### Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>ANIDS</td>
<td>Anambra State Integrated Development Strategies.</td>
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<td>ANCOPSS</td>
<td>All Nigeria Conference of Principals of Secondary Schools.</td>
</tr>
<tr>
<td>FBO</td>
<td>Faith-Based Organisation</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organisation</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development (UK)</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FME</td>
<td>Federal Ministry of Education</td>
</tr>
<tr>
<td>LGA</td>
<td>Local Government Area</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>NTI</td>
<td>National Teachers’ Institute</td>
</tr>
<tr>
<td>NUT</td>
<td>Nigeria Union of Teachers</td>
</tr>
<tr>
<td>SBMC</td>
<td>School Based Management Committee</td>
</tr>
<tr>
<td>SESOP</td>
<td>State Education Sector Operational Plan</td>
</tr>
<tr>
<td>SESP</td>
<td>State Education Sector Plan</td>
</tr>
<tr>
<td>UBEC</td>
<td>Universal Basic Education Commission</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children Fund</td>
</tr>
</tbody>
</table>
FOREWORD

In the year 2006 when the present administration took over the mantle of leadership in Anambra State, Governor Peter Obi, CON, launched aggressive strategy tagged ANIDS (Anambra Integrated Development Strategy) aimed at developing all sectors of the state economy simultaneously including the education sectors inclusive.

ANIDS started with the identification of needs and gaps in various sector of the state economy. This gave rise to the development of the State Education Sector Plan (SESP) and the State Education Sector Operational Plan (SESOP).

The analysis of these plans inadvertently threw up huge challenges to the administrations of education in the state. The need to re-engineer the education sector emerged especially when the State had endured a prolonged neglect and/ or underfunding by past regimes; leading to low efficiency and under performance of the system. This was indeed a very apt description that characterized the education sector in Anambra State before the coming of Mr. Obi’s administration in 2006.

The initial projection for implementing these plans was three years; however, by the time the implementation commenced, there was no update on data and/or reliable education statistics to inform the analysis of the situation. SESP and SESOP consisted of the three stage process involving diagnosis, policy formulation and action planning and are therefore useful for policy making and research in the education sector.

I must acknowledge here the interventions of DFID-SPARC in the preparation of this Performance Management Report (PMR) as it has thrown up most challenges in the above educational plans and their implementation. Contribution of other key stakeholders in the course of this report is but invaluable as it has moved our development process forward.

Once more I acknowledge the vision of my Governor His Excellency, Mr. Peter Obi, CON which has consistently been driving this sector.

Finally let me commend the effort of this education Performance Management report (PMR) team led by the Director (PRSD) of my ministry for this major output. I assure all that Anambra State is resolutely committed to sustaining the gains already being made in the education sector in the state as a major tool to position the State in actualizing of the MDGs.

Dr (Mrs.) Uju Okeke
Hon Commissioner for Education
Awka, Anambra State
September 2013
Executive Summary

This maiden synthesis of Anambra state performance management report (PMR); a DFID-SPARC assisted documents, focuses on the need to ensure that the state education sector strategy plan remains relevant in achieving the set goals and objectives of the sector. In particular, it allows a review of progress made in the implementation of the sector plan against agreed outputs and outcomes as well as the ability to identify the strengths, weakness, opportunities and threats of the strategies, lessons learnt are also used for the improvement of any inter sectoral linkages.

Over the years, the processes of reporting in the education sector as a basis for evidence based planning and ministry of programmes have been severely eroded. Consequently, policy making in the sector has been on adhere arrangement. Since the coming of the present administration of his Excellency, Governor Peter obi, CON and with the Influx of several development partners in the state, there has been a noticeable increase in demand for evidence and performance based reporting to better support the states development process.

Anambra state no doubt has a commitment to this position development using credible sector strategic plan that is linked to the state integrated development plan (ANIDS) and annual performance review process being put in place with DFID-SPARC’s support.

