

MINISTRY OF EDUCATION SOKOTO

STATE STRATEGIC EDUCATION SECTOR PLAN (SESP) 2011 – 2020

AUGUST 2010

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Introduction

Background Information

Sokoto State in its present form came into being in October 1996 when Zamfara State was created. It has a land area of 28,232.37sq kilometre, and is located between longitudes 11° 30" to 13° 50" East and latitude 4° to 6° North. It is bordered in the North by Niger Republic, Zamfara State to the East and Kebbi State to the South and West. The state experiences two major seasons annually, namely dry and wet seasons. The dry season starts from October to April in some parts and may extend to May or June in others. The season is characterized by severe heat around March/April and harmattan which is usually dry, cold and fairly dusty around November to February. The wet season is experienced in most parts of the state around May and lasts up to September. The rainfall usually ranges between 500mm and 1,300 mm.

The state falls within the Savannah region. The Weather is usually cold in the mornings and hot in afternoons other than in the harmattan period. The topography is dominated by the famous Hausa plains of Northern Nigeria. The vast Fadama land of the Sokoto-Rima River systems dissects the plain and provides the rich alluvial soil fit for variety of crops cultivation in the state. There are also isolated hills and mountain ranges scattered all over the state. Thus, over 80% of the inhabitants are involved in one form of farming or another. Crops such as millet, guinea corn, rice, sweet potatoes, cassava, ground nuts and beans are produced for subsistence. Similarly, cash crops such as wheat, cotton and vegetables are produced by the farmers. Local crafts such as blacksmithing, weaving, carving and leather works play important roles in the economic life of the people of the state. Fishing is another economic venture being engaged in by people living around the river basin.

Sokoto State is endowed with abundant natural and mineral resources. Minerals such as kaolin, gypsum, limestone, red mills, phosphate, yellow and green shade clay, sand, etc are available in commercial quantity. The Tse-Tse fly free grassland makes animal husbandry a very lucrative venture in the state. There are all kinds of animals both wild and domestic which make the state second in the livestock production in the country.

The State has a population of 3,696,999 as per the 2006 census that is made up of two ethnic groups namely Hausa and Fulani. There are also the Zabarmawa and Tuaregs minority in the border local Government areas. The population comprises of 1,872,069 males and 1,824,930 females within the 23 local Government Areas of the state. Culturally, the state is homogeneous. The people of the state are Muslims and Islam provides them with Code of Conduct that influences their day-to-day activities. Islamic Education plays a greater role in the pursuit of knowledge by people of the state. This is what gives rise to the growing number of Qur'anic Schools solely owned by private proprietors in the state.

The administrative and political structure at both the State and Local Government levels does not differ from what obtains in other States across the country. The State Governor is the State Chief Executive and Chairman of the State Executive Council. The Executive Council is made up of the Deputy Governor, Secretary to the State Government, Honourable Commissioners and Head of Service. The Commissioners are in charge of day-to-day running of the ministries. There are 17 ministries, 46 extra-ministerial departments and Parastatals in the State. Administratively, the State is divided into twenty three (23) Local Government Areas (LGAs). There are three senatorial districts in the State namely: Sokoto Central, Sokoto East and Sokoto West Senatorial Districts.

The Ministry of Budget and Economic Planning (MBEP), in the state, is responsible for coordinating and consolidating state level plans and budgets. Similarly, each Ministry has its own planning department which coordinates its level planning activities. It is this department that coordinates and defends the Ministry's budget and work plan at both the MBEP and State House of Assembly. This type of linkage also exists at LGAs level where finance and planning departments of the Local Government Councils link up with the Ministry of Budget and Economic Planning for their annual and quarterly budgets and work plans.

Situation Analysis of Education in Sokoto State

The right of children to free and compulsory education is enunciated in Convention on the Rights of the Child (CRC) Article 28.1a while Article 1b-c supports unfettered access to relevant and alternative forms of secondary and vocational education that should also be made free. The Education for All (EFA) Goals, Millennium Development Goals (MDGs) and the Universal Basic Education (UBE) Act have all agreed to the principle of Education for All. Nigeria was a signatory to every regional and international convention for the provision of free and compulsory basic education.

Sokoto State, with a population of about 4 million, has a primary school-age population of about 1,100,000, 1963 public schools and an enrolment of 610,886 (400,381M; 210,505F). This gives a Net Enrolment Rate of 55.5% and Gross Enrolment Rate (GER) of 71%. There are 12,737 teachers (M=9091, F=3646) while only 4247 (1246F) teachers are qualified which gives a teacher-pupil ratio of 1:47 and 1:144 respectively. The Net Attendance Rate for the current session (2009/10) is put at 68%. The Completion and Gender Gap rates stand at 40% each as at this session. This shows that as much as 44.5% of the total school-age children are out of school in 2010. This data also shows higher percentage of enrolment among boys (69.8%) of school-age than girls (30.2%). These are still lower than National average of 86% for boys and 75% for girls. On ECCDE, the state has 65,351 (34,301f) currently enrolled as against 10,399 (3,421f) in the 2008/09 session.

On Integrated Qur'anic Education (IQE), the current (2009/10) session enrolment of learners, state-wide, stands at 90,905 MF (45,605 F) in 336 IQE centres while that of Non-Formal Education (NFE) in the 48 Girl-Child Centres is put at 18,031 learners. The IQE and NFE facilities in the state are specifically meant to increase access and provide opportunity to many Out-of-School children particularly the Almajiris (mostly found in Qur'anic schools), the street hawking girls and several other children that are not in school for one reason or another. The state runs a Women Centre for Continuing Education (WCCE) that provides 2nd chance to women who might have dropped from schooling for one reason or the other. The centre enrolls candidates, especially married women, for Basic Education up to Senior Secondary level. This is in addition to Basic Literacy as well trainings on income generation skills. In an effort to boost female participation in education in the state, plans are on to establish additional three of such centres and 3 Girls only boarding primary schools in each of the senatorial zones.

The Department for Higher Education and the State Agency for Mass Education have also come-up with a similar intervention [extra-mural programme] for the dropout youths and those who failed to acquire minimum entry requirement for higher education in all the LGAs. This is meant to cover all sexes. Similarly, all arrangements have been completed for the take-off of the state owned university. A special school for the Almajiri children has commenced operation in Dang-Shuni Local Government, under the Ministry of Religious Affairs, with an enrolment of 746 male learners. The programme is to be extended to other parts of the state.

