



FCT EDUCATION SECRETARIAT

**FCT STRATEGIC
EDUCATION SECTOR PLAN
2021 – 2030**

March, 2021

Foreword

The FCT Administration has the Mandate to build for Nigeria, a befitting Capital Territory with world class social and economic services of which education takes priority of place. This is essentially because education has long been proven to be the bedrock of modern living and no nation desirous of meaningful growth can afford to put education on the back burner of its development agenda.

Nigeria is blessed with a very young population, majority of whom are dynamic, creative and forward thinking. The FCT is home to many of these young people and we have the responsibility of providing for them education that will inculcate functional skills and competencies as well as the right moral values that will also make them competitive on the national and global stage. The development of an Education Sector Strategic Plan and the accompanying Operational Plan is one systematic approach in the provision of this type of education.

In 2010, the FCT Education Secretariat developed its Strategic Plan which spanned from 2011-2020 and subsequently three Operational plans (2011-2015, 2016-2018 and 2019-2020 respectively), to enhance the implementation of the Strategic Plan. That Plan was reviewed in 2020 and this current plan was developed to span from 2021-2030.

It is important to mention that the education sector has been faced with many challenges and the Administration has come up with initiatives, policies and programmes to overcome these challenges with various degrees of success. The current (2021-2030) Education Strategic Plan contains these new initiatives, especially with the introduction of a pillar on crisis and emergency preparedness to ensure built-in resilience and emergency response to rising challenges.

It also responds to current global, national and local realities that require incorporating into our education implementation framework. These include the global Sustainable Development Goals (SDGs), which advocates for quality and inclusive education in goal number four as well as Nigeria's response in the Federal Ministry of Education's Medium Term Strategies Plan (MSP;2018-2022). Also considered are the current economic and security challenges in the country as being addressed through Nigeria's Medium Term National Development Plan (MTNDP); 2021-2025. This strategic plan has taken account of issues arising from these important documents as they affect education in the Federal Capital Territory.

In view of above, I present this 10-year FCT Strategic Education Sector Plan, (2021-2030), as a working document which should form the basis for the development of operational plans stating specific targets and implementable activities aimed at achieving strategic policy objectives.

I therefore, urge all stakeholders in education to key into this plan, so that we collectively take education to the height it deserves in the Federal Capital Territory.

**MUHAMMAD MUSA BELLO,
HONOURABLE MINISTER,
FEDERAL CAPITAL TERRITORY**

Acknowledgement

The FCT Education Secretariat with the technical support of UNICEF developed a ten-year Strategic Education Sector Plan in 2010 (SESP: 2011-2020) to address challenges in the sector identified from the conduct of sector analysis in 2010. The various challenges identified at the time were grouped into five major areas as follows: Inadequate coverage and unsatisfactory level of meaningful access; Poor Quality and Relevance; Infrastructural insufficiency and infrastructural maintenance; Inefficient management and system inefficiency; non-sustainable funding and inadequate Resourcing.

Policy objectives were formulated for each challenge area, which also formed the 5 thematic areas of the plan, which were centred around; ensuring Adequate Coverage and Satisfactory level of meaningful access; improving Quality and Relevance; ensuring adequacy of infrastructure; improving Management and Efficiency; and providing adequate and consistent fund allocation to education sector. To achieve the set policy objectives, intervention strategies were also generated for addressing the issues over a period of ten years.

In order to effectively implement the strategic plan, medium term operational plans were developed to indicate specific targets, implementable activities, costs of implementing the activities and key performance indicators for an effective Monitoring and Evaluation (M&E). Three of such plans were developed and implemented over the ten-year period (2011-2015, 2016-2018 and 2019-2020). At the tenth year of implementation, the strategic plan was reviewed and another one developed for the next ten years, that is from 2021-2030. This new plan has six thematic areas with the addition of a new one on crisis and emergency preparedness which is to ensure built in resilience and emergency response. This entire process has strengthened both individual and institutional capacity in education sector planning at Education Secretariat, Boards/Departments, as well as the Local Education Authority (LEA) levels.

The Education Secretariat wishes to thank the Honourable Minister of the FCT Mallam Mohammad Musa Bello for his tenacity in ensuring the provision of quality education to FCT residents. We thank the Honourable Minister of State Dr Ramatu Aliyu and the Permanent Secretary Mr. Adesola Olusade for their unflinching support to ensure that meaningful and sustainable development continues in the FCT and especially in the education sector.

Our appreciation goes to UNICEF for the technical support provided over the years which has strengthened both institutional and individual capacity of staff in the FCT education sector, for developing plans at various levels.

We want to thank Dr Theresa O. Mbonu, pioneer and retired Director of the Education Secretariat's Department of Policy Planning Research and Statistics, who served as the lead resource person for the development of the current plans (10-year strategic education plan 2021-2030 and the operational plan 2022-2024). We also thank Mrs. Rosemary Umana a retired Director from the FCT Department of Science & Technology who also served as a resource person in this process.

Our thanks to all members of the education secretariat management team for their support and inputs into the work of the technical team to enrich this plan. We also appreciate all education stakeholders (traditional and religious leaders, development partners, SBMCs, PTAs, NUT, AOPSHON, ANCOPSS, NAPPS, NGOs etc) for responding to all our stakeholder meetings during the planning process.

Finally, our sincere thanks and appreciation to all members of the core technical team especially leaders of the thematic areas for their hard work and all efforts put in to ensure the development of this plan.

Hon. Sani Dahir El-Katbazu
Secretary for Education

The FCT Education Sector Plan Technical Team Members:

Dr. Mohammed Sani Kontagora:	Team Leader , Director Department of Policy, Planning, Research & Statistics (DPPR&S)
Mrs. Jane Asonye:	Team member , Deputy Director, Policy and Planning, DPPR&S
Mrs. Sylvia N. Yissa:	Team Lead , Quality and Relevance/Crisis and Emergency Management
Mr. Isa Siyaka:	Team Lead , Funding and Resourcing
Mr. Oyelola Sanyaolu Stephen:	Leader , FCT Education Management Information System (EMIS)
Mr. James A. Majebi:	Team Lead , Infrastructure Provision and Maintenance
Mr. Bello Usman	Team Lead , Management and Efficiency
Mr. Abraham Adeyi	Team Lead , Access and Equity

Mrs. Charity E. Madubuko (ERC), Mrs. Bilkisu Ahmed (DQA), Mrs. Esther Akinje (DME), Mr. Paul Musa (DPPRS), Mr. Zubairu Liman (DHE), Mrs. Victoria Dakondayi (DPPRS), Mr. Ahmed Omame (DQA), Mrs. Ebere Amoke (DPPRS), Mr. Mathias Ojigbo (UBEB), Mrs. Margret Ogbeihe (DPPRS), Emmanuel Auta (UBEB), Mrs. Jane Omaigbesake (SB), Mrs. Goodness Isuguzo (DSNE), Mrs. Aisha Yusuf (SB), Mr. Sanusi Mohammed K. (DS&T), Mr. Raymond Ajero (DPPRS), Mr. Emmanuel Nwachukwu (DPPRS), Mrs. Jamila Shuaibu Senchi (DPPRS), Mrs. Bilkisu Maman Raji (DPPRS), Amina Yusuf (DSNE), Dr Ikechukwu L. Mbagwu (SEB).

List of Acronyms

Acronyms	Description
AMAC	Abuja Municipal Area Council
ASC	Annual School Census
CCT	Conditional Cash Transfer
COE	College of Education
DFID	Department for International Development
DPI	Department of Policy and Implementation
DPs	Development Partners
DME	Department of Mass Education
DPPR&S	Department of Policy Planning Research and Statistics
DQA	Department of Quality Assurance
DS & T	Department of Science and Technology
ECCDE	Early Child Care Development Education
EDSI	Education Strategies International
EFA	Education for All
EMIS	Education Management Information System
ERC	Education Resource Centre
ERGP	Economy Recovery and Growth Plan
EPMIS	Education Planning & Management Information System
ETF	Education trust Fund
FCT	Federal Capital Territory
FCTA	Federal Capital Territory Administration
FEEDS	Federal Capital Territory Economic Empowerment and Development Strategy
FUSTA	FCT University of Science & Technology Abaji
GER	Gross Enrolment Rate
ICT	Information Communication Technology
IDP	Internally Displaced Persons
IEIs	Innovation Enterprise Institutions
JSS	Junior Secondary School
KOICA	Korea International Cooperation Agency
LEA	Local Education Authority
MDGs	Millennium Development Goals

MLA	Monitoring Learning Achievement
MSP	Ministerial Strategic Plan
MTEF	Medium Term Expenditure Framework
MTSS	Medium Term Sector Strategy
M & E	Monitoring and Evaluation
NCCE	National Commission for Colleges of Education
NCE	National Council of Education/ National Certificate of Education
NECO	National Examination Council
NEEDS	National Economic Empowerment and Development Strategy
NGOs	Non- Governmental Organisations
NIEPA	National Institute for Educational Planning & Administration
NPE	National Policy on Education
NUT	Nigerian Union of Teachers
PLC	Professional Learning Community
PRS	Planning Research and Statistics
PTA	Parents' Teachers Association
SBMCs	School Based Management Committees
SDGs	Sustainable Development Goals
SEB	Secondary Education Board
SESOP	State Education Sector Operational Plan
SESP	Strategic Education Sector Plan
SSCE	Senior Secondary Certificate Examination
SSS	Senior Secondary School
SWOT	Strengths Weaknesses Opportunities and Threats
TSS	Teacher Salary Scale
UBE	Universal Basic Education
UBEB	Universal Basic Education Board
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organisations
UNICEF	United Nations Children's Education Fund
VTCs	Vocational Training Centres
WAEC	West African Examination Council

Table of Contents

	<i>Page</i>
<i>Foreword</i>	<i>ii</i>
<i>Acknowledgment</i>	<i>iii</i>
<i>List of Acronyms</i>	<i>v</i>
<i>Table of Contents</i>	<i>vii</i>
<i>List of Tables</i>	<i>ix</i>
<i>List of Figure</i>	<i>xiii</i>
CHAPTER 1: INTRODUCTION	1
1.1 FCT Geographical and Political Highlights	1
1.2 Population and Socio-Economic Highlights	1
1.3 Major Highlights of the Education Sector	2
1.4 Persistent Challenges.....	10
1.4.1 Inadequate Coverage and Unsatisfactory Level of Meaningful Access.....	11
1.4.2 Low Quality and Relevance	11
1.4.3 Infrastructural Insufficiency and Poor Infrastructural Maintenance	12
1.4.4 Inefficient Management and System Inefficiency.....	12
1.4.5 Non-Sustainable Funding and Inadequate Resourcing.....	12
1.4.6 Inadequate Provision for Crisis and Emergency Management	12
1.5 Rationale for a Strategic Education Sector Plan	13
1.6 Process of Developing the Sector Plan	13
1.7 Emerging Issues	14
CHAPTER 2: POLICY AND STRATEGIC FRAMEWORK	15
2.1 Inadequate Coverage and Unsatisfactory Level of Meaningful Access.....	15
2.1.1 Situation Analysis	15
2.2 Low Quality and Relevance.....	17
2.2.1 Situation Analysis.....	17
2.3 Infrastructural Insufficiency and Poor Infrastructural Maintenance	21
2.3.1 Situation Analysis	21
2.4 Inefficient Management and System Inefficiency	25
2.4.1 Situation Analysis	25
2.5 Non-Sustainable Funding and Inadequate Resourcing.....	27
2.5.1 Situation Analysis	27
2.6 Inadequate Provision for Crisis and Emergency Management	29
2.6.1 Situational Analysis	29
CHAPTER 3: MANAGEMENT OF THE PROCESS	32
3.1 Management of the Process	32
ANNEX: VITAL EDUCATION TEMPLATE	33
SECTION A: FCT-Level General Population Information	33
SECTION B: Number of Schools in FCT	36
SECTION C: School Enrolment by Class and Gender	37

SECTION D: School Enrolment by Area and Gender	40
SECTION E: FCT Teachers' Distribution	41
SECTION F: Quality Indicators	44
1. Teachers	44
2. Core-Subject Teacher Teaching Load	47
3. Classroom	48
4. Toilet	50
5. Water	53
6. Power	55
7. Health Facility	57
8. Access to Other Facilities	59
SECTION G: Public Schools WAEC and NECO Results Analysis 2015-2019	62
SECTION H: Education Budget Analysis 2015-2019	63
SECTION I: School Enrolment	64

List of Tables

	<i>Page</i>
Table 1: <i>Number of Basic & Senior Secondary Schools in FCT: 2009 & 2019</i>	6
Table 2: <i>Enrolment Trend in Public and Private Basic Education, Senior Secondary Schools, Non-Formal & Adult Education and FCT College of Education 2017-2019</i>	6
Table 3: <i>Public School Quality Indicators % of Classrooms in Good/Bad Condition, Pupils -Classroom Ratio & Pupils Good Classroom Ratio 2018/2019</i>	7
Table 4: <i>Public School Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Level of Education 2018/2019</i>	8
Table 5: <i>Number and Percentage Pass Rate of Candidates with Minimum of Five Credits Including English & Mathematics in External Examinations 2015 – 2019</i>	9
Table 6: <i>Statutory Budget Allocation and Release to Education Sector from 2015 – 2019</i>	10
Table 7: <i>Major and Component Challenges of Access and Equity</i>	16
Table 8: <i>Policy Objectives and Strategic Interventions to Provide Meaningful and Inclusive Access</i>	17
Table 9: <i>Component Challenges for Low Quality and Relevance</i>	20
Table 10: <i>Policy Objectives and Strategic Interventions to Improve Quality and Relevance</i>	21
Table 11: <i>Major and Component Challenges of Inadequate infrastructural facilities and Poor Maintenance</i>	23
Table 12: <i>Policy Objectives and Strategic Interventions to Improve Infrastructure Provision and Maintenance</i>	24
Table 13: <i>Major and Component Challenges of Low Capacity of Management and Inefficient System</i>	26
Table 14: <i>Policy Objectives and Strategic Interventions for Addressing Inefficient Management and System Inefficiency</i>	27
Table 15: <i>Major and Component Challenges of Funding and Resourcing</i>	28
Table 16: <i>Policy Objectives and Strategic Interventions to Improve Funding and Resourcing</i>	29
Table 17: <i>Major and Component Challenges of Crisis and Emergency Management</i>	30
Table 18: <i>Policy Objectives and Strategic Intervention for Crisis and Emergency Management</i>	31
Table 19: <i>FCT Population by Age Group & Gender: 2006, 2009 & 2019</i>	33
Table 20: <i>FCT Basic and Senior Secondary Education Age Group by Gender: 2006, 2009 & 2019</i>	34
Table 21: <i>FCT Tertiary Education Age Group by Gender: 2006, 2009 & 2019</i>	35
Table 22: <i>FCT Population Distribution by Area Council & Gender: 2006, 2009 & 2019</i>	35
Table 23: <i>Number of Basic & Senior Secondary Schools in FCT: 2009 & 2019</i>	36
Table 24: <i>Number of Public Non-Formal and Adult Education Centres in FCT: 2009 & 2019</i>	36
Table 25: <i>Number of Public & Private Tertiary Institutions in FCT: 2009 & 2019</i>	36
Table 26: <i>Early Child Care Development Education (ECCDE) Enrolment by Class and Gender 2018/2019</i>	37
Table 27: <i>Primary School Enrolment by Class & Gender 2018/2019</i>	37
Table 28: <i>Junior Secondary School Enrolment by Class & Gender 2018/2019</i>	37
Table 29: <i>Senior Secondary School Enrolment by Class & Gender 2018/2019</i>	38

Table 30:	Mass Education (Non-Formal & Adult Education) Programmes Enrolment by Gender 2018/2019	38
Table 31:	Tertiary Education: FCT College Education Student Enrolment by School, Programme & Gender (Part Time) 2018/2019	38
Table 32:	Tertiary Education: FCT College Education Student Enrolment by School, Programme & Gender (Regular) 2018/2019	39
Table 33:	Early Child Care Development Education (ECCDE) Enrolment by Area Council & Gender 2018/2019	40
Table 34:	Primary School Enrolment by Area Council, Class & Gender 2018/2019	40
Table 35:	Junior Secondary School Enrolment by Area Council, Class & Gender 2018/2019	40
Table 36:	Senior Secondary School Enrolment by Area Council, Class & Gender 2018/2019	40
Table 37:	ECCDE Teachers' Distribution by Area Council & Gender 2018/2019	41
Table 38:	Primary School Teachers' Distribution by Area Council & Gender 2018/2019	41
Table 39:	Junior Secondary School Teachers' Distribution by Area Council & Gender 2018/2019	41
Table 40:	Senior Secondary School Teachers' Distribution by Area Council & Gender 2018/2019	42
Table 41:	Mass Education (Non-Formal & Adult Education) Programmes Facilitators by Gender 2018/2019	42
Table 42:	Mass Education (Non-Formal & Adult) Facilitators by Area Council & Gender 2018/2019	42
Table 43:	Tertiary Education: FCT College Education Academic Staff Distribution by Function and Gender 2018/2019	43
Table 44:	Public School Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Level of Education 2018/2019	44
Table 45:	Private School Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Level of Education 2018/2019	44
Table 46:	Public ECCDE Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019	45
Table 47:	Public Primary School Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019	45
Table 48:	Public Junior Secondary School Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019	46
Table 49:	Public Senior Secondary School Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019	46
Table 50:	Public Junior Secondary School Core Subject Teachers Pupils Ratio & Core Subject Teacher Teaching Load per Period per Week by Area Council 2018/2019	47
Table 51:	Public Senior Secondary School Core Subject Teacher-Pupil Ratio & Core Subject Teacher Teaching Load per Period per Week by Area Council 2018/2019	47
Table 52:	Public School Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio 2018/2019	48
Table 53:	Public ECCDE Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio) by Area Council 2018/2019	48
Table 54:	Public Primary School Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio) by Area Council 2018/2019	49