This performance management report (PMR) provides a brief summary of major stakeholders in the Anambra state education sector, their roles and responsibilities, analysis of progress of Rey performance against plans, constraints, and assessment factual performance. And impact analysis, financial performance in the sector (Budget and actuals) for recurrent and capital expenditures over the period under reference.

The report covers the background of the entity called Anambra state of Nigeria whose policy thrush is anchored on ANIDS; involving developing of all sectors of the economy simultaneously.

This report discussed the performance of the education sector plans for the period 2011-2013. The purpose of this PMR is therefore to support the annual adjustment budget and plan in education sector, enhance accountability in the sector in line with agreed sector performance frame work amongst other objectives.

The report also discussed the state intervention in adult and non-formal sector, primary and secondary schools as well as the technical/vocational Colleges.
1.0 Introduction

1.1 Background

The present Anambra State was created on 27th August, 1991, from the old Anambra State. The Epithet of the State is “Light of the Nation”. The State capital is Awka. The people of Anambra State are predominantly Igbos with a small group of Igala speaking people in Anambra West Local Government Area. The State comprises 21 Local Government Areas. The State covers an Area of 4,416 sq km, the State has a Population of 4,055, 048 people (2006 Census).

The Anambra State policy thrust is the Anambra State Integrated Development Strategies, ANIDS. This involves the development of all sectors of the economy simultaneously.

The State Education Sector Operational Plan –SESOP (2011 – 2013), is a Mid-Term Plan which contains an outline of the operational work programme for the first three years of the State Education Sector Strategic Plan SESP.

SESOP is organized to address the following:
- Inadequate coverage and unsatisfactory level of access
- Poor level of quality and relevance
- Infrastructural inefficiency and decay
- Inefficient management of the system
- Non-sustainable funding

The estimated total cost for successfully carrying out the initiative and activities in SESOP is N5,768,876,000.00.

1.2 Purpose of Performance Management Report

The overall purpose of the report is as follows:

- To support the annual adjustment of medium-term education sector budget and plans, including MTSS and the Education sector’s expenditure framework
- To support enhanced accountability in the Education sector, in line with agreed sector performance frameworks
- To provide a brief history of the document, including origin/inception, commitment from leadership and changes in performance report focus (e.g. from one year to the next).

1.3 Summary of Stakeholders (roles/responsibilities) in the Education Sector

Ministry of Education, Post Primary School Service Commission, Anambra State Universal Basic Education Board, School Based Management Committees (SBMCs), Parents’ Teachers Association (PTAs), Nigerian Union of Teachers (NUT), All Nigerian Conference of Principals of Secondary Schools (ANCOSS), Proprietors of Private Schools, Faith-Based Organizations (FBOs), Coalition of Civil Society Organizations, Traditional Rulers and Presidents General of Town Unions, Development partners, private sector and academia.
<table>
<thead>
<tr>
<th>S/N</th>
<th>STAKEHOLDERS</th>
<th>ROLES/RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ministry of Education</td>
<td>Provides the policy guide and oversight for the sector</td>
</tr>
<tr>
<td>2</td>
<td>Governing Council</td>
<td>Provides the policy guide and oversight for tertiary institutions</td>
</tr>
<tr>
<td>3</td>
<td>Post Primary Schools Service Commission (PPSSC )</td>
<td>Executes policies for Secondary schools</td>
</tr>
<tr>
<td>4</td>
<td>Anambra State Universal Basic Education Board (ASUBEB)</td>
<td>Executes policies for primary schools</td>
</tr>
<tr>
<td>5</td>
<td>Association of Conference of Principals of Secondary Schools (ANCOPSS)</td>
<td>Provides checks and balances</td>
</tr>
<tr>
<td>6</td>
<td>Nigeria Union of Teachers (NUT)</td>
<td>Provides checks and balances</td>
</tr>
<tr>
<td>7</td>
<td>School-Based Management Committees (SBMCs) and PTAs</td>
<td>Strengthening of School management, ownership and accountability</td>
</tr>
<tr>
<td>8</td>
<td>Local Government Education Authorities (LGEAs)</td>
<td>Supervises Primary Schools in collaboration with ASUBEB</td>
</tr>
<tr>
<td>9</td>
<td>Town Unions and Community Based Organizations (CBOs)</td>
<td>Monitor activities in the school in collaboration with government</td>
</tr>
<tr>
<td>10</td>
<td>Non-Governmental Organizations (NGOs)</td>
<td>Act as watchdogs and report appropriately</td>
</tr>
<tr>
<td>11</td>
<td>Faith-based Organizations (FBOs)</td>
<td>Ownership, Partnership and management/administration of schools</td>
</tr>
<tr>
<td>12</td>
<td>Private Sector</td>
<td>Ownership and management of schools</td>
</tr>
</tbody>
</table>
2.0 Summary of Education Sector Strategic Document

