniture: Pre-Primary: 34% Primary: 40% JSS: 46% Qualified Teachers Pre-Primary: 74% Primary: 86% JSS: 86% Learners' to Teachers Ratio Qualified Pre-Primary: 33%	60 Support Officers	200	200	200	200	BI-ANNUALLY	TD SUBEB
2	Train 400 school heads on inclusive education across Pre-primary, Primary and JSS		20 School Heads	100	100	100	100	BI-ANNUALLY	TD SUBEB
3	Make provision for inspection visits by 160 QA officers of SUBEB Annually		100 QA Officers	40	40	40	40	BI-ANNUALLY	QA SUBEB
4	Annual Conduct of Monitoring Learning Achievement tests once for Primary, and JSS in literary, numerical and life skills		2018 MLA	1	1	1	1	BI-ANNUALLY	UBEC
5	Reward 80 schools that recorded high performance in external examination at Primary and JSS level			20	20	20	20	BI-ANNUALLY	QA SUBEB
6	Annual inter schools quizzes and debates competition for Primary		10 Primary Schools	27	27	27	27	BI-ANNUALLY	ACS SUBEB
7	Conduct Termly Monitoring of 40 selected Secondary Schools (120annually) on proper implementation of digital literacy skills			120	120	120	120	BI-ANNUALLY	QA SUBEB
8	Annual inter school sports competition at Primary school level in 18 LGEAs		12 LGEAs	18	18	18	18	BI-ANNUALLY	ACS SUBEB
9	Annual inter schools quizzes and debates competition for JSS		5 JSS	27	27	27	27	BI-ANNUALLY	ACS SUBEB
10	Promoting Entrepreneurial Education and Experimental Learning			64	64	64	64	BI-ANNUALLY	ACS SUBEB
11	Career Guidance & Promotion			64	64	64	64	BI-ANNUALLY	ACS SUBEB
12	Leadership Education		94 School Heads	64	64	64	64	BI-ANNUALLY	ACS SUBEB
13	Scientific, Critical and Reflective thinking			64	64	64	64	BI-ANNUALLY	ACS SUBEB
14	Logistic Performance, Monitoring and Evaluation			64	64	64	64	BI-ANNUALLY	ACS SUBEB
15	Organize Basic School Sport competition at various stages from school level, LGEA level, Zonal level, State finals level, Geo-political Zonal and National level.			18	18	18	18	BI-ANNUALLY	ACS SUBEB
16	Provision of Games & Sports equipment in 300 Basic schools		264 Primary Schools	75	75	75	75	BI-ANNUALLY	NPA 2022

17	Provision of garden tools and Agric input for 800 schools	Primary: 54%	45 Primary Schools	200	200	200	200	BI-ANNUALLY	ACS SUBEB
18	Provision of ICT materials and furniture for the implementation of Open Schooling centres across the three senatorial district (3 centres)	JSS: 26%	3 Open Schooling Centers	3	3	3	3	BI-ANNUALLY	PRS SUBEB
19	Procure and supply 400,000 instructional materials for basic education	No of School Facilities Perimeter Fence: 15% for Pre-Primary/Primary, and 38% for JSS Water: 64% for Pre-Primary/Primary, and 82% for JSS Toilet: 45% for Pre-Primary/Primary, and 82% for JSS First Aid: 73% for Pre-Primary/Primary, and 95% for JSS Sickbay: 4% for Pre-Primary/Primary, and 5% for JSS Sports Equipment: 21% for Pre-Primary/Primary, and 47% for JSS Laboratory: 5% for Pre-Primary/Primary, and 53% for JSS ICT Equipment: 20% for Pre-Primary/Primary, and 59% for JSS Library: 11% for Pre-	126,721 Instructional Materials	100,000	100,000	100,000	100,000	BI-ANNUALLY	NPA 2022
20	Procure and supply 1,000,000 teaching guides for teachers at pre-primary, Primary and JSS		250,000	250,000	250,000	250,000	BI-ANNUALLY	SM SUBEB	
21	Provision of 20,000 copies of Lesson Plans in Literacy and Numeracy Subjects in Basic Education		5,000	5,000	5,000	5,000	BI-ANNUALLY	SM SUBEB	
22	Production of 16,000 Statutory Records		4000	4000	4000	4000	BI-ANNUALLY	SM SUBEB	
23	Procurement of 4,000 Charts for Basic education		1000	1000	1000	1000	BI-ANNUALLY	SM SUBEB	
24	Procurement of 4,000 Posters for basic education		1000	1000	1000	1000	BI-ANNUALLY	SM SUBEB	
25	Training and retraining of 1,200 of school Sports Administrators and managers on organization and promoting Basic Education School Sports (BESS) activities		300	300	300	300	BI-ANNUALLY	ACS SUBEB	
26	Train 400 regular teachers on identification and management of children with special needs across basic and SSS		100	100	100	100	BI-ANNUALLY	TD SUBEB	
28	Distribute 16,000 Basic Education curriculum across Primary and JSS		4,000	4,000	4,000	4,000	BI-ANNUALLY	PRS SUBEB	
29	Procurement of Textbooks English P1 & Maths P1 (Eng. 50,000 & Maths 50,000)		126,721 Textbook	25,000	25,000	25,000	25,000	BI-ANNUALLY	NPA 2022
30	Procurement of 400,000 Customized Exercise Book for Primary schools		100,000	100,000	100,000	100,000	BI-ANNUALLY	SM SUBEB	
31	Procurement of 400,000 learning Materials (Pencils and Math sets 1 pkt each)		100,000	100,000	100,000	100,000	BI-ANNUALLY	SM SUBEB	
32	Production of 60,000 Numeracy Chart 1,2,3.....100 annually		15,000	15,000	15,000	15,000	BI-ANNUALLY	SM SUBEB	
33	Production of 60,000 Alphabet Chart A,B,C.....Z annually		15,000	15,000	15,000	15,000	BI-ANNUALLY	SM SUBEB	
34	Procurement and supply of 2000 teaching materials (White marker board, Maker & Duster) for Nomadic		500	500	500	500	BI-ANNUALLY	SM SUBEB	
35	Production and printing of 4000 primary-1 & 2 Learners English Book-1 annually		4,000	4,000	4,000	4,000	BI-ANNUALLY	SM SUBEB	
36	Production and printing of 1000 primary-1 & 2 English Teachers Guide annually	1,000	1,000	1,000	1,000	BI-ANNUALLY	SM SUBEB		

