



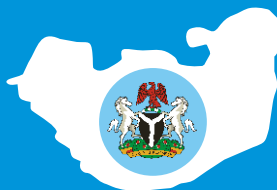
Delta State Development Performance

Education Sector Policy Brief, 1991 - 2014



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DELTA STATE
...The Big Heart



UNITED NATIONS

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Foreword

This report, which was prepared by independent consultants with the joint technical assistance of UNDP, UNICEF, WHO and FAO, is the UN's response to the request of the Delta State Government to carry out an assessment of its performance in four key sectors: education, health, agriculture, and water, sanitation and hygiene (WASH).

The analysis of each sector involved a careful examination of the policies and strategies adopted by the government, the governance and regulatory framework put in place, as well as identification of gaps and challenges in performance. It also focuses on sectoral performance using, among other things, the MDG targets and indicators.

The aim of the report is to generate lessons to strengthen the capacity of government for effective stewardship and the development of the State. The policy recommendations presented at the end of each sector appraisal provide the basis for evidence-based policy formulation and implementation, as well as for regulation and legislation which will channel resources towards enhancing the welfare of the people of Delta State. Translating these policy recommendations into action could mean reducing the incidence of disease and providing the people with

better access to health care and education. In a nutshell, it means 'human development', which is about people; about expanding their choices to live full creative lives with freedom and dignity. Fundamental to expanding their choices is building human capabilities: the range of things that people can do to attain a long and healthy life, education, a decent standard of living and enjoy political and civil freedoms to participate in the life of one's community.¹

The report highlights concerted efforts that the state and federal governments, the different communities, civil society organizations, and the private sector have helped to make to expand the opportunities available to people in Delta State. It also points out that while substantial progress has been made in meeting some of the targets, it is still necessary to develop a bolder and focused action plan where significant gaps and disparities exist in order to address the unfinished business of the MDGs and prepare for the Post-2015 Development Agenda.

It is our sincere hope that this report will help the Delta State Government build upon its successes and have a self-reflection of the progress made on the MDGs. These have obvious implications on MDG budgeting,

¹United Nations Development Programme (UNDP). 2003. Human Development Report 2003 *Millennium Development Goals: A Compact among Nations to End Human Poverty*, p. 28. New York: Oxford University Press.

policy directions, more targeted acceleration initiatives, and localization of targets and indicators. Achievement of the MDG targets in Nigeria and even the post-2015 development agenda depend on appropriate and effective policies and public spending by both national and subnational governments. This is particularly true because the state and local governments are closest to the people in terms of providing basic services.

The United Nations System in Nigeria will continue to partner with both states and the federal government to use the analytical evidence of what works – and what doesn't –

in local development to shape policy formulation and adjustment, planning and implementation.

A handwritten signature in black ink, appearing to read 'Daouda Toure', with a stylized, cursive script.

Daouda Toure

United Nations Resident Coordinator &
UNDP Resident Representative in Nigeria

Acknowledgments

This report is the outcome of the technical assistance the United Nations Country Team in Nigeria gave to the Delta State Government towards the assessment of the performance of Delta State in four key sectors of development, namely, agriculture, education, health, and water, sanitation and hygiene. The preparation and completion of the report has therefore been done with the collaborative effort and technical lead of the United Nations Country Team.

The Senior Advisor to the Governor on Foreign Relations wishes to thank the Governor, His Excellency Dr Emmanuel Eweta Uduaghan, for willingly consenting to the independent assessment of the performance of the state by an external body. His political support and the effective participation of all stakeholders in the state have made the exercise a fruitful and reliable one.

Similarly, the Office of the Governor deeply appreciates all the key stakeholders that made the exercise possible. In particular, the technical backstopping provided by the UNCT Technical Team has been outstanding. The Delta State Government, therefore, wishes to express its special thanks to the United Nations Resident Coordinator in Nigeria, Mr Daouda Toure and the UNDP Nigeria Country Director, Mr. Pa lamin Beyai. The same appreciation is due to Jean Cough, UNICEF Representative in Nigeria; Louise L. Setsh-

waelo, FAO Representative in Nigeria; and Dr Vaz Rui, WHO Representative in Nigeria. The UNCT Technical Team chaired by Colleen Zamba, UNDP Economic Advisor, had on board Grace Arinze-Ononwu, UNDP Associate; George Igelebai, UNICEF Education Specialist; Ajibade Olokun, UNICEF WASH Specialist; Precious Agbeso, FAO Associate Professional Officer, and Ogochukwu Chukwujekwu, WHO Health Economist.