2.1 Overview of State Education Sector Strategic Plan (SESP)

Following an Education Sector Analysis (ESA) conducted employing the analytical tool of problem tree and SWOT in the identification of critical issues, challenges and priorities; the State Education Sector Strategic Plan (SESP) (2011 – 2013) was developed.

- The SESP is to address basic challenges in the sector which include:
  - Inadequate coverage and unsatisfactory level of meaningful access
  - Poor level of quality and relevance
  - Infrastructural insufficiency and decay
  - Inefficient system and management
  - Non-sustainable funding and inadequate resources.

The objectives of the Sector Strategic Plan (SESP) include among others:

- to significantly increase the number of classrooms in schools
- to significantly enhance renovation of dilapidated classrooms, laboratories and dormitories
- to provide adequate library facilities in schools
- to provide adequate ICT facilities
- to improve the state of EMIS
- to improve school management and ownership through the establishment of functional SBMCs
- to track and monitor education expenditure
- to ensure timely release of appropriate funds

Table 2: Summary of State Education Sector Strategic Plan

<table>
<thead>
<tr>
<th>S/ N</th>
<th>CHALLENGE AREAS</th>
<th>OBJECTIVES</th>
<th>Strategic Intervention</th>
<th>Indicative Cost (Nm)</th>
</tr>
</thead>
</table>
| 1    | Inadequate coverage and unsatisfactory access especially for Adult and Non Formal education Programme | To increase the number of adults accessing quality education under ANFE | - Mapping out number of adults who cannot access quality education in the State  
- Expand advocacy and sensitization of communities on the benefits of education  
- Sensitization and advocacy on the State ANFE Law | 5.174 5.040 5.130 |
Poor quality and relevance of Technical/Vocational education in the State

To improve the quality and relevance of Technical and Vocational education in the State.

- Mapping out Technical and Vocational Entrepreneur for Public Private Partnership (PPP)
- Conduct sensitization programmes for the identified Entrepreneur
- Establish more Technical and Vocational Schools

18.335 20.77 23.11

Infrastructural Insufficiency and decay

1. To significantly increase the number of classrooms in schools
2. To significantly enhance renovation of dilapidated classrooms
3. To provide adequate libraries and ICT facilities

- Increase funding to build more classrooms and renovate dilapidated ones
- Adequate involvement of communities and philanthropists in building and renovation schools
- Advocacy on value re-orientation towards maintenance culture

10.700 2.480 1.600

2.2 Reforms in support of SESP Results

The Anambra State Agency for Mass Literacy, Adult and Non-Formal Education (ANFE) Centre came to be following the enactment of ANFE Law No. 1 of 1992. The agency has 285 centres with 705 facilitators. There are 28,965 adult-student learners spread across the six educational zones of the State.

There are sixteen technical/vocational education schools in Anambra State (7 rural and 9 urban) with a total student enrolment of 4,741 out of which 2,794 are males and 1,947 are females. A total of nineteen (19) technical subjects/skills are taught in these colleges, out of which 8 have been accredited by NBTE. Conscious effort is being made by the State government through partnership with UNIDO for the remaining trades/courses to be accredited and more of the technical courses to be introduced.

