

GOVERNMENT OF IMO STATE OF NIGERIA

IMO STATE UNIVERSAL BASIC EDUCATION BOARD, (IMSUBEB) OWERRI.



IMO STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (IMO MTBESP)

For: Effective Implementation and sustainability of the Universal Basic Education Programme in Imo State.



(ECCDE CLASS)



(PRIMARY SCHOOL CLASS)



(JSS CLASS)

2024 – 2027

**IMO STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN
(IMO MTBESP) 2024-2027**



**IMO STATE UNIVERSAL BASIC EDUCATION BOARD,
(IMSUBEB) OWERRI.**

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EASTERN HEARTLAND

STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN

Published by

**IMO STATE UNIVERSAL BASIC EDUCATION BOARD HEADQUARTERS,
PORT- HARCOURT ROAD, OWERRI.**

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IMOSUBEB 2024

ISBN: –

**VISION STATEMENT OF THE IMO STATE UNIVERSAL
BASIC EDUCATION BOARD**

Transforming the State into a leading and enviable State by the provision Of qualitative Basic Education which will ensure an all-round human development and socio-economic development of the State.

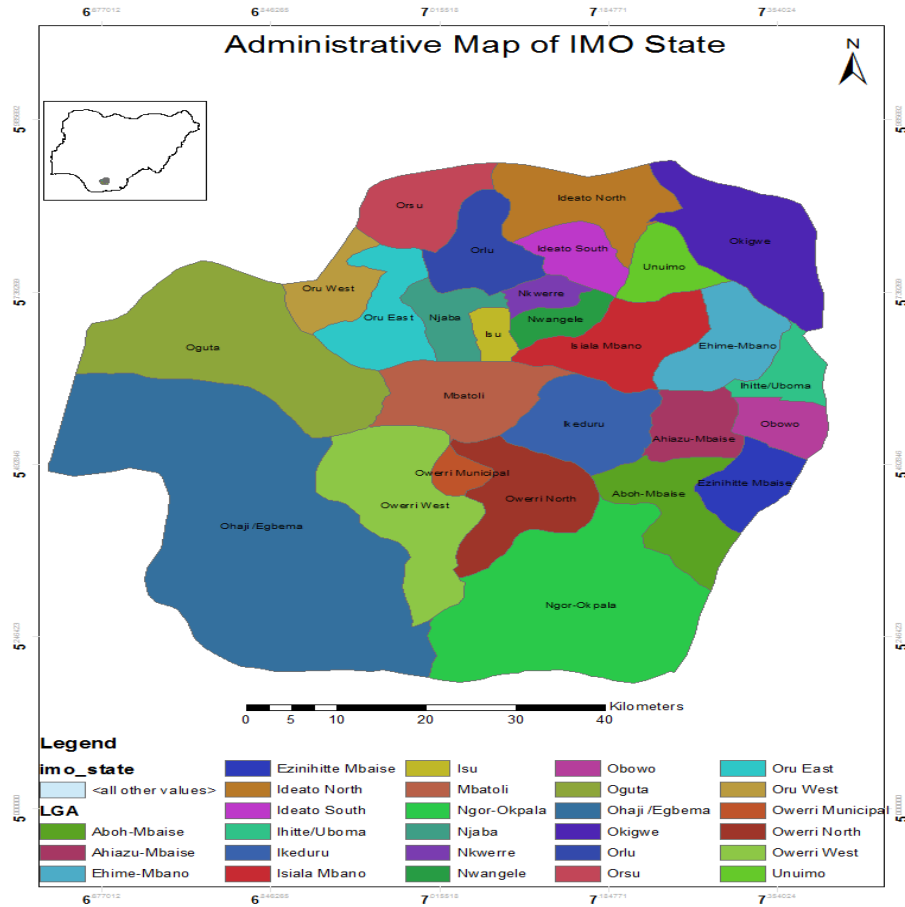
**MISSION STATEMENT OF THE IMO STATE UNIVERSAL BASIC EDUCATION
BOARD:**

To ensure the provision of a functional and qualitative Basic Education Programme for all Imo State children and ensure that children who pass through the State Basic Education schools acquire adequate literacy and numeracy competence, life skill, ethical orientation, good moral upbringing and good reasoning capability – as a solid foundation for life-long learning and good citizenship.

CORE VALUES OF THE IMO STATE EDUCATION SECTOR

- Quality Service Delivery
- Discipline
- Punctuality
- Competition
- Motivation/Reinforcement
- Transparency
- Accountability
- Copying of best practices from the best education nations of the world
- Use of Igbo Language in early grade teaching and learning

MAP OF THE STATE



LIST OF THE 27 LOCAL GOVERNMENT AREAS OF IMO STATE.

- | | | | | | |
|-----|-------------------|-----|---------------|----|---------------|
| 1 | Aboh Mbaise | 2. | Ahiazu Mbaise | 3. | Ehime Mbano |
| 4. | Ezinihitte Mbaise | 5. | Ideato North | 6. | Ideato South |
| 7. | Ihitte Uboma | 8. | Ikeduru | 9. | Isiala Mbano |
| 10. | Isu | 11. | Mbaitoli | 12 | Ngor Okpala |
| 13 | Njaba | 14 | Nkwerre | 15 | Nwangele |
| 16 | Obowo | 17 | Oguta | 18 | Ohaji/Egbeema |
| 19 | Okigwe | 20 | Onuimo | 21 | Orlu |
| 22 | Orsu | 23 | Oru East | 24 | Oru West |
| 25 | Owerri Municipal | 26 | Owerri North | 27 | Owerri West |

Forward

During the academic years of 2021-2024, the State Basic Education Sub-sector saw a significant improvement in performance across key indicators. The literacy rate in the state rose to 68%, numeracy rates increased to 70%, and there was a notable growth rate of 66% in ECCDE learners, 68% in primary school learners, and 76% in Junior Secondary school learners.

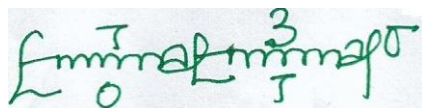
However, despite efforts to boost enrollment, the issue of out-of-school children still persists in all levels of basic education.

The effective performance of Basic Education between 2021-2024 can be attributed to the following factors:

1. Good planning- by the State Universal Basic Education Board–(the use of SMTBESP)
2. Good Management /Administration
3. Implementation of the action plans of the intervention fund projects
4. Provision of instructional material to the Basic schools of the State.
5. Improvement in the school monitoring/supervision.
6. Improvement in the supply of statistics/reliable data for the operation of the State Basic Education Sub-Sector.

The 2021-2024 Medium Term Basic Education Strategic Plan effectively tackled early identified issues in the State Basic Education Sub-sector, resulting in tangible progress. The notable success in key performance indicators within the State Basic Education Sub-sector was directly attributed to the implementation of this strategic plan. Building upon the achievements of the previous plan, the 2024-2027 MTBESP recognizes and aims to further advance the positive outcomes realized from the 2021-2024 strategy.

It is crucial to diligently pursue and implement the contents, recommendations, and state priorities outlined in the Imo State Medium Term Basic Education Strategic Plan (2024-2027).



HON. Chidiebere Egbah

Executive Chairman

Imo State Universal Basic Education Board Owerri.

ACKNOWLEDGEMENTS

To develop the 2024 -2027 Imo State Medium Term Basic Education Strategic Plan, many stakeholders of the State Basic Education Sub-Sector were involved. We therefore need to acknowledge and appreciate their efforts which helped and encouraged us immensely in the overall process of developing the plan.

The fatherly support and practical encouragement of the amiable and Basic Education friendly Governor of Imo State, His Excellency Distinguished Senator Hope Odidika Uzodinma (Onwa Oyoko) in the development of this plan cannot be overemphasized. We therefore pray that Almighty God will give him more wisdom and vigour to continue to pilot the affairs of the State and move the State to greater height.

We thank the Imo State Honourable Commissioner for Education (Basic and Senior Secondary Education), Professor Johncliff Nwadike for his inspiring and encouragement. We also thank the Executive Secretary of the Universal Basic Education Commission, (UBEC), Abuja, Hajiya Aisha Garba for her pragmatic leadership role at the Universal basic Education Commission particularly for the making it a policy for State Medium Term Basic Education Strategic plans to be used for the smooth management of the Universal Basic Education Programme in Nigeria.

We recognise the important role of the UBEC's Directors of planning Research and Statistics, Mr. Osahon Igbiroba and all his dynamic staff in the development of this 2024-2027 SMTBESP.

Our thanks also goes to the Executive Chairman of the State Universal Basic Education Board, Hon. Chidiebere Egboh for his professional support and encouragement.

We also appreciate the contributions of the following in the development of the plan, Imo State Ministry of Education, Imo State Ministry of Budget, Economic Planning and Statistics, the State Secondary Education management Board, the Education Secretaries and the Head of Planning, Research and Statistics of the 27 Local Government Education Authorises in Imo State, School based management Committees of the various Basic Schools in Imo State, Non- Governmental Organisations and Civil Society Organisation in Imo.

We so much appreciate the hard work and commitment of the Imo SUBEB's innovative director of Planning Research and Statistics, Mrs. Nwachukwu Olivia O. in the development of this strategic Plan and all his efforts at ensuring the success and sustainability of the State Universal basic Education programme. We are very proud of him.

We also recognise the assistance and contributions of the Education Management Information System (EMIS) Oguike Chukwuemeka Philip and the SMTBESP's Desk Officer, Onyeka Chioma N. and all the directors, unit heads and all the Staff of the department of Planning Research and Statistics of Imo SUBEB are hereby appreciated for their contributing in the development of this plan.

A handwritten signature in blue ink, appearing to read 'Olivia O.', is enclosed in a light blue rectangular box.

Mrs. Nwachukwu Olivia O.
Director of Planning Research & Statistics
Imo State Universal Basic Education Board Owerri

EXECUTIVE SUMMARY

Basic Education is the cornerstone of a strong educational system. A state or country that establishes a sustainable foundation in education is sure to fulfill its aims, objectives, and ultimate goals in education. Just like any structure, a system or organization that lacks a solid plan is destined to falter.

The introduction and implementation of SUBEB's Medium-Term Basic Education Strategic Plan represent a positive stride forward.

Imo State Medium Term Basic Education strategic plan (MTBESP) is a meticulously crafted framework that promises efficient administration and the achievement of the state's educational objectives during the specified period (2024-2027). This well-prepared plan was developed in collaboration with nearly all stakeholders involved in Basic Education, ensuring a comprehensive approach towards progress and success.

Chapter One of the framework provides an introduction and sets the stage for addressing the challenges within the Basic Education sub-sector. This section outlines the context and objectives of the plan, laying the groundwork for the strategies to be implemented.

Moving to Chapter Two, a thorough diagnosis of the issues plaguing the Basic Education sub-sector of the state is conducted, backed by empirical data. This step ensures that the challenges are identified and understood, paving the way for targeted solutions and improvements.

In Chapter Three of the document, the focus shifts to outlining the priority programs and estimating the cost implications necessary to address the immediate needs of the Basic Education sub-sector from 2024 to 2027. These proposed programs aim to enhance access to, equitable and inclusive basic education in the state, elevate the quality of service delivery in Basic Education, and fortify the systems' efficiency and effectiveness across all aspects of state basic education.

As stipulated, the implementation of basic education services in Imo State will require a total sum of seventy-six billion, three hundred and eighty-seven million, seven hundred and eighty thousand, two hundred and ninety-seven naira, thirty two kobo (76,387,780,297.32) only to cover all expenses, including the payment of teaching and non-teaching staff salaries from 2024 to 2027. A detailed breakdown of the total amount shows that activities aimed at enhancing access to and equitable basic education in the state will amount to two hundred and sixty-seven million, one hundred and seven thousand, three hundred and forty-four naira, thirty-two kobo (N267,107,344.32) within the specified period. It is emphasized that activities focused on ensuring quality basic education and creating a more child-friendly environment in basic education schools will incur a cost seventy-five billion, two hundred and eighty-four million, two hundred and twenty-five thousand, and nine hundred and ninety-three naira (75,284,225,993) only the sum of seven hundred and sixty-seven million, four hundred and forty-six thousand, nine hundred and sixty naira (767,446,960) only is designated to provide services aimed at fortifying the management systems of the state basic education within the specified period. The education financing which cost the total sum of sixty-nine million naira (N69, 000,000.00) only is crucial component of sustainable educational development by improving the governance structures, administrative process and financial mechanisms within the basic education sector, the plan aims to enhance transparency, accountability and resource management ensuring the funds are allocated judiciously and utilized effectively to support educational objectives.

In Chapter Four of the document, the analysis indicates the state's public expenditure on education from 2021 to 2023, highlighting that spending on the Basic Education sub-sector of the state has been consistent and progressively improving. It clearly outlines that if this positive trend persists, the successful implementation of the 2024-2027 Medium-Term Basic Education Strategic Plan (MTBESP) will be attainable with minimal challenges. Moving on to Chapter Five, it delves into the monitoring and evaluation

mechanism established for the plan to track progress and effectiveness. Finally, in Chapter Six, detailed arrangements are provided for the successful execution of the framework.

In essence, the plan to enhance the quality and accessibility basic education in Imo State is a significant stride towards achieving educational objectives in Imo State by focusing on improving access to equitable and inclusive education, enhancing service delivery quality, strengthening management systems, and basic education financing. The plan sets a solid foundation for transformative change in basic education sector. Through diligent implementation, rigorous monitoring and prudent financial management, Imo State can realize its vision of providing access to, equitable and inclusive quality basic education for all and fostering brighter future for its children and communities.

A handwritten signature in blue ink, appearing to be 'Chukwunyerem', with a large initial 'C' and 'M' at the start. The signature is written over a horizontal line.

HON. Chukwunyerem Metu

Board Secretary

Imo State Universal Basic Education Board Owerri.

ABBREVIATIONS AND ACRONYMS

ASC	-	Annual School Census
ANFE	-	Adult and Non –Formal Education
AOPSHON	-	Association of Primary School Head teachers of Nigeria
BECE	-	Basic Education Certificate Examination
BESDA	-	Better Education Service Delivery for All
CBOs	-	Community Base Organizations
CGC	-	Community Government Council
CPSHTN	-	Conference of Primary School Head Teachers of Nigeria
CSO	-	Civil Society Organizations
DDS	-	Deputy Director of Statistics
DPs	-	Development Partners
DPRS	-	Director Planning Research and Statistics
DFID	-	Department for International Development
ECCE	-	Early Child Care and Education
EAC	-	Educate a Child
ECCD	-	Early Childhood Care and Development
EFA	-	Education for All
EFASAP	-	Education For all State action Plan
EMIS	-	Education Management Information System
ESA	-	Education Sector Analysis
ESs	-	Education Secretaries
FGN	-	Federal Government of Nigeria
FME	-	Federal Ministry of Education
FMF	-	Federal Ministry of Finance
GER	-	Gross Enrolment Rate
GPI	-	Gender Parity Index
GPR	-	Gender Parity Rate
HTs	-	Head Teachers
IDPs	-	International Development Partners
IMSMTBESP-	-	Imo State Medium Term Basic Education Strategic Plan
IMSUBEB	-	Imo State Universal Basic Education Board
LGA	-	Local Government Area
LGEA	-	Local Government Education Authority
MDAs	-	Ministries, Departments & Agencies
MOE	-	Ministry of Education
MoES&T	-	Ministry of Education, Science &Technology
MoF&B	-	Ministry Finance & Budget
MOU	-	Memorandum of Understanding

MLANFE - Mass Literacy Adult & Non-Formal Education

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MLA - Monitoring Learning Achievement
MBEP - Ministry for Budget and Economic Planning
MSP - Ministerial Strategic Plan
MTED - Medium Term Expenditure Framework
MTSS - Medium Term Sector Strategy
NFE - Non Formal Education
NER - Net Enrolment Rate
NERDC - Nigeria Education Research and Development Commission
NGO - Non Governmental Organization
NIEPA - National Institute of Educational Planning and Administration
NUT - Nigeria Union of Teachers
OOSC - Out- of- School Children
PTA - Parents Teachers Association
QAOS - Quality Assurance Officers
RANA - Reading and Numeracy Activities
SBMC - School Based Management Committee
SDC - State Development Council
SDG - Sustainable Development Goals
SEMB - Secondary Education Management Board
SESP/ SESOP- State Education Sector Plan
SEEDS - State Economic Empowerment and Development Strategy
SETT - State Expanded Technical Team
SESOP - State Educational Sector Operational Plan
SGB - School Governing Board
SIC - State Implementation Committee
STCT - State Technical Core Team
SMOS - School Management Officers
SMASE - Strengthening Mathematics and Science Teachers Education
SMoE - State Ministry of Education
SSC - State Steering Committee
SWOT - Strength, Weakness, opportunity and Threat,
TC II - Teacher Certificate Grade II
TRCN - Teacher Registration Council of Nigeria
TFs - Teacher Facilitators
TDP - Teacher Development Programme
TDTs - Teacher Development Trainings
UBEC - Universal Basic Education Commission
UBE - Universal Basic Education
UNESCO - United Nations Educational Scientific and Cultural Organization

UNICEF - United Nation Children’s Education Fund
 WAEC - West African Examination Council

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CHAPTER 1

INTRODUCTION

1.2 GENERAL BACKGROUND TO SMTBESP

The Medium-Term Basic Education Strategic Plan (MTBESP) 2024–2027 of the Imo State Universal Basic Education Board is informed by the State Education Strategic Plan (ESP). The Imo State ESP seeks to harmonize new government policies/priorities and other critical issues within the Education Sector that have emerged out of research and studies carried out by the Ministry of Education (MOE), its agencies, and various stakeholders of Education in the State. The document is structured into six thematic areas, which cover, in turn, the performance review and current situation; prioritized development issues for 2024-2027; development projections, goals, and strategies, development programmes and sub-programmes; an action plan and financial strategy; and, finally, an implementation, Monitoring and Evaluation, and reporting strategy. The three main policy objectives are improving access and quality, strengthening school management systems, and ensuring sustainable sources of financing for education. The Imo MTBESP outlines strategies to be undertaken to address these areas along each of the Basic Education sub-sectors within the education sector, including: (i) Early Child Care Development and Education (ECCDE), (ii) Primary Education, (iii) Junior Secondary School (JSS) Education, (iv) Technical and Vocational Education (TVET), (v) Non-Formal Education, (NFE), (vi) Inclusive and Special Education (ISE), and (vii) Education Management and Financing. These sub-sectors align with the education strategic goals captured in the state ESP. As explained in the present document, The Imo MTBESP can be mapped on to the ESP policy objectives and strategies. These detailed strategies and associated activities were informed by a thorough analysis of the education sector, called the Education Sector Analysis (ESA). The ESA highlights the strengths and weaknesses in the sector, including inequality in access, participation, and learning outcomes, as well as the capacity of the system to address these. In this way, the analysis helped to identify the policy responses to the challenges raised, which were presented in the ESP. The detail of how these responses will be implemented from 2024 to 2027 is found in the present document. The MTBESP should be read in conjunction with the ESP, which gives more background information and details on policy development and other areas, such as the sector-wide cost and finance analysis, and monitoring and evaluation, and reporting mechanisms.

1.3 REVIEW OF 2021-2024 IMO STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (SMTBESP)

The Imo State Universal Basic Education Board recorded some degree of success with the 2021-2024 Medium Term Basic Education Strategic Plan. In the area of improved access, it recorded 58% achievement, 52% was recorded in the area of improved quality and 59% level of achievement was recorded in the area of system strengthening.

TABLE 1: THE REVIEW OF 2021- 2024(Cycle 3) SMTBESP

Thematic Areas	NO. PLAN NEEDED	NO. EXECUTED	NO. NOT EXECUTED	% OF ACHIEVED	OUT COME	CHALLENGES	REMARKS
ACCESS	5	4	1	58%	<p>JSS enrolment rate increased by 4.5%, from 2021 to 2024.</p> <p>The enrolment rate in primary schools increased by 6% from 2021 to 2024</p> <p>The enrolment rate of children in ECCDE increase by 5% from 2021 to 2024</p>	<p>Sensitization and advocacy visits to various communities on the need to bring every school age child to school as a result of paucity of fund</p>	<p>Advocacy visits to communities on enrolment, should be increased.</p>
QUALITY	17	12	5	52%	<p>The retention rate of the pre-primary and primary schools in the State increased by 6% from 2021 to 2024 as a result of the implementation of the Home grown feeding programme, the introduction of the early grade reading programme in some schools, provision of curricula for all the subjects in the Basic Schools and the availability of more classrooms due to renovation and building of more classrooms blocks .</p> <p>The retention rate of the Junior Secondary Schools in the State increased by 5.5% from 2021 to 2024 as a result of the distribution of curricula in almost all the subjects taught in the Junior secondary schools in the</p>	<p>Poor implementation of the UBE programme on infrastructural development in the schools because of the State's delay in accessing and utilizing 2020-2024 SUBEB/UBEC matching grant.</p> <p>Shortage of teachers and caregivers particularly in the public Basic schools.</p>	<p>There is need for the release and utilization of all arrears of the FGN/UBEC Matching Grant as soon as possible.</p> <p>There is need to recruit more teachers.</p> <p>More teachers' professional development programmes and other trainings programmes should be provided for the teachers.</p>

					State..		
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SYSTEM STRENGTHENING		9	4	59%	Improved record keeping in Pre-Primary, Primary and Junior Secondary Schools in the State. High performance of teachers in classroom teaching and learning activities as a result of increased monitoring/ supervision.	Insufficient funds to implement most of the activities planned to strengthen the Basic Education System of the State. No provision of operational vehicles for data collection and validation.	The need for timely releases of the FGN/UBEC intervention funds to IMO SUBEB cannot be over emphasised There is need for the Provision of operational vehicles for data collection and validation.
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Footnote: *from the table above, the percentage achievement for access is 58%, percentage for quality items is 52% and the percentage achievement of system strengthening activities is 59%. The Universal Basic Education Board of the State has to work hard to achieve 100% in all the thematic areas.*

1.4 RATIONALE AND PURPOSE OF THE 2024-2027IMO SUBEB MTBESP

The saying that education is the most powerful instrument for human transformation and socio-economic development is purely an undisputable truth. It is also true that the cradle of education is Basic Education. For any country to raise her shoulders high in the committee of educated nations of the World, the country’s educational system should have formidable and functional Basic Education system that practically provides for the aims of Basic Education to the learners and to the society at large. For this to be obtained, there should be a well prepared document which contains programmes/activities of the Basic Education system within a specified time frame, which also stipulates how the activities would be achieved, the financial involvement of achieving/carrying out the activities and an inbuilt mechanism which monitors the success and failure of the well prepared document. This which can be referred to as Basic Education Strategic Plan is a necessity for the success of the Basic Education sub-sector in every State. The Imo State Medium Term Basic Education Strategic Plan is a scientific plan for the provision and sustainability of the Universal Basic Programme in Imo State in the next four years. It provides an overview of the State’s Education Sector Policies, the Basic Education Sub-sector Policies, Objectives, targets and Strategies for the period of four years (2024-2027).