Table 55:	<i>Public Junior Secondary School Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio by Area Council 2018/2019</i>	49
Table 56:	<i>Public Senior Secondary School Quality Indicators (% of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio by Area Council 2018/2019</i>	50
Table 57:	<i>Public School Quality Indicators: Pupil Toilet Ratio 2018/2019</i>	50
Table 58:	<i>Public ECCDE Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019</i>	51
Table 59:	<i>Public Primary School Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019</i>	51
Table 60:	<i>Public Junior Secondary School Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019</i>	52
Table 61:	<i>Public Senior Secondary School Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019</i>	52
Table 62:	<i>Public School Quality Indicators: Access to Water by Type & Level of Education 2018/2019</i>	53
Table 63:	<i>Public Primary School Access to Water by Type & Area Council 2018/2019</i>	53
Table 64:	<i>Public Junior Secondary School Quality Indicators: Access to Safe Water & Type by Area Council 2018/2019</i>	54
Table 65:	<i>Public Senior Secondary School Quality Indicators: Access to Safe Water & Type by Area Council 2018/2019</i>	54
Table 66:	<i>Public School Quality Indicator: Access to Power Supply by Type & Level of Education 2018/2019</i>	55
Table 67:	<i>Public Primary School Quality Indicators: Access to Power & Type by Area Council 2018/2019</i>	55
Table 68:	<i>Public Junior Secondary School Quality Indicators: Access to Power & Type by Area Council 2018/2019</i>	56
Table 69:	<i>Public Senior Secondary School Quality Indicators: Access to Power & Type by Area Council 2018/2019</i>	56
Table 70:	<i>Public ECCDE Access to Health Facilities by Area Council 2017/2018 & 2018/2019</i>	57
Table 71:	<i>Public ECCDE Quality Indicators: Access to Health Facility by Area Council 2018/2019</i>	57
Table 72:	<i>Public Primary School Quality Indicators: Access to Health Facility by Area Council 2018/2019</i>	58
Table 73:	<i>Public Junior Secondary School Quality Indicators: Access to Health Facility by Area Council 2018/2019</i>	58
Table 74:	<i>Public Senior Secondary School Quality Indicators: Access to Health Facilities by Area Council 2018/2019</i>	59
Table 75:	<i>Public ECCDE Quality Indicators: Access to Other Facilities 2018/2019</i>	59
Table 76:	<i>Public ECCDE Quality Indicators: Access to Other Facilities by Area Council 2018/2019</i>	60
Table 77:	<i>Public Primary, Junior & Senior Secondary Schools Access to Other Facilities by Area Council 2017/2018 & 2018/2019</i>	60
Table 78:	<i>Public Primary School Quality Indicators: Access to Other Facilities by Area Council 2018/2019</i>	61
Table 79:	<i>Public Junior Secondary School Quality Indicators: Access to Other Facilities by Area Council 2018/2019</i>	61

Table 80:	<i>Public Senior Secondary School Quality Indicators: Access to Other Facilities by Area Council 2018/2019</i>	<i>62</i>
Table 81	<i>Number and % Pass Rate of Candidates with Minimum of Five Credits Including English & Mathematics in External Examinations 2015 – 2019</i>	<i>62</i>
Table 82:	<i>Statutory Budget Allocation and Release to Education Sector from 2015 – 2019.....</i>	<i>63</i>
Table 83:	<i>Enrolment Trend in Public and Private Basic Education, Senior Secondary Schools, Non-Formal & Adult Education and FCT College of Education 2017-2019</i>	<i>64</i>

List of Figure

	<i>Page</i>
Figure 1: <i>Map of Abuja Showing the Six Area Councils and the Neighbouring States</i>	1

CHAPTER 1

Introduction

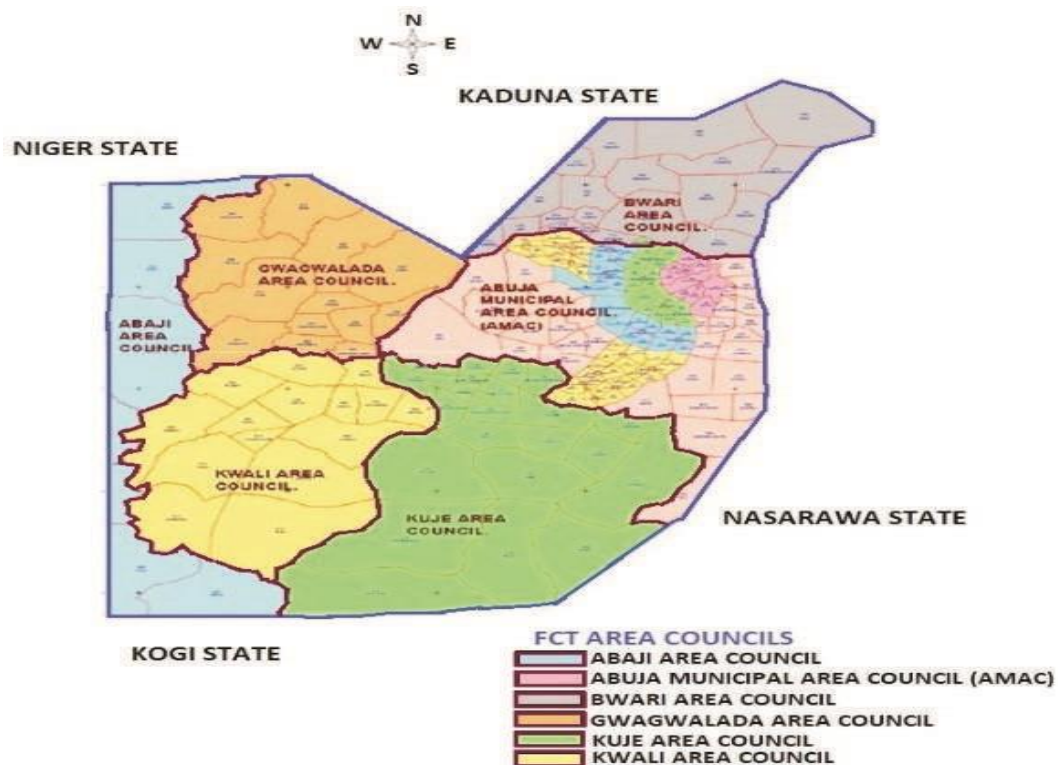
1.1 FCT Geographical and Political Highlights

The Federal Capital Territory (FCT), Abuja was created in 1976 as the administrative headquarters of Nigeria. It covers an area of about 8000 square kilometres and has six Area Councils namely: Abaji, Bwari, Gwagwalada, Kuje, Kwali and Municipal. The FCT population which was 1,406,239 in 2006 increased to 1,758,608 in 2010 at a growth rate of 5.2%. By 2019 the estimated population was 2,766,444 with a growth rate of 4.2% (National Population Commission).

The Territory did not emerge naturally like other modern cities. Rather it was created by carving out portions of existing states bordering the land mass designated as the Federal Capital Territory of Nigeria. Creation of the city was borne out of the desire to have a place of unity for a multi-ethnic, cultural and multilingual country like Nigeria.

However, there were indigenous (original) settlers in the land before creation of the territory and who still inhabit the territory and therefore would not be neglected in any form of developmental plan. These original settlers are also of diverse ethnic groups like the Gbagyi, Ganagana, Nupe, Bassa, Igbirra, Hausa and Fulani. There are also the Gade and Gwandara. Hausa and English are however the major languages used for official and commercial activities.

Fig. 1: Map of Abuja Showing the Six Area Councils and the Neighbouring States



1.2 Population and Socio-Economic Highlights

The estimated population of the FCT showing a dramatic increase from 1,758,608 in 2010 to 2,766,443 in 2019 entails a quantum leap in the number of people that use facilities of the FCT. Indeed a sizeable proportion of the people that work in FCT still commute from neighbouring states of Niger (Suleja) and Nassarawa (Mararaba) and most of the former sub-urban areas are fast developing into “satellite cities”.

Apart from visitors in transit estimated at over 30% in 2009/2010 whose need to utilize

facilities (water, electricity, health and others) contribute to the overstretching of these facilities, the current security situation in the country has compounded the situation further with the movement of Internally Displaced Persons (IDPs) who take refuge in the FCT. Among them are school age children whose educational needs should be addressed. One major implication is that the present development planning should not focus exclusively on the estimated population for 2019 but rather make provision to adequately address the increasing needs of the capital city.

The actual size of the FCT economy remains to be fully estimated, however, the major sources of its internally generated revenue are from land allocations and taxes which are fully remitted to the Federal Inland Revenue. In reality, the FCT in its dual capacity as a Federal Ministry and a State has no absolute control of its internally generated revenue. Subsequently the Federal Government allocates funds on the National budget to FCT for its priority projects and also the National Assembly appropriates annual statutory budget for the Territory. The six Area Councils also have their own budgets. A bulk of the FCT National and Statutory Budgets are spent on infrastructure development and maintenance. In addition, a significant portion of the budget supports health and human services, education, and agriculture as well as business development, of which the percentage that goes to education is still below 20%.

Apart from government resources, the FCT private sector is dominated by financial service providers that cater for the needs of different categories of residents including contractors, transport service operators as well as civil servants. Private school providers rank next in the list of non-government actors in the FCT economy. The commitment of the FCT Administration to job creation is laudable because of the high rate of unemployment in the Territory and it is hoped that a systematic implementation of a strategic education plan will in the long run boost employment creation. The Administration is also committed to the restoration of Abuja Master Plan and Public Private Partnership under which the private sector is encouraged to participate in the delivery of public goods.

Studies conducted by FCT Department of Economic Planning in 2008 show that 60% of inhabitants of the Territory are small scale subsistence farmers, mainly the original inhabitants. The implication is that many people are living below poverty level within the Territory. These characteristics make FCT unique in its socio-economic features and so demand unique approach in development planning for the Territory.

1.3 Major Highlights of the Education Sector

The FCT education sector, in line with its vision, remains committed to becoming a model of efficient delivery of sustainable qualitative, functional and inclusive education. Its mission expresses this by committing to providing for its stakeholders accessible, qualitative and relevant educational services designed to empower learners with knowledge, skills and moral values for the challenges of globalization.

The mandate for education delivery still derives largely from the 1963 Northern Education law and the FCT Order 1 of 2004. The Minimum Standard Act no. 26 of 1985 reinforces its quality assurance mandate, while the UBE ACT (2004) provides legal backing for its intervention in basic education.

The framework for education delivery is as provided by the National Policy on Education (NPE), the policy thrust of the government as well as other policies approved by the National Council on Education (NCE), and other instruments such as the Sustainable Development Goals (SDGs), EFA, UBE and the Vision 20, 2020 also inform its mandate.

With the technical support of UNICEF, the FCT Education Secretariat developed a ten-year Strategic Education Sector Plan in 2010 (SESP:2011-2020) to address challenges in the sector identified from the conduct of sector analysis in 2010. The analysis at that time produced a

SWOT profile of the sector covering: education policy environment, access and equity, quality and relevance, teaching and learning, management and efficiency, and funding & resourcing. The various challenges identified were grouped into five major areas as follows:

- i. Inadequate Coverage and Unsatisfactory Level of Meaningful Access;
- ii. Poor Quality and Relevance;
- iii. Infrastructural Insufficiency and Poor Infrastructural Maintenance;
- iv. Inefficient Management and System Inefficiency; and
- v. Non-Sustainable Funding and Inadequate Resourcing.

Policy objectives were formulated for each challenge area, which also formed the 5 thematic areas of the plan as follows:

- i. Ensure Adequate Coverage and Satisfactory Level of Meaningful Access.
- ii. Improve Quality and Relevance.
- iii. Ensure Adequacy of Infrastructure.
- iv. Improve Management and Efficiency.
- v. Provide Adequate and Consistent Fund Allocation to Education Sector.

To achieve the set policy objectives, intervention strategies were also generated for addressing the challenges and issues over a period of ten years. Within the ten-year period of the strategic plan, three Education Sector Operational Plans (SESOP; 2011-2015, 2016-2018 and 2019-2020) were developed to make it more implementable. This entailed breaking strategies into specific targets and activities with costs and a monitoring and evaluation framework.

The implementation of the ten-year plan though not deliberate from the beginning, brought some level of improvement in the sector as the operational plans for 2016-2018 and 2019-2020 were aligned with the education budgets for those years, based on feedback from monitoring the implementation of the first one; 2011-2015. The level of implementation of the strategic plan monitored through activities scheduled in the three operational plans is put at an average of 50.3% (1st; 2011-2015 = 47%, 2nd; 2016-2018 = 54.9% and 3rd; 2019-2020 = 49.2%). Suffice it to mention that the implementation of the 2019-2020 operational plan was adversely affected by the COVID-19 pandemic.

The major highlights of the FCT education sector described below are based on the current situation of the sector with improvements made from the implementation of the ten-year strategic plan which range from development of policy frameworks/guidelines, to increased number of schools and enrollment, improved infrastructure provision and maintenance, improvement in students' performance and systems strengthening.

The Information and Communication Technology (ICT) in Education Policy Framework and its implementation guideline were developed and ratified in 2014. The national guidelines for School Based Management Committees (SBMCs) ratified by the NCE was also domesticated. A policy framework on special needs and inclusive education has been developed, while the development of a framework to guide Partnership participation is on-going and it is hoped that this will enhance the coordination and engagement of non-government actors in the delivery of education in the Capital Territory. Other policy documents being developed and at various stages of completion includes the FCT Policy on Teacher Education and the FCT Policy on Safety, Security and Violence Free Schools. However, policy gaps exist on subsisting issues such as School Bus Service, School Feeding, Language in Education, as well as Education in Emergencies and Conflict Situations.

The FCT Education Secretariat which coordinates policy development and implementation has been restructured albeit with its three boards - the Universal Basic Education Board (UBEB), Secondary Education Board (SEB) and the FCT Scholarship Board retaining their status. Two

former agencies have been renamed FCT Department of Mass Education (DME) and FCT Department of Science, Technology and Innovation (DSTI). In the light of the new secondary school curriculum, there is currently overlap of functions of SEB and DSTI. While DSTI has the responsibility for five (5) Science/Technical schools, following the vocationalization of the secondary school curriculum, SEB is also responsible for coordinating Science and Technical Education in 88 Senior Secondary Schools. Moreover, the functions of DSTI in vocational training tend to overlap with the function of DME.

The Education Resource Centre (ERC) provides academic support services such as measurement & evaluation, teacher professional development, curriculum/teaching scheme development, mentorship etc, while the scholarship Board manages scholarship awards for indigent and exceptional students. A Department of Higher Education was created in 2012 to coordinate the activities of tertiary education in the capital territory and the former Education Planning and Management Information System (EPMIS) division was upgraded to a Department of Policy Planning Research and Statistics (DPPR&S) in 2015. However, the Department needs to strengthen its unit of Networking and Information Dissemination to ensure effective communication on the Education Secretariat activities. Currently, the Department has ensured that the FCT Strategic Education Sector Plan (SESP) and the Operational Plan (SESOP) documents are made available on the FCT EMIS Website for a wider stakeholder awareness and implementation.

To align with National Inspectorate reform, the former Department of Policy Implementation (DPI) was renamed Department of Quality Assurance (DQA) thus ceding its policy component to DPPRS but still retaining its structure with seven zonal offices. The DQA is responsible for quality assurance at school level and regulates the establishment, accreditation and re-accreditation of schools. It also undertakes Whole School Evaluation and provides mentoring services for teachers and students. In addition, the DQA recommends teachers who struggle with lesson delivery in the classrooms to the Education Resource Centre (ERC) for further trainings and support. They advise the Education Resource Centre on training needs of teachers as gaps are identified during its quality assurance activities. Some Area Councils and LEAs also undertake monitoring and supervisory functions. However, there is no clear delineation of roles of zonal quality assurance officers and supervisors at the Local Education Authorities (LEAs). Also, the roles of quality assurance officers at the boards and departments in charge of schools, and those of the officers at DQA are not clearly defined to ensure synergy in quality assurance activities in the sector.

A new department for Special Needs Education was created in 2019, which may need to be strengthened to accommodate gender issues and other aspects of inclusive education as well as conflict issues. Two units responsible for Gender in education and School Health which were in the then Department of Policy Implementation (DPI) were moved to the Department of Administration and Finance, while in 2021, two new ones were created, namely; Schools Services and Schools Sports Units under the same Department at the Education Secretariat headquarters. There is still insufficient collaboration among departments and units to promote commitment to shared goals and common vision. There is also limited role definition for some departments and units which is required in order to avoid duplication of functions and to reduce wastage. It is hoped that the implementation of this strategic plan will further strengthen the system.

The six Area Councils are responsible for the payment of the salaries of majority of teachers who are at the primary school level. To address the shortfall in teachers at basic education level, UBEB also recruits and makes direct payment to teachers especially for the junior secondary level.

There is subsisting low engagement with organized private sector and other non-government actors, while Town hall meetings convened by FCT Minister to provide opportunity for dialogue

with the civil society on policy issues, are no longer regular. However, zonal meetings with private school proprietors introduced to address the challenges of private education provision are still held regularly. Development Partners (DPs) including, UNICEF, UNESCO, World Bank, KOICA, DFID etc, provide technical support and other resource towards quality education delivery. For sustainable implementation of School Based Management Committee (SBMC) policy, UBEC supported SBMC activities with five million Naira in 2012 (for the domestication of the national SBMC guidelines and training) and ten million in 2013 (for training and strengthening of SBMCs). Consequently, SBMCs have been established in 577 (91%) of primary schools, 152 (90%) of junior secondary schools and 56 (93%) of senior secondary schools as at 2019. However, the proportion of functional SBMCs in primary and junior secondary schools remains as low as 40%.

The current priority of the FCT is to adopt a holistic approach to improving learning achievement. To this end, the Secretariat reaffirms its commitment to delivering to stakeholders on the following:

- Education that promotes efficient communication, innovation, creativity, problem solving, team work and digital competency skills for school leavers/graduates;
- Education that qualifies school leavers to get admission into higher institutions;
- Education that makes for self-reliance, employability and lifelong learning;
- Education that promotes peaceful coexistence amongst its citizenry;
- Education that re-enacts high moral values;
- Education that promotes learning in safe and friendly environment;
- Supportive environment for enhanced teacher efficiency and effectiveness;
- Ensure that learners attain their maximum potentials at every level.