LGEA	No. Of Schs.	No of Teachers			Pupils in Public Primary Schools			
		M	F	Total	M	F	Total	% of Female pupils
Binji	72	249	101	350	13,791	8,063	21,854	37
Bodinga	99	673	178	851	13,914	5,651	19,565	29
Dange Shuni	93	540	174	714	18,247	7,310	25,557	29
Gada	135	295	119	414	16,939	7,263	24,202	30
Goronyo	108	410	94	504	19,473	9,072	28,545	32
Gudu	64	230	92	322	12,151	4,315	16,466	26
Gwadabawa	92	322	106	428	22,141	7,689	29,830	26
Illela	114	362	100	462	25,486	7,868	33,354	24
Isa	112	875	210	1085	26,537	9,476	36,013	26
Kebbe	72	196	88	284	12,506	5,459	17,965	30
Kware	91	138	110	248	13,327	6,702	20,029	33
Rabah	94	340	135	475	13,433	4,044	17,477	23
Sabon Birni	110	689	157	846	20,469	8,261	28,730	29
Shagari	42	797	621	1418	14,419	5,790	20,209	29
Silame	86	200	92	292	7,300	3,790	11,090	34
Sokoto North	67	302	94	396	20,178	12,128	32,306	38
Sokoto South	43	555	346	901	23,327	13,368	36,695	36
Tambuwal	109	675	245	920	28,262	12,047	40,309	30
Tangaza	76	288	108	396	22,494	7,789	30,283	26
Tureta	62	246	108	354	8,535	4,135	12,670	33
Wamakko	64	302	168	470	18,089	6,644	24,733	27
Wurno	75	235	90	325	14,688	5,909	20,597	29
Yabo	83	172	110	282	18,076	10,149	28,225	36
Total	1,963	9091	3646	12737	403,782	172,922	576,704	30

Table1. No of teachers in Secondary in 2009/10 (ASC)

LGEA	No of JJS Teachers				Total No of Pupils in Public JSS			
	No. of Schs.	M	F	Total	M	F	Total	% of Female
<i>Binji</i>	3	17	1	18	403	105	508	21
<i>Bodinga</i>	7	101	27	128	2275	1677	3952	42
<i>Dange Shuni</i>	5	39	13	52	1670	352	2022	17
<i>Gada</i>	10	42	3	45	1957	123	2080	6
<i>Goronyo</i>	8	36	6	42	1459	246	1705	14
<i>Gudu</i>	2	10	0	10	240	48	288	17
<i>Gwadabawa</i>	9	27	7	34	1045	119	1164	10
<i>Illela</i>	7	27	5	32	1820	594	2414	25
<i>Isa</i>	9	100	5	105	3289	271	3560	8
<i>Kebbe</i>	3	20	3	23	985	177	1162	15
<i>Kware</i>	7	60	30	90	940	201	1141	18
<i>Rabah</i>	7	40	1	41	1105	36	1141	3
<i>Sabon Birni</i>	11	84	4	88	3265	982	4247	23
<i>Shagari</i>	4	15	1	16	862	50	912	5
<i>Silame</i>	5	24	1	25	530	74	604	12
<i>Sokoto North</i>	13	105	118	223	3963	4223	8186	52
<i>Sokoto South</i>	25	403	327	730	15357	8789	24146	36
<i>Tambuwal</i>	10	143	20	163	4258	1515	5773	26
<i>Tangaza</i>	3	34	4	38	1764	232	1996	12
<i>Tureta</i>	5	27	1	28	1141	68	1209	6
<i>Wamakko</i>	14	68	92	160	3162	897	4059	22
<i>Wurno</i>	6	29	3	32	1609	303	1912	16
<i>Yabo</i>	4	21	1	22	470	419	889	47
TOTAL:	177	1472	673	2145	53569	21501	75070	29

State of Secondary Education

The National Policy on Education supports the provision of education beyond Primary School level. Thus, in compliance with this provision, the State Government undertakes the provision of secondary education to all eligible children in the state. The Universal Basic Education Law directs for a compulsory 9-year Basic Education which covers the 6 years of Primary and 3 years of Junior Secondary Education. Thus, it becomes compulsory for every child of school going age to complete atleast the first 3 years of secondary education by the law. This is adequately supported by the State Government in addition to the provision of Post Basic Education and Senior Secondary Education to all eligible children. The State Government is always in compliance with the provisions of both the National Policy on Education (NPE) and UBE law in the provision of secondary education in the state.

It has been observed that the Secondary Education sector consists of:

- 126 public Junior Secondary Schools and 63 Senior Secondary Schools spread across the 23 Local Government Areas of the state;
- 22 Boarding Secondary schools;
- 6 Girls only Boarding Secondary Schools;
- 10 special science, commercial, technical and vocational secondary schools;
- Some Junior Secondary schools being housed in the same compound with the Senior Secondary Schools while others stand alone especially in the rural areas;
- An enrolment at Junior Secondary level of 75,070, with 53,569 males and 21,501 females;
- An enrolment at Senior Secondary level of 46,971, with 34,628 males and 12,343 females;
- A teaching force of 2,135 at JS level with 1,463 males and 672 females;
- A teaching force of 1,316 at SS level with 976 males and 340 females;
- 1889 qualified teachers at JSS level with 605 being females;
- 1109 qualified teachers at SSS level with 287 being females;
- A classroom-student ratio of 1:58 at both JS and SS levels;
- A Teacher-Student Ratio of 1:35 and Qualified Teacher-Student Ratio of 1:39 at JS level;

- A Teacher-Student Ratio of 1:33 and Qualified Teacher-Student Ratio of 1:39 at SS level;
- High repetition rate among the students.

In order to address these challenges the State Vision 20:20:20 have the following strategies developed.

The Vision Statement

The Sokoto State Vision is intertwined with the nation's 20-2020 Vision that hopes to position Nigeria among the twenty most developed nations by the year 2020. That the State is not isolated from national educational concerns is a great advantage. It should be noted that Sokoto State is wholly committed to Education For All (EFA) and the Millennium Development Goals (MDGs) which also drive Nigeria's focus on qualitative and functional education.