We also would like to extend our appreciation to the expanded UNCT Technical Committee that provided comprehensive comments on the draft report. These included Samuel Momanyi, UNICEF Deputy Representative; Atsuko Toda, IFAD Nigeria Representative; Dennis Jobin, UNICEF Chief Planning, Monitoring & Evaluation and Field Coordinator; Rabe Mani, FAO Assistant Representative – Programme; Kwasi Amankwaah, UN Coordination Specialist; Eva Ahlen, UNICEF Chief of Education; Enrique Delamonica, UNICEF Chief of Social Policy; Paul Okunlola, UN-Habitat National Programme Officer; Oluwafunke Ilesanmi, WHO HIV Officer; Mary Stephen, WHO Programme Officer, NCD; and Adeze Molokwu, IOM Programme Assistant.

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consultants: Prof Joshua Aisiku (Education); Dr Samuel Eremie (Agriculture); Prof Eric Eboh (Agriculture); Dr Klint Nyamuryekung'e (Health); and Prof Lekan Oyebande (WASH).

The secretariat team consisting of Daniel Iuegbukpe, Michael Uwaechie and Ugo Agbaji collated a myriad of documents from the relevant ministries, departments and agencies of Delta State Government for use by the consultants.

Similarly, we like to thank the Commissioners, Advisers, Permanent Secretaries, Directors and staff of the relevant ministries, departments and agencies of the Delta State Government who participated in the various phases of the study, and provided assistance and helpful clarifications on policies, programmes and projects under their purview.

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The study benefited greatly from the guidance of Mr. Paul Evuarherhe, the Head of Service, Delta State; Dr. Rukevwe Ugwumba, Special Adviser, Health Monitoring; Mr Tony Obuh, the Permanent Secretary, Government House; and Hon. Oma Djebah, Senior Adviser on Foreign Relations, who provided overall government perspective critical to the assessment. While Sir Paul chaired the Technical Committee comprising the Permanent Secretaries of the Ministries of Health, Water, Education, Agriculture, Environment, and Economic Planning, Mr Obuh, and the entire team of Government House and Protocols gave us unqualified support throughout the exercise.

Finally, the vision and commitment of HE Dr. Emmanuel Uduaghan, the Governor of Delta State, towards improving the living conditions of Deltans was the driving force behind this assessment. His support and readiness to cut through bureaucratic red tape greatly facilitated the work of the consultants in bringing this assessment to fruition. All the contributions are highly appreciated.



Hon. Oma Djebah

Senior Adviser on Foreign Relations, Delta State

Acronyms & Abbreviations

CAADP	Comprehensive Africa Agriculture Development Programme
CACS	Commercial Agriculture Credit Scheme
CBN	Central Bank of Nigeria
DAPA	Delta State Agricultural Procurement Agency
DCMP	Delta Micro-Credit Programme
DESERP	Delta State Economic Reintegration Programme
DESOPADEC	Delta State Oil Producing Areas Development Commission
DSADP	Delta State Agricultural Development Programme
DSG	Delta State Government
Fadama III	Third National Fadama Development Project (World Bank)
FGD	Focus Group Discussion
FGN	Federal Government of Nigeria
FSP	Farmers Support Programme
GDP	Gross Domestic Product
ICT	Information and Communication Technology
KII	Key Informant Interview
LGA	Local Government Authority
LOAF	Live and Own a Farm
MANR	Ministry of Agriculture and Natural Resources
MCI	Ministry of Commerce and Industry
MDGs	Millennium Development Goal

MT	Metric Tonne
M&E	Monitoring and Evaluation
MORWSA	Mobilization of Rural Women for Sustainable Agriculture
NEPAD	New Partnership for Africa 's Development
PM&E	Planning, Monitoring and Evaluation
PRSD	Planning, Research and Statistics Department
R/IFPP	Rapid/Increased Food Production Programme
SCA	State Council on Agriculture
SEEFOR	State Employment and Expenditure for Results
UNCT	United Nations Country Team
YETA	Youth Empowerment through Agriculture

Education Sector Policy Brief

Introduction

Education is a vital service sector and an input to other sectors of the economy. It is also a key ingredient in a nation or state development. The Delta State Government seems to appreciate this significance, as evidenced in the implementation of its 3-Point Agenda, a component of which is Human Capital Development. Indeed, an efficient and effective education is bound to produce citizens with employable skills needed in modern-day technological society. The vision of Delta Beyond Oil hinges largely on harnessing the benefits and impact of education for the development of an enlightened, entrepreneurial and literate citizenry. The education sector assessment report focuses on two MDGs and targets that have direct and central relevance to education. The assessment involves examining Delta State Government's performance in the vital areas of policies and implementation, governance, strategies, efficiency and effectiveness, programmes and initiatives.