To ensure inclusiveness, UBEB in 2014/2015 undertook a study of out – of – school children in rural and disadvantaged communities focusing on Kuje, Kwali and Abaji Area Councils. Report of the study at that time indicated that the proportion of out –of–school children in sampled communities could be as high as 30% to 40% of school age population. The study also revealed that the most prevalent reasons for not enrolling or dropping out of school are: poverty, distance of school, disinterestedness of the school age children and ignorance of parents. Notwithstanding the prevalence of poverty, PTA levies approved by UBEB are still charged. The levies range from N500 to N2, 000 per child at pre – primary to secondary, depending on the decision of the PTA. Although payment is not strictly enforced, those who cannot afford to pay are marginalized sometimes to the extent that they drop out of school. Currently, about 18% of children in the 6 - 17 years age range largely in urban disadvantaged and rural communities remain out of school. This is further compounded by the presence of children of school – going age among Internally Displaced Persons (IDPs) who have found refuge in the FCT, and whose education should continue but are currently not provided for.

To promote participation in ECCDE, the number of public primary schools with ECCDE component has increased from 125 (26%) in 2009 to 397 (57.4%) in 2018/2019. In addressing the problem of inadequacy and distance from home, the number of public primary schools has increased by 31.8% from 477 in 2009/2010 to 629 in 2018/2019, while there are more private primary schools in the territory. The number of secondary schools both public and private has also increased. The FCT Education Secretariat also established additional 12 senior secondary schools in 2020 to ensure that the increasing number of students from the junior secondary level are adequately catered for in terms of admission into the next level, while the number of science and technical schools has increased from only 2 in 2009/2010 to 5 schools in 2019. The number of schools is however still inadequate, considering the influx of people into the FCT as well as the constant opening of new districts and housing estates to contain the growing population.

The table below shows number of basic and senior secondary schools in the FCT in 2009 when the first strategic plan was developed, and in 2019 which is the baseline for this plan.

Table 1: Number of Basic & Senior Secondary Schools in FCT: 2009 & 2019

Ownership	2009					2019				
	ECCDE	Pry	Junior Sec.	Senior Sec.	Total	ECCDE	Pry	Junior Sec.	Senior Sec.	Total
Public	126	477	96	55	763	397	629	169	67	1262
Private	291	292	162	80	825	976	1020	364	186	2546
Total	416	768	258	135	1,490	1373	1649	533	253	3808

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

In addition to the College of Education - Zuba, a new tertiary institution, the FCT University of Science & Technology, Abaji (FUSTA) has been established but yet to take off. There is a federal university - the University of Abuja and four private universities namely: BAZE University, NILE University, VERITAS University and the African University of Science & Technology. There is also a private College of Education- Angel Crown College of Education located at Karshi. The FCT has a school of nursing under the FCT Health Services Secretariat located in Gwagwalada where the University of Abuja Teaching Hospital is located.

Within the non-formal education sub sector, the number of centres covering different programmes has reduced from 610 public centres in 2009/2010 to 481 centres in 2018/2019, in line with the increasing literacy rate currently estimated at 58%.

Table 2 below shows the trend in gross enrolment at all levels from 2017 to 2019 for both public and private schools.

Table 2: Enrolment Trend in Public and Private Basic Education, Senior Secondary Schools, Non-Formal & Adult Education and FCT College of Education 2017-2019

S/N	Level of Education	Year	Public School Enrolment			Private School Enrolment			Total Enrolment			% Enrolment	
			M	F	T	M	F	T	M	F	T	M	F
1	ECCDE	2017	16713	15965	32678	17722	17469	35191	34435	33434	67869	51%	49%
		2018	16509	15686	32195	18472	18208	36680	34981	33894	68875	51%	49%
		2019	16994	16384	33378	15313	15326	30639	32307	31710	64017	50%	50%
2	Primary	2017	113675	112781	226456	30400	30956	61356	144075	143737	287812	50%	50%
		2018	114866	114169	229035	32135	32702	64837	147001	146871	293872	50%	50%
		2019	119320	117480	236800	38139	38349	76488	157459	155829	313288	50%	50%
3	JSS	2017	63424	67238	130662	8934	10192	19126	72358	77430	149788	48%	52%
		2018	70413	72702	143115	9142	10429	19571	79555	83131	162686	49%	51%
		2019	69966	73829	143795	10319	11615	21934	80285	85444	165729	48%	52%
4	SSS	2017	33420	36252	69672	6158	7956	14114	39578	44208	83786	47%	53%
		2018	35634	38030	73664	6453	8337	14790	42087	46367	88454	48%	52%
		2019	35862	40351	76213	7264	9190	16454	43126	49541	92667	47%	53%
5	Non-Formal & Adult	2017	3438	9889	13327	-			-			26%	74%
		2018	3603	10362	13965	-			-			26%	74%
		2019	3696	10370	14066	-			-			26%	74%
6	FCT College of Education	2017	2202	3186	5388	-			-			41%	59%
		2018	1895	2759	4654	-			-			41%	59%
		2019	1809	3086	4895	-			-			37%	63%

The national minimum standard for pupil/classroom ratio is 1:40. To address the deficit in infrastructure which resulted in the ratio being as high as 1:59 for primary, 1:83 junior secondary and 1:51 for senior secondary schools in 2009/2010, new schools were established and new classrooms constructed. Despite the increase in number of schools and classrooms however, the pupil-classroom ratio remains high at the primary and senior secondary levels, which is attributable to increase in enrolments and the existence of dilapidated classrooms indicated by the

percentage of classrooms in bad condition. Although available data for 2018/2019 shows increase in number of classrooms and some improvement in the classroom to pupil/student ratio, this still remains above the national minimum standard of 1:35.

The table below illustrates classroom availability, condition of available classrooms and the pupil/student to classroom ratio at the basic and senior secondary levels.

Table 3: Public School Quality Indicators % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio 2018/2019

Level of Education	Enrolment	Classrooms in Good Condition	Classrooms in Bad Condition	Total Number of Classrooms	% of Classroom in Good Condition	% of Classroom in Bad Condition	Pupils/ Classroom Ratio (PCR)	Pupils/ Good Classroom Ratio (PGCR)
ECCDE	33378	791	251	1042	76	24	32	42
Primary	236800	3689	1701	5390	68	32	44	64
JSS	143795	2242	571	2813	80	20	51	64
SSS	76213	913	364	1277	71	29	60	83
TOTAL	490186	7635	2887	10522				

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Though the number of classrooms has increased, other infrastructure including laboratories, libraries, subject rooms and toilets remain either overstretched or not available in some schools. According to available data for 2018/2019, only 3% of primary schools, 37% Junior Secondary and 58% Senior Secondary Schools have laboratories, while availability of libraries during the same period shows that 21% primary, 36% Junior Secondary and 54% Senior Secondary Schools have libraries. The data also shows that access to electricity power supply indicates that only 27% of primary and 31% junior secondary schools have some form of power supply. The situation is better at the senior secondary level where up to 87% have access. The provision of health facilities is quite poor at the senior secondary level where up to 70% of the schools do not have any form of health facility with 21% having school clinics. At the primary and junior secondary schools, records show the availability of first aid boxes at 65% and 86% respectively with only 4% primary and 12% junior secondary with school clinic.

With the current security situation in the country, safety in schools is an emergent issue which calls for proper fencing of schools. However, a large number of public schools in the FCT are yet to be fenced as indicated by the 2018/2019 data which shows that only 23% of ECCDE Centres, 18% primary schools, 41% junior secondary and 48% senior secondary schools are fenced.

The short fall in the supply of text books has been addressed in some core subjects and at specific levels of the education system. While the textbook-pupil ratio was not compliant with the 1:1 minimum standard in 2009/2010, the situation improved in 2014/2015. A sample of three core subjects (English language, Mathematics, Basic Science) for Basic education shows that the textbook- pupil ratio though still not complying with minimum standards, increased progressively between 2011 and 2014, in English and Mathematics while showing signs of instability in Basic Science and Technology. A similar trend is noticeable for the same subjects at the senior secondary level where a fourth subject (Economics) recorded noncompliance with minimum standards in 2013/14 with a textbook – student ratio of 1: 8. The situation has remained unstable due to the continuous increase in enrolment without a corresponding provision for additional supply, also resulting from unsustainable funding.

The dearth of instructional materials persists with many teachers not knowing how to effectively apply teaching aids in lesson delivery; which continues to constrain the quality of learning. However, with the new focus on multimedia education, teachers have also been trained and

continuously being trained on the use of ICT to access learning materials to enhance the teaching and learning process. Also, with the emphasis on trade subjects, arrangements were made for the supply of learning materials to be given priority attention.

As part of commitment to sustaining quality in education provisions FCT enforces the requirement for minimum qualification in the recruitment of teachers. Hence there is very high percentage of qualified teachers at all levels. As at 2009/2010, available data showed the proportion of qualified teachers in public schools to be **94%** in primary, **99%** in junior secondary school, and **98%** at Senior Secondary School. Although there has been an increase to 96% at the primary level in 2018/2019, there has been a slight decrease at the Junior Secondary and Senior Secondary School levels with **98%** and **90%** respectively. This could be attributed to the recruitment of graduates without teaching qualification to teach the newly introduced trade subjects, while some teachers who retired, have not been adequately replaced. The presence of unqualified teachers in the system at this point (2018/2019) of up to 4% primary, 2% Junior Secondary and as much as 10% for senior secondary, is an indication that there is still a clog in the wheel of progress towards efficient education delivery. Table 5 shows availability of qualified teachers and the Teacher to pupil/ student ratio at basic and senior secondary levels.

Table 4: Public School Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Level of Education 2018/2019

Level of Education	2018/2019									
	Enrolment	Total Teachers			Qualified Teaching Staff			% of Qualified Teachers	Pupils-Teacher Ratio (PTR)	Pupils-Qualified Teacher Ratio (PQTR)
	M+F	M	F	T	M	F	T			
ECCDE	33378	157	1088	1245	148	1012	1160	93	27	29
Primary	236800	5470	5756	11226	5253	5527	10780	96	21	22
JSS	143795	2372	3224	5596	2307	3176	5483	98	26	26
SSS	76213	1783	2267	4050	1582	2072	3654	90	19	21
Total	490186	9782	12335	22117	9290	11787	21077			

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

At the non- formal sub sector, up to 80% of the facilitators are qualified teachers (with NCE), while all eleven (11) facilitators in charge of the seventeen (17) Integrated Quranic Education (IQE) centres are qualified teachers as shown by the 2018/2019 data. This is a great improvement from the **57.7%** of the facilitators with NCE in 2009/2010 while the remaining **42.3%** did not possess qualifications that were up to NCE, and Only 2 out of 29 (6.8%) integrated quranic schools had qualified teachers.

The FCT continues payment of **10%** of salaries to teachers in urban schools and **12%** to teachers in rural school introduced in 2009/2010 to ensure teacher motivation and to improve teacher availability. Moreover, the special Teacher Salary Scale (TSS) provisions have been sustained with 27.5% of teachers' salary added to their basic salary as an incentive. Deficiencies in the recruitment and deployment of teachers evidenced in dearth of females who could serve as role models in rural schools and in the oversupply of teachers of social studies and shortfall in teachers of other core subjects are being addressed.

A number of measures have been put in place to ensure that teaching and learning improve in schools. This includes the restructuring of the DPI to a Quality Assurance Department with its mandate focusing more on Whole School Evaluation which is participatory and interactive. Schools now undertake self-evaluation on the perception of how well a school is doing and this is weighed against evaluation by quality assurance officers. It promotes school self-awareness on gaps in the school's performance. The Department also continues to cater for teacher and student

mentoring as well as accreditation and re-accreditation of schools. In addition, the FCT Education Secretariat has introduced the concept of Professional Learning Communities (PLC) which offers teachers the opportunity to share experiences, learn from each other and work collaboratively in integrating pedagogical best practices. Current statistics from the FCT Education Resource Centre (ERC) indicate that on the average, 75% of public schools (primary- 66%, junior secondary- 72%, and senior secondary- 88%) in the FCT have functional Professional Learning Communities. The UBE Teacher Professional Development programme also made provision for Cluster Training Programme for teachers at the basic education level. Both the Professional Learning Communities and the cluster training centres however, need to be strengthened to meet the continuous capacity enhancement requirement of teachers in the FCT.

Students' performances in national assessments and examinations still constitute a cause for concern. The mean percent performance of primary four pupils in FCT in the national learning achievement assessment was 33.8% (SD 18.55) for boys and 31.36% (SD 18.07) for girls in literacy. Performance entire sample in the numeracy test was 35.69% (SD 14.29) and 48.15% (SD 20.53) in the life skills test. Although primary six pupils' performance in English language in the 2011 national Monitoring Learning Achievement (MLA) was quite impressive, indicating 53.6% (SD 23.41) for boys and 61.01% (SD 24.43) for girls; mean percent score of entire samples in numeracy 25.48% (SD 9.50) and life skills 38.65 (24.68) were relatively poor (National Assessment Report 2015).

The FCT conducted Monitoring Learning Achievement (MLA) in 2019 using the national instruments produced by the Federal Ministry of Education (FME) and the result indicates improvement in the performance of pupils. For instance, the mean score in literacy for boys in primary four was 55.6% with standard deviation of 22.0 and 52.7% (SD 22.7) for girls, while the primary six performance indicated a female mean score of 71.8% (SD 21.40 and a male score of 70.7% (SD 21.9). A general mean per cent in Numeracy test for primary six was 60.4% (SD 18.7) for boys and 59.1% (SD 19.1 for girls and the male mean score 67.4 (SD 22.0) and female 67.3% (SD 21.7) in life skills for primary four shows great improvement.

Performance in national examinations like WAEC which was 15% in 2009, reduced drastically to 9.2% in 2011. Although there were improvements in 2012 with 21.4% and 2013 with 32.2%; the performance nose-dived to 17.7% in 2014 before recovering to 30.2% in 2015 which remained relatively low. A similar fluctuating trend was noticeable in NECO examination with an overall sustained poor performance during the same period. Despite the steady improvement since then, available data indicate that the pass rate is still below 60%. This more than any other thing has consistently brought about the dissatisfaction among education managers, which in itself is a major driving force in the development of this strategic sector plan. The table below shows the pass rate in WAEC and NECO for students of public schools in the FCT for five years.

Table 5: Number and % Pass Rate of Candidates with Minimum of Five Credits Including English & Mathematics in External Examinations 2015 - 2019

Year	WAEC		NECO	
	Number Sat	% Pass Rate	Number Sat	% Pass Rate
2015	9933	30.2	9847	58.7
2016	10473	38.1	10665	52.5
2017	11216	49.7	8277	43.7
2018	13022	43.3	12187	57.7
2019	13036	46.5	12128	57.7

Source: FCT Education Resource Centre (ERC)

The secretariat holds bi-monthly management meetings with heads of Boards, Departments and units to keep management up to date and to collectively deliberate on emergent issues.

Notwithstanding, there are still areas of weaknesses in governance at both macro and micro levels with capacity gaps and inadequacy of professional development for top management and other staff. Performance management tools for productivity tracking continue to be dependent on the Annual Performance Evaluation system which is highly subjective. New performance management tools aligning with global practices are yet to be infused. The current reward system also needs to be strengthened and extended to all schools. Not all schools have institutionalized the Annual Speech and Prize-giving day which acts as motivational tool usually supported by SBMCs and PTAs to actualize the objective of improving learning outcomes.

There has been considerable improvement in the demand for data both from within the secretariat and from the higher institutions of learning which has given impetus for ensuring reliability and up to-datedness as well as timeliness of data. However, the Department of Policy, Planning, Research & Statistics (DPPR&S) is constrained in terms of up-to-datedness of data because of difficulty in accessing data from LEAs and schools (both public and private) as this still depends on the conduct of annual school census. While the EMIS Policy recommends that data be collected from the nearest node to the source of data, LEAs and schools have not yet been strengthened to serve as data nodes; which could have enabled the daily/regular transfer of data. In the absence of interconnectivity, data transfer particularly from schools is still largely paper based. With the exception of school surveys, data collection by the department is restricted to the conduct of Annual School Census (ASC) centrally coordinated by the Federal Ministry of Education. In the same vein, the horizontal interconnectivity among the departments and boards to facilitate e – exchange of data and information though established, are non-functional.

The fluctuation and non-predictability of annual budgetary allocation to FCT Education Secretariat persist. The total allocation to education was 14% in 2009, 12.9% in 2010, 13.6% in 2011, 8.6% in 2012, 14.1% in 2013, and dramatically crashing to 10.7% in 2014. Despite a seeming increase in 2015 with 15.7%, there have been consistently low budget allocation as well as fund releases to the Education Sector from 2015 to 2019. These shortfalls in both budgetary allocation and the release of allocation affect the implementation of most education activities. The following table shows the proportion of budgetary allocation and releases to the sector from 2015 to 2019.

Table 6: Statutory Budget Allocation and Release to Education Sector from 2015 - 2019

Year	Total FCT Budget	Budgetary Allocation To Education				
		Total Budgetary Allocation To Education (%)	Capital Budgetary Allocation		Recurrent Budgetary Allocation	
			Total Capital	Actual Capital Budget Released (%)	Total Recurrent Overhead & Personnel Cost Appropriation	Recurrent (Overhead & Personnel Cost Released) (%)
2015	265,545,219,271	41,801,616,644 (15.7%)	10,334,405,611	2,170,225,178 (21%)	31,467,211,033	28,320,489,930 (90%)
2016	235,614,289,508	36,568,030,941 (15.5%)	7,118,450,221	2,206,719,569 (31%)	29,449,580,720	26,504,622,648 (90%)
2017	234,521,850,990	41,016,511,757 (17.5%)	9,334,122,987	2,333,530,747 (25%)	31,682,388,770	28,514,149,893 (90%)
2018	233,996,241,199	42,638,280,822 (18.2%)	13,872,735,400	277,454,708 (2%)	28,765,545,422	25,888,990,880 (90%)
2019	240,128,214,665	41,230,680,807 (17.2%)	8,547,079,651	0 (0%)	32,683,601,156	29,415,241,040 (90%)

1.4 Persistent Challenges

The implementation of the plan from 2011-2020 was not without challenges. The inconsistent nature of funds allocation and releases to the education sector as indicated on table 7 above, was

quite a great challenge that affected the ability of the respective boards and departments to carry out planned activities. The influx of people into the FCT continues to remain a challenge for effective education delivery in the Capital territory. Also posing as challenge is the weak capacity to implement plans which is being addressed through strategies for sensitization, increased stakeholder/non-government actors' engagement and resourcing in this plan and the accompanying operational plan which indicates specific targets and activities to be carried out.