The MTBESP is purposefully designed to assist in poverty reduction and economic development of the State in the long run through the enhancement of Imo State human resources by the provision of a solid foundation for life-long learning and good citizenship. It is ultimately prepared to ensure that citizens of the State access quality Basic Education in

order to develop as good and worthy individuals to improve their social and economic well-being and make them play their part in the development of the whole State.

1.5 The Scope of 2024-2027 IMO SMTBESP

The 2024-2027 Imo State Medium Term Basic Education Strategic Plan stipulates the planned activities and programmes which will ensure the success and sustainability of the Basic Education System of Imo State in the next four years(2024-2027). It contains activities that will increase access to Basic Education in the State such as enrolment drive, sensitization of communities on how to bring back out of school children, and regular

conduct of national school census exercise. It also contains activities that will enhance quality Basic Education Service Delivery and ensure high retention of learners in the Basic schools such as renovation/ construction of new classroom blocks, provision of approved curricula for all the Basic schools, effective school monitoring and practical sporting activities and extracurricular activities. The plan also contains programmes and activities that will strengthen the Basic Education System of the State such as fortifying the Education Management Information System of the State Basic Education Board and ensuring that Information and communication Technology are practically used in the State Basic Education System. The *2024-2027 Imo MTBESP covers the following level of Education;*

1. Pre-primary Education/ECCDE
2. Primary Education
3. Junior Secondary Education
4. Adult and Non formal Education
5. Nomadic Education –Migrant farmers and Migrant fishermen.
6. Technical and Vocational Education (TVET).

STRATEGIC VISION

1.6 VISION STATEMENT OF THE IMO STATE UNIVERSAL BASIC EDUCATION BOARD:

Transforming the State into a leading and enviable State by the provision of qualitative Basic Education which will ensure an all-round human development and socio-economic development of the State.

1.6.2 MISSION STATEMENT OF THE IMO STATE UNIVERSAL BASIC EDUCATION BOARD:

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To ensure the provision of a functional and qualitative Basic Education Programme for all Imo State children and ensure that children who pass through the State Basic Education schools acquire adequate literacy and numeracy competence, life skill,

ethical orientation, good moral upbringing and good reasoning capability – as a solid foundation for life-long learning and good citizenship.

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1.6.3 CORE VALUES OF THE IMO STATE BASIC EDUCATION SUB-SECTOR:

Education Service delivery in the Imo State Basic Education System is guided by the following principles:

- Quality Service Delivery
- Discipline
- Punctuality
- Competition
- Motivation/Reinforcement
- Transparency
- Accountability

1.7 SOCIO-ECONOMIC CONTEXT OF IMO STATE

1.7.2 Demographic Context

Imo State the Eastern Heart-land which is often referred to by some people as the most peaceful State and land of hospitality of Nigeria was created on February 3, 1976. The State has 27 Local Government areas and three Senatorial zones. It also has three Urban cities which includes Owerri the State capital, Orlu and Okigwe.

Imo is one of the 36 states of Nigeria. It was created from the former East Central State of Nigeria. It is one of the five States in the South East Geo-Political Zone of Nigeria. The State has boundary on the East with Abia State, on the North with Enugu State, on the West with Anambra State and on the South with Rivers State. The climate of the State is tropical, humid and the vegetation is equatorial rain forest with an average maximum temperature of 25°C. There is luxuriant growth of trees in the State where urbanization has not destroyed the original forest.

The two major seasons experienced in the State are the dry season (November – March) and the wet season (April – October). Imo State has a land area of 5,289.49 square kilometres. The State is densely populated. The record of the 2006 National Population Census of Nigeria gave the population of the State as 3.93 million people in 2006. Going by about 3% annual population growth rate of the State, the population of the State is estimated to be 6.5 million in the year 2024.

Imo State is centrally located at the heart of the nine States of the former Eastern Region of Nigeria; The important rivers in the State are; Imo River, Njaba River, Urashi and Otamiri

Rivers. Others include Nwangele, Nworie and Mbaa Rivers. The major lakes in the State are Abadaba and Oguta Lakes.

The State is inhabited by the Igbo people and Igbo language is the language of Imolites. The Language is spoken and understood in all parts of the State with minor difference in dialect.

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1.7.2 Macroeconomic Context

Even though a good percentage of Imolites are traders who do business in all parts of Nigeria and beyond and small percentage of Imo citizens are civil servants and teachers, Imo people are subsistence farmers.

Apart from subsistence Agricultural practice that is pre-dominant in the State, the State Government over the years has shown serious interest in mechanized Agriculture. The State Government has a large and functional Palm Estate at Ohaji in Ohaji/Egbema LGA of the State called Ada Palm. It also has Rubber Plantation Estate at Emeabiam in Owerri West LGA of the State. There is also a big Modern Poultry farm at Avutu, Obowo in Obowo LGA (though not functional now). The State has two large International Markets at Orlu and Naze (near Owerri). The State also has large industrial layouts at Ngor Okpala and Owerri Municipal LGAs.

The State stands out for its diverse economy. The State is thriving in Agriculture, commerce and manufacturing sectors.

The strategic location of the State coupled with the State Government initiative to promote investment and entrepreneurship is propelling economic growth of the State.

Imo State in addition to being an oil producing State also ranks number one in Gas Reserves/Production in Nigeria and the whole of Africa. Statistics have shown that Imo State has the largest deposit of natural gas in Africa. Infact, Imo State has about 60% of Nigeria's total Gas Reserves/Production. The State contributes significantly to Nigeria's Gross Domestic Product (GDP). Statistics published recently (May, 2024) gave Imo State GDP as ₦ 7.68 trillion.

Imo citizens have much love for Education and they also invest in education. In fact, Education is regarded as the biggest industry in Imo State. The State has four functional universities. These are Federal University of Technology, Owerri, Imo State University Owerri, University of Agriculture and Environmental Sciences Umuagwo and K.O. Mbadiwe University Ogboko. The State also has other higher institutions such as Alvan Ikoku Federal College of Education Owerri, Federal Polytechnics Nekede, Imo State Polytechnics Omuma, State College of Education Ihitte Uboma, School of Health Technology Amaigbo, and so on. The existences of the higher institutions serve as inspiration to the learners in Basic Education to have interest in furthering their Educational pursuit.

1.7.4 Social Context

The State has annual cultural carnival in which all the Local Government Areas and citizens participate. The State also organizes the Ahiajoku lecture series which is an intellectual harvest of the Igbo people. There is also the Odenigbo Igbo lecture which the Catholic Arch Diocese of Owerri organizes annually. Various clans /Communities in Imo State use to have new yam festivals and other cultural festivals annually. ImoSUBEB allows learners in the Basic Education schools to observe and participate in the important cultural events. This helps in the moral and intellectual upbringing of the children.

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There are hundreds of good hotels/ guest houses in the State. Majority of the guest houses are situated in the capital city of the State, Owerri. Imolites are good people who make time for social activities and parties after work and during weekends.

Imo citizens are found in almost every part of the world. They are kind, friendly and hospitable. Imo State is densely populated with abundant trained human resources. With the present population of about 6.5 million people, mapped out industrial areas, international markets, good Educational institutions, robust Agriculture, Commerce and Manufacturing sectors, Oil and Gas Reserves/Production, nice guest houses and so on, the State is a good business environment for both local and foreign investors.

1.7.5 Humanitarian Context/Education in Emergencies.

People are sometimes displaced from their homes mainly as a result of natural disaster such as flood. Communal clashes and misunderstanding can also force people to leave their homes unprepared. Recently, the activities of bandits which people of the State refer to as “unknown gunmen” have also made citizens and people living in some parts of the State to vacate their original homes unprepared and forcefully. The notorious activities of herdsmen in some parts of the State in recent time are also making some citizen of the State to vacate their homes unprepared. These people who vacate their homes unprepared and settle in different camps are usually referred to as Internally Displaced People. Survey carried out by the Department of Planning, Research and Statistics of the Imo State Universal Basic Education Board on IDP camps in Imo State in the year 2022 revealed that there were 1184 IDP Basic Education Children in different IDP camps in Orsu, Okigwe, Oguta, Ohaji/Egbema and Onuimo LGAs of the State.

The sources of income as well as the access to quality education of internally displaced people are usually affected. Under humanitarian context/education in emergencies there is need to do the following for the internally displaced citizens for the interest of the Basic Education School age;

- a. Identify camps where they are settled.
- b. Take statistics of the basic needs of the IDPs such as food, clothing, water, security, health, sanitation, shelter, etc.
- c. Take statistics of the number of the IDP children within basic education school age.
- d. Provide quality basic education for IDP children.

- e. Make annual budgetary provision for IDPs and education in emergency
 - f. Schools should be built and equipped at places close to IDP Camps/Settlements.
- This plan seeks to address the issues mentioned above.

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THE PROCESS OF DEVELOPING THE 2024-2027 STRATEGIC PLAN: A lot of activities was carried out to develop and realize the 2024-2027 Imo State Medium Term Basic Education Strategic Plan. The following activities were undertaken:

Desk Review: Education plan documents including the Ministerial Strategic Plan (MSP), Universal Basic Education Commission 10year UBE Road Map (2021-2030), Imo State Education Strategic and Operational Plan (2010-2020), State Medium Term Basic Education Strategic Plan (2020-2023) and the State Basic Education Strategic Plan 2021-2024 were consulted and reviewed by the Medium Term Basic Education Strategic Plan Team. This was to identify the State Basic Education needs and priorities. Immediate needs and priorities of the State Basic Education Sub-Sector which can be addressed between 2024-2027 were taken into consideration. Historical funding's of the State Basic Education System were also taken into consideration in the preparation of the Plan. The needs and priorities were captured according to thematic areas and the plan was made for a period of four years.

Consultation Meeting: Consultation meetings of the State Basic Education Stakeholders were held several times in which the School Based Management Committee members were invited from the three Geo-political zones of the State (Okigwe Zone, Orlu Zone and Owerri Zone). Education Secretaries, Area Evaluators of Education (AEEs), Head of Planning, Research and Statistics (HPRS) from the 27 LGAs of Imo State were also involved in the consultation meetings for the purpose of enriching the plan. The views, suggestions and opinions of the stakeholders which were taken into consideration helped a lot at enriching the plan.

Workshops: The Universal Basic Education Commission (UBEC) in collaboration with World Bank (BESDA) organised training/workshops which helped the DPRS of the Board and the Strategic Plan Desk Officer to give effective leadership to the team who prepared the Imo 2024-2027 Imo State Medium Term Basic Education Strategic Plan (MTBESP).

Validation Meetings: For the purpose of validation, top officials of the State Universal Basic Education Board in collaboration with some officials from the State Ministry of Education and some NGOs were invited twice to, validated and approved the 2024-2027 Imo SUBEB's MTBESP.

8

CHAPTER TWO

2.0 Basic Education Sub-Sector Context

According to Universal Basic Education Commission Act of 2004 which states among other things the Right of every Nigerian child to compulsory and free Basic Educational Services in public primary and junior secondary schools, the Imo State UBE Law of 2005 which was amended in 2019 as Imo Law No. 30 of 2019 in addition specified the duty of every parent and guardian to ensure that his child or ward attends and completes his/her primary and junior secondary school education.

2.2 *THE POLICY AND LEGAL CONTEXT OF BASIC EDUCATION IN THE STATE*

The policy and legal context of Basic Education in the State stipulates the following;

- Increase access, retention and completion rate in all levels of Basic Education in the State.
- Increase literacy rate of the State.
- Establish Early Childhood Care Development and Education (ECCDE) centres in all nooks and crannies of the State.
- To ensure effective Implementation and sustainability of the Basic Education programme in the State as contained in the UBE Act of 2004 and Imo Law No. 6 of 2005 which was amended as Imo Law No. 30 of 2019.
- Prescribe the minimum standard for Basic Education throughout the States in line with the National Policy on Education (NPE), the directives of the National Council on Education (NCE), the Imo SUBEB law of 2005 and ensure effective monitoring of the set standards.
- Receive subventions, grants and aids from Federal, States and Local governments, donor agencies, and allocate them to State Basic Education Board, the Local Government Education Authorities and other relevant agencies that partner with SUBEB in the implementation of the Basic Education Programme in accordance with approved formula.
- Conduct, at regular intervals, personnel audit of teaching and non-teaching staff of all Basic Educational institutions in the state.
- Ensure that Basic National Curricula, syllabuses and other necessary instructional materials are in use in Early Childhood Care Development (ECCDE) centres/Pre-primary, Primary and Junior Secondary Schools in the State.
- Provide guidelines for the choice of textbooks to be used in all Basic Schools in the state and submit to the Honourable Commissioner for Education for approval.
- Carry out mass mobilization and sensitization of the general public and all stakeholders in Basic Education with the aim of achieving the overall objectives of Basic Education in the state.

- Leverage on the national curriculum and to enrich the content and quality of education offered to citizens so as to improve family life, general health provision and reduce the spread of HIV/AIDS and other diseases.
- Empower the women and youths of the State for self-reliance for industrial revolution through the provision of functional education.
- Improve access to inclusive education.
- Establishment of Education Management Information System in the Ministry of Education Headquarter, Secondary Education Management Board (SEMB), Imo State Universal Basic Education Board (IMSUBEB) Headquarter and the 27 Local Government Education Authorities (LGEAs).
- The Child Right Act Policy/Act of 2003 was adopted into education policy in Imo State to prevent child hawking during or after school hours and Child Trafficking.
- Tertiary Education edict protecting sexual harassment of students.
- Extension of Free Education to Senior Secondary and Tertiary Education in the State.

Data source: 1.UBE Act of 2004

2. Imo SUBEB Law of 2005

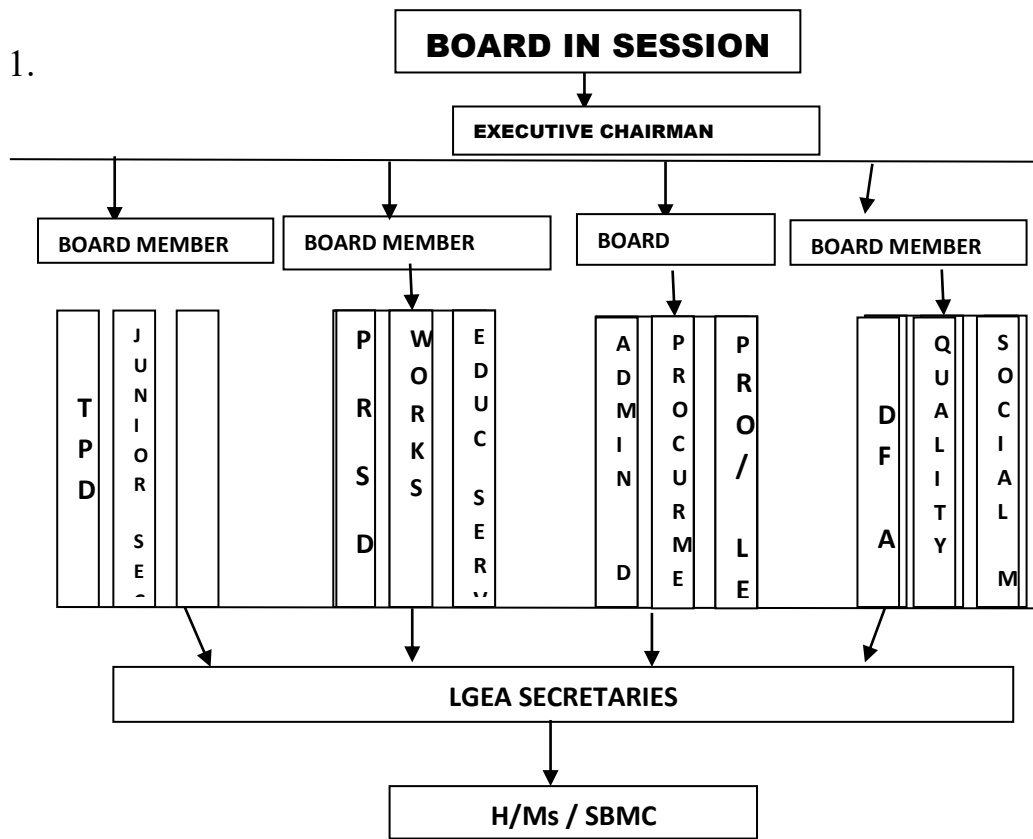
3. Imo State Education Strategic and Operational Plan (2011-2020).

2.3 GOVERNANCE AND MANAGEMENT OF BASIC EDUCATION

The Imo State Universal Basic Education Board is a grade Aparastatal of the Imo State Ministry of Education which is charged with the responsibility of Basic Education delivery in the State. It was established by Imo Law No. 6 of 2005 which was amended as Imo Law No. 30 of 2019. The Board which is funded by the State Government in collaboration with the 27 Local Government Councils of the State is purely responsible for the provision of the Universal Basic Education programme in the State. The Board caters for the salaries of both teaching and Non-teaching staff of the Basic Education system. The Board is also responsible for the recruitment and promotion of the staff of the system. The Board ensures that there is always effective teaching and learning in all the Basic schools of the state. This it does using various departments of the Board. The Board has different functional departments and 27 Local Government Education Authorities. The Executive Chairman of the Board who is the chief executive of the Board works in collaboration with the Board members, the Directors, the Education Secretaries, the Head teachers and the members of the School Based Management Committees to ensure effective service delivery of Basic Education in Imo State.

ORGANISATIONAL STRUCTURE OF THE IMO STATE UNIVERSAL BASIC

Figure 1.



The most important thing about the management of Imo State Universal Basic Education system is that every activity of the system is school centred as can be seen on the organogram.

2.4 BASIC EDUCATION SUB-SECTOR CAPACITY AND DIAGONISIS

2.4.1 ACCESS AND EQUITY IN BASIC EDUCATION: The basic education structure of the state comprises: Pre- Primary/ECCDE, Primary, Nomadic Education, Special Education, Junior Secondary Education and Technical/ Vocational Education (TVET).

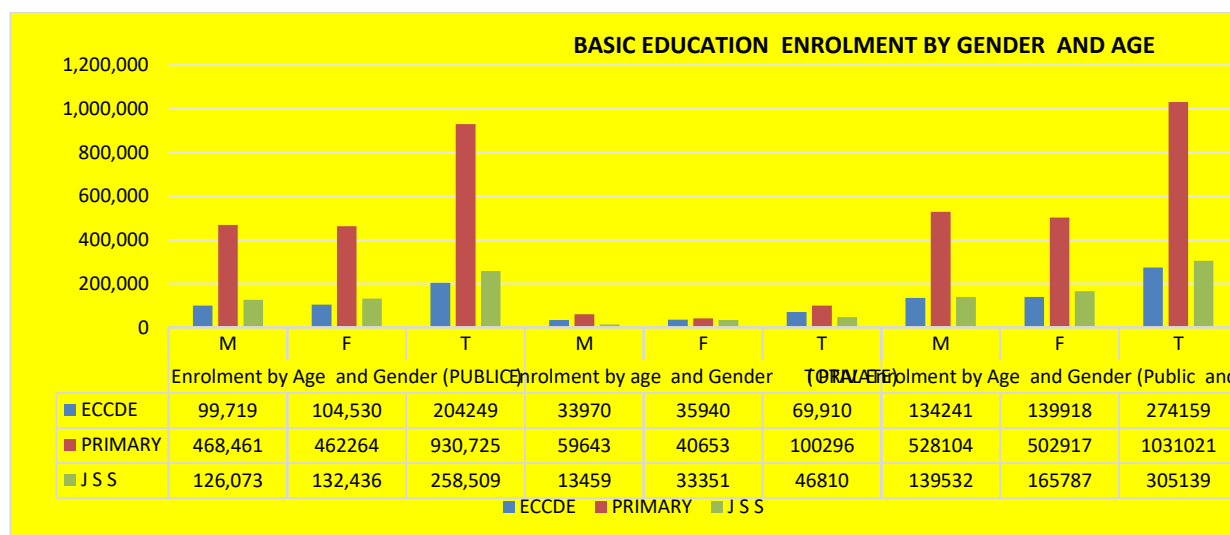
Table 2.4.1a State Basic Education School Enrolment of learners by class, age and gender in ECCDE, Primary and JSS in 2022 academic year.

LEVEL	ENROLMENT BY CLASS AND GENDER (PUBLIC)			ENROLMENT BY CLASS AND GENDER (PRIVATE)			TOTAL ENROLMENT BY CLASS AND GENDER (PUBLIC AND PRIVATE)		
	M	F	T	M	F	T	M	F	T
ECCDE	115,143	126,826	241,969	44,912	45,877	90,789	160,055	172,703	332,758
PRIMARY	487,115	456,267	943,382	69,303	72,025	141,328	556,418	528,292	1,084,710
JSS	151,194	174,002	325,196	26,729	32,702	59,431	177,923	206,704	384,627

Source of Data: 2022 NPA.