37	Production and printing of 4,000 primary-1 & 2 Learners Maths Book-annually	Primary/Primary, and 80% for JSS No of Instructional Materials (Learner-Textbook Ratio) Pre-Primary: 1:9 Primary: 1:4 JSS: 1:5		4,000	4,000	4,000	4,000	BI-ANNUALLY	SM SUBEB
38	Production and printing of 1,000 primary-1 & 2 Maths Teachers Guide annually			1,000	1,000	1,000	1,000	BI-ANNUALLY	SM SUBEB
39	Procurement of multimedia projector for online teaching and learning for 600 primary & JSS school (300 for Primary (1&2 year) and 300 for JSS (1 & 2 years)		50 Primary Schools	150	150	150	150	BI-ANNUALLY	PRS SUBEB
40	Provide infrastructure for the special needs children in 80 primary schools		10 Primary Schools	20	20	20	20	BI-ANNUALLY	PP SUBEB
41	Provide infrastructure for the special needs children in 18 LGAs for JSS		6 JSS	4	4	4	4	BI-ANNUALLY	SM SUBEB
42	Create and equip sick bays for 8 per senatorial districts for primary and JSS schools		52 Primary Schools 30 JSS	2	2	2	2	BI-ANNUALLY	NPA 2022
43	Provide 4 monitoring Hilux vehicles for office use		2 Vehicles	1	1	1	1	BI-ANNUALLY	QA SUBEB
44	Provide 8 laptops ICT equipment for Social Mobilization Depts.		3 Laptops	2	2	2	2	BI-ANNUALLY	SM SUBEB
45	Advocacy and sensitization on maintenance of Art & Culture across the 18 LGEA			18	18	18	18	BI-ANNUALLY	SM SUBEB
46	Provision of ICT materials, furniture and instructional materials for the implementation of Effective Schooling centres across the three senatorial district (3 centres)			3	3	3	3	BI-ANNUALLY	PRS SUBEB
47	Capacity building/ training and retraining of handlers of effective schooling across the three senatorial districts			3	3	3	3	BI-ANNUALLY	PRS SUBEB
48	Assessment of 4,000 teachers in related subjects to be trained as core subject teachers: pry, JSS on pedagogical skills			1,000	1,000	1,000	1,000	BI-ANNUALLY	TD SUBEB
49	Provide school based and cluster training for 1,600 teachers across basic subsectors			400	400	400	400	BI-ANNUALLY	TD SUBEB
50	Development of Training Manual for Teachers and Students on Computer-Based Testing skills for 1,200 in primary and JSS schools			300	300	300	300	BI-ANNUALLY	TD SUBEB
51	Training of Teachers in selected JSS on the use of Computer-Based Testing (CBT)		40	40	40	40	BI-ANNUALLY	TD SUBEB	
52	Training of 400 Teachers selected from primary schools on the use of Computer-Based Testing for assessment		100	100	100	100	BI-ANNUALLY	TD SUBEB	