The Sokoto State Vision 20: 20:20 policy goals are:¹

- **Improving the learning performance of pre-school children in 23 Local Government areas of Sokoto State**
- **Contributing to improvement in net primary school, JSS enrolment, retention and educational attainment.**
- **Providing Basic Education, vocational and life skills for out-of school , dropout children and women through non-formal Education.**
- **To increase the rate of enrolment and retention of children in schools for proper actualization of MDGs, NEPAD, EFA, UBE, CRC, article 28 and CEDAW article 10**

Policy Objectives ²

- **To Increase the level of participation in pre-primary education**
- **To increase the rate of enrolment and retention especially for girls.**
- **To reduce the rate of dropout/withdrawal especially for girls**
- **To increase the level of learning achievement especially in English, Maths, Primary Science and Social Studies.**

¹ Sokoto State Vision 20:20:20 (first implementation Plan 2010-2013)

² Ibid¹

- To reduce gender inequality in access to Education
- To improve transition enrolment and retention of SSS to tertiary
- To increase the level of participation in non-formal education
- To provide adequate and qualified teachers
- To increase Local Community and Private sector involvement in education.

Policy Targets

- To increase the level of participation in pre-primary education from 15% to 40% by 2013
- To reduce the rate of enrolment and retention for girls from 30% by 2013
- To reduce the rate of dropout/withdrawal especially for girls by 48% to 20% by 2013
- To increase the level of learning achievement especially in English, Maths, Primary Science and Social Studies. From 270% to 60% by 2013
- To reduce gender inequality in access to Education
- To improve transition enrolment and retention by 45% by 2013 and 50% transition to tertiary
- To increase the level of participation in non-formal education by 50% by 2013
- To provide adequate and qualified teachers by 50% by 2013 & reduced unqualified by 80%.
- To provide enough basic school facilities by 50% by 2013 & 60% of primary schools will be made child friendly.
- To increase Local Community by 60% and 40 % Private sector involvement in education

The following strategies were developed to achieved the targeted objectives

- Recruitment of qualified teachers devoid of politics
- Providing in service training for teachers
- Special teacher upgrading programme should be pursued vigorously
- Putting in place attractive and good condition of service i.e good salaries (that providing incentives for teachers to motivate better performance
- Rehabilitation and reconstruction of dilapidated structures

- **Construction of new classrooms, hostels and staff quarters.**
- **Establishment of strong Monitoring mechanism with necessary facilities funding and logistics for sustained regular inspections of schools.**
- **Provision of adequate supply and regular supply of relevant instructional materials**
- **Provision of standby generators, water tanker, and solar water system boreholes e.t.c to supplement the existing utility services**
- **Regular provision of consumable materials for routine practical lessons**
- **Abolishing the shift system in schools**
- **Advocacy campaign to sensitise the public so as to contribute their quota towards the development of education in the State.**
- **Involvement of traditional rulers in educational policy implementation**
- **Introduction of breakfast incentives at primary level with a view to improve enrolment and retention in the rural areas.**
- **Provision for children with disabilities**
- **Improve funding of education especially recurrent expenditure that would allow for schools to get authority to incur expenditure (AIE) and impress.**
- **Implement National Policy for Education policies i.e Maintaining National Certificate of Education as minimum national teaching qualification**
- **Provision of both reading and writing materials for pupils at all levels.**
- **Purchase of computer to schools connecting to the internet and training of teachers in ICT**
- **Capacity building for teacher's .i.e training and re-training of teachers.**
- **Provision of sanitation facilities in schools especially in rural areas.**
- **Poverty alleviation package put in place especially in rural communities.**

A three years budget was developed to achieve these targeted objectives in phrases and this is subject to review after the appraisal of the plan and report developed for stakeholders verification and adoption.

Table 2 showing the proposed budget mapped out for the implementation of the first phrase.

Key areas of intervention	Budget	Source
Construction of Schools	5,000,000,000	State Government
Purchase of essential learning materials	4,500,000,000	
Provision of Equipment and machineries	3,660.000,000	
Capacity Building	520,000,000	

This phrase is expected to commerce by 2010 and end by 2013.

Sokoto State, in line with the policy provisions for the delivery of education in the country strictly implements the provisions in the National Policy on Education, UBE Act among others. The state is studying and making positive progress in the adoption of Child Rights Act, the National Policy on Gender in Basic Education, the National Teacher Education Policy among others. The policy framework utilizes the services and ideas of the National and International Development Agencies, such as MDGs, SEEDs, NEEDs and other Institutions and Non-Governmental Organizations (NGOs). In an effort to meet up with the provisions, increased access and equity are given prominence. Thus, the State Government has embarked upon the rehabilitation and expansion programme of schools at both Basic and Post Basic levels. The State Ministry of Education supervises the policy delivery in the state discharging oversight functions in the entire sector.

The Education sector has been receiving top priority in the State Government's budgetary provision over the years. In the current year (2010), education receives 21% of the State's budget.

Tertiary Education

The provision of tertiary education is receiving the desired attention in the state. There are 8 Tertiary Institutions including a Federal University and a State University in the offing.

Tertiary Education Institutions In the State

S/n	Institution	Number
1	Usmanu Dan Fodiyo University, Sokoto.	1
2	Sokoto State University, Sokoto.	1
3	Shehu Shagari College of Education, Sokoto.	1
4	Sokoto State Polytechnic, Sokoto.	1
5	School of Nursing and Midwifery, Sokoto.	1
6	Sultan Abdurrahman School of Health Technology Gwadabawa	1
7	State College of Legal and Islamic Studies, Sokoto.	1
8	State College of Agriculture	1

Teacher Producing Institutions

SHEHU SHAGARI COLLEGE OF EDUCATION SOKOTO

The College is the Premier Institution in Sokoto State. It was established in 1970, with the initial mandate for pre-service training of National Teacher Education (NCE) graduates for teaching in primary and secondary schools. It was the only Institution producing teachers at a higher level in the State before the advent of the National Teachers Institute (NTI) and the Usmanu Dan Fodiyo University that compliment the Institution in the teacher production for the State.

At present, the Shehu Shagari College of Education, in affiliation with the Ahmadu Bello University, Zaria and the Usmanu Dan Fodiyo University, Sokoto, produces undergraduate teachers for Senior Secondary School level in a 4-year degree program in addition to its 3-year NCE programme for teachers in Primary and Junior Secondary Schools. The Institution is presently made up of 6 Schools:

The School of Education;

The School of Languages;

The School of Sciences;

The School of Arts and Social Sciences;

The School of Preliminary Studies; and

The School of Vocational and Technical Education

Apart from the regular NCE courses offered in the College, the following programs are also available in the College for Primary and Junior Secondary School Teachers:

A 1-year Post Graduate Diploma in Education program (PGDE) running on weekends;

A 5-year Intensive National Certificate in Education Program (INCEP) on weekends;

A 4-year NCE Sandwich Program for In-Service Teachers during long vacations.