In an effort to improve students’ performance in schools, the state government has returned 1000 primary and 38 secondary schools to their original owners (with supporting grant of N20,000,000.00 to each school) for proper management. For better management, the partnership arrangement is such that the government still pays salaries and other operational costs while the original owners (mission) complements the day-to-day management and running of these schools.

Government has constructed and renovated a good number of classroom blocks and dormitories in both primary and secondary schools to address the challenge of infrastructural insufficiency and decay in education sector. One hundred and seventy-four public secondary schools (174) out of 253 have their libraries rehabilitated and made functional. Over 200 laboratories have been renovated, equipped and made functional in our public secondary schools. The State government has distributed 10 computer sets each to 150 public secondary schools out of which 100 of the beneficiary schools have been upgraded to Microsoft Academy status with internet connectivity. The State government has also distributed over 200 14-seater buses to public and private secondary schools to aid students’ and teachers’ movement.
3.0 Analyses of Progress and Key Performance Indicators

3.1 Summary of Progress against work plans

In the years under review, the following activities were planned for execution.

- To increase the number of adults accessing quality education
- To improve the quality and relevance of Technical and Vocational Education in the State
- To significantly increase the number of classrooms in schools
- To enhance renovation of dilapidated classrooms
- To provide adequate libraries and ICT facilities

3.2 Assessment of Actual Performance against Targets

3.2.1 Increased number of Adults Accessing Quality Education

As at 2011 the State ANFE Agency had 238 centres, 26,340 student learners and 625 facilitators. Following the outcome of the 2010 mapping exercise in the State, which was conducted by UNICEF in collaboration with the State Ministry of Economic Planning and Budget, the problem of girl-child and other non-formal education-related cases were identified. This gave rise to the need to establish more centres in 4 LGAs and Women Education Centres in the State. Between 2011 and 2013, there were therefore additional 37 ANFE Centres with the student-learner enrolment increase of 2,225 and 80 more facilitators.

Within the period under review, Anambra State Agency for Adult and Non-Formal Education (ANFE) has 285 centres with 705 facilitators. There are 28,965 adult-student learners spread across the six educational zones of the State.

3.2.2 Improving Technical and Vocational Education in the State

Prior to 2011, the State had 11 Technical and Vocational Education centres. This figure increased to 16 in 2013. Also out of a total of nineteen (19) technical subjects/skills or trades taught in these colleges, 8 were accredited by NBTE. Conscious effort is being made by the State government in collaboration with UNIDO for accreditation of the remaining courses/trades. A total of 34 skills/entrepreneurship courses/trades are being planned under this scheme.

During the period under review, total enrolment in Technical and Vocational Education colleges in the State increased from 1346 (170 males and 1176 females) in 2011 to 4741 (2794 males and 1947 females) in 2013. Table 3 below gives detailed information on this enrolment by gender, rural/urban and by year.
Table 3: Enrolment in Technical and Vocational Education Colleges in Anambra State

<table>
<thead>
<tr>
<th>School Level</th>
<th>2011 Total Enrolment</th>
<th>2012 Total Enrolment</th>
<th>2013 Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Technical Colleges and Vocational Education Colleges</td>
<td>60</td>
<td>23</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>M = 170</td>
<td>F = 1,176</td>
<td>T = 1,346</td>
</tr>
</tbody>
</table>

Presently, there are sixteen (16) technical/vocational education schools in the State (7 rural and 9 urban) with a total student enrolment of 4,741 out of which 2,794 are males and 1,947 are females. A total of nineteen (19) technical subjects/skills are taught in these colleges, out of which 8 have been accredited by NBTE. Conscious effort is being made by the State government through partnership with UNIDO for the remaining courses to be accredited and more of the technical courses to be introduced.

### 3.2.3 Construction and Reconstruction of Dilapidated Classrooms, Laboratories, and Dormitories

Government has constructed and renovated a good number of classroom blocks and dormitories in both primary and secondary schools to address the challenge of infrastructural insufficiency and decay in education sector. One hundred and seventy-four (174) out of 253 public secondary schools have their libraries rehabilitated and made functional. Over 200 laboratories have been renovated, equipped and made functional in our public secondary schools.