53	Train 2,400 Teachers of Primary schools on Jolly Phonics		600 teachers	600	600	600	600	BI-ANNUALLY	TD SUBEB
57	Train 4,000 school teachers on SMASE across 18 LGAs		300 teachers	1,000	1,000	1,000	1,000	BI-ANNUALLY	TD SUBEB
58	Training and retraining of 800 school managers on maintenance culture			200	200	200	200	BI-ANNUALLY	TD SUBEB
59	Training and retraining of 800 Caregivers on REGGIO EMILIA method of teaching		150 ECCDE teachers	200	200	200	200	BI-ANNUALLY	TD SUBEB
60	Capacity strengthening of 400 school managers on school demarcation and documentation			100	100	100	100	BI-ANNUALLY	TD SUBEB
61	Train 600 school administrators, and teachers on emergency response across 18 LGAs			150	150	150	150	BI-ANNUALLY	TD SUBEB
62	Employment of 500 security guard		294 Primary Schools	150	150	100	100	BI-ANNUALLY	NPA 2022
63	Provision of Kitchen Utensil to 150 selected schools in the 18 LGEAs			18	18	18	18	ANNUALLY	SM SUBEB
64	Capacity building for Basic Education teachers on the effective teaching and learning of food and nutrition			18	18	18	18	BI-ANNUALLY	TD SUBEB
65	Provision of 1000 mattresses for camping of learners athletes at various levels of competition in preparation for National Sports Competition			250	250	250	250	ANNUALLY	ACS SUBEB
	CONSTRUCTION								
66	TOILET	Perimeter Fence: 15% for Pre-Primary/Primary, and 38% for JSS Toilet: 45% for Pre-Primary/Primary, and 82% for JSS	580 schools	21	24	27	30	BI-ANNUALLY	NPA 2022
67	PERIMETER FENCE		199 schools	20	22	24	26	BI-ANNUALLY	NPA 2022
68	LANDSCAPING		4 schools	5	7	9	11	BI-ANNUALLY	NPA 2022
	RENOVATION								
69	2 CLASSROOM	Learners Good Classroom Ratio: Pre-Primary: 1:49 Primary: 1:91 JSS: 1:94	2790 Primary and Pre-Primary Bad Classrooms	14	18	23	30	BI-ANNUALLY	NPA 2022
70	3 CLASSROOM			13	18	23	28	BI-ANNUALLY	NPA 2022
71	4 CLASSROOM			12	14	16	18	BI-ANNUALLY	NPA 2022
72	6 CLASSROOM			35	44	53	62	BI-ANNUALLY	NPA 2022
73	SCHOOL HALL			5	7	9	11	BI-ANNUALLY	NPA 2022
74	3 CLASSROOM STOREY			7	8	11	13	BI-ANNUALLY	NPA 2022
75	6 CLASSROOM STOREY			5	4	7	9	BI-ANNUALLY	NPA 2022
	FURNITURE							BI-ANNUALLY	NPA 2022

76	LEARNERS FURNITURE	% Learners Furniture: Pre-Primary: 26%	131,719 Furniture	4150	5810	8134	9761	BI-ANNUALLY	NPA 2022
77	TEACHER FURNITURE		4751 Furniture	1500	2100	2940	4116	BI-ANNUALLY	NPA 2022
78	ECCDE FURNITURE	Primary: 69% JSS: 59% % Teachers' Furniture: Pre-Primary: 34% Primary: 40% JSS: 46%	17,973 Furniture	120	168	252	378	BI-ANNUALLY	NPA 2022
79	PLAYGROUND	Playground: 7% for Pre-Primary/Primary, and 75% for JSS	93 Primary Schools	40	56	84	126	BI-ANNUALLY	NPA 2022
	WATER AND SANITATION							BI-ANNUALLY	NPA 2022
80	BOREHOLE	Water: 64% for Pre-Primary/Primary, and 82% for JSS	822 Primary Schools	15	23	27	54	BI-ANNUALLY	NPA 2022

5.3.3 POLICY: SYSTEM STRENGTHENING AND EFFICIENCY

Policy Objectives:

- Promote professionalism and provide effective supervision and mentorship for new teachers,
- Ensure a high standard of teaching and learning processes,
- Implement effective data management practices,
- Tracking learners' enrolment on yearly basis,
- Assess the quality of teaching staff and learners' academic performance,
- Conduct an annual school census,
- Utilize digital systems for tracking learner attendance,
- Acquire ICT equipment to enhance data management and improve Educational Management Information Systems (EMIS) facilities,
- Offer capacity-building programs for EMIS and Basic Education Management Information System (BAMIS) officers,
- Facilitate professional development opportunities for teachers,
- Offer capacity-building initiatives for teachers, EMIS Officers, head teachers, School Support Officers (SSOs), and School-Based Management Committees (SBMCs),
- Enhance teaching and learning quality through digital unified lesson plan/note.