The table above shows the 2022 NPA ECCDE, Primary and JSS enrolment by class and gender in Public and Private schools in the State. The statistics show that in ECCDE centre, there were 160,055 males and 172,703 females pupils enrolled totally 332, 758 for public and private ECCDE suggesting better access for females, moving into primary schools the enrolment number further emphasize the important of equity in education with 556,418 for male and 528,292 female enrolled by class, indicating higher enrolment for males. In JSS enrolment there 177,923 males and 206,704 female learners. This data indicates a higher enrolment of females in class. Overall, the basic education data of the state suggest a positive trend towards gender equity in access in education particular in Primary education. Efforts should be made to further improve access to education to children regardless of gender or age, to ensure a more equitable and inclusive education system for all.

Figure 2



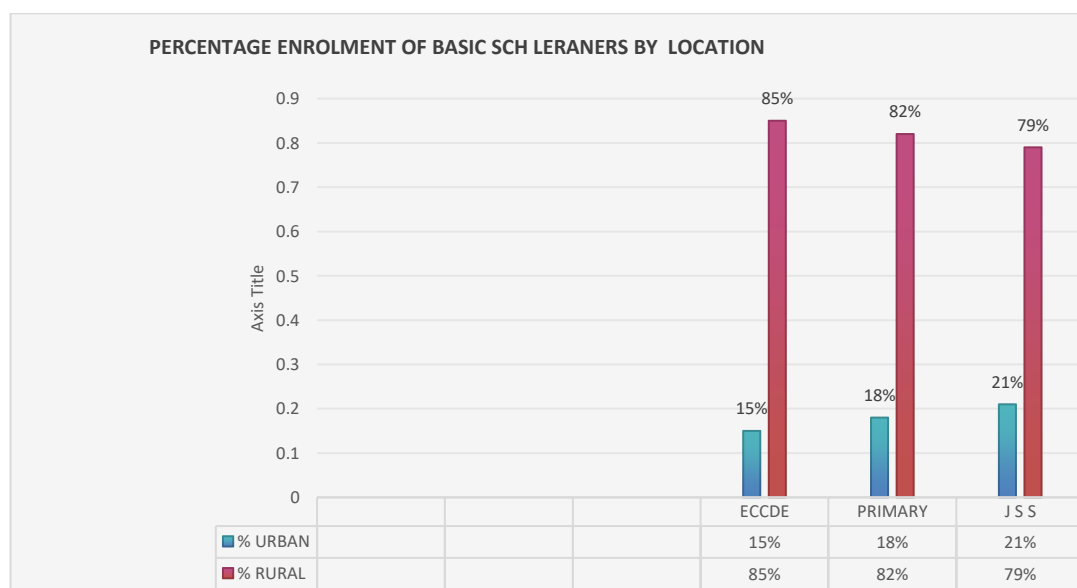
The clustered chart above shows data on ECCDE, Primary and JSS enrolments. It provide insights into access and equity in basic education. In ECCDE, there are more female learners enrolled both by age suggesting better access for girls ECCDE. However, in primary levels, the number of male students enrolled by age is slightly higher than female students enrolled indicating a potential gap in access for females. In JSS by age and gender the female enrolment is higher than the male enrolment. To promote equity in basic education, it is crucial to address disparities in enrolment between genders.

Table 2.4.1b NUMBER OF BASIC SCHOOLS , ENROLMENT OF LEARNERS BY LOCATION AND GENDER

Level	NO. OF CENT RES	URBAN			% URBAN	RURAL			% RURAL
		M	F	T		M	F	T	
ECCDE	1,275	16,904	20,048	36,952	15%	98,239	106,779	205,017	85%
PRIMARY	1,283	85,461	84,018	169,479	18%	401,654	372,249	773,903	82%
JSS	292	35,497	32,839	68,336	21%	115,697	141,163	256,860	79%

Source of Data:2022 NPA data

Figure 3.



The table illustrates the enrichment of public basic schools in the state based on different variables. It is evident that the enrolment rate of learners in the rural areas surpasses that of urban areas in all the sector Basic Education. This discrepancy was attributed to various factors, such as limited access to quality education in urban areas, higher number of schools in rural areas than urban and demand for education in rural communities. Addressing this disparity is crucial to ensuring equitable education opportunities for all students in the state.

2.4.2 GROSS AND NET ENROLMENT IN IMO STATE ECCDE, PRIMARY AND J S S AS AT 2022 ACADEMIC YEAR:

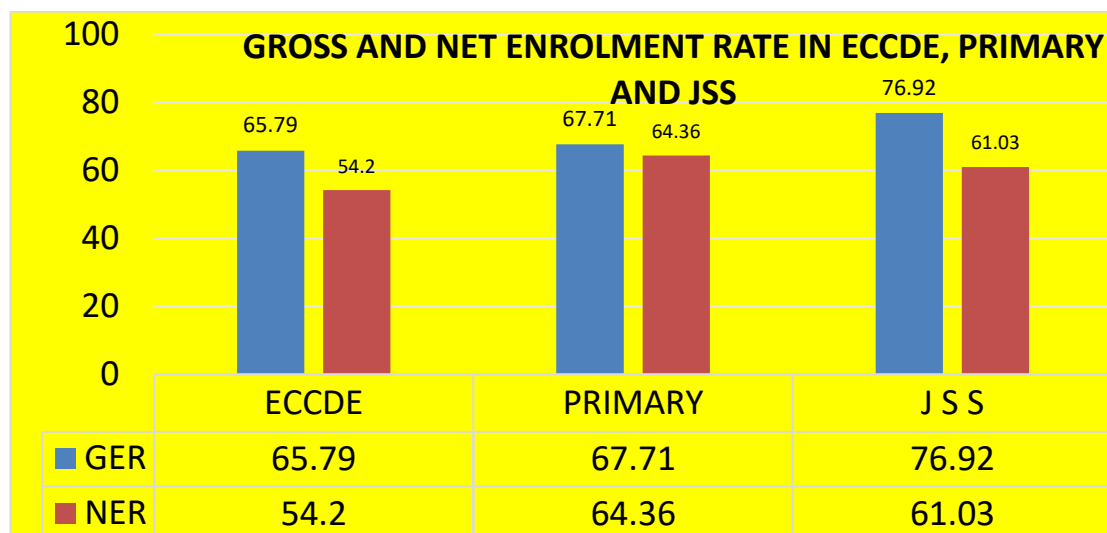
The analysis of the 2022 NPA Published Public and Private Basic Education data of the State, the Enrolment by class in ECCDE is 332,758, Primary is 1,084,710 and JSS is 384,627 and by age analysis in ECCDE is 274,159, Primary is 1,031,021 and JSS is 305,139. And the 2018 NPA Demography (projected) of school age children in ECCDE as 505,740, in Primary as 1,601,894 and JSS 499,978 in each education level as provided by the 2018 NPA is crucial for understanding and calculating GER and NER and help to obtain more detailed picture of educational access show in the table below.

Table 2.4.2. Gross and Net Enrolment in IMO Basic Schools As At 2022 Academic Year

LEVEL	2018 NPA DEMOGRAPHY BY SCHOOL AGE CHILDREN	ENROLMENT BY CLASS FOR PUBLIC & PRIVATE	ENROLMENT BY AGE FOR PUBLIC & PRIVATE	GROSS ENROLMRNT RATE	NET ENROLMENT RATE
ECCDE	505,740	332,758	274,159	65.79	54.2
PRIMARY	1,601,894	1,084,710	1,031,021	67.71	64.36
JSS	499,978	384,627	305,139	76.92	61.03

Source of data: 2018 NPA and 2022 NPA

Figure 4



The cluster chart above shows the Gross and Net enrolment rates in the basic education of the State. In Public and Private ECCDE GER of 65.79% and NER of 54.2, approximately 54.2 have access at this level. For primary education the GER of 67.71% and NER of 64.36% indicate about 64.36 of children are enrolled. In JSS the GER of 76.92% and NER 61.03% suggest that around 61.03% of children attend Junior Secondary School.

Table 2.4.3 RETENTION, TRANSITION, COMPLETION, REPETITION AND DROP-OUT RATES (PRIMARY AND JSS)

S/N	Level	Retention	Transition	Completion	Repetition	Drop-out
1	ECCDE	67	82	66	1	19%
2	Primary	68	79	67	6	20%
3	JSS	64	69	62	8	30%

Source of Data: 2023 IMOSUBEB PRSD Data.

The table above shows a high retention, transition and completion rate for the Basic Schools in Imo State. The table also indicate that there are dropout rate of 20% and 30% in Primary and Junior Secondary schools respectively.

Since Basic Education is the right of every child, necessary action should be taken to guard against drop-out in both the Primary and Junior Secondary schools in the State.

TABLE 2.4.4 NUMBER OF OUT OF SCHOOL CHILDREN IN ECCDE SCHOOLS BY LGEA AND GENDER AS AT 2022 ACADEMIC YEAR

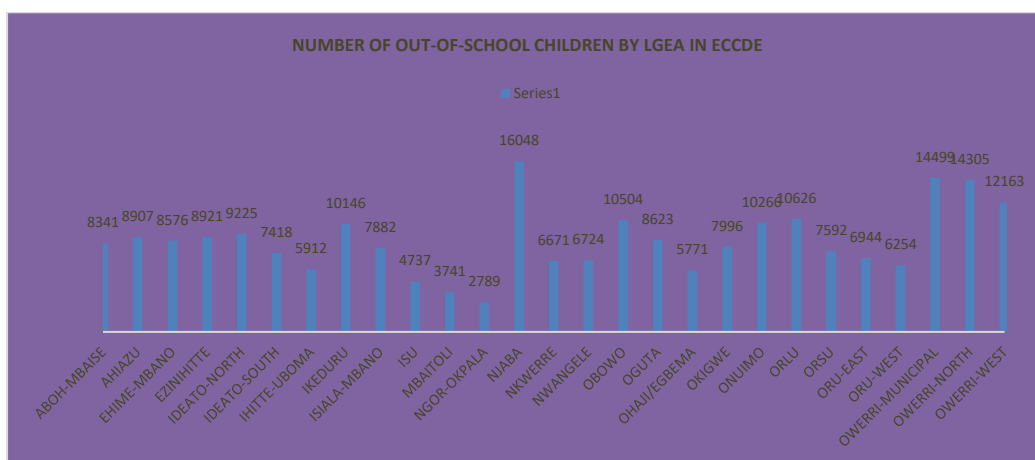
NPOPC 2018				PUB AND PRIV ECCDE 2022 ENOLL BY AGE (3-5)			NUMBER OF OUT-OF - SCHOOL CHIDREN			
S/N	LGA	M	F	T	M	F	T	M	F	T
1	ABOH-MBAISE	10781	8397	19178	5627	5210	10837	5154	3187	8341
2	AHIAZU	9642	9292	18934	4783	5244	10027	4859	4048	8907
3	EHIME-MBANO	11136	9494	20630	5722	6332	12054	5414	3162	8576
4	EZINIHITE	10104	8262	18366	4428	5017	9445	5676	3245	8921
5	IDEATO-NORTH	8607	8201	16808	3244	4339	7583	5363	3862	9225
6	IDEATO-SOUTH	7771	7342	15113	3541	4154	7695	4230	3188	7418
7	IHITE-UBOMA	8196	6927	15123	4130	5081	9211	4066	1846	5912
8	IKEDURU	11113	8424	19537	4260	5131	9391	6853	3293	10146
9	ISIALA-MBANO	10332	9366	19698	5442	6374	11816	4890	2992	7882
10	ISU	6531	5691	12222	3499	3986	7485	3032	1705	4737
11	MBAITOLI	12276	14876	27152	11023	12388	23411	1253	2488	3741
12	NGOR-OKPALA	9602	8856	18458	8622	7047	15669	980	1809	2789
13	NJABA	12116	13184	25300	4201	5051	9252	7915	8133	16048
14	NKWERRE	6409	6159	12568	2767	3130	5897	3642	3029	6671
15	NWANGELE	6081	5821	11902	2794	2384	5178	3287	3437	6724
16	OBOWO	9966	9310	19276	4490	4282	8772	5476	5028	10504
17	OGUTA	9051	9335	18386	4558	5205	9763	4493	4130	8623
18	OHAIJ/EGBEMA	10435	7851	18286	7481	5034	12515	2954	2817	5771
19	OKIGWE	8842	7136	15978	4842	3140	7982	4000	3996	7996
20	ONUIMO	8207	6992	15199	2797	2136	4933	5410	4856	10266
21	ORLU	11909	10762	22671	5832	6213	12045	6077	4549	10626
22	ORSU	9281	8167	17448	4726	5130	9856	4555	3037	7592
23	ORU-EAST	8834	7246	16080	4059	5077	9136	4775	2169	6944
24	ORU-WEST	9359	8482	17841	5449	6138	11587	3910	2344	6254
25	OWERRI-MUNICIPAL	12944	11961	24905	5339	5067	10406	7605	6894	14499
26	OWERRI-NORTH	11823	12610	24433	4654	5474	10128	7169	7136	14305
27	OWERRI-WEST	12105	12143	24248	5931	6154	12085	6174	5989	12163
	TOTAL	263453	242287	505740	134241	139918	274159	129212	102369	231581

Source of data: 2018 NPA and 2022 NPA

The analysis presented in the table showcases the ECCDE pupils enrolment for 2022, amounting to 274,159 learners enrolled in both private and public basic school. This data, when compared with the 2018 NPA projected demography that includes 505,740 school age children, offers significant insights into discerning and evaluating the population of out-of-school children. The 8 LGEAs which include; Ikeduru, Njaba, Obowo, Onuimo, Orlu, Owerri Municipal, Owerri North and Owerri West contending with over 10,000 out-of-school children are confronted with a substantial hurdle in tackling educational Inequality and striving for fair and inclusive access to education for all. Meanwhile, a modest

improvement is seen in 12 LGAs that have marginally reduced their out-of-school children count below 10,000, indicating progress in addressing this educational challenge. Targeted intervention across the 27 LGEA is needed.

Figure 5.



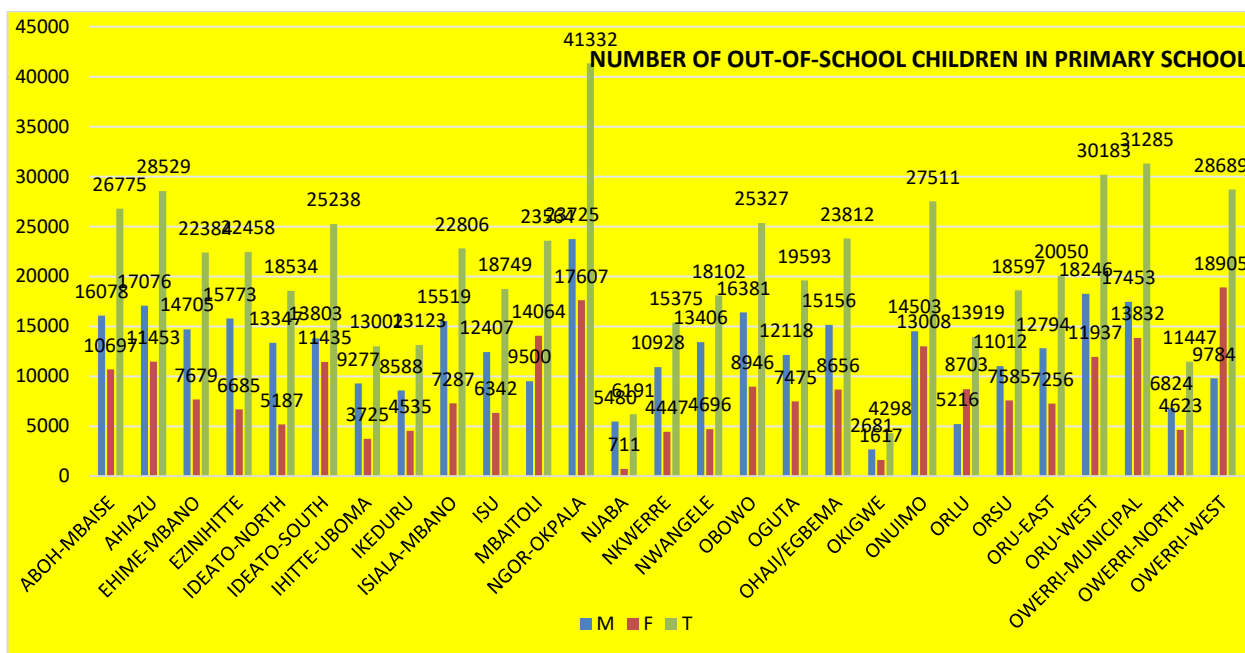
The visual information presented in the clustered chart above nightlight the disparity in the number of out-of-school children based on gender across the 27 LGAs in ECCDE education, drawing attention to a pressing issue for the States foundational education administration. The 8LGAs contending with over 10,000 out-of-school children are confronted with a substantial hurdle in tacking educational inequality.

TABLE 2.4.4b NUMBER OF OUT OF SCHOOL CHILDREN IN PRIMARY SCHOOLS BY LGEA AND GENDER AS AT 2022 ACADEMIC YEAR

2018 NPA DEMOGRAPHY(Projected)				PUBLIC and PRIVATE PRIMARY ENROLMENT BY AGE 2022			NUMBER OF OUT-OF-SCHOOL CHIDREN			
S/N	LGA	M	F	T	M	F	T	M	F	T
1	ABOH-MBAISE	35144	28886	64030	19066	18189	37255	16078	10697	26775
2	AHIAZU	34018	27201	61219	16942	15748	32690	17076	11453	28529
3	EHIME-MBANO	33518	25781	59299	18813	18102	36915	14705	7679	22384
4	EZINIHITTE	36078	26983	63061	20305	20298	40603	15773	6685	22458
5	IDEATO-NORTH	33919	26181	60100	20572	20994	41566	13347	5187	18534
6	IDEATO-SOUTH	26039	22561	48600	12236	11126	23362	13803	11435	25238
7	IHITTE-UBOMA	25518	17508	43026	16241	13783	30024	9277	3725	13002
8	IKEDURU	38118	34781	72899	29530	30246	59776	8588	4535	13123
9	ISIALA-MBANO	33818	29991	63809	18299	22704	36003	15519	7287	22806
10	ISU	22818	15584	38402	10411	9242	19653	12407	6342	18749
11	MBAITOLI	42990	45482	88472	33490	31418	64908	9500	14064	23564
12	NGOR-OKPALA	44732	38101	82833	21007	20494	41501	23725	17607	41332
13	NJABA	20316	15411	35727	14836	14700	30536	5480	711	6191
14	NKWERRE	16221	9781	26002	5293	5334	10627	10928	4447	15375
15	NWANGELE	25101	15981	41082	11695	11285	22980	13406	4696	18102
16	OBOWO	31969	24258	56227	15588	15312	30900	16381	8946	25327
17	OGUTA	36350	31370	67720	24232	23895	48127	12118	7475	19593
18	OHAJI/EGBEMA	37205	29868	67073	22049	21212	43261	15156	8656	23812
19	OKIGWE	34917	31839	66756	32236	30222	66458	2681	1617	4298
20	ONUIMO	27117	25566	52683	12614	12558	25172	14503	13008	27511
21	ORLU	28208	31603	59811	22992	22900	45892	5216	8703	13919
22	ORSU	36330	26281	62611	25318	18696	44014	11012	7585	18597
23	ORU-EAST	33215	23982	57197	20421	16726	37147	12794	7256	20050
24	ORU-WEST	33871	26064	59935	15625	14127	29752	18246	11937	30183
25	OWERRI-MUNICIPAL	35140	32198	67338	17687	18366	36053	17453	13832	31285
26	OWERRI-NORTH	37097	32783	69880	30273	28160	58433	6824	4623	11447
27	OWERRI-WEST	30117	35985	66102	20333	17080	37413	9784	18905	28689
	TOTAL	869884	732010	1601894	528104	502917	1031021	341780	229093	570873

Source of data: 2018 NPA and 2022 NPA

Figure 6:



In the clustered chart above, disparity in the number of out-of-school children by gender across the 27 Local Government Areas (LGEAs) in primary education highlights an area of concern for basic education management of the state. The 15 LGEAs which include; Aboh Mbaise, Ahiazu, Ehime Mbano, Ezinihitte Mbaise, Ideato South, Isiala Mbano, Mbitoli, Ngor Okpala, Obowo, Ohaji/Egbema, Onuimo, Oru East, Oru West, Owerri Municipal and Owerri West are above 20,000 out-of-school children face a significant challenge in addressing educational inequality and ensuring equitable access to education for all. To address this issue, targeted interventions are necessary to reduce the number of out-of-school children in these LGEAs.

While 12 LGEAs which include; Ideato North, Ihitte Uboma, Ikeduru, Isu, Njaba, Nkwerrere, Nwangele, Oguta, Okigwe, Orlu, Orsu, and Owerri North have managed to reduce their number of out-of school children below 20,000. These data underscore the importance of targeted intervention across the 27 LGEAs to address the challenges and improve access to primary education.

The above table shows analysis of the 2022 NPA published enrolment data by age and gender in both Private and public as 1,031,021 in the primary education, along with the 2018 NPA projected demography of school age children of 1,601,894 provides valuable insights into identifying and analyzing the number of out-of school children. By comparing the total number of enrolled children in private and Public primary education to the projected total population of school age children in the state. It has aids the state to determined the number of children who are currently out of school. This comparison enables State to assess the effectiveness of enrolment efforts and target intervention to reduce the number of Out-of-school children, especially by addressing gender disparities and ensuring access to education for all.