### 3.2.4 Provision of Functional ICT Facilities in Schools

The State government distributed 10 computer sets each to 150 public secondary schools out of which 100 of the beneficiary schools have been upgraded to Microsoft Academy status with internet connectivity. The State government has also donated over 200 14-seater buses to secondary schools in the State (155-public and over 50 to private/mission owned).

### 3.2.5 Constraints

Despite all efforts by government to recruit more teachers, there is still dearth of teachers in the State public secondary schools. Presently, there are only 1,412 Science teachers in the State out of which 838 are females.

In the area of rehabilitation of science laboratories and science equipment, the government has made some giant strides in almost all the schools, but these schools are yet to be fully rehabilitated and equipped with requisite science equipment as discussed in Section 3.1.1 above.
3.3 Impact Analyses of Strategies and Programmes on Relevant KPIs

3.2.1 Students’ Performance in External Examinations

Table 4 below shows the quality pass/performance of students in public schools in external exams for the period under review for science subjects. The distribution shows interesting trends in these quality scores in different subject areas. For instance, there were increases in the scores in all the subjects under consideration between the period 2010/2011 and 2011/2012. However, a worrisome trend is noticeable in some science subjects between 2010/2011 and 2011/2012. Quality scores in mathematics dropped sharply from 60% in 2010/2011 to 23%. There were also downward trend in quality scores for other science subjects in the same period.

Table 4: Students’ performance in Science Subjects in External Examinations

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<tbody>
<tr>
<td></td>
<td></td>
<td>No. Sat</td>
<td>Pass</td>
<td>% Pass</td>
</tr>
<tr>
<td>1</td>
<td>Maths</td>
<td>5907</td>
<td>1389</td>
<td>42.0</td>
</tr>
<tr>
<td>2</td>
<td>Physics</td>
<td>2613</td>
<td>747</td>
<td>57.0</td>
</tr>
<tr>
<td>3</td>
<td>Chemistry</td>
<td>2661</td>
<td>771</td>
<td>58.0</td>
</tr>
<tr>
<td>4</td>
<td>Biology</td>
<td>3947</td>
<td>999</td>
<td>61.0</td>
</tr>
<tr>
<td>5</td>
<td>Agric. Sc.</td>
<td>3173</td>
<td>775</td>
<td>64.0</td>
</tr>
<tr>
<td>6</td>
<td>Food &amp; Nut</td>
<td>190</td>
<td>29</td>
<td>15.0</td>
</tr>
<tr>
<td>7</td>
<td>Home Mgt.</td>
<td>327</td>
<td>49</td>
<td>15.0</td>
</tr>
<tr>
<td>8</td>
<td>Geography</td>
<td>2603</td>
<td>769</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Fig. 2: Quality Scores in External Exams across Science Subjects
From table 4, it is observed that there were upwards and downwards trends in students’ performance in science subjects during the period under review. This could be attributed to attrition rate due mainly to statutory retirement of science teachers. Other factors that could have influenced the decline in performance between 2009/2010 and 2010/2011 is non-acceptance of deployment of science teachers to hard-to-reach areas in the State as well as frequent transfer of teachers especially, science teachers to the Civil Service Commission.

3.2.2 Conclusions and Lessons Learned

The prolonged embargo on teachers’ employment with its attendant detrimental effect on academic performance and enrolment should be lifted.

There is need for government to monitor and regulate activities of approved private secondary schools who are principal beneficiaries of the fallout and decline in enrolment in public secondary schools in the State.

The government should reintroduce free tuition for students and incentives for teachers deployed to hard-to-reach areas of the State. State government should initiate a programme to acknowledge and reward quality performance of students and teachers.
4.0 Sector Financial Performance

4.1 Sector Expenditure Trends

Table 5 below shows Anambra State total budget against that of Education Sector for the period 2010 to 2012. Education Sector’s shares in budgets were 3.7%, 3.02% and 13.21 in 2010, 2011 and 2012, respectively.