The persisting challenges of the FCT education sector though reduced to some extent remain as in 2010. For example, the number of public primary schools increased from 477 in 2009/2010 to 629 in 2018/2019, while the number of public primary schools with ECCDE centres increased from 125 (28%) in 2009/2010 to 397(58.4%) in 2018/2019, which however remains inadequate, largely due to the presence of children of school - going age among Internally Displaced Persons (IDPs) and the increasing population of people coming into the FCT, as well as issues of insecurity and other emergencies which have emerged as an additional challenge. Consequently, the persisting challenges are:

1. Inadequate Coverage and Unsatisfactory Level of Meaningful Access
2. Low Quality and Relevance;
3. Infrastructural Insufficiency and Poor Infrastructural Maintenance;
4. Inefficient Management and System Inefficiency;
5. Non-Sustainable Funding and Inadequate Resourcing.
6. Inadequate Provision for Crisis and Emergency Management.

A brief description of the persistent challenges in the FCT education sector is given below:

1.4.1 Inadequate Coverage and Unsatisfactory Level of Meaningful Access

Meaningful Access has in contemporary context been conceived as full and unfettered educational opportunity devoid of all manners of exclusion. It is crowned by successful learning and improved life chances for all categories of beneficiaries whose knowledge and skills, positive values and attitudes should contribute to reducing socio-economic inequities and poverty in the wider society. This implies that the access in question goes beyond enrolling children in school, but also breaks physical, social, economic, psychological and cultural barriers to ensure that children participate in school and complete with required knowledge and skills.

Meaningful access and inadequate coverage, in the case of FCT implies that in spite of the fact that we are recording very high percentage in Gross Enrolment Ratio, we are still conscious of the fact that certain segments of the population in the capital territory, especially the original inhabitants, the nomads, children with special needs and some children and youths who migrated into the FCT as orphans due to insecurity, beggars and hawkers are yet to have access to education. Reaching these underserved children is an imperative to meeting the EFA, SDGs and Vision 2020 targets. The extent to which FCT is meeting meaningful access are indicated in the percentage of school age children in school as well as percentage of illiterate adults having access to education, availability of school infrastructure, dropout rate, completion rate, etcetera.

1.4.2 Low Quality and Relevance

Quality and Relevance are implied in meaningful access to the extent that the education offered to children should be good enough to reduce wastages in terms of repetition and also empower graduates to be engaged in gainful living. Access which is bringing children to school, should therefore always be considered alongside quality and relevance so as to guarantee that children are not only taught well, but that they are taught what is useful to them within their own social milieu. Indicators of quality can be seen in teacher qualification, students flow rate, class size, text books ratio, students and teachers ratio, quality of instruction and learning outcomes.

1.4.3 Infrastructural Insufficiency and Poor Infrastructural Maintenance

The condition and adequacy of infrastructure in schools are also determinants of meaningful access and quality of education provisions. School infrastructure include, but are not limited to, classrooms, furniture for both students and teachers, laboratory and library structures, water and sanitation facilities, sporting facilities, electricity supply, perimeter fencing, hostels and other boarding facilities etcetera. In order to address this challenge, it is necessary to renovate, repair and reconstruct existing infrastructural facilities and also construct new ones.

1.4.4 Inefficient Management and System Inefficiency

Findings from desktop review of various studies have shown that apart from physical input into the education system, issues of management and efficiency are important to determining the quality of output and final impact of the products of an education system. It is in this light that the challenge of inefficient management and system inefficiency is considered a major issue to be addressed in the FCT. The term inefficient management and system inefficiency encompasses several issues such as delivery of educational services from policy formulation and planning to its implementation, monitoring and evaluation. Within this context are factors such as data management, governance, organizational structure at both macro and micro levels, partnership and collaboration, staff development, monitoring and evaluation etcetera. The component challenges of this major challenge derive largely from the findings of the Institutional Assessment of FCT Education Secretariat, its boards, departments and schools.

1.4.5 Non-Sustainable Funding and Inadequate Resourcing

All other major challenges are predicated on the availability and sustainability of required resources to run the system effectively; meaning that the entire component challenges of access, quality, infrastructure and management need funds to be properly addressed. The current system of funding education in the FCT is not sustainable because areas selected as priority are not always identified through evidence-based prioritization of activities. The consequence is that funds are allocated arbitrarily and are easily transferred to other areas without consultation with the end user. Resource inadequacy also entails that all resources available to education are not enough to address even the very urgent needs. It is imperative therefore that FCT Education Sector explores other sources of funding to addressing the major challenges.

1.4.6 Inadequate Provision for Crisis and Emergency Management

Crisis can be an extremely difficult or dangerous situation resulting in emergencies that are unpredictable in terms of timing, severity and the population groups that are affected. Crisis situations usually affect diverse sectors of the economy of any people, community, group or nation. The impact of crisis, conflicts and emergencies could have devastated effect on the education sector which has the potential to contribute to social cohesion, safety and resilience. Emergency preparedness is therefore critical in ensuring that the right and required steps are taken to mitigate emergencies as well as reduce their impact. Considering the emergence of crisis and emergency situations that have occurred in Nigeria in recent times, as well as globally with the effect of the COVID-19 pandemic, credible education sector plans must indeed include crisis-sensitivity to ensure continuity of learning in crisis and emergencies.

The FCT continues to experience high influx of people from all over the country as a result of insecurity and the crisis situations that cut across all the states of the federation. This has continuously put pressure on existing education facilities in the Capital Territory, and thus become a crisis situation for the education sector to manage. The challenges of increasing cases of banditry and kidnapping which have led to temporary closure of schools in some rural areas of the FCT, thuggery, criminality, gangsterism, bullying and cultism, natural disasters such as flood and rain storm as well as epidemics and pandemics, have become of great concern for the education sector and should be adequately addressed.

1.5 Rationale for a Strategic Education Sector Plan

Development of a strategic education sector plan for FCT was borne out of dissatisfaction on the part of FCT education managers at the haphazard and impulsive education interventions that had taken place since the creation of FCT in 1976 and the Education Secretariat in 2004 which had not yielded any meaningful impact on learning outcomes. There was therefore a very strong desire to bring about organized and systematic development of education in the territory. Attempt at developing an education sector plan for FCT started in 2005 when FCT was included in the list of states qualified to participate in the World Bank Assisted Universal Education Project. A committee was set up and technical assistance was gotten from DFID. With the very strong political will and passion of the then Secretary for Education and the Director Admin and Finance, a three-year plan was produced which covered 2006 – 2009. As a result of limited stakeholders' participation in the process and absence of evidence-based sector analysis, the plan was not taken to a final stage of presentation to FCT Executive Committee for approval, and dissemination. However, experiences gained during this initial attempt and the convictions of education managers of the importance of a strategic sector plan were useful to informing the second attempt.

Apart from the dissatisfaction among education policy makers and managers, with the poor state of learning outcomes the FCT is also conscious of its responsibility to ensuring that Nigeria meets global targets linked to education such as the Sustainable Development Goals (SDGs) goal four (4) on quality and inclusive education for all. In addition, FCT is also committed to actualization of Vision 2020 and the pillars of the education sector Ministerial Strategic Plan (MSP) as well as the Economic Recovery and Growth Plan (ERGP) as aspirations of the Federal Republic of Nigeria. To this end, a process for the status of education had to be assessed and more focused and prioritized interventions put in place, with changed mind - set of the technocrats, and re-structured work place processes driven by Information Communication Technology (ICT). All these factors put together necessitated the development of a strategic plan for the re-positioning of FCT Education sector needs.

1.6 Process of Developing the Sector Plan

The process of development of the FCT Strategic Education Plan was a very unique and rewarding process which should serve as good practice for others that may wish to embark on similar project in future. When the initial attempt at developing a long-term sector plan by FCT Education Secretariat did not yield expected result, the FCT sought the assistance of UNICEF and got approval to join the second phase of 16 States to develop SESP/SESOP with Educational Strategies International (EDSI) as consultants, led by **Prof. Paul Obanya**. The process on the whole proved to be a hands-on/mind-on experience combined with inter-learning and cross-fertilization of ideas among states' core technical team members, achieved at joint knowledge building workshops held at Kaduna and NIEPA Ondo State.

An initial preparatory meeting during which core team members from the participating states and FCT were briefed on how to get started in terms of forming the necessary committees and the funding pattern between the states and UNICEF, before the actual take – off of the planning process. States and FCT were then made to budget for a twelve -phase process that would start with a launch/take- off workshop and end with finalization and dissemination workshops. After the briefing of core technical team members, Commissioners for education in the states and the FCT Secretary for Education also met with UNICEF to secure the commissioners' commitment to setting aside required funds for the plan development. The FCT Education Secretariat was proactive and had secured assistance from FCT MDG project Support Unit to fund the FCT SESP development. Securing needed funds therefore was not part of a major constraint during the process. Another preparatory work that was done before the launch was conduct of the Annual School Census (ASC) for 2009/2010 as first step of putting together needed data for the sector plan. Before the census FCT had met the minimum requirements in terms of physical infrastructure and software for its EMIS.

During the Launch/Take-off Workshop, states and FCT were assigned consultants, and the renowned education planner Dr Gladys Makoju was assigned to FCT, and this marked the beginning of our success story for the strategic sector plan development in 2009. The National Launch was immediately followed by FCT level launch which brought together a plethora of education stakeholders whose yearnings and aspirations were eventually to be the key issues in the plan. The FCT Technical Team members made up of representatives from all departments and boards under FCT Education Secretariat, representatives of other relevant mandate secretariats like Health and Human services, Agriculture, Social Development, Transport Secretariats and the FCT Water Board, immediately went into action. Representatives of FCT NUT, Civil Society Coalition and association of proprietors of private schools were also represented in the team. The first major phase made up of series of activities was on rigorous assessment of the Education Sector in the FCT carried out through an initial SWOT of the sector followed by Rapid Assessment in 13 thematic areas and stakeholders' consultation to validate findings of the studies. All these were aimed at filling information gaps in the initial SWOT Analysis carried out.

The second major phase was on identification of persistent challenges and component challenges in the FCT Education Sector among the many issues thrown up in the Rapid Assessment and Stakeholders' Forum. This was done through responsive and forward-looking prioritization of education need areas. The component challenges were then used to formulate policy objectives and then corresponding strategic interventions to address all the major challenges earlier on identified. This process produced the first FCT Education Sector Strategic Plan in 2010 which covered 2011-2020. Over the period of ten years, members of the core technical team whose capacity has been built by UNICEF, developed and reviewed three Education Sector Operational Plans (SESOP; 2011-2015, 2016-2018 and 2019-2020) to ensure the implementation of the strategic plan and achievement of set policy objectives.

At the end of the plan year 2020, the technical team again with the guidance of Dr Theresa O. Mbonu as resource person, began the process of developing another strategic plan for 2021-2030. The process started with the conduct of a situation analysis of the FCT education sector using the SWOT analysis technique and produced a SWOT profile covering various aspects of education which include; access and equity, quality and relevance, teaching and learning, management and efficiency, the Policy Environment, Funding & Resourcing as well as crisis and emergency management. Findings from the SWOT analysis indicated that challenges identified in the FCT Education sector are persistently around the initial five thematic areas. However, the prevailing security and emergency situations in the country have very serious effect on the FCT education sector which has led to the need to bring out the issue of ensuring built-in resilience and emergency response as a separate thematic area in the plan. Component challenges were therefore identified, policy objectives and strategic interventions were formulated to address the challenges in six thematic areas, and these were presented to the Honourable Minister of FCT and other stakeholders in the provision of education in the FCT for their inputs and validation.

1.7 Emerging issues:

- Insecurity arising from insurgency.
- Prevalence of School age children among internally displaced persons (IDPs) in the FCT.
- Need for emergency preparedness plan for unforeseen circumstances (e.g. natural disasters, conflicts, pandemics- like COVID 19 etc).
- School-based violence and bullying.
- Poor maintenance culture in schools which has become critical.
- Most examinations at SSS have become computer based, requiring e-learning skill.
- Inadequacy of Monitoring and Evaluation (M&E).
- Aligning with the Federal Government Policy on School feeding programme.
- Conflict arising from encroachment of school land.

CHAPTER 2

POLICY AND STRATEGIC FRAMEWORK

2.1 Inadequate Coverage and Unsatisfactory Level of Meaningful Access

2.1.1 Situation Analysis

FCT continually experiences influx of people from all over the country as a result of insecurity and the crisis situations that cut across all the states of the federation. This has continuously put pressure on existing education facilities in the Capital Territory. The FCT is adjudged the fastest growing city in sub-Saharan Africa and this implies that continued demand for education would persist for a while. According to UNICEF, an estimated 13.5 million children are out of school with a significant percentage in the FCT. Therefore, efforts must be made to provide meaningful access for all these categories of people into all levels of education in the territory on a continuous basis to match the intensity of influx of people into the city.

Meaningful Access has in contemporary context been conceived as full and unfettered educational opportunity devoid of all manners of exclusion. It is crowned by successful learning and improved life chances for all classes of beneficiaries whose knowledge and skills, positive values and attitudes should contribute to reducing socio-economic inequities and poverty in the wider society. This implies that meaningful access goes beyond enrolling children in school, breaking physical, social, economic, psychological and cultural barriers, that ensures participation, retention and completion for all children.

FCT recorded Gross Enrolment Rate (GER) of 37.5% for ECCDE, 93.6% primary, 84.6% JSS and 67% SSS as at 2015. However, we are still conscious of the fact that certain segments of the population in the Capital Territory, especially the original inhabitants, the nomads and some children and youths who migrated into the FCT as IDPs, beggars, hawkers, and those outside school spread areas are yet to have access to education. For even those that are enrolled, issues of inadequate facilities, lack of teachers in relevant subject areas and limited provision for special needs as well as vulnerable learners are militating against meaningful access. Reaching these underserved children is an imperative to meeting the EFA, Vision 2020, and SDGs targets. In the case of mass education, there are challenges of inadequate centres, insufficient awareness programmes and inadequate provision of ICT support facilities.

There has been increase in the number of schools at all levels with current data indicating a total of 1, 649 primary schools (629 public, 1,020 private), 533 junior secondary schools (169 public, 364 private) and 265 senior secondary schools (79 public, 186 private). Enrolments at all levels have also increased steadily in public schools, for example, in the last two academic sessions the primary school enrolment figures rose from 293,872 in 2017/2018 to 313,288 in 2018/2019; representing 6.61%. Similarly, the enrolment in junior secondary rose from 162,686 in 2017/2018 to 165,729 in 2018/2019 representing 1.9% increase, while the senior secondary increased by 20.5% (from 74664 in 2017/2018 to 92667 in 2018/2019). The effort of the FCT Administration at ensuring inclusiveness in education provision is yielding positive results. However, parents of children with special needs as well as other vulnerable groups should be sensitized to explore the opportunity FCT has provided. The provision of scholarship to the indigent and indigenes of the territory has also enhanced the education of many, but needs to be scaled up to reach more beneficiaries. FCT should also increase the number of school shuttle buses to improve children attendance and participation, while the possibility of providing for Conditional Cash Transfer (CCT) should be explored to support poor parents.

Despite the efforts of the FCT Administration in ensuring that all school age children in the Territory are catered for in the provision of education for all school age children meaningful access remains a challenge as up to 57.8% of ECCDE, 35.1% of primary, 45.2% of junior secondary school age children do not have access to education. Also, there is inadequate number of Science and Technical Schools (only 5 currently), considering the increasing demand for technical education. At the non-formal education level where there are up to 14 different

programmes to improve adult literacy, the centers for vocational training are inadequate considering the increasing population of the FCT.

On provision of opportunities for tertiary education, there is only one College of Education owned by the FCT Administration which needs expansion in terms of the carrying capacity and courses in order to admit more students. The proposed FCT University of Science and Technology Abuja (FUSTA) would provide increased access to tertiary education for the residents of the FCT, if eventually completed. There is also one FCT School of Nursing as well as a federal University at Gwagwalada and four privately owned universities. There are also 11 privately owned Innovative Enterprise Institutes (IEIs) providing access to tertiary education. However, there is still room for improvement in the provision of tertiary education in the FCT and need to be provided for in this plan.

The private sector is doing a lot in providing access to education at various levels in the FCT and this effort need to be properly harnessed and improved upon, as the provision of quality education in the FCT cannot be borne by government alone. The two tables below indicate the major and component challenges of access and equity on table 8 and the policy objectives and strategic interventions in table 9.

Table 7: Major and Component Challenges of Access and Equity

Major Challenge	Component Challenges
1. Low level of meaningful and inclusive access to education	• 57.8% of ECCDE age group, 35.1% primary school, 45.2% junior secondary 29.5% senior secondary education and 42% adult-illiterates do not have access to education. • Inadequate number of school shuttle buses (only 8-buses available) • Poverty • Insecurity (kidnapping, banditry) • Inadequate data/follow up of drop out children in FCT • Inadequate number of schools to cater for increasing population of the FCT. (current number of schools: ECCDE-397, Primary-629, JSS-169, SS-82) • Inadequate number of adult vocational training centers in FCT (available VTC 1-3(8) VEI-8). • Inadequate number of science/technical and vocational schools to take care of students from basic education • Traditional/religious beliefs affect the participation of the girl child • Inadequate number of schools with infrastructure to promote special needs education. • Lack of technical and special needs education courses in FCT College of Education. • Inadequate number of tertiary institutions and carrying capacity of the existing ones. • Inadequate provision of scholarship for indigent residents and indigenes of the FCT.

Table 8: Policy Objectives and Strategic Interventions to Ensure Meaningful and Inclusive Access

Policy Objectives	Strategic Interventions
1. Provide access to out of school children, illiterate adults and ECCDE age group.	- Expanding access to out of school children at early childhood care, primary, junior secondary, senior secondary levels and non-formal education. - Making suitable provision for school children among IDPs.
2. Reduce high cost of education for poor families and vulnerable children, especially to the indigenes.	- Scaling up scholarship provision to target the indigent and out of school children - Reviewing school charges annually to suit economic realities. - Institutionalizing a sustainable school feeding programme. - Providing additional school shuttle buses for all Area Councils
3. Provide increased and sustained access to science, technical and vocational education	- Providing additional science /technical schools and vocational education centers - Providing incentives to stimulate the demand for science technical and vocational education - Creating enabling environment for private sector participation in science, technical and vocational education
4. Improve level of participation for special needs	- Creating access for Special needs learners - Increasing number of Special need educators (sign language teachers and care givers) - Increasing sensitization and awareness on inclusive education
5. Provide more tertiary institutions and increase carrying capacity of the existing ones.	- Increasing the carrying capacity of College of Education (COE) Zuba - Ensuring the take-off and Completing work on FCT University of Science & Technology Abaji (FUSTA) - Establishing FCT Polytechnic - Providing enabling environment to attract private sector investment in tertiary education.