Table 2.4.4c NUMBER OF OUT OF SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOLS AS AT 2022 ACADEMIC YEAR

NPOPC 2018					PUB AND PRIV JSS 2022 ENOLL BY AGE (12-14)			NUMBER OF OUT-OF - SCHOOL CHIDREN		
S/N	LGA	M	F	T	M	F	T	M	F	T
1	ABOH-MBAISE	9493	8285	17778	7531	7609	16140	1962	676	2638
2	AHIAZU	8990	8037	17027	5558	7257	12815	3432	780	4212
3	EHIME-MBANO	9161	8707	17868	5305	6176	11481	3856	2531	6387
4	EZINIHITE	8477	8456	16933	4064	4715	8779	4413	3741	8154
5	IDEATO-NORTH	8804	8943	17747	6053	7786	13839	2751	1157	3908
6	IDEATO-SOUTH	9065	8666	17731	4213	5897	10110	4852	2769	7621
7	IHITE-UBOMA	9236	7534	16770	4912	5382	9294	4324	2152	6476
8	IKEDURU	8927	8696	17623	6721	7491	14212	2206	1205	3411
9	ISIALA-MBANO	9696	8467	18163	4115	5211	9326	5581	3256	8837
10	ISU	8804	8840	17644	3055	4361	7416	5749	4479	10228
11	MBAITOLI	11963	13961	25924	8302	11024	19326	3661	2937	6598
12	NGOR-OKPALA	10837	10734	21571	7370	8499	15869	3467	2235	5702
13	NJABA	8003	10957	18960	4636	5642	10278	3367	5315	8682
14	NKWERRE	6148	5597	11745	2126	3079	5205	4022	2518	6540
15	NWANGELE	8194	9446	17640	2573	3641	6214	5621	5805	11426
16	OOWO	10081	9277	19358	3549	3727	7276	6532	5550	12082
17	OGUTA	8893	8636	17529	5155	5489	10644	3738	3147	6885
18	OHAIJ/EGBEMA	9204	7647	16851	5183	3772	8955	4021	3875	7896
19	OKIGWE	10924	9446	20370	5490	8285	13775	5434	1161	6595
20	ONUIMO	8503	7916	16419	4467	4485	8952	4036	3431	7467
21	ORLU	10045	8945	18990	5425	6056	11481	4620	2889	7509
22	ORSU	8317	10437	18754	5158	5474	10632	3159	4963	8122
23	ORU-EAST	8909	8326	17235	5554	6831	12385	3355	1495	4850
24	ORU-WEST	9703	9036	18739	4055	5482	9537	5648	3554	9202
25	OWERRI-MUNICIPAL	11993	11326	23319	6256	7252	13508	5737	4074	9811
26	OWERRI-NORTH	9794	11496	21290	6345	7886	14231	3449	3610	7059
27	OWERRI-WEST	11154	8846	20000	6361	7278	13639	4793	1568	6361
	TOTAL	253318	246660	499978	139532	165787	305319	113786	80873	194659

Source of data: 2018 NPA and 2022 NPA

The table above displays an analysis of the 2022 NPA pupil enrolment in Junior Secondary schools (JSS), totally 305,319 students across both private and public education. This data, in conjunction with the 2018 NPA demography projected featuring 499,978 school age provides valuable insights into identifying and analyzing the number of out-of-school children. By comparing the total number of enrolled children in private and public JSS education to the projected total population of school age children in the State. It has aids the State to determined the number of children who are currently out- of school in JSS. This comparison enables State to assess the effectiveness of enrolment efforts and target interventions to reduce the number of out-of school children, especially by addressing gender disparities and ensuring access to education for all.

Figure 7

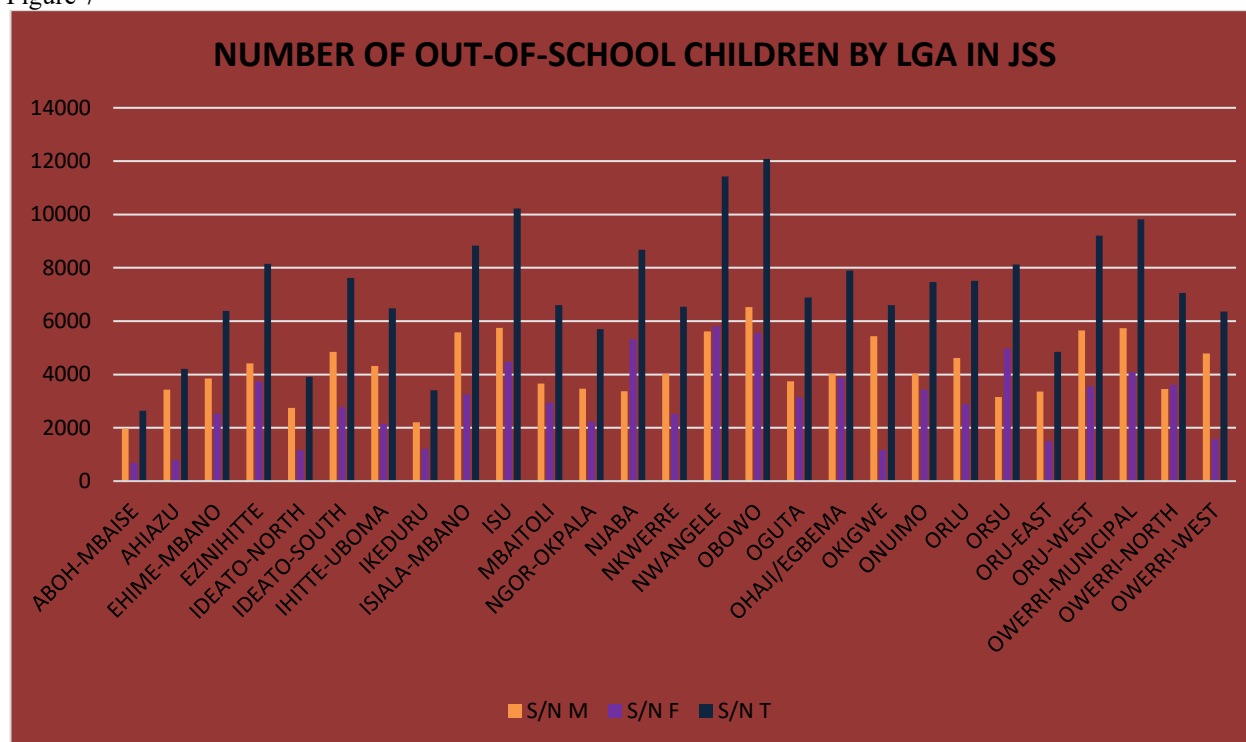


Table 2.4.5 Special Education Programmes (NOMADIC EDUCATION AND SPECIAL NEED)
16: Distribution of Special Programme Schools.

LEVEL	NO. OF SCH.	Migrant Fishermen/Farmers School									NO. OF SCH.	NOMADIC SCHOOLS					
		Enrolment			Teaching Staff			Non-Teach Staff				Enrolment			Teaching Staff		
		M	F	TOT	M	F	TOT	M	F	TOT		M	F	TOT	M	F	TOT
ECCDE	3	116	148	264	1	2	3	0	0	0	21	1,499	1,397	2,896	3	23	26
PRY	3	825	804	1,629	1	9	10	3	0	3	21	4,916	4,658	9,574	8	72	80

LEVEL	ENROLMENT				NO. OF SCHOOLS			
	ISLAMIIYYA	MIGRANT FISHERFOLKS	NOMADIC	SPECIAL NEEDS	ISLAMIIYYA	MIGRANT FISHERFOLKS	NOMADIC	SPECIAL NEEDS
ECCDE	0	1,379	1,901	0	0	12	15	0
PRIMARY	490	4,452	7,889	4,355	1	22	23	8
JSS	0	0	0	11,443	0	0	0	6

Source of Data: 2022 END OF TERM STATISTICAL RETURNS, PRSD IMSUBEB, OWERRI AND NPopC.
 The table above shows that Nomadic Education, Migrant Schools and Special Needs Schools exist in Imo State particularly in the Pre-Primary and Primary School levels. The schools take care of the Education of the children of Migrant Fishermen, Nomadic folks and Special Needs Citizens. From the table above, there is need to provide more teachers, Instructional materials and furniture for the schools. The provision of more teachers and furniture for both learners and teachers and instructional materials will make learning to be more meaningful in the schools. At the JSS level we have a good number of learners in the special needs schools. There is need to provide learning facilities for learners in the special need schools.

2.4.6 Technical and Vocational Education and Training Centres in Imo State

S/N	LGA Where Technical /Vocational Centres are Situated	NO. OF CENT RES	TOTAL NO. OF CLASSROOMS	ENROLMENT		
				MALE	FEMALE	TOTAL
1	ORLU	2	29	1825	915	2740
2	IDEATO NORTH	1	15	910	512	1422
3	ORU WEST	1	16	726	569	1295
4	AHIAZU MBAISE	1	8	366	214	580
5	MBAITOLI	1	9	428	300	728
6	OWERRI MUNICIPAL	2	32	2286	180	2466
7	ISIALA MBANO	1	10	389	267	656
	TOTAL	9	119	6,930	2,957	9,887

Data Source: 2023 Imo State Secondary Education Management Board (SEMB) publication.

The State presently has 9 Technical/Vocational centres located in 7 LGEAs in the State as shown in the table above. Total learners' enrolment at the centres as at Nov, 2023 is 9,887. This is made up of 6,930 males and 2,957 females. There is need to provide modern technical and vocational facilities for the centres which were specifically established to train and equip learners with skills and vocations that will enable them fend for themselves in future. There is also need to build more classrooms for the centres. This is because the number of classrooms available at the centres is inadequate when compared with the enrolment figures of the schools.

Table 2.4.7 ADULT AND NON FORMAL EDUCATION

Learner's Enrolment By Gender And Centres of Adult and Non Formal Education As At 2023

ENROLMENT			NO. OF CENTRES		TOT
M	F	TOT	GOOD	BAD	TOT
1,880	2,981	4,861	415	292	707

Data Source: 2023 Imo State Ministry of Education data.

From the table above, there are 4,861 learners in the 707 Adult and Non formal Education centres in Imo State. The available good Centres for learning are 415 while the building and facilities in 292 centres are bad. The table above indicates the need to renovate the dilapidated classroom buildings in the affected centres. This invariably will increase the number of learners in the centres.

Table 2.5.1 Quality and Efficiency -Teacher Qualification in Public Basic ECCDE, Primary And Junior Secondary Schools in State as at 2022 Academic Year.

S/N	LEVEL	TOTAL NO. OF TEACHERS	ALL QUALIFIED TEACHERS	PERCENTAGE QUALIFIED TEACHERS
1	ECCDE	2,262	1,989	88
2	PRIMARY	8,243	7,685	93
3	J S S	3,483	3,192	92

Source of Data: 2022 NPA

Table shows the total number of teachers in ECCDE, Primary and Junior Secondary schools with the number of qualified teachers at different levels. From the table, it is clearly shown that about 90% of the teachers in Public Primary, Junior Secondary Schools and ECCDE centres are qualified teachers. It is also important to point out the fact that the few unqualified teachers need to upgrade themselves.

2.5.2 Teachers Deployment and Distribution by LGA Urban/Rural in Public Schools in Imo State by level as at 2022.

Total number of public school teachers distributed by LGA , location and gender

S/N	NAME OF LGEA	NO. OF TEACHERS IN ECCDE				NO. OF TEACHERS IN PRIMARY				NO. OF TEACHERS IN J S S			
		URBAN		RURAL		URBAN		RURAL		URBAN		RURAL	
		M	F	M	F	M	F	M	F	M	F	M	F
1	ABOH MBAISE	1	3	2	43	3	30	23	268	2	4	35	105
2	AHIAZU MBAISE	0	4	1	45	6	22	25	235	3	7	25	95
3	EHIME MBANO	2	7	2	43	8	29	38	286	2	3	31	108
4	EZINIHITE MBAISE	3	5	8	56	7	27	30	357	3	3	25	102
5	IDEATO NORTH	4	3	5	43	8	28	15	386	2	5	54	105
6	IDEATO SOUTH	2	4	2	54	9	22	27	407	1	4	25	69
7	IHITE UBOMA	1	8	2	55	5	27	33	332	2	8	58	102
8	IKEDURU	1	5	2	48	6	16	71	427	3	5	45	103
9	ISIALA MBANO	3	5	4	50	4	12	61	328	2	4	45	102
10	ISU	3	8	0	52	7	10	27	227	1	3	33	77
11	MBAITOLI	2	4	3	64	5	10	37	365	2	2	25	74
12	NGOR_OKPALA	3	4	2	96	5	12	37	320	3	5	22	109
13	NJABA	1	3	1	30	6	10	10	197	3	7	22	80
14	NKWERRE	1	10	2	40	10	30	9	108	4	4	35	103
15	NWANGELE	1	7	2	45	6	18	20	141	2	5	34	95
16	OBOWO	1	10	2	56	5	26	18	168	2	5	26	106
17	OGUTA	1	8	3	67	5	20	34	156	2	4	12	102
18	OHAJI_EGBEMA	1	4	5	76	9	12	34	135	3	2	13	103
19	OKIGWE	1	3	3	66	8	8	17	253	3	2	16	104
20	ONUIMO	1	4	3	59	4	12	18	168	2	4	21	103
21	ORLU	1	14	2	55	8	9	20	214	1	3	16	106
22	ORSU	2	6	3	66	4	8	26	218	2	2	15	89
23	ORU EAST	1	9	2	70	4	12	22	208	2	3	14	107

24	ORU WEST	1	7	5	109	5	15	15	200	3	4	12	58
25	OWERRI MUNICIPAL	1	10	2	234	7	14	10	283	4	3	17	102
26	OWERRI NORTH	1	7	3	195	8	16	17	270	2	4	10	102
27	OWERRI WEST	0	23	4	145	5	9	18	243	3	5	12	102
	TOTAL	40	185	75	1962	167	464	712	6900	64	110	698	2613
		ECCDE= 2262				PRIMARY = 8243				JSS = 3483			

Source of Data: Imo SUBEB's PRSD data 2022

From the table above the deployment and distribution of teachers in the various LGEAs in the public schools, both in the rural and urban areas of the State was carefully done by Imo SUBEB Management to suit the number of learners in the various rural and urban areas of the State. There is need to motivation teachers in rural areas as this will make them to be more productive. Effort should also be made to employ more teachers and deploy majority of them to the schools in rural areas of the State.

2.5.3 Learner –Teacher Ratios by level of Public Basic Schools in the State

S/N	LEVELS	LEARNERS ENROLMENT	Public teacher	TEACHER: PUPIL RATIO
1	ECCDE	241,969	2262	107:1
2	PRIMARY	943,382	8423	112:1
3	JSS	325,196	3483	93:1

Source of Data :2022 NPA

The above table shows that the teacher: pupil ratio in the State Basic Schools (Pre-primary-107:1, Primary-112:1 and Junior Secondary School-93:1) is very poor. The table clearly reveals the inadequacy of teachers in the Public Basic School Systems of the State. The need to employ more teachers in the Basic Education System of the State cannot be overemphasized.

2.5.4 Learners Textbooks Ratios by subjects areas in the Public Basic Schools of the State.

level	ENROL	NO. OF TEXTBOOKS					LEARNERS TEXTBOOK RATIO				
		ENGLISH	MATHS	BS/TECH	SOCIAL STUDY	HISTORY	ENGLISH	MATHS	BS/TECH	SOCIAL STUDY	HISTORY
ECCDE	241,969	8,974	8,076	7,406	7,844	1,075	27:1	30:1	33:	31:1	225:
PRY	943,382	173,035	165,141	168,620	164,884	22,991	5:1	6:1	6 :1	6 :1	41:1
JSS	325,196	21,931	23,033	20,018	15,576	4,270	15:1	14 :1	16 :1	21:1	76 :1

Source of Data :2022 NPA

The table above shows learners textbooks ratio in respect to the core subjects taught in the Public pre-primary schools of the State. The statistics clearly shows that there is very poor number of textbooks for learners in the Public Basic Schools of State as plenty learners struggling for one textbook to read in almost all the subjects taught in Basic Schools. Imo SUBEB should make serious effort to procure more textbooks for the learners.

2.5.1 MONITORING OF LEARNING ACHIEVEMENTS/NATIONAL ASSESSMENT OF LEARNING ACHIEVEMENT IN BASIC EDUCATION/NALABE

Table: 27 MEAN SCORE OF NALABE IN IMO BY LOCATION (2022)

Learner ability					
Category	Mean scale Score	Standard deviation	Below Partially Meets Minimum Proficiency	Meets Minimum Proficiency	Exceeds Minimum Proficiency
Mathematics P3	560.81	109.79	5.63	32.04	40.37
Mathematics P5	566.59	108.22	4.13	48.39	14.87
Mathematics JS2	539.63	98.30	16.55	26.42	0.83
English P3	550.21	108.29	4.25	51.32	3.96
English P5	552.46	112.35	4.76	47.11	14.94
English JSS 2	584.15	77.04	0.00	62.67	10.50
Science Tech. P5	519.91	87.70	4.44	57.57	1.36
Science Tech. Jss. 2	544.93	78.66	1.22	51.54	0.71
Social Studies P5	561.87	104.96	4.01	51.72	21.83
Social Studies Jss.2	561.70	80.78	0.00	64.94	10.95

Source of Data: UBEC NALABE Report, 2022

From the table above, the performance of the learners in Mathematics both primary 3 and JSS 2 is poor. The performance of the learners in Primary 5 in Mathematics and English Language is average. The above vital information shows that more attention should be given to mathematics and English Language in both Primary and Junior Secondary schools. More qualified teachers in those subjects' areas should be employed and more instructional materials in the subject areas should be provided.

2.5.5.2 BASIC EDUCATION CERTIFICATE EXAMINATION (BECE)

Table 2.5.2. The Result of Imo State Basic Education Certificate Examination (BECE) in 2022

Total No. of Candidates			Total No. that passed the Exam.			Total No. that Fail the Exam.			PERCENTAGE PASS		PERCENTAGE FAIL	
M	F	T	M	F	T	M	F	T	M	F	M	F
58,000	60,000	118,000	52,200	54,600	106,800	5,200	5,400	10,600	90%	91%	10%	9%

Source of Data: Imo State Ministry of Education Exams Development Centres (2023).

The table above shows the result of Basic Education Certificate Examination taken in Imo State in 2022. The result shows high performance of the students in the exam. From the table it is crystal clear that 90percent of boys that took the exam passed and 91percent of the total number of girls that took the exam passed. This is an outstanding performance. It is expected that the State will keep it up.

Table 2.5.6 BASIC EDUCATION CURRICULUM:

To ensure that the aims and the objectives of Basic Education are achieved in the State, the Imo State Government has provided the approved curricula for a good number of schools and classes for the three levels of Basic Education in the State.

The table below shows the total number of teachers and the distribution of the National Curriculum by subjects to Public Basic Schools by level.

Total Number Of Teachers And Number Of Curriculum Distributed By Levels Of Education.

SUBJECTS	ECCDE		PRIMARY		J S S	
	No. Of Teachers	No. of Curriculum Distributed	No. Of Teachers	No. of Curriculum Distributed	No. Of Teachers	No. of Curriculum Distributed
English Studies	2,262	1500	8,243	3,966	3,483	800
Mathematics	2,262	1020	8,243	3,600	3,483	780
Basic Science	2,262	1050	8,243	4000	3,483	890

Source of Data : 2022NPA

From the table it is clear that Imo State government has provided plenty copies of the National curriculum to the Public Basic Schools in the State but the number of copies of the curriculum already provided is inadequate.

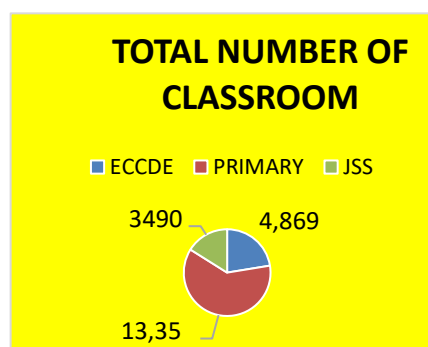
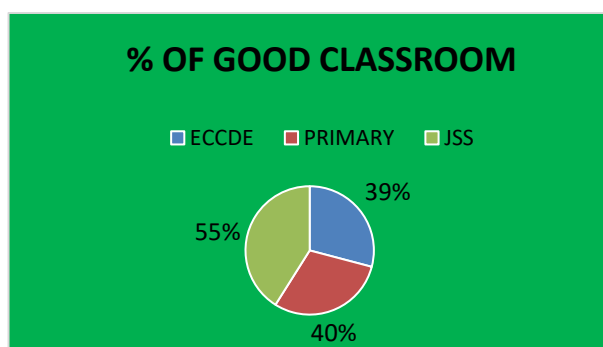
2.6.1 Classroom Environment (PCL, Proportion of good classroom etc)

Table 31 Learners/Students classroom Ratio by level

LEARNERS/STUDENT-CLASSROOM RATIO AND PROPORTION OF GOOD CLASSROOM						
LEVEL	ENROLMENT	GOOD CLASSROOM	BAD CLASSROOM	TOTAL NUMBER OF CLASSROOM	ALL CLASSROOM PUPILS RATIO	PROPORTION OF GOOD CLASSROOM
ECCDE	241,969	1,879	2,990	4,869	1:50	39%
PRIMARY	943,382	5,340	7,014	13,354	1:71	40%
JSS	325,196	1,910	1,580	3,490	1:93	55%

Source of Data :2022 NPA

From the table above the percentage of existing classrooms that are in good condition in the Basic schools of the State are 39% for ECCDE, 40% for Primary and 55% for Junior Secondary schools. The statistics clearly shows that there is need to renovate a good number the existing classrooms in the State basic Schools. There is also need to construct new classroom blocks in the Basic Schools of the State.



2.6.2 Availability of furniture for Learners and teachers

Table 32 Table showing Furniture, enrolment and number of teachers in the Public Basic Schools.