College Capacity The College has currently:

Teaching Staff (Lecturers) - 509

Students:

NCE Students (Regular, INCEP, Sandwich) - 10,000

Undergraduates – 1,605

PGDE - 300

Total Number of Students - 11,905

The number of students above cut across 38 subject Departments and the Directorate of Undergraduate Studies. Going by the general population of the College students and current staff strength, the ratio would give a figure of 1:23. However, considering the fact that Departments such as that of Education and General Studies with staff strengths of 27 each catering for all the students in the College there is a ratio of 1:441 that has to contend with.

Other Sources for Teacher Production in the State

There are other available sources for Teacher production in Sokoto State. These include:

- (a) State Universal Basic Education Board (SUBEB) that was established when Basic Education became a National policy to facilitate In-Service teacher training and development annually. The capacity building for teachers undertaken in the 2009/2010 period covered 10,730 teachers. The SUBEB in the State has a total of 12,737 Primary School Teachers (Male 9,091; Female 3,646 teachers) while a total of 2,135 teachers (1,463 male and 672 female) are for the Junior Secondary Schools.
- (b) Faculty of Education, Usmanu Dan Fodiyo University, Sokoto produces teachers for Secondary and Primary Schools through its undergraduate, graduate, and part-time diploma programs.
- (c) The National Open University (NOUN) with a study centre situated in the Shehu Shagari College of Education, produces teachers and all other category of graduates.
- (d) The National Teachers Institute (NTI) is also involved in the teacher production and development for both Primary and Secondary Schools through its MDGs Capacity Building and NCE programs in the State. The NTI has 4 Centres across the State for Distant Learning program situated at Nagarta (1,500 students), Yabo (550 students), Isa (400 students) and Gwadabawa (300 students) giving a total of 2,750 students. It also has 6 MDG Training Centres with a capacity for 530 students each at Yabo, Nagarta, STC, Tangaza, Gwadabawa and Isa giving a total of 3,180 students.

FACILITIES:

Facilities currently available in the Shehu Shagari College of Education Sokoto are as given below.

S/No	Facility	Available Number	Standard (Required)	Gap
1	Lecture Theatre	1 (dilapidated) for 1,000 students	8 for 500 to 1,000 students (2 General, 6 for the Schools)	7
2	Lecture Hall	9 with capacity for 250 students/Hall	20 with capacity for 300/Hall	11
3	Class Rooms	20 seating 150/Class	60 seating 50/Class	40
4	Laboratories	10	20	10
5	Teacher Resource Centre ICT	1 for the College (Not Standard)	1 TRC for 500 at a time; 1 ICT for 500/seating	Upgrading

6	Resource Rooms	5	38	33
7	Workshops	6	10	4
8	Main Libraries	2 (not standard)	3 (1 for undergraduate studies)	Upgrading (2) Development of 1
9	School Libraries	6 (Schools, 5 not standard, 1 standard, 38 mini for departments)	44 (38 Departments, 6 for Schools)	43 Standard
10	Electronic Library	Not available	1	1 Standard
11	Generating Plants	2 (not functioning)	3	3 Standard
12	Vehicles	6 (3 Large, 3 mini)	11 (1 for each School and 1 Large)	5

Major Challenges in the Education Sector

The biggest challenge to the state's realization of the Education for All (EFA) Goals 2 and 5 in the education sector is the growing number of school-age children out of school despite government's efforts to put in place additional structures through its expansion programme. It has been observed that there is a school-age population of about 1,100,000 at Basic Education level but the Net Enrolment rate stands at 57% leaving about 43% (433,000) out of formal schooling. Furthermore, at Senior Secondary level there are about 448,483 children for admission into schools but only 122,041 are currently in schools leaving about 326,442 out of school.

2009 Population Projections

Age Group	Population		
	Male	Female	Total
0-4 years	328601	323638	652238
5-9 years	292327	290321	582648
10-14 years	260436	259169	519605
15-19 years	224664	223819	448483
20-24 years	185170	182530	367699
25-29 years	153569	148315	301884
30-34 years	121757	115975	237732
35-39 years	94802	90314	185117
40-44 years	76560	74395	150955
45-49 years	63149	61406	124555
50-54 years	52510	49843	102353
55-59 years	44669	44194	88862
60-64 years	37198	38570	75768
65+ years	62000	67000	129000
TOTAL	1,997,412	1,969,489	3,966,899

Source: National Population Commission

Several reasons attributing to the poor turn-out include poverty, ignorance, rapid population growth and parents' apathy towards secular education especially in the rural areas. Similarly, there are fewer schools to accommodate all eligible children, especially girls, transiting from the 1963 primary schools, inadequate teachers in quality and quantity especially in the areas of science and technology. Others include dilapidated infrastructures, limited UBE funding to adequately address the Junior Secondary component, inadequate teaching and learning materials especially in the areas of science and technology, fewer girls' only Boarding Secondary Schools to improve female participation. The problem of lack of capacity building for the teachers and school administrators and weak Quality Control units contribute to the poor state of education in the state.

Other major challenges to the policy planning and implementation include the low civil society interest and involvement in the education sector. There are very few viable civil society organizations with special focus on education at the State, LGA and community levels. Their low capacity and involvement in the formulation and implementation of education policies in the State has contributed in the resistance to education policies by the general public and some stakeholders.

Furthermore, Government policy pronouncements on education are often not backed up with relevant legislation, especially dissemination and frequent monitoring and evaluation. There are also policies that fall short of achieving the needed human resource development of the society for the fact that they have not been developed on credible and reliable data limiting their effectiveness in the achievement of targets. Inadequate funding of the structures and mechanism for policy implementation hinders successful monitoring and evaluation. Special units for monitoring of policy implementation ought to exist in the education Ministries, Departments and Agencies.