2.2 Low Quality and Relevance

2.2.1 Situational Analysis

Quality education is one that provides the learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. It is also education that is sound both in pedagogy and development, and educates the student to become an active and productive member of society. It is therefore important to be concerned with what the pupils/ students have learned and can do. In other words, ensuring that the education systems are producing learners with the knowledge, skills and attitudes necessary for personal development and productive lives is imperative.

In order for meaningful access to education to be sustained, the education system must take the issue of quality seriously considering that it focuses on how effectively all the education process indicators are harnessed to ensure that the dividends of access are achieved. The education system must therefore make provision for learners to be well taught in learner-friendly environments with appropriate and adequate teaching & learning resources as well as qualified teachers who are trained and supported to deliver at maximum efficiency level.

In the light of above, the FCT Education Secretariat has examined factors that interplay in the delivery of quality education in the FCT with a view to ascertaining the extent to which they are responsive to bringing about desired results. Some of such factors included teacher quality, pupils/students flow rates, school resources, curriculum content and delivery, teacher support services, national assessment scores etcetera.

Available data indicate that majority of teachers in the FCT public schools at all levels and forms of education have the required minimum qualification. Hence there is very high percentage of qualified teachers at all levels: 96% in primary, 98% in junior secondary school, and 90% at Senior Secondary School. At the non- formal sub sector, up to 80% of the facilitators have NCE, while all eleven (11) facilitators in charge of the seventeen (17) Integrated Quranic Education (IQE) centres are qualified teachers.

The supply of teachers can be said to be adequate as indicated by the mean average of teacher/pupils' ratio of 1:26 in the Primary schools, with the highest being 1:30 in AMAC. Bwari has 28; Gwagwalada has 1: 2; Kwali 1:20; Kuje has 1:18 and Abaji has the lowest of 1:14.

However, despite the seeming high number of teachers as indicated by the teacher/pupil ratio, the distribution of teachers is still a great challenge, as there are many teachers in the urban areas while primary schools, especially in the rural areas, suffer teacher insufficiency. At the Junior and Senior Secondary levels, the core subject teacher/student ratio is very high, which is as a result of the dearth of teachers in core subjects like Mathematics, Sciences, Basic Technology and Languages indicated by very high workload for teachers of such subjects. Some Teachers of English Language have as high as 34 periods per week; those of Mathematics have 37 periods at the senior secondary level; Civic Education and Economics teachers have up to 35 and 26 periods per week, respectively. The situation is even worse at the junior secondary level where the teaching load is as high as 41 periods per week in Mathematics and 28 in Basic Science & Technology on the average. Compared to the maximum standard of 25 periods per week, the core subject teachers are indeed over worked.

There are also situations where teachers are compelled to teach subjects other than that of their areas of specialization because of the dearth of teachers in core subject areas. Besides, available core subject teachers are not equitably distributed, as the recruitment and deployment of teachers, who mostly prefer urban areas, have lots of political interference. Guidance and counselling services are also grossly inadequate, with an average ratio of counsellor/ students as high as: Primary-1:757, Junior Secondary-1:1,210 and Senior Secondary-1:702), whereas the recommended standard is 1:400.

There is inadequate supply of teaching/learning materials at all levels. Although much resources had been expended on procurement of textbooks, especially at the basic education level, only 35% of core text book requirements have been achieved, while 65% still remains a challenge. Also, there is a very low provision of textbooks for Basic Technology at the JSS level. Available data indicate that only 21% of primary schools have libraries, 36% at Junior Secondary level and 54% for Senior Secondary in the FCT. Also, only 3% primary schools have laboratories, 37% at Junior secondary and 58% at the senior secondary level.

Considering that learning is no longer restricted to the traditional face to face teacher to students' interaction using the black board, but rather that students learn through multiple ways and means especially on the internet, education managers need to brace up to the challenge by providing learning environment and contents that will interest as well as enrich the children's learning experiences. In the FCT, the story is not different. The Education Secretariat has been quite proactive in terms of deployment of computers and other ICT facilities in schools, but these activities have been carried out over the years without enforcing the FCT ICT policy in education that will bring about systematic and integrated development of ICT use in education with the very much desired transformational changes in teaching and learning activities. The threat of school

shut down as a result of emergencies such as Covid-19 makes investment in remote learning more critical. The availability of computers in FCT schools is therefore quite inadequate as shown by the ratio of pupils to computer which is at an average of 533:1 at the primary with AMAC having the lowest of 410:1 while Abaji has the highest gap at 777:1. The ratio is 289:1 for Junior secondary and 43:1 for senior secondary. There is need to harness optimally the available facilities in the schools and then scale up solutions that work.

Only 25% of ECCDE centres have appropriate stimulation materials and hazard free recreational facilities, while Students with special needs are not adequately provided for in terms of learning materials, except those in the special schools designated for such children. To achieve inclusion of the special needs children at the regular schools, FCT needs to provide specialist teachers, specialized equipment, materials and facilities like resource rooms in the regular schools, but these facilities are currently lacking in the regular schools, at all levels. The establishment of the FCT Department for Special Needs Education by the Education Secretariat is a positive step that will enhance teaching and learning for this category of pupils & students.

The proportion of teachers who have been trained through the Teacher Professional Development Programme (TPD) at the basic level has increased from 45% in 2009 to 54% in 2019. Despite the on-going teacher development programmes in 20 cluster centres at the basic education level, some teachers still lack the competencies and skills required to meet emerging demands at the school level. The low level of utilization of instructional materials by teachers is another great challenge at the basic level despite the fact that teachers have been trained on improvisation of learning materials as well as on skills of accessing such through the use of multimedia. It is hoped that the effective delivery of the current curriculum which intends to make every school have some elements of technical and vocational education would provide remedy to the persistent situation of low synergy between the labour market and graduate output of the schools.

Quality Assurance is an important component of the education system management that ensures standards. The activities of the FCT Department of Quality Assurance are carried out to ensure that the highest standards are achieved and maintained by both public and private schools within the FCT. The department is meant to provide professional support to teachers in terms of identifying weaknesses and gaps to be addressed through teacher development programmes of the Education Resource Centre and other teacher support services. Monitoring visits are however not sufficient considering the available number of quality assurance officers and the number of both public and private schools to be monitored.

The continuous proliferation of sub-standard private schools also remains a persistent challenge to quality education delivery in the FCT. Most of the private schools in the Territory are yet to be accredited, although apparent higher levels of achievements are recorded by private schools in terms of performance in national examinations. Many of such schools gather children in very unattractive and unfriendly environment and it is doubtful how any meaningful learning could occur in such places. This education development plan has also put forward strategies for ensuring that the private schools operate within the prescribed minimum standard. Although there are strategies and guidelines for effective quality assurance practices, there is need for more synergy of monitoring and supervision between the Department which has quality assurance as its statutory function/mandate and other departments and boards involved in one form of supervision/inspection or the other.

One of the most outstanding findings of this sector situation analysis in relation to Quality and Relevance is the persistent weak performance of FCT students in National Assessments like SSCE (NECO and WAEC). Despite the slight improvement in the last two years, the pass rate is still below 60% as indicated by the following data; **2017/2018 = WAEC- 49.7%, NECO- 57.7% and 2018/2019 = WAEC-56.4%, NECO- 57.7%**. This more than any other thing has consistently brought about the dissatisfaction among education managers. Consequently, the dissatisfaction of

education managers with the persistent low performance of students in national and regional examinations became a major driving force in the development of this strategic sector plan.

Table 10 below presents the major challenge of quality to education in the FCT with its component challenges, while Table 11 shows the component challenges and policy objectives with identified strategic interventions to achieve the objectives.

Table 9: Component Challenges for Low Quality and Relevance

Major Challenge	Component Challenges
1. Low Quality and Relevance	• Inadequate Core subject teachers. • High core subject teacher teaching load per week: 34 periods in English language, 37 in Mathematics and 35 in Civic Education at the secondary level). • Low level of learning achievement in core subjects. • Inadequate number of vocational/trade subject teachers (<i>Currently 365 teachers teach 22 trade subjects in all SSS</i>). • Insufficient guidance counseling services (Current ratio: Primary – 1:757, JSS – 1: 1,210, SSS – 1:702) • Proliferation of substandard private schools • Inadequate assistive devices and facilities for special needs (e.g. brail, hearing aids, recorders etc) • Non adherence to standard recruitment and transfer procedure. • Inadequacy of ICT hardware (Current computer to student ratio is Primary –1: 533, JSS – 1: 289, SSS -1: 43) • Inadequate ICT teachers and low competency of available ones • Inadequate number of Inspectors (172 inspectors inspecting a total of 1,775 private schools and 880 public schools) • Inadequate of monitoring vehicles at the Department of Quality Assurance (4 vehicles available). • Low enforcement of examination ethics • Inadequate teaching/learning materials • Inadequate teacher capacity building though 72% of schools have professional learning communities. • Average performance in WAEC and NECO (Pass rate still below 60% - 2017/2018 = WAEC – 49.7%, NECO – 57.7% and 2018/2019 – WAEC – 56.4%, NECO - 57.7%)

Table 10: Policy Objectives and Strategic Interventions to Improve Quality and Relevance

Policy Objectives	Strategic Interventions
1. Reduce core subject teacher workload to align with approved standard.	- Recruiting more qualified core subject teachers at all levels - Reducing politicization of teacher recruitment - Ensuring that deployment of teachers is needs based - Strengthening the capacity of core subject teachers
2. Provide Psychosocial support to relevant persons	- Improving guidance counselling services - Improving school sports - Encouraging pupils/student participation in co-curricular activities.
3. Strengthen registration and accreditation of all schools	- Enforcing minimum standard for the establishment of schools - Sanctioning defaulting schools and motivating the schools that complied.
4. Provide appropriate teacher- support services and strengthen existing ones.	- Providing mandatory and continuing teachers development opportunities. - Retraining teachers in trade subjects to improve entrepreneurial and vocational education - Encouraging community volunteering to support the teaching of trade subjects - Redeploying of inspectors and adequate provision of monitoring vehicles.
5. Ensure progressive improvement in students learning outcomes	- Providing adequate learning materials - Deploying systematic and integrated e-education facilities and practices in schools to ensure that teaching and learning continues in emergencies. - Strengthening measures to stop exam malpractice - Instituting appropriate reward system for high performing schools at all levels. - Providing appropriate interventions to improve students' performance.

2.3 Infrastructural Insufficiency and Poor Infrastructural Maintenance

2.3.1 Situation Analysis

The provision of school infrastructure has always been a major component of the FCT plans over the past years, and would have to remain for some time. While the familiar inadequacies of classrooms, toilets and other physical facilities persist, the new challenges of insecurity in the country and global emergencies from pandemics have resulted to increased requirement for some emerging infrastructural needs in schools. It is in the light of this that the previous strategic plan comprehensively captured provision of infrastructure and maintenance of existing ones at all levels and forms of education, and the current plan will still feature infrastructure as an important component of teaching and learning. It is noteworthy that the implementation of infrastructural provisions in the previous plan was quite commendable and we anticipate an increasing trend in the current plan. Evidence of good performance in the implementation of school infrastructure in the previous plan is evident in available data which indicates improvement in the overall

classroom/pupil and student ratio from 1:83 in 2009 to 1:44 in 2019 at the primary level, from 1:59 to 1:51 at junior secondary, while the Senior Secondary however, shows an increase from 1:51 to 1:60 during the same period.

The level of dilapidation of infrastructure indicates that up to 32% of classrooms at the primary level are in bad condition, 20% at junior secondary and 29% at senior secondary level, and this could affect these ratios appreciably. This also shows that there is no significant drop in the number of dilapidated infrastructural facilities over the years despite the continuous renovation of these facilities. One probable reason for this persistent presence of dilapidated structures in the system could be the continuous pressure on existing school infrastructure due to increase in enrolments and influx of people into the Capital City. It is expected therefore that efforts would be intensified in ensuring continuous renovation/maintenance of facilities in order to achieve meaningful success. Also, those in charge of monitoring and supervision of projects would have to be more diligent and stricter in ensuring that quality of new infrastructural constructions is not compromised through all the various stages of construction to ensure durability of such facilities.

The inadequacy of classroom furniture remains a serious challenge in FCT schools as can be seen in some primary schools where 4 – 5 pupils share a desk meant for 2 pupils. Other facilities such as libraries, laboratories and workshops are quite inadequate, as available data indicate that only 21% of primary schools have libraries, 36% at Junior Secondary level and 54% for Senior Secondary in the FCT. Also, only 3% of the primary schools have laboratories, 37% of the Junior secondary schools and 58% of the senior secondary schools. The poor state of boarding facilities is another area of concern that needs urgent and decisive attention, while sports facilities are also inadequate, in addition to the poor state of the existing ones. The provision of special needs infrastructure in schools to promote inclusiveness is also inadequate.

Over 70% of schools in the FCT are either partly fenced or not fenced at all, and this calls for a serious concern, considering the current spate of insecurity in Nigeria and the need to ensure safety in schools. Another area of great concern at this time is the non-availability of health facilities in most schools. Only few boarding schools have school clinics, which are not adequately equipped and staffed. Virtually, all the existing sick-bays are in a poor state, and some schools do not even have a first aid box. The near absence of safety and health facilities in FCT schools require more urgent attention now than ever before because of the rising spate of kidnapping of school children and the frequent occurrence of global pandemics.

Similarly, it is also worthy of mention that there is gross inadequacy of ICT facilities in schools. Internet accessibility is at a very low level, and this requires attention, especially as the whole world is re-equipping schools to ensure reduction in learning loss during emergencies that require lockdown of schools. Up to 95% and 45% of Basic and Senior Secondary Schools respectively do not have functional ICT laboratories.

Concerning availability of toilets, the situation has improved in the course of implementation of the previous strategic plan compared to the situation at the beginning of the plan implementation. This improvement is shown by the toilet/pupils and students' ratio of 1:108 at primary level, 1:95 students at Junior Secondary and 1:48 at the Senior Secondary. However, these ratios could go quite high where only toilets in good condition are counted. It is therefore clear that a very high percentage of available toilets are in bad condition and require renovation.

There is gross inadequacy of utilities such as electricity, safe water and other sanitation facilities across the schools in the FCT. The situation of availability of electricity is worse at the primary level where only 41% have electricity supply. Though it is 70% at Junior Secondary level and 80% at senior secondary level, the supply is erratic thereby making the supply very poor. Considering the large number of recently established senior secondary schools that are yet to have infrastructure (operating at temporary sites), the ratios for school infrastructure are definitely expected to rise

abruptly unless a very radical approach is employed in provision of classrooms and other facilities for the new schools.

Peculiar one, as the school is currently operating from both the temporary and permanent sites. Most of the projects at the permanent site are on-going, and would need to be completed as soon as possible. This would enable the school to commence full operation at the permanent site and also increase the carrying capacity to expand access. The FCT University of Science and Technology Abaji (FUSTA) is yet to take off, though the infrastructure on ground at its temporary site are good enough for take-off. FCT should give desired attention to the project to ensure the university take-off as soon as possible.

The need to provide staff of the FCT Education sector with conducive and /or comfortable work environment cannot be over emphasised. Most of the administrative offices/headquarters are in dire need of better working equipment and infrastructural face-lift. Some other departments and boards are currently operating from temporary sites and need to move to more comfortable sites. Tables 12 and 13 below show the major and component challenges and policy objectives/strategic interventions for inadequate infrastructural facilities and Poor maintenance

Table 11: Major and Component Challenges of Inadequate infrastructural facilities and Poor maintenance

Major Challenge	Component Challenges
1. Inadequate infrastructural facilities and Poor maintenance	• High classroom pupil/student ratio across all levels (ECCDE-1:42, Primary: 1:64, JSS 1:64, SS1:83). • Inadequate number of Toilets: (ratio of 1:163 for ECCDE, 1:108 Primary, 1: 95 JSS) as against the recommended ratio of 1:40 for basic education level. (UBEC; minimum standards for basic education, 2010). • Inadequate number of classroom furniture. • Inadequate availability of electricity in schools at all levels (73% of Primary, 35% of JSS and 10% of SSS have no electricity). • Inadequate access to safe water in schools. Up to 74% of primary schools, 56% of JSS and 27% of SSS have no access to water. • Inadequacy of other learning infrastructural facilities such as laboratories, libraries, perimeter fence, health facilities, sports facilities, boarding facilities, ICT/eLearning facilities, etc. • High number of dilapidated school facilities. • Inadequate physical infrastructure to support inclusive education in existing schools • Inadequate number of utility vehicles/school buses • Some Boards and Departments still operate from temporary sites.

Table 12: Policy Objectives and Strategic Interventions to Improve Infrastructure Provision and Maintenance

Policy Objectives	Strategic Interventions
1. Provide adequate teaching & learning infrastructure	• Providing additional classrooms, laboratories, libraries and workshops at all levels; and renovating existing ones to reduce classroom/pupil or student ratio. • Providing adequate number of toilets for pupil/students at all levels, to make school environment more accommodating for them, especially the female. • Providing adequate and appropriate furniture for pupils/students and teachers at all levels and types of education • Upgrading existing physical infrastructure to support inclusive education at all levels and types of education • Providing additional and adequate boarding facilities for boarding schools. • Providing adequate ICT/eLearning facilities to schools at all levels, to enhance alternative learning method, in emergencies (e.g. Covid-19 pandemic). • Providing adequate safety & health facilities (school clinic, sick bay, first aid box, ambulance, fire extinguishers, etc.) at all levels and types of education • Providing adequate security infrastructure (perimeter fence) and other equipment (CCTV camera, hand held detectors, drones, security towers etc.) at all levels and types of education • Maintaining attractive school environment at all levels through hard & soft landscaping, road network, tree planting, etc. • Completing ongoing projects at College of Education (COE) Zuba and FCT University of Science and Technology Abaji (FUSTA) for full take off of the sites • Providing adequate sporting facilities at all levels and types of education
2. Provide adequate utilities	• Providing alternative sources of power in schools. • Providing safe water points at all levels and types of education • Providing additional utility vehicles/school buses and maintaining existing ones.
3. Provide adequate administrative infrastructures	• Constructing/completing/renovating administrative offices for Boards and Departments • Providing additional furniture and equipment for administrative offices of Boards and Departments.