	LEVELS	LEARNERS ENROL	NUMBER OF TEACHERS	QUANTITY OF LEARNER FURNITURE	QUANTITY OF TEACHERS FURNITURE	PFR	TFR	PERCENTAGE OF CHILDREN WITH FURNITURE
1	ECCDE	241,969	2,262	27,383	1,800	7	1	23
2	PRIMARY	943,382	8,243	158,142	7,450	5	2	36
3	JSS	325,196	3,483	68,051	5,200	4	1	46

Source of Data :2022 NPA

From the table above, at the pre-primary level, 7 children make use of a seat meant for a child. While in the primary schools 5 children make use of a seat that is meant for a child, at the Junior secondary school level 4 learners make use of a seat meant for 1 learner. This shows that the pupils/students furniture ratio is very poor. There is need to provide more furniture for the learners in the basic schools, there is also need to provide more furniture for teachers in the State Basic Schools.

Table 2.6.3 School Safety

S/N	LEVELS	Number of Schools	Number of Schools with perimeter Fence	percentage of school with perimeter fence
1	ECCDE & PRIMARY	1,283	138	11%
2	J S S	292	107	34%

Source of Data: 2022 NPA

From the table above, the number of both public primary and junior secondary schools fenced in the State is very negligible. There is need to embark on perimeter fencing in most all the schools. This will provide security for both learners and teachers. It will also save the schools from unnecessary boundary dispute.

2.6.4 Basic School Health and Hygiene

Level	No of School.	Safe Water	%	Toilets	%	Health Facility	%	Computer	%	tablet	%	ipad	%	laptop	%	incinerators	%
ECCD& PRY	1,283	129	10%	3,342		372	29%	38	3%	30	2%	11	1%	14	1%	30	2%
JSS	292	80	27%	649		107	37%	59	2%	10	3%	11	3%	4	1%	19	6.5%

Source of Data :2022 NPA

The table above which shows the distribution of the facilities that ensure good health and hygiene in the Basic schools in the State clearly revealed that the availability of the facilities are grossly inadequate. It is important for the government to take necessary steps to provide the facilities to the schools.

Table 2.6.5 Other Facilities (Sources of Power source

LEVELS	NO. of Schools	Source of Power	%	Library	%	Play Ground	%	Laboratory	%
ECCDE & PRIMARY	1,283	332	26%	256	20%	854	67%	16	1%
J S S	292	97	33%	156	53%	230	79%	118	40%

Source of Data :2022 NPA

The table above, which shows the distribution of facilities and instructional material in Public Primary and Junior Secondary school of the State, reveals that the facilities and instructional materials are inadequate as the percentage of the facilities available is very small. Effort should be made by the government to provide more facilities and learning materials.

2.7.1 System Strengthening and Efficiency

SECTORS	No. of statistics/EMIS Officers	AVAILABILITY											
		server	Desk computers	Laptop	Scanner	Large photocopy machine	HP printer	No. of UPS available	Generator set/solar system	Availability of Vehicle	Proposed No. ASC & data validation in 2023	No. of ASC & data validation in 2023	% of ASC and data validation carryout in 2023
SUBEB	11	1	6	0	0	1	1	0	0	0	4	1	20%
LGEA	27	0	0	0	0	0	0	0	0	0	4	1	20%
SCHOOLS	0	0	0	0	0	0	0	0	53	0	4	1	20%

Source ImoSUBEB (Jan 2023)

The table shows the number of EMIS officers and EMIS /ICT facilities available at Imo SUBEB and LGEAs Headquarters from the table, it is clear that both EMIS and statistics officer are inadequate at SUBEB HQ and LGEA. The EMIS and ICT facilities are also inadequate.

Quality Assurance and School Support Systems at SUBEB and LGEA levels

The Quality Assurance Department of the Imo State Universal Basic Education Board is a functional department. It is saddled with the responsibility of improving the quality of the State Basic Education System. This it does through fulltime monitoring and spot checks. The table below shows quality assurance personnel, facilities and other tools of the department.

Table 2.7.2 Quality Assurance and School Support Systems

Department/ office	No. of Quality Assurance officers	No of Motor Vehicles available for inspection	No. of motor cycles available for monitoring	No. of times school monitoring was done in 2023	No. of schools monitored in 2023 session	Availability of monitoring tools	No. of retraining Programmes in 2023.
SUBEB HEADQUARTERS	11	1	None	285	CQAE -72 Fellow – 405 DSM – 810	Available	ECCDE Training (Two)
L.G.E.As	100	None	32	489	CQAE -432 Fellow – 216 DSM – 2430	Available	Quality Assurance Training (Two)

Data Source: IMSUBEB's Quality Assurance Department publication (Jan, 2023)

From the table above, there are only 11 quality assurance evaluators at Imo SUBEB Headquarters and 216 evaluators in the 27 LGEAs. This numbers is inadequate for the monitoring of 1,283 public primary schools and 292 Junior Secondary Schools. This accounts for the low number of schools the department monitored in 2023. There is need to have more trained Quality Assurance Officers.

Community and Civil Society Participation in Education Management and School Governance

The participation of the member of the community where each Basic is situated has helped a lot in the management of Basic Education of the State. The members of the School Based Management Committees (SBMCs) work in collaboration with the teachers of each school and the Local Government Education Authorities to ensure that discipline is maintained in each of the schools. The participation of SBMC has also made the teachers to be more productive.

Table 2.7.3 NUMBER OF SCHOOLS WITH FUNCTIONAL SBMC IN IMO STATE PUBLIC BASIC EDUCATION BY LEVEL

BASIC EDUCATION LEVEL	NO. OF SCHOOLS	NO. OF SCHOOLS WITH FUNCTIONAL SBMC	PERCENTAGE OF SCHOOLS WITH FUNCTIONAL SBMC
ECCDE	1275	1250	98%
PRIMARY	1283	1250	97%
JSS	292	280	95%

Data Source: IMO SUBEB's PRS Department (Jan, 2023)

The table above makes it clear that there is full participation of SBMC in the management of Basic Schools in the State. This should be sustained.

2.8 Cross Cutting Issues- Gender and Basic Education in the State

The Imo State Gender disparities in Basic Education enrolment and teacher employment present significant challenges that must b addressed at every level of the educational system.

In ECCDE although female learner enrolment is slightly higher than male enrolment, there is a concerning gap in the number of male and female teachers employed. This dissonance reinforces stereotypes and limits the variety of role models available, impacting the overall learning experience.

Moving on to primary education, while male and female learner enrolment is relatively balanced, there is a notable disparity in the number of male and female teachers employed. This underrepresentation of male teaches may affect the quality of education and perpetuate gender biases.

In Junior Secondary Schools (JSS), there is a clear imbalance in both learner enrolment and teacher employment. Female learners outnumbered male enrolment of learners and employed male teacher is underrepresented. To tackle these gender issues effectively, targeted interventions are crucial. The State have implemented the following initiatives; Promoting equal access to education for all genders, increasing the recruitment and retention of male teachers and creating inclusive policies that support diversity and representation. By addressing gender disparities at each education level, the State have cultivated a more equitable and inclusive learning environment for all learners and teachers.

2.8.1.2 Gross and Net Enrolments/Rates by Gender level

Table 40 Gross and Net Enrolments/Rates by Gender

Level	NPOPC 2018			BASIC EDUCATION PUB AND PRIV ENOLL BY CLASS , AGE ,GENDER AND LEVEL IN BASIC EDUCATION			PUB AND PRIV 2022 ENOLL BY AGE ,GENDER AND LEVEL IN BASIC EDUCATION			Gross Enrolment Rate (GER) by gender and level			Net Enrolment Rate (NER) by gender and level		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ECCDE	26345 3	24228 7	505740	160055	17270 3	332758	13424 1	13991 8	274159	60.75	71.28	65.78	50.9 5	57.75	54.2 1
PRY	86988 4	73201 0	160189 4	556418	52829 2	108471 0	52810 4	50291 7	103102 1	63.96	72.17	67.71	60.7 1	68.7	64.6 3
JSS	25331 8	24666 0	499978	177923	20670 4	384627	13953 2	16578 7	305319	70.23	83.8	76.93	55.0 6	67.21	61.0 7

Source of Data :2022 NPA Data

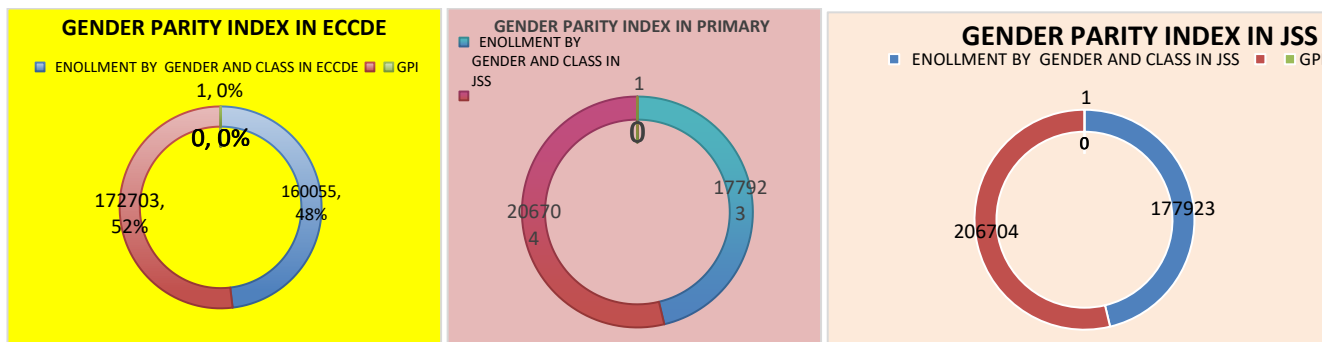
The table above shows the gross and net enrolment of the Basic Education sub sector of Imo State. The statistics shows that 41% of ECCDE school age, 30% of primary school age and 49% of JSS school age are not receiving Basic Education. There is need for the government to put adequate measures in place that will bring them back to schools.

2.8.1.3 Gender Parity Index in Public Pre-primary, Primary and JSS

Cross cutting Issues Gender Parity Index

S/N	LEVELS	BASIC EDUCATION PUB AND PRIV ENOLL BY CLASS , AGE ,GENDER AND LEVEL IN BASIC EDUCATION			GROSS ENROLMENT GENDER		ToT	GPI
		MALE	FEMALE	TOT.	%	%		
1	ECCDE	160,055	172,703	332,758	60.75	71.28	65.78	1
2	PRIMAR Y	556,418	528,292	1,084,710	63.96	72.17	67.71	1
3	J S S	177,923	206,704	384,627	70.23	83.8	76.93	1

Source of Data :2022 NPA



The above doughnut Pie chart shows the analysis of Gender Parity Index (GPI) in basic Education of the State. In the context of ECCDE, where the gender parity index for both males and females is 1, this indicates that there is gender equality in enrolment at this level. Both boys and girls have equal access to ECCDE, reflecting a positive achievement in terms of gender parity.

Similarly in Primary education where the gender parity for males and females is also 1, it indicates that there is no gender disparity in enrollment at this level. Both male and female learners have equipped opportunities to access in primary education, contributing to gender equality in this education stage.

The same pattern is observed in the JSS level, where the gender parity index is 1 across different levels of basic education of the state. It demonstrates a positive aspect of gender equality, indicating that the State efforts to promote equal access to education for both genders have been successful at those specific levels.

2.8.1.3b Gender Distribution of Teachers by level

Gender Distribution of Teachers.

S/N	Level	M	F	TOTAL	%M	% F	ToT %
1	ECCDE	115	2,147	2,262	5	95	53
2	PRIMARY	879	7,364	8,243	11	89	56
3	J S S	762	2,721	3,483	22	78	61

Source of Data :2022 NPA data

From the table above shows the gender proportion of teachers in ECCDE and development education reveals a significant imbalance, with males comprising only 5% and females making up 95% of the teaching force. In primary schools the distribution is slightly more diverse, with 11% male and 89% female teachers. However, in JSS the gender gap narrows further, as males represent 22% of teacher while females constitute 78% of the teaching staff.

To address this imbalance, proactive steps such as targeted recruitment drives, offering incentives to attract more male teachers and providing training and career advancement opportunities for both genders can help diversify the teaching profession and ensure a more balanced representation across the basic educational levels.

Table 2.8.1.4 Gender Distribution of SUBEB AND LGEA STAFF AS AT DEC, 2022

S/N	OFFICE	MALE	FEMALE	TOT	%	%	%ToT
1	SUBEB	73	129	202	36	64	68
2	LGEA	169	549	718	24	77	

Source of Data: NPA 2022

The table above shows that the number of non-teaching staff that are female both at the SUBEB Headquarters and the LGEAs are greater than the number of non-teaching staff that are male. If any redeployment or employment will be done from 2024-2027 at IMOSUBEB Headquarter and LGEAs Headquarter male workers should be given priority.

Table 2.8.2 Special Needs and Inclusive Education

LEVELS	NO.OF SCHOOLS	VISUAL IMPAIRMENT		HEARING IMPAIRMENT		PHYSICALLY CHALLENGED		MENTALLY CHALLENGED		GIFTED/TALENTED		OTHERS		GROUND TOTAL		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
ECCDE	195	34	39	33	25	71	64	41	34	185	190	11	18	375	370	745
PRY	450	129	87	219	196	240	171	245	954	1,102	235	252	217	2,187	1,860	4047
JSS	56	34	19	618	597	34	38	12	16	118	150	8	46	824	866	1690

Source of Data : NPA 2022 data

The table above which shows the level, number of schools and the number of special needs learners in the various levels of Basic Education in the State is glaring. In the inclusive education schools, we have visual impaired, hearing impaired, physically challenged, gifted children and others who learn with the normal children. There are 745 special learners in the various ECCDE Centres, 4,047 in the primary schools and 1,690 learners in the JSS in the State. There is need to provide enough special needs learning facilities in the schools. Special teachers should also be employed and posted to the various schools.

**Table 2.8.3 Education in Emergencies
Imo state temporary IDP Camps in 2022**

S/N	LGA WITH IDP CAMPS	NO. OF IDP CAMPS	BASIC EDUCATION SCHOOL AGE CHILDREN IN IDP CAMP					
			PRIMARY			JSS		
			M	F	T	M	F	T
1	Oguta	2	70	93	163	62	74	136
2	Ohaji/Egbema	2	52	68	120	38	49	87
3	Orsu	2	71	84	155	66	69	135
4	Okigwe	2	66	75	141	50	61	111
5	Onuimo	1	38	40	78	30	28	58
	Grand total	9	297	360	657	246	181	527

Source of Data: IMO SUBEB publication (Dec, 2022)

The table above shows the total number of 657 primary schools aged children and 527 Junior Secondary School aged children find in nine IDP Camps located in five different Local Government Areas of the State. The education of the children is very important as Basic Education is the right of every child. The Government should therefore build schools close the internally Displaced People's Camps to care of the educational needs of the children.

2.9. Summary of key Issues from the Basic Education Sector Diagnosis

Access, Equity and Inclusion key issues and challenges

- Out of School Children, the total number of Out of school children in ECCDE is 231,581, primary schools is 570,873 and JSS which is 194,659 respectively.
- Low enrolment rate.
- Issue on boy drop out in the State.
- Low gross enrolment rate (GER) particularly at the primary level.
- Misconceptions and negative cultural and religious beliefs about education
- Difficult terrain and poor roads encountered when visiting certain schools in some LGEAs.
- Poverty –School children do not have access and sometime do complete Basic Education due to poverty.
- Insecurity problems in the State.

Quality and Relevance Key issues and Challenges

- Insufficient number of instructional materials in the Basic schools
- Insufficient copies of approved curriculum in various subject areas.
- Inadequate physical infrastructure- classrooms, good toilets, etc.
- Inadequate motivation for teaching and non-teaching staff of the Basic Education system of the State.
- Delay in promotion of teaching and non-teaching staff
- Inadequate provision of social amenities like electricity, water supply, etc.
- Inadequate number of teachers in the system
- Insufficient re-training programmes for teaching and non-teaching staff
- Non-existence of sick bay
- Lack of equipped libraries in basic schools.
- Lack of perimeter fencing for most of the schools.
- Lack of child friendly environment for most of the schools.

System Strengthening and Efficiency key issues and challenges.

- Inadequate professional development of EMIS staff at all levels (SUBEB, LGEAs, and schools).
- Lack of Public awareness on the relevance of Education data collection and Management.
- Ineffective monitoring and evaluation of EMIS' activities.
- Inadequate provision of ICT facilities.
- Lack of effective service delivery structure/mechanism
- Weak data delivery system.
- Inadequate community involvement in basic schools management.
- Non connectivity of internet and Local Area Network (LAN) at SUBEB's EMIS office and LGEAs.
- Insufficient number of EMIS staff at SUBEB and LGEA levels.
- Insufficient number of evaluators of education.
- Lack of Inadequate training for evaluators of education.
- Inadequate tools for monitoring and evaluation.
- Insufficient number of motor vehicles for monitoring and evaluation, statistical survey and real time data collection.

CHAPTER THREE

3.0 Strategic Programme of IMSUBEB 2024-2027

This is the Board's process of defining goals, making plans and taking decision on allocating its resources to pursue the goal. It involves determining and implementing activities, programmes and actions that will move the Basic Education programme of the State forward. This in practical terms calls for the utilization of the Strategic Plan of the Board, defining goals and objectives, activities and programmes for the best implementation and sustainability of the Basic Education system of the State.

The strategic programme of IMSUBEB is a comprehensive and systematic line up of activities intended to achieve specified goal or set objective of the Board between 2024-2027.

Specific activities which will help to achieve specific goals in the interest of the Basic Education of the State should be itemized, financed and implemented vigorously. The strategy/strategies embraced by the Imo State Universal Basic Education Board (IMSUBEB) are very important indicators to the nature, structure and goals of the Board.

The strategic programme which will address the needs of the Basic Education System of the State from 2024-2027 are stated below and will address the following:

3.1.1 ACCESS, EQUITY AND INCLUSIVENESS

- Address the problem of out-of-school children and reduce the number of Out-of – School children to the barest minimum in the ECCDE, primary and junior secondary schools of the State.
- To address the problem of inadequate access to Basic Schools in the State, and ensure that majority of children of school age have access to Basic Education in the State.
- Address the problem of inclusive education in the State and ensure that inclusive education is implemented in every Public Basic school in the state.

3.1.2 QUALITY AND EFFICIENCY

- To ensure that more teaching staff are employed and deployed to the various Public Basic Schools in the State for effective Service Delivery.
- To ensure that sufficient quantity of approved Curricula is procured and distributed to the Public Basic schools of the State.
- To ensure that adequate instructional materials are provided for the Basic schools.
To build the capacity of the teachers through Teachers Professional Development programmes.

- To ensure that literacy and numeracy competence is increased and sustained in the Public Basic schools of the State.
- To ensure that more Libraries and library Materials are provided to the public Basic School of the State.
- To make learners in the basic schools engaged in extra curricula activities.
- To ensure that more/ adequate number of classrooms are provided in the Basic schools for teaching and learning.
- To provide adequate security for lives and the facilities in the Basic schools of the State.
- To provide mid-day meals in the Basic schools through Home Grown feeding programme.

3.1.3 SYSTEM STRENGTHENING AND EFFICIENCY

- To provide sufficient facilities in the EMIS/Statistics unit of the Board at the Headquarters and LGEAs.
- To increase the number schools monitored per term.
- To build the capacity of EMIS/Statistics officers at both the SUBEB Headquarters and LGEAs .
- To build the capacity of the evaluators of education at both SUBEB Headquarters and LGEAs.
- To ensure the provision adequate monitoring tools for the evaluators of education.
- To ensure for the provision of motor vehicle for the department of Planning, Research and Statistics for the purpose of data collection, validation, carrying out surveys and research.
- To ensure the provision and implementation of good Strategic Plans for the Basic education sub-sector.
- To provide ICT and E-learning capacity building for the teaching and non-teaching staff for the Basic Education system.
- To conduct Annual School Census (ASC) in the Basic Education schools in the State.
- To build the capacity of procurement officers in 27 LGEAs in order to enhance their skills on the best practice and continue to improve the overall procurement process in the education sector.
- To provide one Hilux vehicle for department of procurement for effective delivery supplies, conducting site visits, and facilitating operations in the office.
- To build the capacity of administration officers in IMSUBEB HQs, 27 LGEAs and Head teachers on leadership development in order to enhance their leadership skills.

3.1.4 SUSTAINABLE FUNDING

Sustainable Funding is needed for the Imo State Universal Basic Education Board to do the following:

1. Sensitization of education stakeholders on low funding of education in order to increase budget funding.
2. To increase budgetary allocation, carryout advocacy visit to chief executives and legislatures for the increase of budgetary allocation and fund release.
3. To build capacity of finance and account officers at HQs and LGEAs on accounting software.

3.2 SMTBESP Results Framework:

The needs analysis of the Imo State Basic Education sub-sector which can be seen using some empirical data as shown in the various tables in chapter two of this strategic plan diagnosed the need to;

1. Increase access and inclusiveness in Basic Education schools of the State.
2. Improve the quality of the Basic Education sub-sector of the State.
3. Strengthen the Basic Education system of the State.

The programmes/activities outlined in the tables below have been planned to give solution to the problems diagnosed in chapter two of this strategic plan.