Table 5.3.3 M & E (System Strengthening and Efficiency)

S/N	ACTIVITIES	INDICATOR	BASELINE (2023)	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE/ MOV
				2024	2025	2026	2027		
1	Conduct of Annual Schools Census	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	65% Public Primary School for BAMIS	Pry (1285)	Pry (1285)	Pry (1285)	Pry (1285)	BI-ANNUALLY	NPA 2022 PRS SUBEB
		NER of 34% for Pre-Primary, 55% for Primary, 33% for JSS	74% Schools with Functional SBMCs	JSS (308)	JSS (308)	JSS (308)	JSS (308)		
2	Re-training of 50 BAMIS officers on mentoring and coaching of teachers and learners in schools	GER of 48% for Pre-Primary, 72% for Primary, 47% for JSS	50 EMIS/BAMIS, 60 SSOs, 100 QA Officers	750 primary schools	750 primary schools	750 primary schools	750 primary schools	BI-ANNUALLY	
3	Expansion of BAMIS to cover additional 400 primary schools	Learners' to Qualified Teachers Ratio Pre-Primary: 33%	ASC 2021 – 2022 22 Laptops	100	100	100	100	BI-ANNUALLY	
4	Maintain computers and internet connectivity at EMIS offices in the 18 LGEAs	Primary: 54%	24 Desktop Computers with Accessories	18	18	18	18	BI-ANNUALLY	
5	Training of State and LGEAs School EMIS Officers	JSS: 26%	Internet Subscription at SUBEB Hqtrs. in 2023	210	210	210	220	BI-ANNUALLY	
6	Procurement of 40 Laptops, and other computer accessories		Cycle 3 OSMTBESP	10	10	10	10	BI-ANNUALLY	
7	Yearly internet subscriptions for EMIS activities at SUBEB Headquarters			1	1	1	1	BI-ANNUALLY	
8	Upgrade of EMIS to manage the conduct of examination for Primaries 3-5, and weekly uploading of unified lesson note for teachers.			1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	BI-ANNUALLY	
9	Monitoring and evaluation of activities of department of SUBEB as contained in the SMTBESP for 6 months			1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	1285 Primary Schools	BI-ANNUALLY	
10	Train 60 Social Mobilization Officers on supervisory skills (15 per year)		20 Officers	15	15	15	15	BI-ANNUALLY	SM SUBEB

11	Conduct 108 Community awareness in LGAs on maintenance culture and ownership (SBMC)	74% Primary and 75 % JSS Schools with Functional SBMCs	949 Primary Schools	27	27	27	27	BI-ANNUALLY	NPA 2022 /SM SUBEB
12	SBMC Grant to 40 Primary Schools			40	40	40	40	BI-ANNUALLY	
13	SBMC Grant to 40 Junior Secondary School			40	40	40	40	BI-ANNUALLY	
14	Monitoring and evaluation of SBMC Activities by SMO across all schools in the 18 LGAs annually			18	18	18	18	BI-ANNUALLY	
15	School Based Training	Qualified Teachers Pre-Primary: 74% Primary: 86% JSS: 86%	1104 Schools	2,500	2,600	2,700	2,800	BI-ANNUALLY	TD SUBEB
16	School Support Officer		60 SSOs	80	100	120	150	BI-ANNUALLY	TD SUBEB
17	Headteacher Leadership Training	Qualified Teachers Pre-Primary: 74% Primary: 86% JSS: 86%		109	129	139	150	BI-ANNUALLY	TD SUBEB
18	ECCDE Teachers' Training	Qualified Teachers Pre-Primary: 74%	2775 ECCDE Teachers	180	200	220	250	BI-ANNUALLY	NPA 2022
19	Strengthening Teachers English proficiency (STEP)	Qualified Teachers Pre-Primary: 74% Primary: 86% JSS: 86%	12333 Primary School Teachers	120	130	140	150	BI-ANNUALLY	NPA 2022
20	Programme Administration	Qualified Teachers Pre-Primary: 74% Primary: 86% JSS: 86%		1	1	1	1	BI-ANNUALLY	QA SUBEB

5.3.4 POLICY: SUSTAINABLE FUNDING

Policy Objectives:

- Ensuring efficient allocation of financial resources within the Basic Education Sector, is in accordance with identified priorities and needs,
- Enhance transparency and accountability in administration of funds,
- Ensure timely disbursement of financial resources for the effective implementation of education programs,
- Ensure early release of budgetary allocation and prompt implementation to meet the identified needs/programmes in Basic Education Sector,
- Advocate for increase in allocation for running grants due to inflation and ensure prompt release,
- Implement automation of financial activities within the department.