2.4 Inefficient Management and System Inefficiency

2.4.1 Situation Analysis

System efficiency entails that the system is maximizing utilization of all resources available to it in order to achieve appreciable result. In an ideal education system, it is assumed that the more the resources the better the result which may mean high correlation. However, weak correlation between resources deployed to the system and results implies weak system efficiency and that any additional resources will not bring about sufficient improvement to the educational system. Weak system efficiency, therefore, presupposes a need to strengthen the managerial and institutional mechanisms within that system.

A SWOT Analysis of the FCT Education Sector revealed sustained high quality of management and administrative structures at all levels over the decade. The sector's boards and departments have clearly defined visions and missions as well as sub-sector goals. There is a strong and focused leadership at the Secretariat level, and the regular meeting of heads of the boards and departments provides opportunity for team work and synergy among the management. However, the analysis also shows weak leadership and management capacity at the micro institutional level, especially at the primary schools where there is poor resource management and accountability.

The Education secretariat has a Department of Policy, Planning Research & Statistics (DPPR&S) which provides a central platform for better sector wide strategic education planning, data management, coordination, monitoring and evaluation of the FCT education sector. In addition, the secretariat has a functional central Education Management Information System (EMIS) with a web portal, but there is need to complement this with functional EMIS nodes at the boards and departments to prevent the undue delay in information gathering, processing and dissemination. There is need to improve funding of EMIS in order to ensure evidence-based policies and plans as well as system transparency and accountability through monitoring and evaluation.

Findings from SWOT analysis show that there was improvement in the plan implementation and results at the basic and tertiary education levels. However, students' results in external examinations like WAEC and NECO indicate average performance rate. Thus, as earlier stated, there is need to strengthen the managerial and institutional mechanisms for optimal utilisation of resources to achieve the desired result. For instance, at tertiary education level, there is need to constitute a governing council for FCT College of Education Zuba, for improved management and efficiency. It is also expected that effective implementation of this plan will bring about improvement in the entire education sector that will enhance efficient management, systems efficiency which will also impact positively on learning outcomes at all levels. Below are two tables showing the major and component challenges and policy objectives including strategic interventions for management and efficiency.

Table 13: Major and Component Challenges of Low Capacity of Management and Inefficient System:

Major Challenge	Component Challenge
1. Inefficient Management and System inefficiency	• Non-existence of functional EMIS nodes in some of the Education boards, departments and LGEAs resulting in delays in data gathering, management and dissemination of information. • Low level of e-education practice; most work is still on paper • Inadequate capacity building among education managers especially at the school level. • Low level participation of private, military, paramilitary and unity schools in data collection especially during annual school census exercise. • Low participation of non-governmental actors in policy design and implementation. • Low level of de-centralization of responsibilities and authority. • Ineffective performance management system. • Low capacity of SBMC members • Some education boards and departments still operate from temporary sites. • Poor adherence to work ethics and values. • Conflict of mandates among departments resulting in resource wastage

Table 14: Policy Objectives and Strategic Interventions for improving Management and System Efficiency

Policy Objectives	Strategic Interventions
1. Strengthen EMIS and Data management processes	- Establishing EMIS nodes where they do not exist and making the existing ones in education boards, departments and LGAs functional. - Upgrading and updating EMIS database, ICT infrastructure at the Secretariat and Boards
2. Improve deployment of e-education	Strengthening e-education infrastructure and human capacity at the Boards, Departments, LEAs and schools
3. Sustain continuous staff capacity development	- Training all education managers at the Boards and departments for improved service delivery - Training and retraining of school heads and non- teaching staff to ensure responsive leadership at the schools
4. Improve de-centralization of responsibilities & authority.	- Increasing responsibility and authority of school level managers for improved learning outcomes. - Improving SBMC Effectiveness
5. Institutionalize performance management system at all levels	- Clearly defining roles and responsibilities of staff - Ensuring strict adherence to staff schedule of duty at all levels - Providing for appropriate performance reward
6. Strengthen educational service delivery processes and structure to make them more responsive	- Improving policy making, planning, implementation and management of education. - Institutionalizing mechanisms to reduce wastages in education management. - Promoting participation and collaboration with non-governmental actors and external bodies for more efficient performance. - Empowering relevant boards and departments to be more effective and efficient in their service delivery. - Re enforcing ethics and values at all levels.

2.5 Non-Sustainable Funding and Inadequate Resourcing

2.5.1 Situation Analysis

Funding is the fifth challenge area identified in the FCT strategic planning process. All other challenge areas are predicated on the availability and sustainability of required resources to run the system effectively. This means that the entire component challenges of access, teaching and learning, infrastructure and management efficiency need funds to be properly addressed.

There has been consistently low budget allocation to the Education Sector within the FCT statutory allocations, from 2015 to 2019. (e.g. 15.7% in 2015, 15.5% in 2016, 17.5% in 2017, 18.2% in 2018 and 17.2% in 2019). Budgetary allocation to the FCT education sector has not shown any significant increase in terms of proportion to the overall FCTA budget in the last five years (2015-2019).

Low capital budget performance due to delayed and irregular budget releases is also a component challenge of the FCT education sector (e.g. 21% in 2015, 31% in 2016, 25% in 2017, 2% in 2018 and 0% in 2019). In other words, despite the low allocation of funds, releases of the allocated funds have not exceeded 31% in the last 5 years. There have been irregular releases of appropriated overheads to boards and departments for educational programmes (overhead releases

for only 4 months in 2019 and 3 months in 2020). This pattern of budget releases has made it difficult to achieve and sustain timeliness in the implementation of education activities in the FCT.

Furthermore, weak institutional capacity to seek for alternative sources of funding education in the FCT is of great concern. Low level of commitment to follow-up on and renewal of bilateral agreements with International Development Partners, private sector and NGOs have resulted in low sustainability of partnership projects with relevant stakeholders which are supposed to redress the short falls in education funds requirement.

Given the above current scenario in the area of funding and resourcing for education, attempts have been made to place the challenges in proper perspective as shown below:

Table 16 below shows the major and component challenges of inadequate funding and resourcing while table 17 shows the policy objectives and strategic interventions.

Table 15: Major and Component Challenges of Funding and Resourcing

Major Challenge	Component Challenges
1. Inadequate Funding and Resourcing	- Consistently low budgetary allocations (e.g. 15.7% in 2015, 15.5% in 2016, 17.5% in 2017, 18.2% in 2018 and 17.2% in 2019 of the total budget of FCTA. - Low capital budget performance due to delayed and irregular budget releases (e.g. 21% in 2015, 31% in 2016, 25% in 2017, 2% in 2018 and 0% in 2019. - Irregular releases of appropriated Overheads to boards and departments for educational programmes (Overhead releases for only 4 months in 2019 and 3 months in 2020). - Low participation of Area Councils in funding education in the FCT, apart from payment of primary school teachers' salary, due to absence of clearly defined roles. - Weak partnership engagement with numerous relevant private individuals and cooperate organizations (IDPs and NGOs) - Absence of School based budgeting and control mechanism - Low capacity in budget planning in the boards and departments of FCT Education Secretariat. - Centralization of training funds at the Department of Human Resource Management

Table 16: Policy Objectives and Strategic Interventions to Improve Funding and Resourcing

Policy Objectives	Strategic Intervention
1. Provide adequate and consistent funding	- Increasing and sustaining budgetary allocation to education sector to at least 30% of FCT budget. - Increasing Area Councils participation in funding education in FCT.
2. Improve FCT Education Budget performance	Increasing and sustaining FCT education capital and overhead budget releases to 100%
3. Expand the scope of resource mobilization	- Increasing and sustaining partnership with both government and non- government stakeholders. - Strengthening the capacity of relevant education sector staff at all levels on partnership engagement
4. Improve transparency, accountability in the management of education at all levels	- Improving the budget expenditure tracking system - Adhering strictly to procurement procedures and processes in the Procurement Act of 2004 - Institutionalizing tracking of revenue and expenditure of FCT school system. - Strengthening the capacity of relevant education sector staff at all levels for improved budgeting and financial management - Restoring of school-based budgeting structure in the FCT - Strengthening the capacity of school administrators on school development planning, school budgeting and procurement - Sensitizing members of SBMCs on their roles in school-based budgeting.

2.6 Inadequate Provision for Crisis and Emergency Management

2.6.1 Situational Analysis

Crisis can be an extremely difficult or dangerous situation resulting in emergencies that are unpredictable in terms of timing, severity and the population groups that are affected. Crisis situations usually affect diverse sectors of the economy of any people, community, group or nation. The impact of crisis, conflicts and emergencies could have devastating effect on the education sector which has the potential to contribute to social cohesion, safety and resilience.

Education for peace building addresses priorities that are extremely important for achieving SDG Goal 4 (Education) and Goal 16 (Peace): Protecting children from violence and creating safe learning environments, addressing education inequalities, contributing to social cohesion and Promoting reconciliation. Emergencies come without warning signs and to reduce the impact and effects of such emergencies, plans at various levels should make provision for resilience and actions that can envisage the triggers of emergencies.

Emergency preparedness is therefore critical in ensuring that the right and required steps are taken to mitigate emergencies as well as reduce their impact. This can be achieved through proper and effective planning at various levels and sectors. Considering the emergence of crisis and emergency situations that have occurred in Nigeria in recent times, as well as globally with the effect of the COVID-19 pandemic, credible education sector plans must indeed include crisis-sensitivity to ensure continuity of learning in crisis and emergencies.

This thematic area is aimed at enabling the FCT build responsiveness into the education sector plan to address the kind of crisis situations experienced in the Capital Territory. The FCT continues to experience high influx of people from all over the country as a result of insecurity and the crisis situations that cut across all the states of the federation. This has continuously put pressure on existing education facilities in the Capital Territory, and thus become a crisis situation for the education sector. The challenges of increasing cases of banditry and kidnapping which have led to temporary closure of schools in some rural areas of the FCT, thuggery, criminality, gangsterism and cultism, natural disasters such as flood and rainstorm as well as epidemics and pandemics have become of great concern for the education sector and should be adequately addressed. The effects of the COVID-19 pandemic in year 2020 highlight the need for concerted efforts by the FCT education sector in addressing this unprecedented global public health challenge and indeed other challenges that affect the sector.

Although Schools infrastructure in the FCT are built to standard and up to 45% of FCT secondary schools are fenced, with a great commitment to provide perimeter fence for all schools in the FCT, up to 82% of primary schools are not yet fenced thereby posing a security challenge. While there is inadequate presence of security in most schools in the rural areas of the FCT, there is also inadequate training on crisis and emergency management in schools.

The Lack of a policy guideline on crisis and emergency management in education sector is also a challenge that needs to be addressed in this plan. It is in response to this and other prevailing and emerging issues of crisis identified during the review, that it has become necessary to bring out the issue of ensuring built-in resilience and emergency response as a separate pillar in this plan. In earlier plans, strategies for curbing these issues/challenges were embedded in policy objectives such as those on access and equity, infrastructural provision and maintenance, and in management and system efficiency.

Following an analysis of the current issues of crisis and emergency management in the FCT education sector, major and component challenges were identified and policy objectives were formulated to address the challenges. These are presented on the tables below.

Table 17: Major and Component Challenges of Crisis and Emergency Management

Major Challenges	Component Challenges
1. Inadequate security infrastructure	• Inadequate number of schools with perimeter fence (only 18% of primary schools are fenced). • Non availability of modern security facilities and gadgets (CCTV cameras, street lights, scanners, etc.)
2. Inadequate social safety net	• Invasion of schools by internally displaced persons • Disruption of school activities • Unpreparedness for emergencies • Inadequate health facilities in schools
3. Inadequate provision for crisis and emergency response	• Inadequate fire and disaster management equipment. • Inadequate professional security outfit and personnel. • Inadequate health facilities and personnel in schools. • Inadequate provision for e-education to ensure continuity of learning in emergencies.

Table 18: Policy Objectives and Strategic Interventions for Crisis and Emergency Management

Policy Objectives	Strategic Interventions
1. Provide adequate security infrastructure	• Providing perimeter fence in schools at all levels • Providing security facilities and gadgets in schools at all levels (CCTV cameras, street lights, scanners/detectors, etc.).
2. Provide adequate social safety net	• Providing fire and other disaster management equipment. • Providing psychosocial support to victims of crisis and emergencies. • Providing relevant policy and capacity building for effective crisis management • Providing health facilities and personnel in schools. • Engaging professional security outfit and personnel. • Providing e-education facilities and capacity building in schools.

CHAPTER 3

MANAGEMENT OF THE PROCESS

3.1 Management of the Process

The management of the implementation of FCT Strategic Education Sector Plan/ Education Sector Operational Plan (SESP/SESOP) is the responsibility of the FCT Education Secretariat which is responsible to the FCT Minister and Executive Council for the success or failure of the sector. It is envisaged that the SESP would be ratified as the 10-year sector plan, by the FCT Executive Council, which should also translate it to a policy guide and operational document for education in the FCT. If necessary, the SESP should also be forwarded to the National Assembly for legislation to accord it a stronger legal backing to prevent its being jettisoned / derailed with change of Ministers. Also assumed, is that the SESOP would also be adopted as the Medium-Term Sector Strategy (MTSS) for the education sector in which case it would annually be upgraded against the SESP bench marks. The capital and non-personnel recurrent budget/expenditure of the Secretariat would derive from the SESOP.

The overall coordination/supervision of the implementation of SESP/SESOP would be the responsibility of a Steering Committee headed by the Secretary for Education who is the equivalence of a State Commissioner for Education. The Steering Committee would make regular (quarterly) progress reports to the FCT Executive Council on the Implementation of SESP/SESOP, through the Secretary for Education.

The Steering Committee would oversee a Technical Task Force on Implementation of SESP/SESOP. The Task Force comprising all the Directors Planning, Research and Statistics of all the Education Departments, Boards and related Agencies, would be headed by the Director, Department of Policy Planning Research & Statistics (DPPR&S) of the Education Secretariat. The Technical Task Force would meet on a more regular basis and submit regular reports to the Steering Committee.

The Planning Division of DPPR&S would be responsible for the plan review using the education planning technical team, while the Monitoring and Evaluation Division would be responsible for the regular monitoring and evaluation of progress on SESOP implementation and would provide feed-back to the Planning Division for the review/upgrading of SESOP.

All Departments/Boards of the Secretariat and relevant Agencies/Departments of related Secretariats are responsible for the execution/implementation of SESOP activities. Each Department/Board or Unit must articulate an annual –work-plan for the implementation of activities in the plan and make quarterly progress reports to DPPR&S.

The monitoring and evaluation of SESP/SESOP implementation would be on a continuous basis and preparations must commence right from the onset. While SESOP incorporates a monitoring and evaluation framework with key performance indicators; the Monitoring and Evaluation (M&E) Division of the DPPR&S would coordinate the development of appropriate instruments to inform the process. ICT enabled instruments should also be employed to enhance effectiveness and efficiency of the M&E process.

ANNEX

VITAL EDUCATION STATISTICS

Section A: FCT-Level General Population Information

Table 19: FCT Population by Age Group & Gender: 2006, 2009 & 2019

Age	2006			2009			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-4 yrs.	109,835	110,531	220,366	128,755	124,439	253,194	207,100	194,939	402,039
5-9 yrs.	87,371	88,950	176,321	105,595	106,880	212,475	174,175	166,402	340,577
10-14 yrs.	66,550	72,289	138,839	84,377	88,515	172,892	142,168	141,188	283,356
15-19 yrs.	57,324	64,460	121,784	65,970	73,276	139,246	123,682	128,515	252,197
20-24 yrs.	67,709	79,398	147,107	65,149	76,278	141,427	101,918	110,425	212,343
25-29 yrs.	88,153	86,291	174,444	87,136	94,744	181,880	90,141	100,359	190,500
30-34 yrs.	71,290	59,199	130,489	93,056	84,870	177,926	95,838	104,938	200,776
35-39 yrs.	59,132	39,868	99,000	72,270	54,083	126,353	113,123	114,278	227,401
40- 44 yrs.	42,561	25,833	68,394	56,481	35,816	92,297	109,780	94,517	204,297
45-49 yrs.	32,964	15,634	48,598	40,848	22,270	63,118	82,387	58,776	141,163
50-54 yrs.	20,351	10,674	31,025	29,316	13,898	43,214	61,479	37,767	99,246
55-59 yrs.	11,196	5,238	16,434	16,511	8,486	24,997	42,021	22,812	64,833
60-64 yrs.	6,840	4,642	11,482	9,020	4,704	13,724	27,701	13,519	41,220
65-69 yrs.	3,614	2,693	6,307	5,091	3,769	8,860	14,210	7,702	21,912
70-74 yrs.	2,785	2,563	5,348	2,813	2,361	5,174	6,706	3,856	10,562
75-79 yrs.	1,491	1,246	2,737	1,874	1,788	3,662	3,074	2,554	5,628
80+	4,006	3,558	7,564	2,851	2,648	5,499	2,159	2,234	4,393
Total	733,172	673,067	1,406,239	867,113	798,825	1,665,938	1,397,662	1,304,781	2,702,443

Source: National Population Commission

Table 20: FCT Basic and Senior Secondary Education Age Group by Gender: 2006, 2009 & 2019