All these and a lot others have contributed to poor performance and achievements especially for those who intend to further their education beyond secondary level. The performance of candidates in the external examinations (SSCE, WASSCE/NECO) for the past ten years is put as below:

S/No.	Year	Exam	No. Registered	No. who Sat	Five Credits and Above	Percent
1.	2000	WAEC	-	-	-	-
		NECO	5842	5842	3566	61%
2.	2001	WAEC	3804	3644	413	11.3%
		NECO	4491	4361	2089	46%
3.	2002	WAEC	7313	6993	753	10.77%
		NECO	6507	6442	3184	48.9%
4.	2003	WAEC	8057	7933	514	6.69%
		NECO	7867	7502	1542	20.56%

5.	2004	WAEC	10259	9978	716	7.18%
		NECO	9769	9404	994	10.57%
6.	2005	WAEC	12305	12056	430	3.51%
		NECO	14034	12322	1341	9.55%
7.	2006	WAEC	14110	12713	949	7%
		NECO	13546	12354	1717	12.68%
8.	2007	WAEC	11543	11476	992	8.64%
		NECO	11862	11304	1938	17.14%
9.	2008	WAEC	13563	13199	536	4.06%
		NECO	14493	12976	10915	75.3%
10.	2009	WAEC	12784	12765	1065	8.04%
		NECO	12197	11877	339	2.85%

EDUCATION SECTOR PLAN AND POLICY IMPLEMENTATION

Several attempts were made at the national and state levels to improve system performance by promoting the development of educational plans with set goals and targets. In Sokoto State, policy directions over the years were guided by policies contained in documents such as:

- The Millennium Development Goals (MDGs);
- National and State Education for All (EFA) Plans;
- National Economic Empowerment and Development Strategy (NEEDS);
- State Economic Empowerment and Development Strategy (SEEDS);
- National Policy on Education (NPE);
- National Education Road map;

Current statistical indicators show that the Country is likely to miss the achievement of both the EFA and Millennium Development Goals (MDGs) by 2015 except if adequate measures in effective and efficient planning, additional funding and implementation of a more robust education sector plans at all levels of education are given the desired priority.

15 states and FCT are now embarking on the development of State Strategic Education Sector Plans through the support of the Department for International Development (DFID), United Nations Children's Fund (UNICEF) as a means of providing concrete guidelines which could make the sector responsive to emerging national needs and the changing circumstances. These exercises are expected to culminate in the development of two strategic documents- a 10-year State Education Sector Plan (SESP) and a 3-year State Education Sector Operational Plan (SESOP). Thus, the ultimate objective for developing SESP and SESOP is therefore, to provide a tool for education reform through a sector-wide analysis.

Processes involved in the Development of Education Sector Plan

The Development of the 10 Year Strategic Education Sector Plan and its 3 Year Operational Plan is a sign of Government's determination to drive a positive way of enhancing education service delivery in the State.

The State is, therefore, with support from the United Nations Children's Fund (UNICEF) designing a 10 Year Plan and 3 Year Operational Plan through the following processes:-

- (i) Sensitization of Policy makers, legislators, political office holders and relevant education managers on the need for sector plan.
- (ii) Making a realistic budget for the development of the plan.
- (iii) Setting up of a State Technical Committee with membership drawn from line Ministries, relevant education parastatals and other stakeholders.
- (iv) Series of capacity building of Core Technical Team members by UNICEF/EDSI/NIEPA.
- (v) Identification of issues and challenges of education in the state.
- (vi) Conducting researches on the identified education challenges.
- (vii) Reporting the outcomes of the field-research.
- (viii) Filling the education gaps for management of the challenges.
- (ix) Analyzing the challenges using the SWOT analysis (i.e. Strengths, Weakness, Opportunities and Threats) as it affects the education sector.
- (x) Equipping EMIS Room with relevant ICT equipment in preparation for inputting of School Census Data.
- (xi) Conduct of Educational Policy and Strategy Simulation workshop.
- (xii) Data Collection.
- (xiii) Drafting the Sector Plan.
- (xiv) Presenting the draft to stakeholders.

MAJOR CHALLENGE AREAS

In spite of all the efforts being put in place by the government in moving the sector forward, there are still some challenges. These include:

Inadequate Coverage and Low Access

This challenge refers to the proportion of out-of-school children in relation to school-aged children going to school, as well as socio – economic challenges and geographical coverage and distribution of educational opportunities, including non-formal and alternative education.

Situational Analysis:

Currently, the major challenges impeding meaningful access to education in Sokoto State include seasonal and other sundry disruptions to school attendance due mainly to dry and rainy season farming, child-hawking especially on market days, prolonged festivities, and commercial motorcycling. Parental lukewarm attitudes towards secular education particularly for girls, provides a stumbling block to gender parity in school enrolment. Female school enrolment figures for the year 2009/10, for instance, stood at 43.23% for primary schools, 28.04% for JSS and 26.27% for SSS, respectively. Gender disparity among teachers appears to be more serious. By 2009/10, the number of female teachers in Junior and Senior Secondary Schools in the state stood at 31.47% and 25.83%, respectively.

The inadequacy of facilities in schools is again another major challenge hindering meaningful access to educational opportunities. It has been observed that only about 45% of primary school classes and about 75% each of JSS and SSS classes have adequate classroom furniture. The situation is the same for Water, Sanitation and Health (WASH) facilities. There are 53,569 toilets available shared among 610,886 pupils thereby giving a ratio of 1:11. Access to ECCDE learning centers is also hindered due to their inadequate numbers and unskilled care givers. Currently, only 353 ECCDE centers exist against 1963 based on the number of Primary schools state-wide.

Further challenges to access and equity include long distances of schools from homes, political interference in educational policy implementation often manifested in citing of new schools, teachers and staff posting in the sector. Low level advocacy and sensitization also limit access to existing educational opportunities. The Female Teacher Development Program which is, for instance aimed at bridging the educational gender gap suffers due to ignorance of many parents to its existence. The table below provides detailed analysis of the component challenges and proposed strategic policy objectives and interventions to challenges in coverage and meaningful access to educational opportunities.