Table 5.3.4 M & E Framework (Sustainable Funding)

ACTIVITIES	INDICATORS	BASELINE (2023)	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE/ MOV
			2024	2025	2026	2027		
Preparation of annual appropriation of account, and General Purpose Report Statement (GPRS)	Available budget tracking tools	General Purpose Report Statement (GPRS) 3 rd Quarter	1	1	1	1	ANNUALLY	FA SUBEB
Preparation of Quarterly Returns of financial activities	Early payment of salaries for personnel	3 rd Quarter 2024 Financial Returns	3	3	3	3	QUARTERLY	FA SUBEB
Procurement of Laptop for Accountants and Supporting Staff in SUBEB	Payroll Management System	1 Laptop	3	3	2	2	BI-ANNUALLY	FA SUBEB
Capacity Development Training for Accountants and Supporting Staff, on usage of digital tools for financial processes	Financial Report	2 Officers trained	7	6	6	6	BI-ANNUALLY	FA/PRS SUBEB

5.4 Key Performance Indicators

The key performance indicators in the table below reveals the state of the Gross enrolment rate and Net enrolment rate (GER and NER), as well as intake rate to show the level of access and participation of learners. It as well reveals the quality indicators (% of qualified teachers in the state, ratio of qualified teachers to learners, as well as teacher’s learner’s ratio. The level at which the state is presently in terms of access and inclusiveness, quality and efficiency can be ascertained.

Table 5.4 SMTBESP 2024-2027 Key Performance Indicators

Indicator Name	Unit of Measurement	B/LINE (2023)	Target 2024	Target 2025	Target 2026	Target 2027	Data Source/ MOV	Responsibility for Data Collection
Access, Equity and Inclusiveness								
Pre-Primary Gross Enrolment Rate Total	%	48	53	58	63	68	NPA 2022	EMIS SUBEB
Pre-Primary Gross Enrolment Rate Boys	%	48	53	58	63	68	NPA 2022	EMIS SUBEB
Pre-Primary Gross Enrolment Rate Girls	%	47	52	57	62	67	NPA 2022	EMIS SUBEB
Primary Gross Enrolment Rate Total	%	72	75	78	81	84	NPA 2022	EMIS SUBEB
Primary Gross Enrolment Rate Boys	%	73	76	79	82	85	NPA 2022	EMIS SUBEB
Primary Gross Enrolment Rate Girls	%	71	74	77	80	83	NPA 2022	EMIS SUBEB
JSS Gross Enrolment Rate Total	%	47	52	57	62	67	NPA 2022	EMIS MOE/SUBEB
JSS Gross Enrolment Rate Boys	%	44	49	54	59	64	NPA 2022	EMIS MOE/SUBEB
JSS Gross Enrolment Rate Girls	%	50	55	60	65	70	NPA 2022	EMIS MOE/SUBEB
Primary Gross Intake Rate Total	%	76	79	82	85	88	NPA 2022	EMIS SUBEB
Primary Gross Intake Rate Boys	%	75	78	81	84	87	NPA 2022	EMIS SUBEB
Primary Gross Intake Rate Girls	%	77	80	83	86	89	NPA 2022	EMIS SUBEB
Primary to JSS Transition Rate Total	%	60	65	70	75	80	NPA 2022	EMIS MOE/SUBEB
Primary to JSS Transition Rate Boys	%	61	66	71	76	81	NPA 2022	EMIS