Age	2006			2009			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
3 yrs.	22,574	23,109	45,683	22,813	23,277	46,090	39,719	37,588	77,307
4 yrs.	21,959	22,038	43,997	22,868	23,151	46,019	38,531	36,539	75,070
5 yrs.	21,009	21,029	42,038	22,396	22,659	45,055	37,400	35,540	72,940
6 yrs.	19,189	19,295	38,484	21,857	22,102	43,959	36,260	34,546	70,806
7 yrs.	16,528	16,446	32,974	21,239	21,474	42,713	34,805	33,250	68,055
8 yrs.	16,531	17,525	34,056	20,488	20,735	41,223	33,483	32,084	65,567
9 yrs.	14,114	14,655	28,769	19,615	19,910	39,525	32,227	30,982	63,209
10 yrs.	17,077	17,504	34,581	18,706	19,107	37,813	31,001	29,905	60,906
11 yrs.	10,724	11,646	22,370	17,779	18,354	36,133	29,771	28,825	58,596
12 yrs.	14,676	15,838	30,514	16,852	17,658	34,510	28,664	27,868	56,532
13 yrs.	12,543	14,277	26,820	15,948	17,009	32,957	26,229	27,218	53,447
14 yrs.	11,530	13,024	24,554	15,092	16,387	31,479	26,503	27,372	53,875
15 yrs.	14,297	16,370	30,667	14,313	15,768	30,081	26,132	27,029	53,161
16 yrs.	10,900	12,152	23,052	13,637	15,149	28,786	25,562	26,480	52,042
17 yrs.	9,310	10,199	19,509	13,082	14,587	27,669	24,870	25,815	50,685
Total	232,961	245,107	478,068	276,685	287,327	564,012	471,157	461,041	932,198

Source: National Population Commission

Table 21: FCT Tertiary Education Age Group by Gender: 2006, 2009 & 2019

Age	2006			2009			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
18 yrs.	12,772	14,500	27,272	12,622	14,057	26,679	24,033	25,026	49,059
19 yrs.	10,045	11,239	21,284	12,316	13,715	26,031	23,085	24,165	47,250
20 yrs.	18,783	25,584	44,367	12,262	13,773	26,035	22,126	23,353	45,479
21 yrs.	9,608	10,213	19,821	12,490	14,306	26,796	21,183	22,624	43,807
22 yrs.	13,999	15,856	29,855	12,945	15,166	28,111	20,290	21,991	42,281
23 yrs.	13,033	14,532	27,565	13,439	16,094	29,533	19,491	21,455	40,946
24 yrs.	12,286	13,213	25,499	14,013	16,939	30,952	18,828	21,002	39,830
25 yrs.	25,681	28,571	54,252	14,879	17,749	32,628	18,336	20,611	38,947
26 yrs.	14,886	14,423	29,309	16,068	18,463	34,531	18,036	20,279	38,315
27 yrs.	16,175	14,731	30,906	17,407	19,031	36,438	17,915	20,030	37,945
28 yrs.	17,718	17,733	35,451	18,827	19,583	38,410	17,890	19,788	37,678
29 yrs.	13,693	10,833	24,526	19,955	19,918	39,873	17,964	19,651	37,615
30 yrs.	27,675	27,701	55,376	20,385	19,653	40,038	18,201	19,793	37,994
31 yrs.	9,217	6,601	15,818	19,929	18,664	38,593	18,622	20,285	38,907
32 yrs.	16,117	12,003	28,120	18,847	17,170	36,017	19,176	20,992	40,168
33 yrs.	9,380	6,820	16,200	17,534	15,479	33,013	19,677	21,672	41,349
34 yrs.	8,901	6,074	14,975	16,361	13,904	30,265	20,162	22,196	42,358
35 yrs.	21,910	16,576	38,486	15,402	12,544	27,946	20,831	22,618	43,449
36 yrs.	10,765	6,520	17,285	14,795	11,527	26,322	21,711	22,880	44,591
37 yrs.	8,721	5,425	14,146	14,424	10,760	25,184	22,653	22,951	45,604
38 yrs.	10,668	7,122	17,790	14,072	10,025	24,097	23,624	22,990	46,614
39 yrs.	7,068	4,225	11,293	13,577	9,227	22,804	24,304	22,839	47,143
40 yrs.	17,779	13,591	31,370	12,963	8,479	21,442	24,331	22,153	46,484
Total	326,880	304,086	630,966	355,512	346,226	701,738	472,469	501,344	973,813

Source: National Population Commission

Table 22: FCT Population Distribution by Area Council & Gender: 2006, 2009 & 2019

Area Council	2006			2009			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	28,860	29,782	58,642	34,132	35,347	69,479	55,016	57,735	112,751
AMAC	415,951	360,347	776,298	491,940	427,655	919,595	792,937	698,521	1,491,458
Bwari	115,346	113,928	229,274	136,418	135,215	271,633	219,886	220,857	440,743
Gwagwalada	80,182	78,436	158,618	94,831	93,088	187,919	152,854	152,048	304,902
Kuje	49,420	47,813	97,233	58,448	56,747	115,195	94,210	92,689	186,899
Kwali	43,413	42,781	86,194	51,344	50,773	102,117	82,759	82,931	165,690
Total	733,172	673,067	1,406,239	867,113	798,825	1,665,938	1,397,662	1,304,781	2,702,443

Section B: Number of Schools in FCT

Table 23: Number of Public Basic & Senior Secondary Schools in FCT: 2009 & 2019

Ownership	2009					2019				
	ECCD	Pry	Junior Sec.	Senior Sec.	Total	ECCD	Pry	Junior Sec.	Senior Sec.	Total
Public	126	477	96	55	763	397	629	169	67	1262
Private	291	292	162	80	825	976	1020	364	186	2546
Total	416	768	258	135	1,490	1373	1649	533	253	3808

Table 24: Number of Public Non-Formal and Adult Education Centres in FCT: 2009 & 2019

Programmes	Year	
	2009	2019
Basic Literacy	215	178
Post Literacy	178	188
Women Education	37	30
Girl Child Education	0	3
Continuing Education JSS 1 - 3	14	12
Continuing Education SS 1 - 3	0	11
Vocational Education VTC 1 - 3	6	8
VEIs 1 - 3	0	8
Nomadic Education	20	8
Integrated Qur'anic Education	25	28
Information and Communication Technology (ICT)	0	6
Hospitality	0	1
TOTAL	495	481

Source: FCT Department of Mass Education

Table 25: Number of Public & Private Tertiary Institutions in FCT: 2009 & 2019

Institution	2009		2019	
	Public	Private	Public	Private
Innovation Enterprise Institutions (IEIs)	-	-	-	9
College of Education	1	-	1	1
Polytechnic and Monotechnics	1	-	1	1
University	1	3	1	4

Source: FCT Department of Higher Education

Section C: School Enrolment by Class & Gender

Table 26: Early Child Care Development Education (ECCDE) Enrolment by Class & Gender 2018/2019

Class	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCDE 1	7668	7131	14799	6902	6765	13667	14570	13896	28466
ECCDE 2	6374	6349	12723	6874	6929	13803	13248	13278	26526
ECCDE 3	2952	2904	5856	1537	1632	3169	4489	4536	9025
Total	16994	16384	33378	15313	15326	30639	32307	31710	64017

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 27: Primary School Enrolment by Class & Gender 2018/2019

Age	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary 1	18895	17811	36706	8376	8248	16624	27271	26059	53330
Primary 2	20492	20344	40836	7880	8264	16144	28372	28608	56980
Primary 3	21160	21108	42268	7467	7719	15186	28627	28827	57454
Primary 4	20413	20343	40756	7251	7151	14402	27664	27494	55158
Primary 5	19843	19610	39453	5462	5292	10754	25305	24902	50207
Primary 6	18517	18264	36781	1703	1675	3378	20220	19939	40159
Total	119320	117480	236800	38139	38349	76488	157459	155829	313288

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 28: Junior Secondary School Enrolment by Class & Gender 2018/2019

Age	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
JSS 1	23309	25020	48329	3870	4258	8128	27179	29278	56457
JSS 2	23598	24801	48399	3393	3896	7289	26991	28697	55688
JSS 3	23059	24008	47067	3056	3461	6517	26115	27469	53584
Total	69966	73829	143795	10319	11615	21934	80285	85444	165729

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 29: Senior Secondary School Enrolment by Class & Gender 2018/2019

Age	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
SS 1	15129	16883	32012	2625	2871	5496	17754	19754	37508
SS 2	13833	14887	28720	2377	2838	5215	16210	17725	33935
SS 3	6900	8581	15481	2262	3481	5743	9162	12062	21224
Total	35862	40351	76213	7264	9190	16454	43126	49541	92667

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 30: Mass Education (Non-Formal & Adult Education) Programmes Enrolment by Gender 2018/2019

Programme	Enrolment		
	Male	Female	Total
Basic Literacy	1005	4287	5292
Post Literacy	880	3087	3967
Women Education	6	589	595
Girl Child Education	0	25	25
Continuing Education JSS 1 - 3	192	336	528
Continuing Education SS 1 - 3	183	333	516
Vocational Education VTC 1 - 3	344	356	700
VEIs 1 - 3	755	570	1325
Nomadic Education	35	147	182
Integrated Qur'anic Education	258	606	864
Information and Communication Technology (ICT)	38	33	71
Hospitality	0	1	1
Total	3696	10370	14066

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 31: Tertiary Education: FCT College Education Student Enrolment by School, Programme & Gender (Part Time) 2018/2019

Academic School	NCE II			NCE III			NCE IV			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T
Arts & Social Sciences	55	91	146	62	79	141	44	78	122	161	248	409
Education	52	163	215	38	139	177	24	112	136	114	414	528
Languages	36	57	93	32	66	98	31	78	109	99	201	300
Sciences	30	40	70	31	40	71	22	45	67	83	125	208
Vocational & Technical	25	59	84	23	44	67	21	52	73	69	155	224
Total	198	410	608	186	368	554	142	365	507	526	1143	1169

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 32: Tertiary Education: FCT College Education Student Enrolment by School, Programme & Gender (Regular) 2018/2019

Academic School	NCE II			NCE III			TOTAL		
	M	F	T	M	F	T	M	F	T
Arts & Social Sciences	273	308	581	170	212	382	443	520	963
Education	148	258	406	118	241	359	266	499	765
Languages	49	125	174	52	169	221	101	294	395
Sciences	169	212	381	156	161	317	325	373	698
Vocational & Technical	83	152	235	65	105	170	148	257	405
Total	722	1055	1777	561	888	1449	1283	1943	3226

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Section D: School Enrolment by Area Council & Gender

Table 33: Early Child Care Development Education (ECCDE) Enrolment by Area Council & Gender 2018/2019

Area Council	Public ECCDE			Private ECCDE			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	2599	2362	4961	404	396	800	3003	2758	5761
AMAC	3977	4002	7979	8691	8714	17405	12668	12716	25384
Bwari	3764	3584	7348	2510	2351	4861	6274	5935	12209
Gwagwalada	3455	3295	6750	1467	1469	2936	4922	4764	9686
Kuje	1490	1483	2973	1423	1592	3015	2913	3075	5988
Kwali	1709	1658	3367	818	804	1622	2527	2462	4989
Total	16994	16384	33378	15313	15326	30639	32307	31710	64017

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 34: Primary School Enrolment by Area Council, Class & Gender 2018/2019

Area Council	Public Primary			Private Primary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	12798	11287	24085	586	705	1291	13384	11992	25376
AMAC	37887	39539	77426	21178	21434	42612	59065	60973	120038
Bwari	18709	19256	37965	7148	7260	14408	25857	26516	52373
Gwagwalada	23307	22106	45413	3786	3655	7441	27093	25761	52854
Kuje	14056	13960	28016	3672	3714	7386	17728	17674	35402
Kwali	12563	11332	23895	1769	1581	3350	14332	12913	27245
Total	119320	117480	236800	38139	38349	76488	157459	155829	313288

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 35: Junior Secondary School Enrolment by Area Council, Class & Gender 2018/2019

Area Council	Public Junior Secondary			Private Junior Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	3032	2527	5559	45	42	87	3077	2569	5646
AMAC	31531	34907	66438	6472	7324	13796	38003	42231	80234
Bwari	13866	15297	29163	2019	2020	4039	15885	17317	33202
Gwagwalada	10366	10736	21102	712	1166	1878	11078	11902	22980
Kuje	6564	6352	12916	709	808	1517	7273	7160	14433
Kwali	4607	4010	8617	362	255	617	4969	4265	9234
Total	69966	73829	143795	10319	11615	21934	80285	85444	165729

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 36: Senior Secondary School Enrolment by Area Council, Class & Gender 2018/2019

Area Council	Public Senior Secondary			Private Senior Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	2467	2166	4633	82	99	181	2549	2265	4814
AMAC	13773	16039	29812	3989	5608	9597	17762	21647	39409
Bwari	6707	9031	15738	1806	1606	3412	8513	10637	19150
Gwagwalada	6362	6682	13044	534	1008	1542	6896	7690	14586
Kuje	3412	4098	7510	628	728	1356	4040	4826	8866
Kwali	3141	2335	5476	225	141	366	3366	2476	5842
Total	35862	40351	76213	7264	9190	16454	43126	49541	92667

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Section E: FCT Teacher's Distribution

Table 37: ECCDE Teachers' Distribution by Area Council & Gender 2018/2019

Area Council	Public ECCDE			Private ECCDE			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	44	95	139	11	52	63	55	147	202
AMAC	17	324	341	202	1205	1407	219	1529	1748
Bwari	43	277	320	39	223	262	82	500	582
Gwagwalada	4	99	103	35	147	182	39	246	285
Kuje	22	141	163	27	243	270	49	384	433
Kwali	27	152	179	12	99	111	39	251	290
Total	157	1088	1245	326	1969	2295	483	3057	3540

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 38: Primary School Teachers' Distribution by Area Council & Gender 2018/2019

Area Council	Public Primary			Private Primary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	833	558	1391	37	56	93	870	614	1484
AMAC	827	1435	2262	764	1176	1940	1591	2611	4202
Bwari	852	1549	2401	101	211	312	953	1760	2713
Gwagwalada	658	638	1296	98	209	307	756	847	1603
Kuje	1154	882	2036	109	293	402	1263	1175	2438
Kwali	1146	694	1840	57	134	191	1203	828	2031
Total	5470	5756	11226	1166	2079	3245	6636	7835	14471

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 39: Junior Secondary School Teachers' Distribution by Area Council & Gender 2018/2019

Area Council	Public Junior Secondary			Private Junior Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	278	111	389	31	27	58	309	138	447
AMAC	730	1488	2218	651	501	1152	1381	1989	3370
Bwari	331	712	1043	107	103	210	438	815	1253
Gwagwalada	312	502	814	59	62	121	371	564	935
Kuje	406	293	699	63	64	127	469	357	826
Kwali	315	118	433	57	60	117	372	178	550
Total	2372	3224	5596	968	817	1785	3340	4041	7381

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 40: Senior Secondary School Teachers' Distribution by Area Council & Gender 2018/2019

Area Council	Public Senior Secondary			Private Senior Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaji	174	52	226	21	17	38	195	69	264
AMAC	642	1111	1753	378	244	622	1020	1355	2375
Bwari	291	610	901	67	52	119	358	662	1020
Gwagwalada	288	325	613	37	31	68	325	356	681
Kuje	224	127	351	96	31	127	320	158	478
Kwali	164	42	206	24	18	42	188	60	248
Total	1783	2267	4050	623	393	1,016	2406	2660	5066

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 41: Mass Education (Non-Formal & Adult Education) Programmes Facilitators by Gender 2018/2019

Programme	No of Facilitators						TOTAL		
	Full Time			Part Time					
	M	F	T	M	F	T	M	F	T
Basic Literacy	35	50	85	48	66	114	83	116	199
Post Literacy	25	22	47	44	24	68	69	46	115
Women Education	2	41	43	14	52	66	16	93	109
Girl Child Education	1	1	2	0	8	8	1	9	10
Continuing Education JSS 1 - 3	32	35	67	53	64	117	85	99	184
Continuing Education SS 1 - 3	9	14	23	29	43	72	38	57	95
Vocational Education VTC 1 - 3	55	16	71	33	28	61	88	44	132
VEIs 1 – 3	11	3	14	21	13	34	32	16	48
Nomadic Education	4	2	6	1	3	4	5	5	10
Integrated Qur'anic Education	7	6	13	3	11	14	10	17	27
ICT	4	2	6	8	1	9	12	3	15
Hospitality	0	1	1	0	2	2	0	3	3
Total	185	193	378	254	315	569	439	508	947

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 42: Mass Education (Non-Formal & Adult) Facilitators by Area Council & Gender 2018/2019

Area Council	No of Facilitators						TOTAL		
	Full Time			Part Time					
	M	F	T	M	F	T	M	F	T
Abaji	23	16	39	57	43	100	80	59	139
AMAC	21	81	102	37	58	95	58	139	197
Bwari	35	35	70	32	52	84	67	87	154
Gwagwalada	42	32	74	36	55	91	78	87	165
Kuje	27	20	47	48	57	105	75	77	152
Kwali	33	8	41	36	48	84	69	56	125
Total	181	192	373	246	313	559	427	505	932

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 43: Tertiary Education: FCT College Education Academic Staff Distribution by Function & Gender 2018/2019

CATEGORY OF STAFF	TOTAL		
	M	F	T
Junior All Categories (CONTEDESS 01 – 05)	29	03	32
Academic (CONTEDESS 01 – 09)	143	85	228
Senior Technical /Professional (CONTEDESS 06 – 15)	27	13	40
Senior Administrative (CONTEDESS 06 – 15)	10	08	18
Total	209	109	318

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Section F: Quality Indicators

1. Teachers

Table 44: Public School Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Level of Education 2018/2019

LEVEL OF EDUCATION	2018/2019									
	Enrolment	Total Teachers			Qualified Teaching Staff			% of Qualified Teachers	Pupils-Teacher Ratio (PTR)	Pupils-Qualified Teacher Ratio (PQTR)
	M+F	M	F	T	M	F	T			
ECCDE	33378	157	1088	1245	148	1012	1160	93	27	29
Primary	236800	5470	5756	11226	5253	5527	10780	96	21	22
JSS	143795	2372	3224	5596	2307	3176	5483	98	26	26
SS	76213	1783	2267	4050	1582	2072	3654	90	19	21
Total	490186	9782	12335	22117	9290	11787	21077	95	22	23

Source: FCT Annual School Census Statistical Reports for 2017/2018 & 2018/2019

Table 45: Private School Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Level of Education 2018/2019