Table3.3.1: Results Framework

POLICY: ACCESS, EQUITY and INCLUSIVENESS	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
Reduced the number of Out-of-School Children across the 27 LGEAs of the State.	Organize a sensitization campaign for traditional leaders, Market women and Churches in 305 wards across the 27 LGA of the state on the need to enroll their children to basic education.	Reduced the number of out - of- school children by 200,000 in ECCDE, 320,000 in Primary and 180,000 in JSS in the next 4 years			ASC
		ECCDE	231,581	31,000	
		PRIMARY	570,873	251,873	
		JSS	194,659	14,659	

	Engage State Media house (IBC and NTA) 384 times yearly on enrolment drive campaign through Radio/TV jingles in two major languages across the 305 communities of the State on the important of Basic Education and need to bring their children back to school in the next 4 years.	Reduced the number of out - of- school children by 200,000 in ECCDE, 320,000 in Primary and 180,000 in JSS in the next 4 year			ASC
		ECCDE	231,581	31,000	
		PRIMARY	570,873	251,873	
		JSS	194,659	14,659	
To provide access to Basic Education to majority of school age children in Imo State in the next 4 years.	To embark on enrolment drive campaigns in the 305 old political wards of the State in order to increase the GER and NER by 5% every year.	20% Gross enrolment rate Increase in the next 4 years.			ASC
		ECCDE	66%	86%	
		Primary	68%	88%	
		J S S	76%	96%	
ii. Increase enrolment for specific age cohort for the appropriate class		20% Net enrolment rate Increase in the next 4 years.			ASC
		ECCDE	54%	74%	
		Primary	64%	84%	
		J S S	67%	87%	
To increase equitable access to Nomadic and special education schools.	Organize special school enrolment drive/sensitization campaigns in 300 churches/Town Union meetings in the State within the next 4 years in order to increase enrolment of the special schools by 5% every year.	Primary	66%	86%	ASC
		J S S	76%	96%	

Table3.3.2: Results Framework

Quality and Efficiency Policy / Policy Objectives:	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)	
To improve the quality of Basic Education, and make the Universal Basic Education programme to be more relevant in the State.	Implement home grown school feeding for 241,969 children in the public ECCDE 1-3 for the next 4 years.	Increase attendance/ retention of ECCDE learners by 5% every year.	66	86	Quarterly data validation and ASC	
	Implement home grown school feeding for 471,691 children in the public primary 1-3 classes every year in the next 4 years.	Increase attendance/ retention of Primary school learners by 5% every year.	67	87	Quarterly data validation and ASC	
	Provision of 36,000 copies of the National curricula (for all the 4 core subjects) taught in the Basic schools.	Increase completion/transaction rate of learner improved by 5% every year.				Quarterly data validation and ASC
		ECCDE	66	86		
		Primary	67	87		
		J S S	62	82		
	Provision of 200,000 copies of early grade reading materials in English and Igbo (kanyiguo)	Increase retention rate of the learners in the pre-primary and primary schools 5% every year				Quarterly data validation and ASC
ECCDE		67	87			
Primary		68	88			
Employment of 8000 new teachers in the basic schools in the next 4 years	Adequate teacher –pupil ratio in Basic schools				Quarterly data validation and ASC	
	ECCDE	107: 1	47: 1			
	Primary	112:1	46: 1			
	J S S	93:1	44:1			

	Construction of 80 new classroom blocks for Basic education schools across the state.	Increased retention of learners in basic schools			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	Provision of 400 wheel chairs for learner in special and inclusive education schools in the next 4 years.	Increase attendance of the learners in the special schools.			Quarterly data validation and ASC
		Primary	68	88	
		J S S	64	84	
	Provision of 120 brail materials for learner in special and inclusive education schools in the next 4 years.	Increase attendance of the learners in the special schools.			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	To Renovate 160 dilapidated classrooms blocks in the State Basic schools in the next 4 years.	Increased retention of learners in the Basic schools			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	Provision of 8,600 (2Seaters) Desk for the pre-primary and primary JSS schools in the state in the next 4 years.	Increased retention of learners in the pre-primary and primary schools			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	

	Provision of 4000 chairs and tables for the teachers in the state pre-primary and primary JSS schools in the next 4 years	Increased retention of learners in the pre-primary and primary schools improved by 5% every year.			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	Provision of 32 Quantum analyzer 3each in 8 Special schools in primary and 3 each in 6 JS Schools in the State in the next 4 years.	Increased retention of learners in the primary and JSS special schools 5% every year.			Quarterly data validation and ASC
		Primary	68	88	
		J S S	64	84	
	Provision of good source of water supply by sinking 120 bore-holes in the pre-primary, primary and J S S schools in the next 4 years.	Increased retention by 5% every year.			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	To organize under 12 soccer competition called Governors Cup in all the public primary schools of the state in the next 4 years.	Increased retention of learners in primary schools by 5% every year.			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	Organize School Base Training program (cluster training) for 6,000 teachers in the Basic Education system in the next 4 years	Improve service delivery and Increase retention 5% every year			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	Organize retraining programmes in Mathematics for 2400 Science and Mathematics teachers in both Primary and Junior Secondary schools in the next 4 years	Improve service delivery and Increase retention by 5% every year.			Quarterly data validation and ASC
		Primary	68	88	
		J S S	64	84	

	Organize retraining programmes for 1,200 ECCDE teachers in the next 4 years.	Effective teaching and learning Improve	67	87	Quarterly data validation and ASC
	Provision of 100 adapted facilities for 10 Special schools in the State in the next 4 years.	Increased retention of learners in the special schools by 5% every year.			Quarterly data validation and ASC
		Primary	68	88	
		J S S	64	84	
	Organize retraining programmes on ICT and E-learning for 2,800 primary and JSS teachers in the next 4 years,	Increased retention of learners in the basic schools by 5% every year.			Quarterly data validation and ASC
		Primary	68	88	
		J S S	64	84	
	Provide retraining programmes for 3,200 teachers on Phonics/Jolly phonics in the next 4 years.	Increased retention of learners in the basic schools by 5% every year.			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
	Construction of 320 toilets in the pre-primary and primary schools (4toilets per school) in the next 4 years	Increased retention of learners in the pre-primary and primary schools by 5% every year.	68	88	Quarterly data validation and ASC
	Construction of 160 toilets in the Junior secondary Schools (4toilets per school) in the next 4 years	Increased retention of learners in the JSS schools by 5% every year.	64	84	Quarterly data validation and ASC
	Provision of 60,000 (3Seaters) Desk for pre-primary and primary schools within the next 4 years	Improve service delivery and Increase retention by 5% every year.	68	88	Quarterly data validation and ASC
	Provision of 20,000 (3Seaters) Desk for junior secondary schools within the next 4 years	Improve service delivery and Increase retention by 5% every year.	64	84	Quarterly data validation and ASC

	To ensure regular payment of salaries of 2,262 teaching and non-teaching staff for pre-primary schools (ECCDE) in the state in the next 4 years.	Effective teaching and learning, Increase retention. in ECCDE	67	87	Quarterly data validation and ASC
	To ensure regular payment of salaries of 8243 teaching and non-teaching staff in the primary schools in the state in the next 4 years @ average of N80, 000 per teacher per month.	Effective teaching and learning in primary school and Increase retention.	68	88	Quarterly data validation and ASC
	To ensure regular payment of salaries of 3483 teaching and non-teaching staff in the Junior Secondary (JSS) in the next 4 years @ average of N80,000 per teacher per month.	Effective teaching and learning & Increase retention in JSS.	64	84	Quarterly data validation and ASC

Table3.3.3: Results Framework

POLICY: SYSTEM STRENGTHENING MANAGEMENT and EFFICIENCY Policy Objectives:	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
To ensure system strengthening and effective management of the State Basic Education System.	Equipping the EMIS and Strategic Planning units of IMSUBEB Headquarters with adequate ICT facilities within the next 4 years.	Availability of timely and reliable data for decision making and policy formulation.			Quarterly data validation and ASC
		ECCDE	62%	82%	
		Primary	62%	82%	
		J S S	68%	88%	
	Regular conduct of Annual School Census in the next 4 years	4	1	4	Quarterly data validation and ASC
Regular termly data validation in the next 4 years	12	0	12	Quarterly data validation and ASC	
	Annual Data reporting in the Basic Education of the State in the next 4 years	4	0	3	Quarterly data validation and ASC
	provide 1 motor vehicle for PRS Department for conduct of ASC, data collection, and validation and carryout survey	1	0	1	Quarterly data validation and ASC
	Provide an intensive capacity building for 100 SUBEB & LGEA EMIS/ICT/ Statistics Officers every year, in the next 4years	100	0	100	Quarterly data validation and ASC
	Development of data collection software/application for EMIS/ICT Officers of the Board	1	0	1	Quarterly data validation and ASC
	Intensive State level training of EMIS, ICT and Statistical officers of SUBEB and MOE on BAMIS application.	25	0	25	Quarterly data validation and ASC

	School level training on BAMIS application for 1590, Head teachers and JSS Principals @ 32 Cluster Centres across the 27 LGEAs	1590	0	1590	Quarterly data validation and ASC
	Provide 1500 tablets /I pads for SUBEB/ LGEA EMIS/ICT, Head teachers and Principals for data collection, data validation and carrying out surveys/empirical research. Within the next 4years	1500	0	1500	Quarterly data validation and ASC
	Provision of Solar energy power supply with 10Kva inverter controller,{400ww} x 24 Panels, 12 x (220Amp) batteries, etc in the EMIS, ICT, Strategic Planning Units and other offices of IMSUBEB Hq for constant power supply	1	0	1	Quarterly data validation and ASC
	Providing and equipping the EMIS, ICT and Strategic Planning officers and officers of IMSUBEB HQ, MOE and the 27 LGEAs HPRS with quality Laptop computers and Software for (37) Laptops	37	0	37	Quarterly data validation and ASC
	Upgrade/convert and retrain 40 highly qualified teachers to evaluators of Education in order to increase the number of evaluator in the system in the next 4 years.	Increase and retention rate in ECCDE	67	87	Quarterly data validation and ASC
		Primary	68	88	
		J S S	64	84	
To strengthen the Basic Education System by ensuring periodic monitoring and evaluation of the State Medium Term Basic Education Strategic Plan (2024-2027).	Increase retention and completion rate	ECCDE	67	87	Quarterly data validation and ASC
		Primary	68	88	
		J S S	64	84	

	To ensure functional School-based management committee in schools. Organize capacity building for 1280 SBMC members in Basic Education schools in next 4 years	Increase and retention rate			UBEC, SUBEB's LGEA and SBMCs
		ECCDE	78	100	
		Primary	78	100	
		J S S	45	85	
	Provide capacity building for 100 SUBEB/LGEA EMIS/ Statistics officers every year, for the next 4years.	Increased retention rate			Quarterly data validation and ASC
		ECCDE	67	87	
		Primary	68	88	
		J S S	64	84	
		ECCDE	67	87	

Policy Objective: Sustainable Funding	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
Sensitization of stakeholders on the low funding of education in the next 4 years	Sensitize 55 Stakeholders on the low funding of education in the next 4 years.	55	0	55	UBEC, SUBEB's
Improving finance and accounts system of the Board	Train and retrain 50 finance and account officers of the board and LGEAs on accounting software management	50	0	50	UBEC, SUBEB's/ LGEAs
Provide accounting software to finance and account department of the board within the next 4 years	1 accounting software provided	1	0	1	UBEC, SUBEB's

3.3 Costed Priority Programmes Plan (Complete and insert the *costed plan here*)

POLICY 1: 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			
To Reduced the number of Out-of-School Children in basic education across the 27 LGEAs of the state in the next 4 years. @Cost of 15,000 per year	12 Sensitization campaign organized for traditional leaders, Market women and Churches in 305 wards in 3 Geopolitical zone across the 27 LGA of the state on the need to enroll their children to Basic schools	Increase awareness and understanding among stakeholders about the number of out-of-school children and the important of basic education	Reduced the number of Out of school-Children in ECCDE by 200,000, Primary by 320,000 and JSS by 180,000 in the next 4 years	3	3	3	3	15,000,000	15,600,000	16,224,000	16,872,960	63,969,960	SUBEB /SEMB OVER HEAD COST	SUBEB
	Engage State Media house (IBC and NTA) 770 times on enrolment drive campaign through Radio/TV jingles in two major languages across the 305 in the next 4 years @Cost of N9,000 per slot	Increase awareness and understanding among stakeholders about the number of out-of-school children and the important of basic education	Reduced the number of Out of school-Children in ECCDE by 200,000, Primary by 320,000 and JSS by 180,000 in the next 4 years	192	192	192	192	6,930,000	7,207,200	7,495,488	7,795,307.52	29,427,995.52	SUBEB /SEMB OVER HEAD COST	SUBEB
	Sub-Total							21,930,000	22,807,200	23,719,488	24,668,267.52	93,397,955.52		

To provide Access, Equity and Inclusiveness to Basic Education to school age children in Imo State in the next 4 years.	Embark on 305 enrolment campaigns in the 305 old political wards of the State in order to increase the GER and NER by 5% every year @ cost per	Increased awareness and understanding among stakeholders about the number out-of-school children and the importance of basic education	GER and NER increased by 20% in ECCDE, Primary and JSS education in the next 4 years	76	77	76	76	38,000,000	39,520,000	41,100,800	42,744,832	161,365,632	SUBEB /SEMB OVER HEAD COST	SUBEB
To increase equitable access to Nomadic and special education schools.	Organize special school enrolment drive/sensitization campaigns in 300 churches/Town Union meetings in the State within the next 4 years in order to increase enrolment of the special schools by 5% every year.	Organize special school enrolment drive/sensitization campaigns in 300 churches/Town Union meetings in the State.	Gross enrolment rate in primary and JSS Special Schools increased by 5% yearly	30	90	90	90	1,200,000	3,648,000	3,745,920	3,749,836.8	12,343,756.8	SUBEB /SEMB OVER HEAD COST	SUBEB
	Sub-Total							39,200,000	43,168,000	44,846,720	46,494,768.8	173,709,388.8		
	Grand Total													

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: (Write objective for this pillar here)

ACTIVITIES	OUTPUTS	OUTCOMES	INDICATOR	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
				2024	2025	2026	2027	2024	2025	2026	2027			
To improve the quality of Basic Education, and make the Universal Basic Education programme to be more relevant in the State.	Implement home grown school feeding (mid-day meal) for 241,969 children in the public ECCDE 1-3 for the next 4 years @the cost of N400 Per child.		Increase attendance/ retention of the learners by 5% every year.											
			ECCDE	241,969	241,969	241,969	241,969	96,787,600	100,659,104	104,685,468.16	108,872,886.88	411,005,059.04	Fed. Min. of Humanitarian Affairs	SUBEB
	Implement home grown school feeding for 471,691 children in the public primary 1-3 classes every year in the next 4 years @the cost of N400 Per child..		Primary	471,691	471,691	471,691	471,691	188,676,400	196,223,456	204,072,394	212,235,289.76	801,207,539.76	Fed. Min. of Humanitarian Affairs	SUBEB
	Provision of 36,000 copies of the National curricula (for all the 4 core subjects) taught in the Basic schools@ the cost of N2,500 per copy.		Increase completion/transact ion rate of learner improved by 5% every year. Primary	9,000	9,000	9,000	9,000	22,500,000	23,040,000	24,336,000	24,433,340	94,309,340	UBEC/ SUBEB	SUBEB
			JSS	9,000	9,000	9,000	9,000	22,500,000	23,040,000	24,336,000	24,433,340	94,309,340	UBEC/ SUBEB	SUBEB
	Sub-Total							330,464,000	342,962,560	357429862.16	369974856.64	1,400,831,278.8		

	Provision of 200,000 copies of early grade reading materials in English and Igbo (kanyiguo)@ the cost of N2,500 per copy		Increase completion /transaction rate of learner improved by 5% every year. ECCDE	50,000	50,000	50,000	50,000	100,000,000	104,000,000	108,160,000	112,486,400	424,646,400	UBEC /SUB EB	Dept. of Procurement
	Employment of 8000 new teachers in the basic schools in the next 4 years		Increase retention rate of the learners in the pre-primary , primary and JSS schools.											
		ECCDE	-	1,000	-	1,000	-	972,000,000	-	972,000,000	1,944,000,000	UBEC /SUB EB	Dept. of Procurement	
		Primary	-	2,000	-	2,000	-	1,944,000,000		1,944,000,000	3,888,000,000	UBEC /SUB EB	Dept. of Procurement	
			JSS	-	1,000	-	1,000	972,000,000	-	972,000,000	1,944,000,000	UBEC /SUB EB	Dept. of Procurement	
	Construction of 80 new classroom blocks for Basic education schools across the state@ N50m per unit.		Increased retention of learners in basic schools ECCDE and Primary	-	30 Units	30 Units	-	-	1,500,000,000	1,560,000,000	-	3,060,000,000	UBEC AND /SUB EB	Work Dept. & PRSD
		JSS	-	10 Units	10 Units	-	-	500,000,000	520,000,000	-	1,020,000,000	UBEC AND /SUB EB	Work Dept. & PRSD	
	Sub-Total							100,000,000	5,992,000,000	2,188,160,000	4,000,486,400	12,280,646,400		

	Provision of 400 wheel chairs at the cost of 140,000 per one for learner in special and inclusive education schools in the state in the next 4 years.		Increase attendance of the learners in the special schools in Primary and JSS schools in the State.	-	200	200	-	-	28,000,000	29,120,000	-	57,120,000	UBEC AND /SUBEB	ESS D & PROCU
	Provision of 120 brail materials for learner in special Schools in the next 4 years.	Improve teaching and learning	Increase retention	30	30	30	30	11,400,000	11,856,000	12,330,240	12,823,449.9	48,409,689.9	UBEC AND /SUBEB	ESS D & PROCU
	To Renovate 160 dilapidated classrooms blocks in the State Basic schools in the next 4 years. @ the rate of N10m per unit .		Increased retention of learners in the Basic schools ECCDE and Primary	30 units	30 units	30 units	30 units	300,000,000	312,000,000	324,480,000	337,459,200	1,273,939,200	UBEC & SUBEB	PRSD & WORKD
		JSS		10 units	10 units	10 units	10 units	100,000,000	104,000,000	108,160,000	112,486,400	424,646,400	UBEC & SUBEB	PRSD & WORKD
	Provision of 8,600 (2Seaters) Desk for the pre-primary and primary JSS schools in the state in the next 4 years @ N25,000 per seat		Increased retention of learners in the pre-primary and primary schools											
		ECCDE		-	1000	1000	-	-	2,500,000	2,600,000	-	27,600,000	UBEC & SUBEB	PRSD & WORKD
		Primary		-	2000	2000	-	-	50,000,000	52,000,000	-	102,000,000	UBEC & SUBEB	PRSD & WORKD
		J.S.S.		-	1300	1300	-	-	32,500,000	33,800,000	-	663,000,000	UBEC & SUBEB	PRSD & WORKD
	Sub-Total							411,400,000	855,856,000	866,690,240	462,769,049.90	2,596,715,290		

	To improve the quality of basic education through the provision of extra-curricular activities by organizing 960 matches for under 12 soccer competition called Governor's Cup in all the public primary schools annually in the next 4 years, @ cost of N25m per year.	Regular attendance	Increased retention of learners in primary schools Primary	960	960	960	960	25,000,000	26,000,000	27,040,000	28,121,600	106,161,600	SUBEB/ IMO GOVT. HOUSE	ESSD & PRSD
Organize School Base Training program (cluster training) for 6,000 teachers in the Basic Education system in the next 4 years @ N131m per year.	Improve service delivery	Increase retention	6000	1,500	1,500	1,500	1,500	131,000,000	131,000,000	131,000,000	131,000,000	524,000,000	UBEC/SUBEB	TPD
Organize retraining programmes in Mathematics for 2400 Science and Mathematics teachers in both Primary and Junior Secondary schools in the next 4 years @ N15.5m per year.	Improve service delivery	Increase retention	2400	600	600	600	600	15,500,000	15,500,000	15,500,000	15,500,000	62,000,000	UBEC/SUBEB	JSS /SCI. DEPT.

Organize retraining programmes for 1,200 ECCDE teachers in the next 4 years @N8m per year.	Effective teaching and learning Improve	Increase retention	1200	300	300	300	300	8,000,000	8,000,000	8,000,000	8,000,000	32,000,000	UBEC/SEBEB	EC CDE UNIT
Organize retraining programmes on ICT and E-learning for 2,800 primary and JSS teachers in the next 4 years, @ N21m per year.	Improve service delivery	Increase retention	2800	700	700	700	700	21,000,000	21,000,000	21,000,000	21,000,000	84,000,000	UBEC/SUBEB	PRSD
Sub-Total								175,500,000	175,500,000	175,500,000	175,500,000	702,000,000		

Provide retraining programmes for 3,200 teachers on Phonics/Jolly phonics in the next 4 years @ N28m per year.	Effective teaching and learning	Increase retention	3200	800	800	800	800	28,000,000	28,000,000	28,000,000	28,000,000	112,000,000	UBEC, SUBEB	TPD/JOLLY PHONICS UNIT
School level training on BAMIS application for 1590, Head teachers and JSS Principals @ 32 Cluster Centres across the 27 LGEAs @ N59m	Improve service delivery	Increase retention	1590	-	1	-	-	-	59,000,000	-	-	59,000,000	UBEC/SUBEB/BESDA	PRSD
Training and retraining of 86 mentoring and coaching officers including the 27 LGEA HPRS for a period of 3 terms in 1Year @ of N5m	Improve service delivery	Increase retention		-	-	1	-	-	-	5,000,000		5,000,000	UBEC/SUBEB	PRSD
Sub-Total								28,000,000	87,000,000	33,000,000	28,000,000	176,000,000		

	Construction of 320 toilets in the pre-primary and primary schools (4toilets per school) in the next 4 years @ N2m per toilets	Improve teaching and learning	Increase retention	80	80	80	80	160,000,000	166,400,000	167,065,600	173,748,224	667,213,824	UBEC AND /SUB EB	Work Dept. & PRSD
	Construction of 160 toilets in the Junior secondary Schools (4toilets per school) in the next 4 years @ N2m per toilets	Improve teaching and learning	Increase retention	40	40	40	40	80,000,000	83,200,000	116,480,000	121,139,200	400,819,200	UBEC AND /SUB EB	Work Dept. & PRSD
	Provision of 60,000 (3Seaters) Desk for pre-primary and primary schools within the next 4 years @N30,000 per seat.	Improve teaching and learning	Increase retention	15,000	15,000	15,000	15,000	450,000,000	468,000,000	486,720,000	506,188,800	1,910,908,800	UBEC & SUBEB	PRSD & WORKD
	Provision of 20,000 (3Seaters) Desk for junior secondary schools within the next 4 years @N30,000 per seat.	Improve teaching and learning	Increase retention	5000	5000	5000	5000	150,000,000	156,000,000	162,240,000	168,729,600	636,969,600	UBEC & SUBEB	PRSD & WORKD
	Sub-Total							760,000,000	873,600,000	932,505,600	969,805,824	3,615,911,424		

	To ensure regular payment of salaries of 2,262 teaching and non-teaching staff for pre-primary schools (ECCDE) in the state in the next 4 years @ average of N80,000 per teacher per month.	Effective teaching and learning in ECCDE	Increase retention.	2,262	2,262	2,262	2,262	2,171,520,000	2,171,520,000	2,171,520,000	2,171,520,000	8,686,080,000	Imo State Govt. & 27 LGEAs of the State.(J AAC)	DFA
	To ensure regular payment of salaries of 8243 teaching and non-teaching staff in the primary schools in the state in the next 4 years @ average of N80,000 per teacher per month.	Effective teaching and learning in primary school	Increase retention.	8243	8243	8243	8243	7,913,280,000	7,913,280,000	7,913,280,000	7,913,280,000	31,653,120,000	Imo State Govt. & 27 LGEAs of the State.(J AAC)	DFA
	To ensure regular payment of salaries of 3483 teaching and non-teaching staff in the Junior Secondary (JSS) in the next 4 years @ average of N80,000 per teacher per month.	Effective teaching and learning in JSS.	Increase retention.	3483	3483	3483	3483	3,343,680,000	3,343,680,000	3,343,680,000	3,343,680,000	13,374,720,000	Imo State Govt. & 27 LGEAs of the State.(J AAC)	DFA
								13,428,480,000	13,428,480,000	13,428,480,000	13,428,480,000	53,713,920,000		

Note: The Home Grown Feeding Programme is usually implemented by the office of the presidency (Humanitarian Affairs). They also bear the financial involvement of the programme. Hence, the cost will not be included in the total cost for the implementation of this strategic plan.