								MOE/SUBEB
Primary to JSS Transition Rate Girls	%	59	64	69	74	79	NPA 2022	EMIS MOE/SUBEB
Primary Education Completion Rate Total	%	61	64	67	70	73	NPA 2022	EMIS SUBEB
Primary Education Completion Rate Boys	%	62	65	68	71	74	NPA 2022	EMIS SUBEB
Primary Education Completion Rate Girls	%	60	63	66	69	72	NPA 2022	EMIS SUBEB
GPI Pre-Primary	Ratio	0.98	1.00	1.00	1.00	1.00	NPA 2022	EMIS SUBEB
GPI Primary	Ratio	0.99	1.00	1.00	1.00	1.00	NPA 2022	EMIS SUBEB
GPI JSS	Ratio	1.16	1	1	1	1	NPA 2022	EMIS MOE/SUBEB
JS Education Completion Rate Total	%	42	47	52	57	62	NPA 2022	EMIS MOE/SUBEB
JS Education Completion Rate Boys	%	41	46	51	56	61	NPA 2022	EMIS MOE/SUBEB
JS Education Completion Rate Girls	%	43	48	53	58	63	NPA 2022	EMIS MOE/SUBEB
Quality and Efficiency								
Pre-Primary Learners / Classroom	Ratio	49:1	45:1	41:1	37:1	33:1	NPA 2022	EMIS SUBEB
Primary Learners / Classroom	Ratio	91:1	86:1	81:1	76:1	71:1	NPA 2022	EMIS SUBEB
JSS Learners / Classroom	Ratio	94:1	89:1	84:1	79:1	74:1	NPA 2022	EMIS MOE/SUBEB
Pre-Primary Learners / Teacher	Ratio	1:25	1:24	1:24	1:24	1:24	NPA 2022	EMIS SUBEB
Pre-Primary Learners / Teacher Urban	Ratio	1:18	1:24	1:24	1:24	1:24	NPA 2022	EMIS SUBEB
Pre-Primary Learners / Teacher Rural	Ratio	1:31	1:27	1:24	1:24	1:24	NPA 2022	EMIS SUBEB
Primary Learners / Teacher	Ratio	1:47	1:44	1:44	1:41	1:41	NPA 2022	EMIS SUBEB
Primary Learners / Teacher Urban	Ratio	1:29	1:35	1:35	1:35	1:35	NPA 2022	EMIS SUBEB
Primary Learners / Teacher Rural	Ratio	1:67	1:63	1:59	1:54	1:50	NPA 2022	EMIS SUBEB
JSS Student / Teacher	Ratio	1:22	1:22	1:22	1:20	1:20	NPA 2022	EMIS MOE/SUBEB
JSS Student / Teacher Urban	Ratio	1:29	1:29	1:29	1:29	1:29	NPA 2022	EMIS MOE/SUBEB
JSS Student / Teacher Rural	Ratio	1:14	1:14	1:14	1:14	1:14	NPA 2022	EMIS MOE/SUBEB
Proportion of qualified teachers Pre-pry	%	1:33	1:30	1:27	1:24	1:24	NPA 2022	EMIS SUBEB
Proportion of qualified teachers Primary	%	1:54	1:49	1:44	1:39	1:35	NPA 2022	EMIS SUBEB
Proportion of qualified teachers JSS	%	1:26	1:24	1:24	1:22	1:22	NPA 2022	EMIS MOE/SUBEB

Proportion of Primary learners that have access to textbooks-English	%	1:4	1:3	1:2	1:1	1:1	NPA 2022	EMIS SUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	1:4	1:3	1:2	1:1	1:1	NPA 2022	EMIS SUBEB
Proportion of Primary learners that have access to textbooks-Basic Sc. & Tech	%	1:4	1:3	1:2	1:1	1:1	NPA 2022	EMIS SUBEB
Proportion of Primary learners that have access to textbooks-Social Studies	%	1:4	1:3	1:2	1:1	1:1	NPA 2022	EMIS SUBEB
Proportion of JS students that have access to textbooks-English	%	1:4	1:3	1:2	1:1	1:1	NPA 2022	EMIS MOE/SUBEB
Proportion of JS students that have access to textbooks-Mathematics	%	1:4	1:3	1:2	1:1	1:1	NPA 2022	EMIS MOE/SUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	1:6	1:3	1:2	1:1	1:1	NPA 2022	EMIS MOE/SUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	1:8	1:6	1:4	1:2	1:1	NPA 2022	EMIS MOE/SUBEB
MLA P3 Math. Mean score	500	491.80	501.00	510.00	520.00	530.00	NALABE 2022	EMIS SUBEB
MLA P3 Eng. Lang Mean score	500	368.79	400.00	450.00	500.00	525.00	NALABE 2022	EMIS SUBEB
MLA P5 Math Mean score	500	510.59	520.00	530.00	540.00	550.00	NALABE 2022	EMIS SUBEB
MLA P5 Eng. Lang Mean score	500	513.43	525.00	535.00	545.00	550.00	NALABE 2022	EMIS SUBEB
MLA P5 BS&T Mean score	500	449.17	465.00	485.00	500.00	520.00	NALABE 2022	EMIS SUBEB
MLA P5 Soc. Stud. Mean score	500	488.46	499.00	510.00	520.00	530.00	NALABE 2022	EMIS SUBEB
MLA J2 Math. Mean score	500	468.77	480.00	495.00	510.00	525.00	NALABE 2022	EMIS SUBEB
MLA J2 Eng. Lang. Mean score	500	480.69	495.00	510.00	520.00	530.00	NALABE 2022	EMIS SUBEB
MLA J2 BS&T Mean score	500	467.80	480.00	495.00	510.00	525.00	NALABE 2022	EMIS SUBEB
MLA J2 Soc. Stud. Mean score	500	459.63	470.00	485.00	500.00	520.00	NALABE 2022	EMIS SUBEB
BECE Pass rate (6 credits including English and Mathematics)	%	84%	86%	88%	90%	92%	NPA 2022	EMIS SUBEB
Proportion of Primary schools with access	%	64	69	73	77	81	NPA 2022	EMIS SUBEB