Methods and Procedure

A Preparatory Workshop was held in Asaba (from 23-25 April 2014) to highlight the entire assessment process as the first phase of the assessment procedure. This phase culminated in the submission of Briefs by the res-

pective Ministries, Departments and Agencies (MDAs) relevant to each of the four sectors. The two Ministries of Education: Ministry of Basic and Secondary Education and the Ministry of Higher Education made oral and written presentations which provided the bulk of the secondary data for the Education Sector Assessment Report. The Ministry of Finance, DESOPADEC and other government agencies supplied useful information and data. The preparatory workshop was followed by desk review of the briefs and presentations.

The second phase involved field work, In-depth Interviews and Focus Group Discussions with officials of MDAs, representatives of stakeholders in the sector, NGOs, professional associations, etc, to obtain primary data. The primary and secondary data formed the basis and thrust of the debriefing that was undertaken in this second phase. Data analysis and writing of the report, constituted the third phase of the assessment process.

Key Findings

The Key Findings in the Development Performance Assessment of the Education Sector include:

Progress Towards Meeting the MDGs

The whole, the assessment reveals that Delta State is on track and well positioned to achieve MDG 2 and the relevant target of MDG 3 by the target date of 2015.

MDG 2: Achieve Universal Primary Education

The State's performance trend in the three indicators of MDG 2 (Net Enrolment, Primary School Completion and Literacy Rate) reveals that the State is on the way to achieving MDG 2. As at 2013, the State had 97 per cent net enrolment, 99 per cent completion rate in terms of the Proportion of Pupils who start Primary One and reach Primary Six; and Literacy rate of 97 per cent. This performance assessment is consistent with MICS Nigeria, 2011; Main Report of 91.3 per cent enrolment (attendance) and 97.5 per cent completion rate.

MDG 3: Promote Gender Equality and Empower Women

Target 3.A: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels of education no later than 2015: The ratio of boys to girls in Basic Education is close to parity: 38,141 males and 36,256 females in 1994/95 school year, 166,320 males and 164,147 females in 2011/12 school year.

Higher Education Sub-Sector

There was a remarkable progress at the

tertiary level of education in the State in the areas of enrolment, funding, scholarship and bursary, programmes accreditation, research development, infrastructural development, E-Library and other ICT-related facilities. However, the state university system seems to receive disproportionate attention when compared to the other levels of higher institutions in the areas of funding and overall infrastructural development. On enrolment in tertiary institutions, this grew from 18,121 in 1999-2003 five-year tracking circle, to 36,009 in 2009-2014. Gender parity in enrolment is being achieved in the state higher institutions. In fact, in 2009-2014 circle, there were more females than males enrolled in the state higher institutions: 21,737 females to 18,917 males.

Policies, Strategies and Programmes

Some of the policies, strategies and programmes/initiatives, developed and embarked upon by the State include:

- The implementation of a Free and Compulsory Education, with the policy of zero collection of fees in the State.
- The creation of the Ministry of Higher Education in 2005 from the former Ministry of Education enhanced closer and more efficient monitoring
- The Free and Compulsory Education Policy boosted school enrolment and lifted the burden of financing education from parents
- The Federal UBE law that mandated the

establishment of State Universal Basic Education Board (SUBEB) and the Post-Primary Education Board (PPEB) has promoted efficient and effective management of primary and secondary schools across the State.

- Provision for handicapped people in the design of newly renovated school buildings has enhanced access and inclusiveness.
- The establishment of EDUMARCHAL Programme/Initiative has also turned out to be a good initiative that instills discipline in students. For this reason, the policy should be made State-wide.