POLICY OBJECTIVE 3: SYSTEM STRENGTHENING AND EFFICIENCY

POLICY OBJECTIVE: (Write objective for this pillar here)

ACTIVITIES	OUTPUTS	OUTCOMES	INDICATOR	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
				2024	2025	2026	2027	2024	2025	2026	2027			
Equipping 1 EMIS unit to ensure system strengthening and effective management of the State Basic Education System.	Equip 1 EMIS unit and Strategic Planning unit of IMSUBEB Headquarters with adequate ICT facilities within the next 4 years.	Availability of timely and reliable data for decision making and policy formulation.	1	-	1	-	-	-	5,000,000	-	-	5,000,000		
Regular conduct of Annual School Census in the next 4 years @ cost of N8m per year.	Conduct 4 of Annual School Census in the next 4 years @	Availability of timely and reliable data for decision making and policy formulation.	4 annual school census conducted in the next 4	1	1	1	1	8,000,000	8,320,000	8,652,800	8,998,912	33,971,712	UBEC/SUBEB	PRSD
Regular data validation in the next 4 years @ Cost of N3.5m per exercise	Organize 4 data validation in the next 4 years @ Cost of N3.5m per exercise	Availability of timely and reliable data for decision making and policy formulation.	4 data validation organized in the next 4 years	1	1	1	1	3,500,000	3,640,000	3,785,600	3,937,024	14,862,624	UBEC/SUBEB	PRSD
								11,500,000	16,960,000	12,438,400	12,935,936	53,834,336		

Annual Data reporting in the Basic Education of the State in the next 4 years @the cost of N2m per year.	Produce 4 data report in the next 4 years	Improve decision-making processs to boost education efficiency	4	1	1	1	1	2,000,000	2,080,000	2,163,200	2,249,728	8,492,928	UBEC/S UBEB	PRSD
To Provide 1 motor vehicle for PRS Department for conduct of ASC, data collection , and validation and carryout surveys @ cost of N25m.	Produce 1 motor vehicle for PRS Department for conduct of ASC, data collection, and validation and carryout surveys	Availabilit y of timely and reliable data for decision making and policy formulati on.	1	0	0	1	0	0	0	25,000,000	0	25,000,000	UBEC/S UBEB	PRSD
Provide an intensive capacity building for 400 SUBEB & LGEA EMIS/ICT/ Statistics Officers , in the next 4year @ N8m, per year.	Organize capacity building for 400 SUBEB & LGEA EMIS/ICT/ Statistics Officers , in the next 4year	Improve service delivery	400	100	100	100	100	8,000	8,000	8,000	8,000	32,000	UBEC/ SUBE	DPRS
Develop ment of data collection software/ applicatio n for EMIS/IC TOfficers of the Board @ cost of N12m	Develop 1 data collection software over the next 4 years	Streaml ined data collecti on, enhance data analysis and reportin g capabili ties	1	-	-	1	-	-	-	12,000,000		12,000,000	UBEC/S UBEB/	PRSD
								10,000,000	10,080,000	35,163,200	10,249,728	65,492,928		

Intensive State level training of 25 EMIS, ICT and Statistical officers of SUBEB and MOE on BAMIS application. @ cost of N6m	Organize State level training of 25 EMIS, ICT and Statistical officers of SUBEB and MOE on BAMIS application over the next 4 years	Improve service delivery	1	1	-	-	-	6,000,000	-	-	-	6,000,000	UBEC/SUBEB/BESDA	PRSD
School level training on BAMIS application for 1590, Head teachers and JSS Principals @ 32 Cluster Centres across the 27 LGEAs @ N59m	Organize 1 School level training on BAMIS application for 1590, Head teachers and JSS Principals @ 32 Cluster Centres across the 27 LGEAs	Improve service delivery	1590	-	1	-	-	-	59,000,000	-	-	59,000,000		
Provide 1500 tablets /I pads for SUBEB/LGEA EMIS/ICT, Head teachers and Principals for data collection, data validation and carrying out surveys/empirical research. Within the next 4years @ N200,000 each Tablet	1500 tablets /I pads provided for SUBEB/LGEA EMIS/ICT, Head teachers and Principals for data collection, data validation and carrying out surveys/empirical research. Within the next 4years	Enhance accessibility, accuracy, and efficiency of tracking learners attendance, monitor trend and generate report	1	750	-	750	-	150,000,000		156,000,000		306,000,000	UBEC/SUBEB/BESDA	PRSD
								156,000,000	59,000,000	156,000,000		371,000,000		

Organize retraining programmes on ICT and E-learning for 2,800 primary and JSS teachers in the next 4 years, @ N21m per year.	2,800 primary and JSS teachers retraining on ICT and E-learning in the next 4 years,	Improve service delivery	2,800	700	700	700	700	21,000	21,000	21,000	21,000	84,000	UBEC/ SUBEB	PRSD
Training and retraining of 86 mentoring and coaching officers including the 27 LGEA HPRS for a period of 3 terms in 1Year @ of N5m	86 mentoring and coaching officers including the 27 LGEA HPRS train and retraining within the next 4 years	Improve service delivery	86	-	-	1	-	-	-	5,000,000		5,000,000	UBEC- BESD A /SUBE B	
Provision of Solar energy power supply with 10Kva inverter controller, {400ww} x 24 Panels, 12 x (220Amp) batteries, etc in the EMIS, ICT, Strategic Planning Units and other offices of IMSUBEB Hq for constant power supply @ cost of N12m	Provide solar energy power supply with 10Kva inverter controller, {400ww} x 24 Panels, 12 x (220Amp) batteries, etc in the EMIS, ICT, Strategic Planning Units and other offices of IMSUBEB Hq for constant power supply within the next 4 years	Improve service delivery	1	1	-	-	-	12,000,000	-	-	-	12,000,000	UBEC- BESD A /SUBE B	
								33,000,000	21,000,000	26,000,000	21,000,000	101,000,000		

Improving effective service delivery in the department of Administration in IMSUBED, LGEAs and School Head Teachers	Train and retrain 80 SUBEB admin unit heads and LGEAs admin officers in the next 4 years	Improved effective service delivery	80 admin officers retrained	80	80	80	80	8,000,000	8,000,000	8,000,000	8,000,000	32,000,000	UBEC/ SUBEB	
	Sensitized 1,307 head teachers and LGEAs education secretaries on school security in the next 4 years	improved effective service delivery	1,307	1,307	1,307	1,307	1,307	15,000,000	15,000,000	15,000,000	15,000,000	60,000,000	UBEC/ SUBEB	
Improving Procuring system of the Board	Train and retrain 50 Procurement officers in IMSUBEB and LGEAs yearly	Improved effective service delivery	50	50	50	50	50	8,000,000	8,000,000	8,000,000	8,000,000	32,000,000	UBEC/ SUBEB	
								31,000,000	31,000,000	31,000,000	31,000,000	124,000,000		

Providing and equipping the EMIS, ICT and Strategic Planning officers and officers of IMSUBEB HQ, MOE and the 27 LGEAs HPRS with quality Laptop computers and Software for (37) Laptops at N750,000 each	Improve service delivery	Increase retention	37	-	37	-	-	-	27,750,000	-	-	27,750,000	UBEC/SUBEB/BESDA	PRSD
Quarterly Monitoring and evaluation of the Imo SUBEB's 2021-2024 Medium Term Basic Education Strategic Plan MTBESP in the next 4 years	Improve service delivery	Increase retention and completion rate	3	3	3	3	3	2,000,000	2,000,000	2,000,000	2,000,000	8,000,000	UBEC/SUBEB/BESDA	PRSD
Sub Total								2,000,000	29,750,000	2,000,000	2,000,000	35,750,000		

Upgrade /convert and retrain 40 highly qualified teachers to evaluato rs of Educatio n in order to increase the number of evaluato r in the system in the next 4 years @ N1.5m per annum.	Improve service delivery	Increase retention	40	10	10	10	10	1,500,000	1,560,000	1,622,400	1,687,296	6,369,696	SUBEB	Admi n Dept & DQA
Develop and produce Imo SUBEB 2024-2027 Medium Term Basic Educatio n Strategic Plan (MTBE SP) @ cost N10m.	Improve service delivery	Increase retention	1	0	1	0	0	0	10,000,000	0	0	10,000,000	UBEC/ SUBEB/BES DA	PRSD
Sub Total								1,500,000	11,560,000	1,622,400	1,687,296	16,369,696		

POLICY OBJECTIVE 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE 4: 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			
Sensitization of stakeholders on the low funding of education in the next 4 years	Sensitize 55 stakeholders on the low funding of education in the next 4 years	Increase awareness and improved funding allocation to basic education	55	55	55	55	3,000,000	3,000,000	3,000,000	3,000,000	12,000,000	UBEC/ SUBEB	SUBEB F&A Dept
Improving finance and accounts system of the Board	Train and retrain 50 finance and account officers of the board and LGEAs on accounting software management	Enhanced financial management, increase transparency and improved allocation of resources	50	50	50	50	8,000,000	8,000,000	8,000,000	8,000,000	32,000,000	UBEC/ SUBEB	SUBEB F&A Dept
Provide accounting software to finance and account department of the board within the next 4 years	1 accounting software provided	Streamlines financial processes, enhance accuracy and accountability	1	-	1	-	-	-	25,000,000	-	25,000,000	UBEC/ SUBEB	SUBEB F&A Dept
							11,000,000	11,000,000	36,000,000	11,000,000	69,000,000		

Profile of Costs by Year by Thematic Areas, 2024 – 2027

THEMATIC PROGRAMME AREAS	2024	2025	2026	2027	Total (2024 – 2027)
Increasing Access and Opportunities	61,130,000	65,975,200	68566208	71,163,036.32	267,107,344.32
Assuring Quality and Relevance	15,258,844,000	21,940,958,560	18,541,285,702	19,463,137,731	75,284,225,993
Basic Education Management and System Strengthening.	245,000,000	179,350,000	264,224,000	78,872,960	767,446,960
Sustainable Funding	11,000,000	11,000,000	36,000,000	11,000,000	69,000,000
TOTAL	15,575,974,000	22,197,283,760	18,910,075,910	19,624,173,727.32	76,387,780,297.32

CHAPTER FOUR BASIC EDUCATION FINANCING

4.0 Introduction

4.0 Basic Education Financing

The successful implementation of this strategic plan requires good costing and identification of funding sources. Consequently, this section reviews available funding and their various sources over the plan period. Funding projections were made with an optimistic assumption, after considering historical pattern and associated risk over recent years. Thereafter, costing and priorities were made to ensure reliability of this plan.

For this plan to be realized/implemented, it is hoped that the following funding sources of basic education in the State have to continue:

- **State Government:** There should be consistent and enough budget for Basic Education in the State within the next 4 years.
- **State Government:** The Imo State Government has to ensure release of budgetary allocations meant for Basic Education of the State within the next 4 years.
- **UBEC:** The UBEC intervention funds/matching grants have to be released every year to IMOSUBEB within the next 4 years.
- **Local Government Councils:** The 27 LGAs of the State have to collaborate, realistically with the State Government in funding the Basic Education Sub Sector of the State.
- **JAAC:** The Joint Account Appropriation /Allocation Committee of Imo State has to subvert enough funds to IMO SUBEB for the running of Basic Education in the State every month.
- **Inflation:** It is also important to state that for the realization of this plan, inflation rate of the country should not be very high.

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

LEVEL	CAPITAL EXPENDITURE 2020	RECURRENT EXPENDITURE 2020	CAPITAL EXPENDITURE 2021	RECURRENT EXPENDITURE 2021	CAPITAL EXPENDITURE 2022	RECURRENT EXPENDITURE 2022	CAPITAL EXPENDITURE 2023	RECURRENT EXPENDITURE 2023
Basic Education	1,430,148,270.28	9,938,761,491.47	1,893,293,328.96	9,529,482,252.98	2,408,904,707.52	9,126,769,038.04	2,791,569,918.28	8,476,960,261.01
JSS	15,030,000	2,085,000,000	15,030,000	2,075,030,000	72,530,000	2,110,030,000	65,530,000	2,085,030,000
Total	1,445,178,270.28	12,023,761,491.47	1,908,323,328.96	11,604,512,252.98	2,481,434,707.52	11,236,799,038.04	2,857,099,918.28	10,561,990,261.01

Source of Data: State Ministry of Economic Planning, Budget and Statistics, Imo State (2020).

From the table above it is crystally clear that the expenditure on Basic Education by the Imo State Government from 2021-2024 is by far greater than the expenditure on the other levels of education in the State. This is expected to continue in the years 2021-2024. Hence, there is every tendency that this strategic plan will be successfully implemented.

4.3 State Basic Education Expenditure (from all sources – Federal – UBE-IF, State Govt. LGAs 2020-2023)

S/N	YEARS	2020 (₦000)	2021 (₦000)	2022 (₦000)	2023 (₦000)
1	UBE – IF	715,074,135.14	946,646,664.48	1,204,452,353.72	1,395,784,954.14
2	State Counterpart Fund	715,074,135.14	946,646,664.48	1,204,452,353.72	1,395,784,954.14
3	Salaries/LGA's Contribution	9,878,761,491.47	9,484,482,252.98	9,061,769,038.04	8,416,960,261.01
4	Over Head Cost from State & LGAs	60,000,000	45,000,000	65,000,000	60,000,000
	Total	11,368,909,761.75	9,529,482,252.98	11,535,673,745.56	11,268,530,179.29

Source of Data: ImoSUBEB's Department of Finance and Account (Dec. 2023)

The table above shows the expenditure from all sources on Basic Education in Imo State from 2020-2023. From the table the subventions from the various sources including Imo State Government, Local Govt. Councils and UBEC (Intervention funds) have been regular. It is expected that in the years 2021-2024 the sources of revenue for Basic Education implementation in State will also be consistent. Hence, there will be successful implementation of this plan.

4.4 State Basic Education Public Recurrent and Development Expenditure

S/N	YEARS	Recurrent Expenditure	Development Expenditure	Total	Remarks
1	2020	9,938,761,491.47	1,430,148,270.28	11,368,909,761.75	
2	2021	9,529,482,252.98	1,893,293,328.96	11,422,775,581.94	
3	2022	9,126,769,038.04	2,408,904,707.52	11,535,673,745.56	
4	2023	8,476,960,261.01	2,791,569,918.28	11,268,530,179.29	

Source of Data: ImoSUBEB's Department of Finance and Account (Dec. 2020)

From the table above, there is consistent annual increase on Basic Education expenditure in Imo State from 2020-2023. This is a clear evidence that Imo State Government is highly interested in delivering Basic Education to her citizens. It is expected that this will continue. Hence, the implementation of this plan is very possible.

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

Basic Education Recurrent Expenditure (Teachers and LGEA Staff Salaries, running cost, etc(2020-2023)

S/N	YEARS	Teacher's LGEAs & SUBEB HQ Salaries	Running cost to SUBEB & LGEA'S	Running Costs to schools	Yearly Total
1	2020	9,878,761,491.47	₦ 60,000,000	-	9,938,761,491.47
2	2021	9,484,482,252.98	₦ 45,000,000	-	9,529,482,252.98
3	2022	9,061,769,038.04	₦ 65,000,000	-	9,126,769,038.04
4	2023	8,416,960,261.01	₦ 60,000,000	-	8,476,960,261.01
	Total	36,841,973,043.40	230,000,000	-	37,071,973,043.50

Source of Data: ImoSUBEB's Department of Finance and Account (Dec. 2023)

The table above which shows the recurrent expenditure on Basic Education in Imo State from 2020-2023, indicates yearly increase on the recurrent expenditure on Basic Education delivery by the Imo State Government. The trend is expected to continue. Therefore the implementation of the ImoSUBEB's MTBESP (2020-2023) will certainly be a reality.

4.6 Supports from Development Partners

UBEC-BESDA World Bank Programme. The goal of the UBEC-BESDA World Bank program is to enhance access to education for out-of-school children and enhance literacy levels in selected States, while promoting accountability for educational outcomes in Nigeria. In particular, Imo State has received support through initiatives under the UBE-BESDA world Bank program;

DLI 4: Implementing and publishing the State annual School Census verified by SBMCs for the purpose of accurate, timely and reliable basic education data and reduction in number of out-of- school children and increase equitable access to quality education.

DLI5: Implementing and completing the state Medium Term Basic Education Strategic Plan and progress report for the purpose of basic Education effective service delivery.

Year	Source of support	Amount(N)	Project/programme	BESDA Implementation Output	BESDA implementation Outcome
2023	World Bank BESDA REWARD	342,918,392.00	Implementation of Better Education Service Delivery for All (BESDA) DLI 4: Implementing and publishing the State Annual School Census (ASC) of the State Education	Conducted and published Annual School Census for 2023 and 2024 academic year.	Improved Timely, reliable and accurate data.
			DLI 5: Completing Imo State Medium Term Basic Education Strategic Plan and progress report approved by UBEC	Completed and submitted Medium Term Basic Education Strategic Plan and Progress report (Circle 1,2, and 3)	Enhanced effective service delivery

Source of Data: UBEC-BESDA

4.6 COST AND FINANCIAL IMPLICATION OF THE PLAN

4.7 The cost and financial implication of the Imo State Medium Term Basic Education Strategic plan (2024-2027) is shown in the table below:

S/	POLICY OBJECTIVE	2024	2025	2026	2027	TOTAL
1	Increasing Access/ Opportunity to Basic Education	61,130,000	65,975,200	68566208	71,163,036.32	267,107,344.32
2	Assuring Quality and Relevance of Basic Education	15,258,844,000	21,940,958,560	18,541,285,702	19,463,137,731	75,284,225,993
3	Basic Education Management and System Strengthening.	245,000,000	179,350,000	264,224,000	78,872,960	767,446,960
4	Sustainable Funding	11,000,000	11,000,000	36,000,000	11,000,000	69,000,000
	Total	15,575,974,000	22,197,283,760	18,910,075,910	19,624,173,727.32	76,387,780,297.32

From the table above, it will cost Imo State Government a total sum of seventy-six billion, three hundred and eighty-seven million, seven hundred and eighty thousand, two hundred and ninety seven naira, thirty two kobo (76,387,780,297.32) only to successfully provide suitable Basic Education services to the State from the year 2024-2027 . A breakdown of the total sum reveals that activities that will help to increase access to basic education in the state will cost the sum of two hundred and sixty-seven million, one hundred and seven thousand, three hundred and forty-four naira, thirty-two kobo (N267,107,344.32) only within the period. The table also shows that payment of salaries and activities that will ensure quality Basic Education and make the Basic schools to be child friendly will cost seventy-five billion, two hundred and eighty-four million, two hundred and twenty-five thousand, and nine hundred and ninety –three naira (75,284,225,993) only. The table also shows that the sum of seven hundred and sixty-seven million, four hundred and forty-six thousand, nine hundred and sixty naira (767,446,960)only is required to provide services which will help to strengthen the basic education system of the State. The table also shows that the sum of sixty-nine million naira (N69, 000,000.00) only is required to provide services which will help to sustainable funding of the basic education system of the state within the said period.

4.7.1 MACROECONOMIC ASSUMPTIONS AND COSTS PROJECTIONS

The successful implementation of a strategic plan such as this Imo State Medium Term Basic Education Strategic Plan(MTBESP) is based on the premise that all things will work well within the four years of the implementation of the plan. A number of assumptions have been made but the critical ones are:

- That the Imo State government will adequately support the implementation of the plan with adequate budgeting, and releases of funds to the Imo State Universal Basic Education Board within the implementation period.
- That UBEC will release the intervention funds meant for the State on timely bases to Imo SUBEB within the implementation period.
- That the 27 Local Government councils of Imo State will continue to collaborate with the Imo State Government and SUBEB to ensure the success of Basic Education Service delivery in the State.
- That the Imo State Joint Account Allocation/Appropriation Committee (JAAC) shall continue to allocate enough funds to Imo SUBEB every month.
- That the economy of the State and the country shall improve.
- That the inflation rate of the country will not be too high.