to Good Water source								
Proportion of JSS with access to good Water source	%	82	85	88	91	94	NPA 2022	EMIS MOE/SUBEB
Learners/Toilet Primary Ratio	Ratio	240:1	200:1	160:1	120:1	80:1	NPA 2022	EMIS SUBEB
Learners/Toilet JSS Ratio	Ratio	194:1	174:1	154:1	134:1	124:1	NPA 2022	EMIS MOE/SUBEB
Proportion of Schools with separate toilets for Boys and Girls Primary	%	1:240	1:200	1:160	1:120	1:80	NPA 2022	EMIS SUBEB
Proportion of Schools with separate toilets for Boys and Girls JSS	%	1:194	1:174	1:154	1:134	1:124	NPA 2022	EMIS MOE/SUBEB
Primary Schools with Library Primary	%	10	15	20	25	30	NPA 2022	EMIS SUBEB
JS Schools with Library JSS	%	78	80	82	84	86	NPA 2022	EMIS MOE/SUBEB
Proportion of Schools with Access to ICT facilities Primary	%	20	25	30	35	40	NPA 2022	EMIS SUBEB
Proportion of Schools with Access to ICT facilities JSS	%	59	63	67	70	73	NPA 2022	EMIS MOE/SUBEB
Proportion of Schools with Access to Power Primary	%	50	52	54	56	58	NPA 2022	EMIS SUBEB
Proportion of Schools with Access to Power JSS	%	80	82	84	86	88	NPA 2022	EMIS MOE/SUBEB
Proportion of schools with fencing Primary	%	47	52	57	62	67	NPA 2022	EMIS SUBEB
Proportion of schools with fencing JSS	%	58	62	66	70	74	NPA 2022	EMIS MOE/SUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	69	74	79	84	88	NPA 2022	EMIS SUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	59	63	67	71	75	NPA 2022	EMIS MOE/SUBEB
Proportion of JS schools that have access to Laboratories	%	53	56	59	63	67	NPA 2022	EMIS MOE/SUBEB
Strengthening System Management and Efficiency								
Proportion of schools with functional	%	74	80	85	90	95	NPA 2022	EMIS SUBEB

SBMCs –Primary								
Proportion of schools with functional SBMCs –JSS	%	75	80	85	90	95	NPA 2022	EMIS MOE/SUBEB
Learning assessment system in place with provision for regular implementation	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA 2022	EMIS SUBEB
Teacher Deployment Policy & Management Information System in place	Yes/No	No	No	No	No	No	NPA 2022	EMIS SUBEB
Education Management Information System available	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA 2022	EMIS SUBEB
Education Management Information System functional	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA 2022	EMIS SUBEB
Availability of Inclusive Education Policy	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA 2022	EMIS SUBEB
Inclusive Education Policy in use	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA 2022	EMIS SUBEB
Emergency response mechanisms in place	Yes/No	No	No	No	No	No	NPA 2022	EMIS SUBEB
Sustainable Funding								
Education as Share of State Expenditure	%	14.9%	12.8%	14.8%	16.8%	18.8%	State Budget Digest 2024	EMIS SUBEB
Basic Education budget as share of State Education budget	%	10.3%	9.5%	11.5%	13.5%	15.5%	State Budget Digest 2024	EMIS SUBEB
Proportion of Basic Education Budget released	%	75%	15% (2024 1 st Quarter)	77%	79%	81%	State Budget Digest 2024	EMIS SUBEB
UBE-IF Matching grant accessed and up to date (2019)	Yes/No	Yes	Yes	Yes	Yes	Yes	DFA SUBEB	EMIS SUBEB

6.0 PLAN IMPLEMENTATION ARRANGEMENT

6.1 State Basic Education Governance Structure

The implementation of the SMTBESP requires a robust governance structure to guide its execution at various levels of the education system. The committee that makes up the governance structure includes; Basic Education Steering Committee, State Basic Education Technical Committee, LGA Education Technical Committee, School-Based Implementation Committee, and Education Partners Coordination Committee. The functions of each committee and their functions are highlighted below.