COMPONENT CHALLENGES, ROOT CAUSES AND EFFECTS

Major Challenge Area	Component Challenges	Root Causes	Effects
Inadequate Coverage	Proportion of out-of-school children	<ul style="list-style-type: none"> • Low parental economic status • Negative parental attitude towards western education • Geographical factors (e.g. terrain & Distance) • Child labour (hawking) • Peer group influence 	<ul style="list-style-type: none"> • Low enrolment • Increased poverty • Increased rate of illiteracy
	Geographical coverage of schools	<ul style="list-style-type: none"> • Political Interference in educational policy implementation • Absence of School mapping • Dispersed settlements especially in rural areas 	<ul style="list-style-type: none"> • Low enrolment • Lateness and Truancy • Feeling of marginalization and its attendant reduced access to basic education
	Socio-Economic challenge	<ul style="list-style-type: none"> • Low level of awareness/ ignorance on the benefits of secular education • Negative social attitudes towards girls education • Low community participation 	<ul style="list-style-type: none"> • Low enrolment • Increased illiteracy • Increased gender disparity in school enrolment
	Gender disparity in access to education	<ul style="list-style-type: none"> • Negative social values towards girls education • Lack of role models for female education • Educational policies and environments insensitivity to gender issues, (e.g. low female teachers' ratio). 	<ul style="list-style-type: none"> • Poor girls enrolment, attendance and transition rates • Inadequate motivation for schooling for the girl child
	Access of learners with special needs	<ul style="list-style-type: none"> • Inadequate number of special needs education centers • Ignorance of some parents on the benefits of educating children with special needs • Non-provision of inclusive education facilities • Socio-cultural and parental attitude to special needs children 	<ul style="list-style-type: none"> • Low enrolment for special needs children • Increase in street begging • Increased dependency rates in the society

		<ul style="list-style-type: none"> • Societal discrimination and stigmatization 	
	Low Level access to non-formal and alternative modalities	<ul style="list-style-type: none"> • Lack of policy framework • Inadequate number of learning centers • Ignorance on the benefits of adult and non-formal education • Low societal values for adult and non-formal education programmes • Inadequate number of training facilities/facilitators 	<ul style="list-style-type: none"> • Low level participation • Increased number of illiterate adults. • Increased number of disadvantaged groups

STRATEGIC POLICY OBJECTIVES AND STRATEGIC INTERVENTIONS.

Major Challenge Areas	Component Challenges	Strategic Policy objectives	Strategic interventions
Inadequate Coverage	Proportion of out-of-school children	<ul style="list-style-type: none"> • Reduction in the proportion of out-of-school children by 5% • Significantly increase access to basic education 	<ul style="list-style-type: none"> • Increased advocacy and sensitization • Increased community participation • Provision of incentives to encourage participation e.g. school uniform • Establishment of more secondary schools, especially for girls, across the state
	Geographical coverage of schools	<ul style="list-style-type: none"> • Expand coverage to unreached groups and areas 	<ul style="list-style-type: none"> • Establishment of more schools in disadvantaged and rural areas. • School Mapping • Construction of access feeder roads and bridges where appropriate
	Socio-Economic Challenges in access to education	<ul style="list-style-type: none"> • Economic empowerment of parents/communities • Influence change of societal values inimical to quest for secular education 	<ul style="list-style-type: none"> • Provision of agricultural support services • Increased advocacy and sensitization • Community Economic

			empowerment
	Gender disparity in access to education	<ul style="list-style-type: none"> • Increase girls' enrolment, retention and completion. • Increase gender parity in teaching staff 	<ul style="list-style-type: none"> • Increased advocacy/sensitization on importance of girl-child education • Provide gender – sensitive school environment (e.g. more female teachers) and adequate WASH facilities • Promotion and sustenance of innovations that improved the girls' participation.
	Access of learners with special needs	<ul style="list-style-type: none"> • Increase the proportion of special – needs children attending school 	<ul style="list-style-type: none"> • Increased advocacy and sensitization • Expansion and improvement of facilities and learning centers for special needs education • Promotion of inclusive education. • Adequate mainstreaming strategies
	Low Level access to non-formal and alternative modalities	<ul style="list-style-type: none"> • Reduce the percentage of out-of-school children • Expand access to adult, continuing and nomadic education centers 	<ul style="list-style-type: none"> • Increased advocacy and sensitization • Provision of more non-formal education centers and facilities • Provision of comprehensive policy framework for non-formal education in the state.

Poor Quality and Relevance

Introduction

This refers to quality and quantity of teachers in the education system, which includes teacher quality, teacher/pupil ratio to all levels, availability and appropriateness of teaching and learning materials, available teacher support systems, teaching learning processes and learning outcomes.

Situational Analysis

Over the years, Governments' attention has been drawn to the issues of quality of education in the state and the relevance of the curriculum to the needs of the society. So far, it has been noted that a giant stride has been made towards improving the quality of teachers and teaching to enhance learning. The efforts are geared towards bridging the gaps in the provision of sufficient number of professionals in essential fields, thus providing education for self reliance and a reduction in the gaps in gender issues.

However, in spite of all the government efforts, there are notable challenges in relation to inputs, processes and outputs such as low level advocacy and public awareness campaigns on new policies, inadequate teaching and infrastructural facilities. For instance there are 18,181 classrooms for 610,886 pupils indicating a classroom-pupil ratio of 1:34. There is equally a high qualified teacher-pupil ratio of 1:144. Similarly, the existence of many unqualified teachers in the teaching force 8490 (2400F) qualified teachers as against 12,737 teachers, poses a big threat to the delivery of education in the state.

Another challenge is weak monitoring and inspection of schools due to lack of technical and managerial skills to function effectively as well as poor guidance and counseling services in schools.

Low female participation, 12,737 (3,646F) Primary, 2,135 (672F) JS and 1,316 (340F) SS, creates gender disparity in the teaching profession at both basic and post-basic levels thereby affecting the general girls enrolment and female participation in the pursuit of education in the state

Poor Quality and Relevance

Major Challenge	Component Challenges	Root causes	Effects
Poor level of quality and relevance	1. Inadequate number of Qualified teachers at all levels	<ul style="list-style-type: none"> * Lack of interest in teaching profession * Poor academic background from the basic level * Poor recruitment and retention policies * Inadequate INSET Training; * Poor remuneration 	<ul style="list-style-type: none"> * Poor teaching and learning processes * Low academic performance * Low teacher morale * Truancy * Exam malpractice * Attrition
	2. Insufficient and inappropriateness of teaching/learning	<ul style="list-style-type: none"> * Misplaced priorities in the education sector * Inadequate distribution of teaching and learning materials. 	<ul style="list-style-type: none"> * Poor lesson delivery * Non commitment of teachers * Low interest of students

	materials.	*Inadequate skills for improvisation	*Poor learning outcomes
	3.Inadequate Teacher-support systems	*Inadequate logistics for teacher professional development	* Poor teaching/learning process * Non commitment of teachers * Poor learning outcomes
	4.Poor teaching/learning processes	* Inadequate number of qualified teachers *Poor teacher preparations * Inappropriateness of teaching/learning materials * Lack of relevance of curriculum to societal needs * Poor curriculum implementation	* Absenteeism and truancy * Half-baked graduates
	5. Poor learning outcomes	*Inadequate supply of instructional materials * Poor teacher delivery * Lack of proper promotion mechanism	* Low learning interest of students * Examination malpractices