4.7.2 FINANCING THE PLAN.

It is envisaged that it will cost the Imo State Government a total sum of *seventy-six billion, three hundred and eighty- seven million, seven hundred and eighty thousand, two hundred and ninety seven naira, thirty two kobo (76,387,780,297.32)* only to implement the plan within the next four years (2024-2027) as shown below:

4.7.3 Cost of the Sub –Sector Plan

Level	Cost for 2021	Cost for 2022	Cost for 2023	Cost for 2024	Total
Access	61,130,000	65,975,200	68566208	71,163,036.32	267,107,344.32
Quality	15,258,844,000	21,940,958,560	18,541,285,702	19,463,137,731	75,284,225,993
System	245,000,000	179,350,000	264,224,000	78,872,960	767,446,960
Sustainable Funding	11,000,000	11,000,000	36,000,000	11,000,000	69,000,000
Total	15,575,974,000	22,197,283,760	18,910,075,910	19,624,173,727.32	76,387,780,297.32

4.8 Risk and Mitigation Measures

The sub-sector had considered some risks that can affect the delivery of results outlined in this Plan as well as suggested measures to mitigate them. These can be seen in the table below.

S/N	Risk	Risk type	Probability (Likelihood of Occurrence) (Very likely, Likely, Unlikely)	Impact (High, Medium, Low)	Mitigation Strategies
1	General insecurity as a result of Banditry, Kidnapping, Armed Robbery, Ethnic agitations and communal clashes	Security	Likely	Medium	<p>Recruit, train and use local vigilante groups in Basic Schools premises.</p> <p>Security Education should be stepped down for all the Basic Schools.</p> <p>Community sensitization on peace and unity.</p> <p>The security agencies / apparatus of the State and the Country should be made to be more effective.</p>
2	Change of political leadership which causes Inconsistencies in policy implementation	Political	Likely	Low	<p>Ethnic and political interferences should be avoided.</p> <p>Guard against the impeachment of the democratically elected leaders</p>
3	The electioneering campaigns for the 2023 general election which may distract our political leaders from focusing on Basic Education delivery may affect the implementation of the MTBESP	Political	Likely	Low	<p>High level advocacy for Political leaders at State levels to ensure</p> <p>Funding of the Basic Education sub-sector</p>

4	The state derives over 70 % of its funds through federal allocations which is mainly based on sell of crude oil. Therefore any serious drop in the world oil market will affect sources of funds for the implementation of the plan.	Economy	Likely	Medium	<p>Intensifying efforts to increase the internally generated revenue of the State (IGR).</p> <p>Diversification of the sources of revenue of the state.</p> <p>Reaching out to development partners.</p>
5	Delay in the release of budgeted fund is often poor and not forthcoming. This may largely affect performance	Economy	Likely	Low	Funds should be release on time for the implementation of the plan
6	Political influence and primordial consideration in the award of contracts which can affect quality and outcome delivery.	Human factor	Likely	Low	Strengthen project monitoring unit to provide early warning signs and apply sanctions to erring contractors.
7	Economic downturn, recession and inflation may affect the costs and prices, such that estimates contained in the Plan may become unrealistic and unrealizable.	Economy	Likely	Low	<p>Strengthen value for money (VFM) strategy and focus more on measures that reduces the unit cost of activities.</p> <p>Time frame for the completion of projects should be strictly adhered.</p>

CHAPTER FIVE

5.1 MONITORING AND EVALUATION

5.1 Monitoring and Evaluation Mechanism

The M & E process describes how data will be collected and track progress of implementation of the strategic plan. This will include the role and responsibilities of each department/institutions involved, how data will be collected and the reporting requirements including the use of ICT. The M & E process needs to articulate who uses the data produced and what it should be used for. The lessons learnt from monitoring the progress of the plan and evaluation of results can provide feedback for the improvement of the basic education system. The monitoring process is meant to show what works well in delivering effective teaching and learning, and other issues related to successful basic education delivery, what does not work and what needs to be corrected. The approach of the M & E process is to ensure that all stakeholders' interest are represented and implemented.

5.2.1 Plan Progress Reporting

The Board has Department of Planning, Research and Statistics which has EMIS and ICT units. At the LGEA levels there are EMIS and ICT units. They are responsible for data collection, storage and analysis. The EMIS and ICT units analyse data and share the results with management, staff and policy makers to enable them to make evidence based planning and take decision. To ensure high quality of data reporting, the competence and skills of the staff should be taken as a priority. The use of technology for data capturing and analysis cannot be over emphasized.

5.2.2 Plan Implementation Progress Reviews

The process of monitoring and evaluation of the basic education sub-sector will be guided by the logical framework. This plan provides for sector review. The review will be carried out annually and has been arranged to align with the annual progress report and it will provide opportunity to identify the areas that need or require additional research or financial support.

5.2.3 Surveys and Studies

Research and analytical work will be undertaken to measure impact and service delivery improvements on beneficiaries. This will include school/household surveys as well as analysis of administrative information to measure impact of interventions identified in the plan. The survey is scheduled to be carried out annually with the support of the State Government and the BESDA fund.

5.2 Monitoring and Evaluation System

The M&E consist of two frameworks, one for the routine tracking and reporting on the progress made with the expected activities and outputs while the other contains the result framework covering outcome level results.

M&E FRAMEWORK

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE:

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV	RESPONSIBILITY
			2023	2024	2025	2026				
1	To Visit traditional leaders, Market women and Churches in 305 wards across the 27 LGA of the state on the need to enroll their children to basic education in order to reduce the number of Out-of-School in the next 4 years .	The number of out -of- school children in ECCD reduced by 50,000 yearly	262,380	212,380	162,380	112,380	SMOE/ PRSD	ANNUALLY	IMSUBEB ASC	SMOE/ PRSD
		The number of out -of- school children IN Primary reduced by 80,000 yearly	719,412	639,412	559,412	479,412	SMOE/ PRSD	ANNUALLY	IMSUBEB ASC	SMOE/ PRSD
		The number of out -of- school children in JSS reduced by 45,000 yearly	258,410	213,410	168,410	123,410	78,410	ANNUALLY	IMSUBEB ASC	SMOE/ PRSD
2	To embark on enrolment campaigns on access, equity and inclusiveness in basic education in the 305 political wards of the State in order to increase the GER and NER by 5% every year.	embarked on enrolment campaigns in the 305 political wards of the State	0	38	89	89	89	ANNUALLY	IMSUBEB ASC	

3	Engage State Media house (IBC and NTA) 384 times yearly on enrolment drive campaign through Radio/TV jingles in two major languages across the 305 wards of the state on the important of Basic Education and need to bring their children back to school	Engagement of the media for 384 times in the next 4 years	0	384	384	384	384	ANNUALLY	IMSUBEB ASC	
4	Organize special school enrolment drive/sensitization campaigns in 300 churches/Town Union meetings in the State within the next 4 years in order to increase enrolment of the special schools by 5% every year.	300 Special school enrollment/sensitization campaign organized 5% increase in JSS enrolment yearly	0	30	90	90	90	ANNUALLY	PRSD	SMOE/PRSD

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE:

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
1	Implement home grown school feeding for 241,969 children in the public ECCDE 1-3 for the next 4 years.	241,969 children in the public ECCDE 1-3	0	241,969	241,969	241,969	241,969	Quarterly data validation and ASC	ASC (IMSUBEB)
2	Implement home grown school feeding for 471,691 children in the public primary 1-3 classes every year in the next 4 years.	471,691 children in the public primary 1-3 classes	0	471,691	471,691	471,691	80%	Quarterly data validation and ASC	ASC (IMSUBEB)
3	Provision of 36,000 copies of the National curricula (for all the 4 core subjects) taught in the Basic schools in the next 4 years .	36,000 copies of the National curricula in the public Primary school	0					Quarterly data validation and ASC	ASC (IMSUBEB)
		36,000 copies of the National curricula in the public JSS	0	9,000	9,000	9,000	9,000	Quarterly data validation and ASC	ASC (IMSUBEB)
4	Provision of 200,000 copies of early grade reading materials in English and Igbo (kanyiguo) in the next 4 years.	200,000 copies of early grade reading materials in English and Igbo (kanyiguo)	0	50,000	50,000	50,000	50,000	Quarterly data validation and ASC	ASC (IMSUBEB)

5	Employment of 8000 new teachers in the basic schools in the next 4 years	2,000 new teachers in ECCDE	0	-	1,000	-	1,000	Quarterly data validation and ASC	ASC (IMSUBEB)
		4,000 new teachers in public primary education	0	-	2,000	-	2,000	Quarterly data validation and ASC	ASC (IMSUBEB)
		2,000 new teachers in JSS	0	-	1,000	-	1,000	Quarterly data validation and ASC	ASC (IMSUBEB)
6	Construction of 80 new classroom blocks for Basic education schools across the state in the next 4 years .	60 Units in ECCDE/Primary school	0	-	30 Units	30 Units	-	Quarterly data validation and ASC	ASC (IMSUBEB)
		20 units in JSS	0	-	10 Units	10 Units	-	Quarterly data validation and ASC	ASC (IMSUBEB)
7	Provision of 400 wheel chairs for learner in special and inclusive education schools in the state in the next 4 years.	400 wheel chairs for learner in special and inclusive education schools	0	-	200	200	-	Quarterly data validation and ASC	ASC (IMSUBEB)
8	Provision of 120 brain materials for learner in special Schools in the next 4 years.	120 brain materials for learner in special Schools	0	30	30	30	30	Quarterly data validation and ASC	ASC (IMSUBEB)
9	To Renovate 160 dilapidated classrooms blocks in the State Basic schools in the next 4 years.	120 dilapidated classrooms blocks in public ECCDE and Primary schools	0	30 units	30 units	30 units	30 units	Quarterly data validation and ASC	ASC (IMSUBEB)
		40 dilapidated classrooms blocks in public JSS	0	10 units	10 units	10 units	10 units	Quarterly data validation and ASC	ASC (IMSUBEB)

10	Provision of 8,600 (2Seaters) Desk for the ECCDE , primary JSS schools in the state in the next 4 years	2,000 (2Seaters) Desk for ECCDE	0	-	1000	1000	-	Quarterly data validation and ASC	ASC (IMSUBEB)
		4,000 (2Seaters) Desk for Primary	0	-	2000	2000	-	Quarterly data validation and ASC	ASC (IMSUBEB)
		2,600 (2Seaters) Desk for JSS	0	-	1300	1300	-	Quarterly data validation and ASC	ASC (IMSUBEB)
11	Provision of 4000 chairs and tables for the teachers in the state public ECCDE, primary and JSS schools in the next 4 years	1,000 chairs and tables for the teachers in the state public ECCDE	0	-	500	500	-	Quarterly data validation and ASC	ASC (IMSUBEB)
		2,000 chairs and tables for the teachers in the state public primary	0	-	1000	1000	-	Quarterly data validation and ASC	ASC (IMSUBEB)
		1,000 nchairs and tables for the teachers in the state public JSS	0	-	500	500	-	Quarterly data validation and ASC	ASC (IMSUBEB)
12	Provision of 32 Quatumalyzer 3each in 8 Special schools in primary and 3 each in 6 JS Schools in the State in the next 4 years	24 Quatumalyzer 3each in 8 Special schools in primary	0	-	24	-	-	Quarterly data validation and ASC	ASC (IMSUBEB)
		18 Quatum analyzer 3each in 8 Special schools in JSS	0	-	18	-	-	Quarterly data validation and ASC	ASC (IMSUBEB)

13	Provision of good source of water supply by sinking 120 bore-holes in the pre-primary, primary and J SS schools in the next 4 years	80 bore-holes in the ECCDE and primary school	0	-	40	40	-	Quarterly data validation and ASC	ASC (IMSUBEB)
		40 bore-holes in JSS	0	-	20	20	-	Quarterly data validation and ASC	ASC (IMSUBEB)
14	To improve the quality of basic education through the provision of extra-curricular activities by organizing 960 matches for under 12 soccer competition called Governor's Cup in all the public primary schools annually in the next 4 years,	960 matches		960	960	960	960	Quarterly data validation and ASC	ASC (IMSUBEB)
	To construct 320 toilets in the pre-primary and primary schools (4toilets per school) in the next 4 years	320 toilets	0	80	80	80	80	UBEC & SUBEB	PRSD & WORKD
	Construction of 160 toilets in the Junior secondary Schools (4toilets per school) in the next 4 years @ N2m per toilets			40	40	40	40	UBEC & SUBEB	PRSD & WORKD
	Provision of 60,000 (3Seaters) Desk for pre-primary and primary schools within the next 4 years @N30,000 per seat.	600000	0	15000	15000	15000	15000	UBEC AND /SUBEB	Work Dept.& PRSD
	Provision of 20,000 (3Seaters) Desk for junior secondary schools within the next 4 years @N30,000 per seat.	20000	0	5000	5000	5000	5000	UBEC AND /SUBEB	Work Dept.& PRSD

	To ensure regular payment of salaries of 2,262 teaching and non-teaching staff for pre-primary schools (ECCDE) in the state in the next 4 years.	2262 teachers	0	2262	2262	2262	2262	SUBEB/PR SD	DFA
	To ensure regular payment of salaries of 8243 teaching and non-teaching staff in the primary schools in the state in the next 4 years	8243	0	8243	8243	8243	8243	SUBEB/PR SD	DFA
	To ensure regular payment of salaries of 3483 teaching and non-teaching staff in the Junior Secondary (JSS) in the next 4 years.	3483	0	3483	3483	3483	3483	SUBEB/PR SD	DFA

POLICY 3: STRENGTHENING SYSTEM AND EFFICIENCY

Policy Objective:

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Equip 1 EMIS and Strategic Planning unit of IMSUBEB Headquarters with adequate ICT facilities	1 EMIS and Strategic planning unit	0		1	-	-		UBEC & SUBEB	PRSD
2	Conduct 4 Annual School Census in the next 4 years	4 annual school census	0	1	1	1	1		UBEC & SUBEB	PRSD
3	Organize 4 data validation in the next 4 years	4data validation organized	0	1	1	1	1		UBEC & SUBEB	PRSD
4	Produce 4 data report in the next 4 years	4	0	1	1	1	1		UBEC & SUBEB	PRSD
5	Produce 1 motor vehicle for PRS Department for conduct of ASC, data collection, and validation and carryout surveys	1	0	-	1	-	-		UBEC AND /SUBEB	ESSD & PROCU
6	Organize capacity building for 400 SUBEB & LGEA EMIS/ICT/ Statistics Officers , in the next 4year	400	0	100	100	100	100		UBEC & SUBEB	PRSD
7	Develop 1 data collection software within the next 4 years	1	0	-	1	-	-		UBEC & SUBEB	PRSD
9	OrganizeState level training of 25 EMIS, ICT and Statistical officers of SUBEB and MOE on BAMIS applicationn over the next 4 years	25 officers	0	-	25	-	-		UBEC & SUBEB	PRSD

10	Organize 1 School level training on BAMIS application for 1590, Head teachers and JSS Principals @ 32 Cluster Centres across the 27 LGEAs	1590	0	-	1590	-	-	UBEC & SUBEB	PRSD & TDP
11	1500 tablets /I pads provided for SUBEB/ LGEA EMIS/ICT, Head teachers and Principals for data collection, data validation and carrying out surveys/empirical research. Within the next 4 years	1500	0	764	-	736	-	UBEC & SUBEB	PRSD & WORKD
12	Organize retraining programmes on ICT and E-learning for 2,800 primary and JSS teachers in the next 4 years,	2,800 primary and JSS teachers retraining on ICT and E-learning in the next 4 years,	0	700	700	700	700	UBEC & SUBEB	PRSD
13	Training and retraining of 86 mentoring and coaching officers including the 27 LGEA HPRS for a period of 3 terms of 1 academic year with in the next 4 years	86	0	3	3	3	3	UBEC & SUBEB	PRSD
14	Provide solar energy power supply with 10Kva inverter controller, {400ww} x 24 Panels, 12 x (220Amp) batteries, etc in the EMIS, ICT, Strategic Planning Units and other offices of IMSUBEB Hq for constant power supply within the next 4 years	1	Improve service delivery	0	1	-	-	UBEC & SUBEB	PRSD
15	Providing and equipping the EMIS, ICT and Strategic Planning officers and officers of IMSUBEB HQ, MOE and the 27 LGEAs HPRS with quality Laptop computers and Software for (37) Laptop within the next 4 years	37	Improve service delivery	0	37	-	-	UBEC & SUBEB	PRSD

16	Train and retrain 80 SUBEB admin unit heads and LGEAs admin officers in the next 4 years	80	Improved effective service delivery	0	-	80	-	UBEC AND /SUBEB	PRSD&ADMIN
17	Sensitized 1,307 head teachers and LGEAs education secretaries on school security in the next 4 years	1307	improved effective service delivery	0	-	1307	-	UBEC AND /SUBEB	PRSD
18	Train and retrain 50 Procurement officers in IMSUBEB and LGEAs yearly	50	Improved effective service delivery	0	-	50	-	UBEC AND /SUBEB	PRSD& PROCU
21	Quarterly Monitoring and evaluation of the Imo SUBEB's 2021-2024 Medium Term Basic Education Strategic Plan MTBESP in the next 4 years								
22	Upgrade/convert and retrain 40 highly qualified teachers to evaluators of Education in order to increase the number of evaluator in the system in the next 4 years	40	0	10	10	10	10		
23	Develop and produce Imo SUBEB 2024-2027 Medium Term Basic Education Strategic Plan (MTBESP)	1	0		1				

POLICY 4: SUSTAINABLE FUNDING

Policy Objective:

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	Sensitize 55 stakeholders on the low funding of education in the next 4 years	55	0	55	55	55	55			
	Train and retrain 50 finance and account officers of the board and LGEAs on accounting software management	50	0	50	50	50	50			
	1 accounting software provided	1	0	-	-	1	-			

CHAPTER SIX

6.0 PLAN IMPLEMENTATION ARRANGEMENT

To ensure the success of this plan, there is need to state in clear terms the implementation arrangement of the plan. This is stated below:

6.1 IMO STATE BASIC EDUCATION GOVERNANCE STRUCTURE

The implementation of the Universal Basic Education programme in the State is purely the responsibility of the Imo State Universal Basic Education Board as stated in Imo Law No. 6 of 2005. The Board is headed by an Executive Chairman, who is the Chief Executive and the Chief Accounting Officer of the Board.

The governance structure of Imo SUBEB is made up of the following; the Executive Chairman, the Board Secretary, fulltime Board Members who represent the three Senatorial Zones of the State, representative of Ministry of Education, representative of Ministry of Finance, representative of Ministry of Local Government and Chieftaincy Affairs, representative of Nigeria Union of Teachers, representative of SBMC, etc.

The Imo State Universal Basic Education Board is responsible for:

- The formulation of policies and programmes that are in line with the decisions/recommendations of the National Council on Education (NCE) for effective management of Universal Basic Education in the State.
- Management of pre-primary, primary and nomadic Schools in the State.
- Management of Junior Secondary Schools in collaboration with the State Ministry of Education.

6.2 STATE BASIC EDUCATION STEERING COMMITTEE

Better Education Service Delivery for All (BESDA) guidelines provide for the establishment of State Basic Education Steering Committee. The composition of the Imo State Basic Education Steering Committee is shown in the table below;

S/N	DESIGNATION	POSITION
1	Hon. Commissioner, Ministry of Education	Chairman
2	Executive Chairman, SUBEB	Vice Chairman/ Member
3	Permanent Secretary, Ministry of Education	Member
4	Hon. Commissioner , Ministry of Finance	Member

5	Hon. Commissioner Ministry of Local Government and chieftaincy Affairs	Member
6	State NUT Chairman	Member
7	DPRS SUBEB	Secretary
8	DPRS MOE	Member
9	State SBMC Chairman	Member
10	State NAPPS Chairman	Member
11	State ANCORPS Chairman	Member

The Functions of the State Basic Education Steering Committee include the following:

- i To meet, deliberate and resolve all issue related to the Basic Education sub-sector of the State.
- ii. Present resolutions reached to the State Executive Council meeting.
- iii Ensure effective management of the State Basic Education Sub-sector.

6.3 STATE BASIC EDUCATION TECHNICAL/IMPLEMENTATION COMMITTEE

In order to have a body that will ensure proper implementation of this Medium Term Basic Education Strategic Plan (2024-2027) in Imo State, the Basic Education Technical/Implementation Committee in the table below has been recommended:

S/N	NOMENCULATURE	POSITION
1	Executive Chairman SUBEB	Chairman
2	Director of Planning, Research & Statistics, SUBEB	Secretary
3	Director of Planning, Research & Statistics of MOE	Member
4	Directors of Finance & Account , SUBEB	Member
5	Director Procurement , SUBEB	Member
6	Director Social Mobilization	Member
7	Desk Officer Strategic Plan, SUBEB	Member

6.4 LGA Education Technical Committee

- Local Government Chairman - Chairman
- Education Secretary - Secretary
- Representative of the Traditional Ruler - Member
- Chairman SBMC - Member
- Chairman NUT (LGA) - Member
- HPRS of LGEA - Member
- Social Mobilization Officer - Member
- Chairman APSHON - Member
- Quality Assurance officer - Member

6.5 School Based Implementation Committee

The School Based Implementation Committee is made up of the following;

S/N	NOMENCULATURE	POSITION
1	Traditional Ruler/Eze of the Community	Chairman
2	Head Teacher	Secretary
3	Chairman SBMC	Member
4	DPO/any head of security service with of the community	Member
5	Women Leader of the Community	Member
6	Head Boy	Member
7	Head Girl	Member

6.6 Education Partners Coordination Committee

The members are:

- The Hon. Commissioner of Education - Chairman
- The Executive Chairman, Imo SUBEB - Member
- The Hon Commissioner, Ministry of Finance - Member
- The Hon. Commissioner, Ministry of Economic Planning, Budget and Statistics - Member
- The Permanent Secretary, Ministry of Education - Member
- The Accountant General of Imo State - Member