Table 5: Approved Budget for Education Sector (2010 – 2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Approved Budget</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State (Nm)</td>
<td>Education(Nm)</td>
</tr>
<tr>
<td>2010</td>
<td>67,786.000</td>
<td>2,505.000</td>
</tr>
<tr>
<td>2011</td>
<td>66,944.086</td>
<td>2,040.000</td>
</tr>
<tr>
<td>2012</td>
<td>83,200.000</td>
<td>10,989.990</td>
</tr>
</tbody>
</table>
5.0 Factors in the Success or Failure of Performance

5.1 Summary of Factors that aided the achievement of Education Sector Performance

5.1.1 Role of Relevant and Related Trainings Programme

Personnel of Education sector in the State have benefited from numerous relevant training programmes. These include such trainings organized in partnership with Universal Basic Education Commission (UBEC), National Teachers’ Institute (NTI), Office of the Senior Special Assistant to the President on Millennium Development Goals (OSSAP-MDGs), Federal Ministry of Education (FME), the World Bank, Department for International Development (DFID), European Union (EU), United Nations Children’s Fund (UNICEF), amongst others.

5.1.2 Positive development relating to infrastructure and facilities

Anambra State has in the period under review made some positive developments in the areas of infrastructure and facilities for improved enrolment and performance in public secondary schools and ANFE. These include:

- Provision of computers to teachers and students in 150 public secondary schools
- Establishment of Microsoft academy in 100 public secondary schools
- Provision of 14-seater buses to 155 public secondary schools to aid movement of teachers and students
- Handing over of schools by the State Government to the original owners (faith-based organizations)
- Rehabilitation and equipment of laboratories in all the public secondary schools in the State
- Rehabilitation of classroom blocks and dormitory blocks for improved teaching and learning environment

5.1.3 Role, Support and Involvement of Private Sector in the Sector Performance

Private sectors in the State have been involved in the development of Vocational and Technical Education programme. This partnership is achieved by involving students in some practical training in their chosen careers. The Oxford University Schools of Technical Education, UNIDO and the World Bank are also partnering with the State in this area. The areas of emphasis include training and re-training for improved performance.
5.2 Conclusions and Recommendations

The Ministry of Education should leverage on the willingness of the present administration to moderate the approval of private schools which will checkmate illegal schools in the State. Personnel of education sector should take advantage of the technical support of development partners in the State in providing trainings and retraining of teachers to improve their performance.

More teachers, especially ICT teachers should be employed and deployed to hard-to-reach areas of the State in order to make a maximum use of the newly supplied ICT equipments.

There is need for increased allocation to education sector. State Ministry of Education should make a policy on incentives for deployment and retention of teachers in hard-to-reach areas. Previously existing Free Education Policy in the State should be sustained to increase enrolment.

To improve percentage quality passes in science subjects, Science laboratories of secondary schools in the State should be better equipped.

Private Partnership in education sectors should be sustained as it an opportunity for better service delivery in the education sector. The availability of higher educational institutions in the State provides opportunity for capacity building of teachers e.g. Nnamdi Azikiwe University, Nwafor Orizu College of Education, Anambra State University, etc.

The intervention of development partners in the State both national and international, through cash grants, technical assistance, etc. has contributed greatly to education sector service delivery.
6.0 Forward Look: Review and Adjustment of Sector Policy & Strategy

6.1 Recommendations for Policy, Strategy and Programme Adjustments

Generally the State Education Sector Plan (SESP) should be reviewed. The new Education plan should be adjusted to include sub-sectors such as Basic, ECCD, Tertiary, etc. Other things that should be considered include:

- Free Tuition Policy
- Procurement of more science equipment in public and private schools
- Closure/shutting down of unregistered (illegal) schools

New strategies required could include:

- School Feeding Programme
- Provision of incentives to Science Teachers in hard-to-reach LGAs
- Improved regulation and monitoring of approved private schools