Strategic Objectives and Strategic Interventions

S/N	Major Challenge Area	Component Challenge	Strategic Objective	Strategic Intervention
1.	Poor quality and relevance	1. Inadequate number of Qualified teachers at all levels	* Recruitment of more qualified teachers	*Increase in budgetary provisions *Improvement of welfare packages for teachers *Enforcement of minimum qualifications for teaching *Empower teacher development institutions
		2. Insufficient and inappropriateness of teaching/learning materials.	* Increase in the provision of adequate and appropriate teaching and learning materials	*Supply of adequate and relevant teaching materials to schools * Supply of adequate number of curriculum materials * Conduct of capacity building for teachers on improvisation of

				teaching/learning materials
		3. Inadequate Teacher/support systems	* Strengthen the teacher support systems	* Increase funding for teacher professional development * Organize workshops on quality assurance for education personnel
		4. Poor teaching/learning processes	* Improve teaching/learning processes	* Organize workshops and seminars on effective teaching and learning skills at all levels * Effective monitoring of teaching and learning processes at all levels * Training and re-training of teachers on curriculum innovations
		5. Poor learning outcomes	* Improve learning outcomes at all levels	* Training and re-training of teachers * Provision of more teaching and learning materials * Provision of more child- friendly environment.

Infrastructural Insufficiency and Infrastructural Decay

INTRODUCTION:

This challenge refers to the condition of the existing infrastructural facilities vis-à-vis their availability and usability in relation to students population. It also refers to the laboratory facilities, library space and utilization as well as the age and state of these physical facilities.

SITUATIONAL ANALYSIS:

The major challenge in the area of availability and state of educational infrastructural facilities in Sokoto state include the inadequate number of classrooms at almost all levels. There are for instance 353 ECCDE centers available compared to 1963 required. Provision of classrooms in the primary, JSS and SSS stood at 45%, 67% and 67% of the required. The average teacher-

student ratio is put at 1:47 primary, 1:35 JS and 1:33 SS respectively. Again the supply of pupils' furniture in these classrooms as at 2009/2010 stood at 45% for primary schools and 75% each for junior and senior secondary schools in the state.

Another major challenge in the availability and utilization of educational infrastructural facilities includes the state of the learning environment. This is characterized by the poor state of recreational and sporting facilities. The supply of WASH facilities is also another challenge area. There are for instance, a total of 53,569 toilets in all primary schools in the state for an enrolment of 610,886. Water and power supply to schools is minimal especially in the rural areas.

The supply of health facilities also needs to be addressed as none of the schools has a dispensary of its own. However, about 50% of schools are linked to the National Grid.

CHALLENGE ANALYSIS ON INFRASTRUCTURAL INSUFFICIENCY AND INFRASTRUCTURAL DECAY

Major Challenge areas	Component Challenges	Root Causes	Effects
Infrastructural insufficiency and Infrastructural Decay	High average class size	<ol style="list-style-type: none"> 1. Disproportionate spread of schools in urban and rural areas. 2. Inadequate number of classrooms. 3. Improper planning for the future 	<ol style="list-style-type: none"> 1. Lateness and truancy 2. Increase in out-of-school children 3. Poor learning outcomes
	Average number of classrooms per school	<ol style="list-style-type: none"> 4. Disproportionate spread of schools in urban and rural areas. 5. Inadequate number of classrooms. 6. Improper planning for the future 	<ol style="list-style-type: none"> 1. Overcrowded classes 2. High pupil/student teacher ratio
	Average distance between home and school	<ol style="list-style-type: none"> 1. Lack of School mapping 2. Improper planning 3. Political interference in implementation of policy 	<ol style="list-style-type: none"> 1. Poor enrolment, retention and completion rates 2. Lateness and truancy
	Average seat-desk/pupil ratio	<ol style="list-style-type: none"> 1. Procurement of low quality furniture 2. Poor maintenance 	<ol style="list-style-type: none"> 1. Lateness and truancy 2. Poor learning outcomes 3. Poor completion rates
	Laboratory space and facilities	<ol style="list-style-type: none"> 1. Misplacement of priorities vis-à-vis the importance of laboratories 2. Procurement of low quality materials and equipment 3. Underutilization of existing facilities 4. Lack of qualified and adequately 	<ol style="list-style-type: none"> 1. Poor learning outcomes 2. Limited enrolment into science courses/fields

		trained staff to handle laboratory equipment	
	Library space/holding s/utilization	<ol style="list-style-type: none"> 1. Misplacement of priorities vis-à-vis the importance of libraries 2. Lack of reading culture amongst students and the general society 3. Lack of private sector participation in establishment, management and promotion of the use of libraries 	<ol style="list-style-type: none"> 1. Poor reading habit 2. Increased cases of examination malpractice
	Playground space/facilitie s/utilization	<ol style="list-style-type: none"> 1. Misplacement of priorities and disregard for the need of play facilities in schools 2. Inappropriate use of / or unavailability of proper PHE curriculum 	<ol style="list-style-type: none"> 1. Kills acquisition of sporting skills 2. Limits physical fitness of learners and thus reduces learning
	Age and State of Physical facilities	<ol style="list-style-type: none"> 1. Improper or non-utilization of former boarding facilities 2. Unchecked encroachment into schools premises 3. Poor maintenance habit 	<ol style="list-style-type: none"> 1. Makes learning uncomfortable 2. Promotes insufficiency and decay of structures 3. Becomes hideout for poisonous reptiles, drug addicts and criminals