Gaps in Performance

Although the performance of the state government in the education sector in relation to the relevant MDGs is quite impressive, there are noticeable gaps in specific areas of policy and programme implementation, namely,

- Equity considerations in the spread of infrastructural developments and distribution of equipment and facilities in urban, rural and riverine areas of the state. More considerations should be given to equity and spread in the ongoing remodelling/re-novation/rehabilitation of educational institutions in the State.
- Monitoring and Evaluation (M&E) for the benefit of quality control, particularly in promoting effective teaching and learning in schools. There is currently a low inspectors-teachers ratio in the schools 1:176

compared to UNESCO recommended standard of 1:50 or less (Delta State Vision 2020, p.82)

- Recognition of the difference between the quest for qualified teachers and quality teachers.
- Consideration of the important issue of needs, in making supplies to schools; i.e. supply/distribution of school materials on the basis of need.
- The non-implementation of the federal mandate of community ownership of schools is yet to be fully implemented in the state as the Parents/Teachers Association (PTA) in most schools have become increasingly non-functional, largely as a result of the government policy of zero collection (non-financial contributions by parents/wards in the education of Delta school children.)
- Communication of major government policies and programme initiatives to school principals/headmasters. For example, many schools are yet to establish School Based Management Committees (SBMC) due to their lack of sufficient information and knowledge.

To bridge these performance gaps, the authorities need to consider alongside some emerging issues, among which are the following: implementation of the State Education Sector Plan developed in 2013, recruitment of more teachers, especially in the sciences, history and the newly introduced subjects, such as Civics and Citizenship Education. Other vital considerations include better funding of Entrepreneurship Programmes in schools, particularly

in Higher Institutions, provisions for adequate ICT and e-Library equipment and facilities.

Conclusions and Recommendations

The laudable education programme initiatives, government policies and increased investments during the period covered in this performance assessment reflect the government's appreciation of the powerful role of education in the development of the state. There is steady progress towards achieving the MDGs most relevant to the education sector (MDG 2 and MDG 3). The state is also recording commendable achievements in national and state goals, such as Education For All (EFA) and Vision 2020:20. Available data (primary and secondary) indicate convincingly that Delta State is well positioned to achieve the stated targets in MDG2 and the relevant target in MDG3 by 2015.

The assessment, however, revealed the need to have adequate record keeping and statistical data gathering and documentation, particularly for the education sector, in the interest of efficient monitoring of projects and programmes implementation. In order to address the issues that have arisen from this sector assessment, a number of recommendations are pertinent among which are:

1. Extension of EDUMARSHAL activities to the rural communities where street children, child domestic assistance are highly concentrated;

2. Provision and distribution of infra-structural facilities according to school needs;
3. Improvement in subventions to schools and encouragement of greater degree of school administrators' (principals and head masters) initiatives in school-based day-to-day management of their schools.
4. Employment of more teachers, especially for secondary schools in certain subject areas – Physics, Chemistry, and Civics – to address expressed shortage of teachers in those areas;
5. Establishment of Teachers' Professional Development Centres (TPDC) for in-service training and re-certification.
6. Introduction and giving of legal mandate to the re-certification of teachers and other school personnel by government. This recommendation would need consultation and collaboration with the state wing on the National Union of Teachers (NUT)

In summary, the state, while pursuing and indeed achieving Universal Basic Education for its citizens, should give more vigorous attention to equality education that would foster improved students' learning achievements. The success rate of students in external examinations, for example, the West African Examination Council (WAEC), should increase beyond the 49.1 per cent in 2011/2012 (recorded in the Ministry of Basic and Secondary Education Report, 2014).

Consideration of quality education makes two

major factors/issues imperative, compelling and urgent in the state: one, translating intentions to sustainable results/achievements; two, giving practical expression to the maxim: effective teaching for efficient learning, both (effective teaching and efficient learning) dependent upon *quality* teachers, not just *qualified* teachers. The state should provide in-service training for qualified teachers to become quality teachers, in addition. This is the essence of competencies based in-service training programmes for re-certification.

The supervision and co-ordination of the state's tertiary institutions by the Ministry of Higher Education and the government's increased investments, deserve recognition and commendation. Remarkable progress has been recorded in the areas of overall infrastructural developments in the state

higher institutions, programmes accreditation, scholarships and bursaries. However, these laudable government interventions and the supervisory Ministry's achievements in its functions should go beyond the DELSU campuses to Colleges of Education and Polytechnics.