6.2 Basic Education Steering Committee

The Basic Education Steering Committee comprises of:

- Hon. Commissioner for SMOE,S&T
- Chairman - SUBEB
- Permanent Secretary - SUBEB
- Director Planning, Research and Statistics - SUBEB
- Director Finance and Accounts - SUBEB
- Director Personnel Management - SUBEB
- Director Teacher Development - SUBEB
- Director Procurement - SUBEB
- Director Social Mobilization- SUBEB
- Director Quality Assurance - SUBEB
- Director Academics Services - SUBEB
- Director Physical Planning – SUBEB

The roles of the Basic Education Steering Committee includes:

- makes directional decisions on various projects executed by the Board
- provide strategic and thematic guidance to the Secretariat on the Strategic Objectives and related activities including reviewing the annual work plan;
- take note of progress made in implementation and report back to the Governor;
- support projects, select project contractors/experts

- prioritize monitoring of project processes and deliverables
- approval of fund
- hold a validation session on the draft SMTBESP (with internal & external stakeholders).
- oversees the extent of projects execution in compliance with the standard of SMTBESP contents.
- coordinates policy implementation
- review the work of the Secretariat, including the Secretariat prepared annual work plan and report.

6.3 State Basic Education Technical Committee

The State Basic Education Technical Committee comprises of:

- Chairman - SUBEB
- Permanent Secretary - SUBEB
- Director Planning, Research and Statistics - MOES&T
- Director Planning, Research and Statistics - SUBEB
- Director Finance and Accounts - SUBEB
- Director Personnel Management - SUBEB
- Director Teacher Development - SUBEB
- Director Procurement - SUBEB
- Director Social Mobilization - SUBEB
- Director Quality Assurance - SUBEB
- Director Academics Services - SUBEB
- Director Physical Planning - SUBEB
- Director Admin and Supply - SUBEB
- Director Ministry of Justice
- Director Budget & Economic Planning
- Deputy Director Planning- SUBEB
- Deputy Director Statistics - SUBEB
- Deputy Director Research – SUBEB
- All Planning Officers in PR&S SUBEB

The roles of the State Basic Education Technical Committee includes:

- Craft the State Medium Term Basic Education Strategic Plan (SMTBESP).
- Attends Education Strategic Plan (ESP) Trainings.
- Reviews high-level policy documents.
- Conducts sector situational analysis.
- Documents the Strategic plan (SMTBESP) using standard documentation format.
- To complete the SMTBESP after the validation session.
- Obtains the sign-off of the Chairman and the Permanent Secretary (SMTBESP to UBEC).
- Monitoring and Supervision of Projects using the standard of SMTBESP.
- Sets outcome targets
- Examines policy guidelines
- Guide baseline data
- Sets programmes and capital cost projection
- Prepare operational and implementation plan

6.4 LGA Education Technical Committee

The LGA Education Technical Committee comprises of:

- Education Secretaries
- HODs in all departments at the LUBEAs
- Counsellors of Education at the LGAs

The roles of the LGA Education Technical Committee includes:

- Monitoring and Supervision of Projects using the standard of MTBESP at Local Government Level.
- Getting relevant information in actualizing the proposed plan.
- Serves as an intermediary between the Board and Education Stakeholders at Local Government Level.

6.5 School-Based Implementation Committee

The State Basic Education Technical Committee comprises of:

- Parents Teachers' Association (PTA)
- School Based Management Committee (SBMC)
- Principals and Head Teachers
- Community Leaders/Traditional Rulers
- Religious Leaders

The roles of the School-Based Implementation Committee includes:

- Monitoring and supervision of projects at school level.
- Contribution of funds towards the execution of projects in schools
- Responsible for decisions and policies in their respective schools
- increase responsibility and community participation in school administration
- Actively involved in sensitization and advocacy to reduce the number of out-of-school children and drop-out rate
- Sensitization and Advocacy on special education at school and local government levels to promote inclusiveness
- Raising public funds of finance education delivery
- Encourage the growth of public attention and commitment to quality education
- Evaluating and supervising educational policies, programs, implementation and outputs.

6.6 Education Partners Coordination Committee

The Education Partners Coordination Committee comprises of:

- Education Secretaries
- Nigeria Union of Teachers (NUT), Association of Primary School Teachers of Nigeria (AOPSHON), All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS) and National Association of Private Proprietors of Schools(NAPPS)
- NGOs/IDPs, and Civil Society Organizations.
- Old Students Associations etc.

The roles of the Education Partners Coordination Committee includes:

- Monitoring of project execution at school level per Local Government
- Provide financial support for Basic Education Funding
- Provide technical support for better education service delivery
- Play advisory role to the schools to improve quality and efficiency
- Reporting back to the Board on the extent of the compliance.