POLICY OBJECTIVES AND STRATEGIC INTERVENTIONS

Major Challenge areas	Component Challenges	Policy Objectives	Strategic Interventions
Infrastructural insufficiency and Infrastructural Decay	High average class size	<ol style="list-style-type: none"> 1. Increase the number of classes 2. Ensure availability of Infrastructure at all levels of education 3. Promote maintenance habit 	<ol style="list-style-type: none"> 1. Adequate planning and sustenance of the schools expansion policy 2. Improve security and maintenance structure in schools
	Average number of classrooms per school	<ol style="list-style-type: none"> 1. Increase the number of Classrooms in schools 	<ol style="list-style-type: none"> 1. Schools expansion programme to take care of disadvantaged schools 2. Development of emergency response policy guidelines
	Average distance between home	<ol style="list-style-type: none"> 1. Ensure even distribution of schools especially in rural areas 	<ol style="list-style-type: none"> 1. Conduct school mapping exercise 2. Even distribution in siting of new schools

	and school		
	Average seat-desk/pupil ratio	1. Ensure adequate furnishing of schools especially classrooms	1. Supply of qualitative and sufficient furniture to the schools
	Laboratory space and facilities	1. Increase budgetary provision of well equipped laboratories to schools	1. Expansion and / or establishment of subject based – laboratories in schools 2. Provision of well equipped workshops
	Library space/holdings/ utilization	1. Increase budgetary provision for library and library facilities	1. Supply of sufficient and current textbooks 2. Building of more libraries 3. Renovation of existing libraries
	Playground space/facilities/ utilization	1. Promote recreational activities in schools	1. Renovation of existing facilities 2. Pursue the recovery of encroached school premises 3. Encourage formation of clubs and societies.
	Age and State of Physical facilities	1. Develop a routine inspection and maintenance of physical facilities in schools	1. Provision of policy guidelines on maintenance of school facilities 2. Expansion and improvement of existing school facilities

Inefficient Management and System Inefficiency

Introduction:

This challenge has to do with the overall management of the education system which deals with issues such as use of obsolete civil service rules and regulations, lack of adherence to the current development in ICT, inadequate skilled and trained personnel and administrative/political distractions.

Situational Analysis

There exist School-Based Management Committees (SBMCs) in all the schools but some are not fully functional. The situation can be likened to low capacity of the members of some of these committees and non availability of funds.

Another challenge is the inadequate teacher support services at all levels, in terms of capacity building of staff and provision of logistics required for proper inspection and monitoring. There is also low level involvement of the private sector in monitoring, inspection and overall management of schools. Similarly, administrative bureaucracy causes delay in the discharge of duties and responsibilities.

Inefficient Management and System Inefficiency

Major Challenge	Component Challenges	Root causes	Effects
Inefficient management and system inefficiency	1. Ineffective educational service delivery structures and mechanisms.	*Low adherence to education policies and guidelines. *Dearth of personnel *Insufficient facilities	* Poor education delivery and output.
	2. Low level maintenance of structures and materials.	*Inadequate release of funds.	* Low delivery of education services.
	3. Over centralization of responsibilities at the Ministry and SUBEB.	* Unnecessary bureaucracy * Dearth of skilled personnel	* Low productivity

Strategic Objectives and Strategic Interventions

S/N	Major Challenge Area	Component Challenge	Strategic Objective	Strategic Intervention
1.	Inefficient management and system inefficiency	1. Ineffective educational service delivery structures and mechanisms.	<ul style="list-style-type: none"> * Enhance capacity of personnel * Develop managerial skills of the inspectors. * Enhance monitoring and evaluation system * Recruitment of more qualified personnel. 	<ul style="list-style-type: none"> * Organize workshops and seminars * Provision of necessary facilities for monitoring and evaluation * Recruitment of more qualified personnel * Empowerment of teacher development institutions.
		2. Low level maintenance of structures and materials.	<ul style="list-style-type: none"> * Carry out routine rehabilitation of existing structures and provision of new ones. 	<ul style="list-style-type: none"> * Timely release of budgetary funds for maintenance and provision of new structures. * Prompt utilization of released funds in execution of projects.
		3. Over centralization of responsibilities at the Ministry and SUBEB.	<ul style="list-style-type: none"> * Decentralization and delegation of powers and schedule of duties * Conform with policies and guidelines in the administration of education 	<ul style="list-style-type: none"> * Proper training of personnel * Advocacy and sensitization

Non-Sustainable Funding And Inadequate Resourcing

INTRODUCTION

This challenge deals with annual budgetary allocation, release of funds, budgetary financing and expenditure ratio, level of mobilization of non-government funding sources and education expenditure tracking.

SITUATIONAL ANALYSIS

Education sector in the state is funded essentially by the government alongside material and financial support provided by domestic and International Development Partners (IDPs) such as the ETF, UBEC, Sokoto State Education Development Trust Fund (SEDTF), UNICEF, DFID, NGOs, CBOs and CSOs and individuals.

Funding of the education sector in the state is essentially from budgetary allocations for the Education Ministry, Departments and Agencies. However, despite government budgetary

allocation, there is still delay in the release of funds for the execution of essential projects and services in the sector. There is also withdrawal and or drying up of support from the Development Partners.

Non-Sustainable Funding and Inadequate Resourcing

Major Challenge	Component Challenges	Root Causes	Effects
Non-Sustainable Funding and inadequate Resourcing.	Delay in the release of funds	*Poor documentation of financial records *Unqualified personnel	* Non executions of planned activities * Abandonment of projects * Poor performance of the sector
	Low level mobilization of non government funding sources	*Low level of mobilization, advocacy and sensitization	*Non-challant attitude of the community to western education *Non inclusion of vital areas *Poor performance
	Withdrawal/drying up of donor agencies support	*Expiration of project period *Lack of fulfillment of obligations	*Lack of sustainability *Abandonment of project *Poor maintenance
	Poor education expenditure tracking	*Use of unskilled personnel *Poor/lack of documentation *Non-release of appropriate funds *Corruption	*Systematic error *Poor performance *Lack of improvement on the processes *Lack of new inputs for better planning

Policy Objective & Strategic Intervention

Major Challenge	Component Challenge	Strategic policy Objectives	Strategic intervention
Non sustainable funding and inadequate resourcing	*Delay in the release of funds	*Timely release of allocated funds	*Provision of necessary instruments for budget tracking
	*Low level mobilization of non-government funding sources	*Improve mobilization of non-government funds	*Advocacy and sensitization of stake holders
	*Withdrawal/expiration of period of donor agencies supports	*Soliciting for new donor agencies support	*Showcase current situation to attract donor agencies *Advocacy visits
	*Poor education expenditure tracking	*Improve expenditure tracking	*Established effective monitoring system *Training of personnel