LEVEL OF EDUCATION	2018/2019									
	Enrolment	Total Teachers			Qualified Teaching Staff			% of Qualified Teachers	Pupils-Teacher Ratio (PTR)	Pupils-Qualified Teacher Ratio (PQTR)
	M+F	M	F	T	M	F	T			
ECCDE	30639	326	1969	2295	197	1269	1466	64%	13	21
Primary	76488	1166	2079	3245	844	1674	2518	78%	24	30
JSS	21934	968	817	1785	717	692	1409	79%	12	16
SS	16454	623	393	1016	440	306	746	73%	16	22
Total	145515	3083	5258	8341	2198	3941	6139	74%	17	24

Table 46: Public ECCDE Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019									
	Enrolment	Total Teachers			Qualified Teaching Staff			% of Qualified Teachers	Pupils-Teacher Ratio (PTR)	Pupils-Qualified Teacher Ratio (PQTR)
	M+F	M	F	T	M	F	T			
ABAJI	4961	44	95	139	43	95	138	99	36	36
AMAC	7979	17	324	341	13	282	295	87	23	27
BWARI	7348	43	277	320	39	244	283	88	23	26
G/LADA	6750	4	99	103	4	99	103	100	66	66
KUJE	2973	22	141	163	22	141	163	100	18	18
KWALI	3367	27	152	179	27	151	178	99	19	19
Total	33378	157	1088	1245	148	1012	1160	93	27	29

Table 47: Public Primary School Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019									
	Enrolment	Total Teachers			Qualified Teaching Staff			% of Qualified Teachers	Pupils-Teacher Ratio (PTR)	Pupils-Qualified Teacher Ratio (PQTR)
	M+F	M	F	T	M	F	T			
ABAJI	24085	833	558	1391	818	556	1374	99	17	18
AMAC	77426	827	1435	2262	780	1362	2142	95	34	36
BWARI	37965	852	1549	2401	801	1487	2288	95	16	17
G/LADA	45413	658	638	1296	636	603	1239	96	35	37
KUJE	28016	1154	882	2036	1112	847	1959	96	14	14
KWALI	23895	1146	694	1840	1106	672	1778	97	13	13
Total	236800	5470	5756	11226	5253	5527	10780	96	21	22

Table 48: Public Junior Secondary School Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019									
	Enrolment	Total Teachers			Qualified Teaching Staff			% of Qualified Teachers	Pupils-Teacher Ratio (PTR)	Pupils-Qualified Teacher Ratio (PQTR)
	M+F	M	F	T	M	F	T			
ABAJI	5559	278	111	389	274	111	385	99	14	14
AMAC	66438	730	1488	2218	710	1448	2158	97	30	31
BWARI	29163	331	712	1043	323	711	1034	99	28	28
G/LADA	21102	312	502	814	306	500	806	99	26	26
KUJE	12916	406	293	699	396	292	688	98	18	19
KWALI	8617	315	118	433	298	114	412	95	20	21
Total	143795	2372	3224	5596	2307	3176	5483	98	26	26

Table 49: Public Senior Secondary School Quality Indicators: Qualified Teachers, Pupils-Teacher Ratio & Pupils-Qualify Teacher Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019									
	Enrolment	Total Teachers			Qualified Teaching Staff			% of Qualified Teachers	Pupils-Teacher Ratio (PTR)	Pupils-Qualified Teacher Ratio (PQTR)
	M+F	M	F	T	M	F	T			
ABAJI	4633	174	52	226	161	45	206	91	21	22
AMAC	29812	642	1111	1753	555	1001	1556	89	17	19
BWARI	15738	291	610	901	266	566	832	92	17	19
G/LADA	13044	288	325	613	275	309	584	95	21	22
KUJE	7510	224	127	351	185	110	295	84	21	25
KWALI	5476	164	42	206	140	41	181	88	27	30
Total	76213	1783	2267	4050	1582	2072	3654	90	19	21

2. Core- Subject Teacher Teaching Load

Table 50: Public Junior Secondary School Core Subject Teachers Pupils Ratio & Core Subject Teacher Teaching Load per Period per Week by Area Council 2018/2019

AREA COUNCIL	No of Sch.	Enrolment	Number of Core Subject Teachers				Core Subject Teacher/Student Ratio				Core Subject Teacher Teaching Load Per Period Per Week			
		M+F	Eng.	Maths	Basic Science/ Tech.	Religious/ National Values	Eng.	Maths	Basic Science/ Tech.	Religious/ National Values	Eng.	Maths	Basic Science/ Tech.	Religious/ National Values
ABAJI	76	5559	28	24	23	24	1:199	1:232	1:265	1:175	1:22	1:28	1:17	1:13
AMAC	158	65529	254	182	119	134	1:256	1:360	1:600	1:532	1:37	1:51	1:47	1:33
BWARI	94	27415	100	83	60	60	1:274	1:330	1:489	1:501	1:42	1:41	1:35	1:28
G/LADA	88	21030	79	51	45	48	1:266	1:412	1:489	1:471	1:34	1:58	1:38	1:29
KUJE	111	12916	58	58	37	42	1:223	1:223	1:362	1:327	1:31	1:29	1:23	1:18
KWALI	102	8479	47	29	23	30	1:180	1:292	1:392	1:296	1:27	1:38	1:29	1:18
Total	629	143795	566	427	307	338	1:233	1:308	1:433	1:384	1:32	1:41	1:31	1:23

Table 51: Public Senior Secondary School Core Subject Teacher-Pupil Ratio & Core Subject Teacher Teaching Load per Period per Week by Area Council 2018/2019

AREA COUNCIL	No of Sch.	Enrolment	Number of Core Subject Teachers				Core Subject Teacher/Student Ratio				Core Subject Teacher Teaching Load Per Period Per Week			
		M+F	Eng.	Maths	Economics	Civic Edu.	Eng.	Maths	Economics	Civic Edu.	Eng.	Maths	Economics	Civic Edu.
ABAJI	6	4633	15	18	9	10	1:309	1:257	1:515	1:463	1:58	1:44	1:29	1:40
AMAC	25	29812	177	128	139	97	1:168	1:233	1:214	1:307	1:28	1:36	1:21	1:32
BWARI	11	15738	80	64	63	34	1:197	1:246	1:250	1:463	1:33	1:34	1:27	1:41
G/LADA	10	13044	55	47	37	26	1:237	1:278	1:353	1:502	1:27	1:43	1:31	1:35
KUJE	9	7510	27	30	24	14	1:278	1:250	1:313	1:536	1:32	1:29	1:24	1:29
KWALI	6	5476	14	18	11	7	1:391	1:304	1:498	1:782	1:47	1:45	1:42	1:34
Total	67	76213	368	305	283	188	1:207	1:250	1:269	1:405	1:34	1:37	1:26	1:35

3. Classroom

Table 52: Public School Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio 2018/2019

AREA COUNCIL	2018/2019							
	Enrolment	Classroom in Good Condition	Classroom in Bad Condition	Total Number of Classrooms	% of Classroom in Good Condition	% of Classroom in Bad Condition	Pupils/ Classroom Ratio (PCR)	Pupils/ Good Classroom Ratio (PGCR)
ECCDE	33378	791	251	1042	76	24	32	42
Primary	236800	3689	1701	5390	68	32	44	64
JSS	143795	2242	571	2813	80	20	51	64
SSS	76213	913	364	1277	71	29	60	83
TOTAL	490186	7635	2887	10522				

Table 53: Public ECCDE Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio) by Area Council 2018/2019

AREA COUNCIL	2018/2019							
	Enrolment	Classroom in Good Condition	Classroom in Bad Condition	Total Number of Classrooms	% of Classroom in Good Condition	% of Classroom in Bad Condition	Pupils/ Classroom Ratio (PCR)	Pupils/ Good Classroom Ratio (PGCR)
ABAJI	4961	124	22	146	85	15	34	40
AMAC	7979	316	93	409	77	23	20	25
BWARI	7348	162	67	229	71	29	32	45
GWAWALADA	6750	72	20	92	78	22	73	94
KUJE	2973	55	32	87	63	37	34	54
KWALI	3367	62	17	79	78	22	43	54
TOTAL	33378	791	251	1042	76	24	32	42

Table 54: Public Primary School Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio) by Area Council 2018/2019

AREA COUNCIL	2018/2019							
	Enrolment	Classroom in Good Condition	Classroom in Bad Condition	Total Number of Classrooms	% of Classroom in Good Condition	% of Classroom in Bad Condition	Pupils/ Classroom Ratio (PCR)	Pupils/ Good Classroom Ratio (PGCR)
ABAJI	24085	335	174	509	66	34	47	72
AMAC	77426	1172	484	1656	71	29	47	66
BWARI	37965	553	246	799	69	31	48	69
GWAWALADA	45413	541	250	791	68	32	57	84
KUJE	28016	585	287	872	67	33	32	48
KWALI	23895	503	260	763	66	34	31	48
TOTAL	236800	3689	1701	5390	68	32	44	64

Table 55: Public Junior Secondary School Quality Indicators: % of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019							
	Enrolment	Classroom in Good Condition	Classroom in Bad Condition	Total Number of Classrooms	% of Classroom in Good Condition	% of Classroom in Bad Condition	Pupils/ Classroom Ratio (PCR)	Pupils/ Good Classroom Ratio (PGCR)
ABAJI	5559	192	51	243	79	21	23	29
AMAC	66438	928	205	1133	82	18	59	72
BWARI	29163	304	126	430	71	29	68	96
GWAWALADA	21102	296	61	357	83	17	59	71
KUJE	12916	295	52	347	85	15	37	44
KWALI	8617	227	76	303	75	25	28	38
TOTAL	143795	2242	571	2813	80	20	51	64

Table 56: Public Senior Secondary School Quality Indicators (% of Classrooms in Good/Bad Condition, Pupils-Classroom Ratio & Pupils Good Classroom Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019							
	Enrolment	Classroom in Good Condition	Classroom in Bad Condition	Total Number of Classrooms	% of Classroom in Good Condition	% of Classroom in Bad Condition	Pupils/ Classroom Ratio (PCR)	Pupils/ Good Classroom Ratio (PGCR)
ABAJI	4633	73	41	114	64	36	41	63
AMAC	29812	326	156	482	68	32	62	91
BWARI	15738	161	55	216	75	25	73	98
GWAWALADA	13044	180	31	211	85	15	62	72
KUJE	7510	106	30	136	78	22	55	71
KWALI	5476	67	51	118	57	43	46	82
TOTAL	76213	913	364	1277	71	29	60	83

4. Toilet

Table 57: Public School Quality Indicators: Pupil Toilet Ratio 2018/2019

Level of Education	2018/2019			Pupil Toilet Ratio (PToR)
	Number of School	Enrolment	Number of Toilets	
ECCDE	397	33378	205	163
Primary	629	236800	2190	108
JSS	169	143795	1510	95
SS	67	76213	1599	48
TOTAL	1262	490186	5504	89

Table 58: Public ECCDE Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019			
	Number of ECCDE Centres	Enrolment	No of Toilets	Pupil Toilet Ratio (PToR)
ABAJI	51	4961	5	992
AMAC	129	7979	94	85
BWARI	89	7348	27	272
GWAGWALADA	42	6750	22	307
KUJE	46	2973	47	63
KWALI	40	3367	10	337
Total (FCT)	397	33378	205	163

Table 59: Public Primary School Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019			
	Number of Schools	Enrolment	No of Toilets	Pupil Toilet Ratio (PToR)
ABAJI	76	24085	358	67
AMAC	158	77426	921	84
BWARI	94	37965	241	158
GWAGWALADA	88	45413	211	215
KUJE	111	28016	235	119
KWALI	102	23895	224	107
FCT	629	236800	2190	108

Table 60: Public Junior Secondary School Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019			
	Number of Schools	Enrolment	No of Toilets	Pupil Toilet Ratio (PToR)
ABAJI	16	5559	110	51
AMAC	65	66438	783	85
BWARI	27	29163	138	211
GWAGWALADA	19	21102	148	143
KUJE	25	12916	199	65
KWALI	17	8617	132	65
TOTAL	169	143795	1510	95

Table 61: Public Senior Secondary School Quality Indicators: Pupil Toilet Ratio by Area Council 2018/2019

AREA COUNCIL	2018/2019			
	Number of Schools	Enrolment	No of Toilets	Pupil Toilet Ratio (PToR)
ABAJI	6	4633	54	86
AMAC	25	29812	477	62
BWARI	11	15738	193	82
GWAGWALADA	10	13044	293	45
KUJE	9	7510	540	14
KWALI	6	5476	42	130
FCT	67	76213	1599	48

5. Water

Table 62: Public School Quality Indicators: Access to Water by Type & Level of Education 2018/2019

Level of Education	2018/2019					
	Number of School	Number of Schools with Access to Water (%)	Type			Number of Schools Without Access to Water (%)
			Pipe Born Water (%)	Borehole (%)	Other Sources (%)	
Primary	629	163 (26%)	-	163 (26%)	-	466 (74%)
JSS	169	75 (44%)	-	75 (44%)	-	94 (56%)
SS	67	49 (73%)	13 (19%)	45 (67%)	8 (12%)	18 (27%)
TOTAL	865	287 (33%)	13 (2%)	283 (33%)	8 (1%)	578 (67%)

Table 63: Public Primary School Access to Water by Type & Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Water (%)	Type			Number of Schools Without Access to Water (%)
			Pipe Born Water (%)	Borehole (%)	Other Sources (%)	
ABAJI	76	8 (11%)	-	8 (11%)	-	68 (89%)
AMAC	158	45 (28%)	-	45 (28%)	-	113 (72%)
BWARI	94	27 (29%)	-	27 (29%)	-	67 (71%)
GWAGWALADA	88	38 (43%)	-	38 (43%)	-	50 (57%)
KUJE	111	31 (28%)	-	31 (28%)	-	80 (72%)
KWALI	102	14 (14%)	-	15 (14%)	-	88 (85%)
TOTAL	629	163 (26%)	-	153 (26%)	-	466 (74%)

Table 64: Public Junior Secondary School Quality Indicators: Access to Safe Water & Type by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Water (%)	Type			Number of Schools Without Access to Water (%)
			Pipe Born Water (%)	Number of Borehole (%)	Other Sources (%)	
ABAJI	16	4 (25%)	-	4 (25%)	-	12 (75%)
AMAC	65	27 (42%)	-	27 (42%)	-	38 (58%)
BWARI	27	9 (33%)	-	9 (33%)	-	18 (67%)
GWAGWALADA	19	11 (58%)	-	11 (58%)	-	8 (42%)
KUJE	25	12 (48%)	-	12 (48%)	-	13 (52%)
KWALI	17	12 (71%)	-	12 (71%)	-	5 (29%)
TOTAL	169	75 (44%)	-	75 (44%)	-	94 (56%)

Table 65: Public Senior Secondary School Quality Indicators: Access to Safe Water & Type by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Water (%)	Type			Number of Schools Without Access to Water (%)
			Pipe Born Water (%)	Number of Borehole (%)	Other Sources (%)	
ABAJI	6	4 (67%)	1 (17%)	4 (67%)	1 (17%)	2 (33%)
AMAC	25	19 (76%)	8 (32%)	11 (44%)	2 (8%)	6 (24%)
BWARI	11	8 (73%)	3 (27%)	8 (73%)	2 (18%)	3 (27%)
GWAGWALADA	10	7 (70%)	1 (10%)	7 (70%)	2 (20%)	3 (30%)
KUJE	9	7 (78%)	0 (0%)	6 (67%)	1 (11%)	1 (11%)
KWALI	6	3 (50%)	0 (0%)	3 (50%)	0 (0%)	3 (50%)
TOTAL	67	49 (73%)	13 (19%)	45 (67%)	8 (12%)	18 (27%)

6. Power

Table 66: *Public School Quality Indicator: Access to Power Supply by Type & Level of Education 2018/2019*

Level of Education	2018/2019					
	Number of School	Number of Schools with Access to Power (%)	Type			Number of Schools Without Access to Power Supply (%)
			PHCN (%)	Generator (%)	Solar Power (%)	
Primary	629	172 (27%)	71 (11%)	99 (16%)	31 (5%)	457 (73%)
JSS	169	110 (65%)	63 (37%)	84 (50%)	14 (8%)	59 (35%)
SS	67	60 (90%)	45 (67%)	52 (78%)	16 (24%)	7 (10%)
TOTAL	865	342 (40%)	179 (21%)	235 (27%)	61 (7%)	523 (60%)

Table 67: *Public Primary School Quality Indicators: Access to Power & Type by Area Council 2018/2019*

AREA COUNCIL	Number of School	Number of Schools with Access to Power (%)	Type			Number of Schools Without Access to Power Supply (%)
			PHCN (%)	Generator (%)	Solar Power (%)	
ABAJI	76	11 (14%)	6 (8%)	7 (9%)	2 (3%)	65 (86%)
AMAC	158	85 (54%)	39 (25%)	31 (20%)	14 (9%)	73 (46%)
BWARI	94	26 (28%)	10 (11%)	18 (19%)	6 (6%)	68 (72%)
GWAGWALADA	88	16 (18%)	8 (9%)	14 (16%)	2 (2%)	72 (82%)
KUJE	111	17 (15%)	5 (5%)	14 (13%)	4 (4%)	94 (85%)
KWALI	102	17 (17%)	3 (3%)	15 (15%)	3 (3%)	85 (83%)
TOTAL	629	172 (27%)	71 (11%)	99 (16%)	31 (5%)	457 (73%)

Table 68: Public Junior Secondary School Quality Indicators: Access to Power & Type by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Power (%)	Type			Number of Schools Without Access to Power Supply (%)
			PHCN (%)	Generator (%)	Solar Power (%)	
ABAJI	16	5 (31%)	1 (6%)	3 (19%)	1 (6%)	11 (69%)
AMAC	65	53 (82%)	43 (66%)	37 (57%)	8 (12%)	12 (18%)
BWARI	27	13 (48%)	8 (30%)	10 (37%)	1 (4%)	14 (52%)
GWAGWALADA	19	13 (68%)	4 (21%)	13 (68%)	1 (5%)	6 (32%)
KUJE	25	14 (56%)	3 (12%)	11 (44%)	2 (8%)	11 (44%)
KWALI	17	12 (71%)	4 (24%)	10 (59%)	1 (6%)	5 (29%)
TOTAL	169	110 (65%)	63 (37%)	84 (50%)	14 (8%)	59 (35%)

Table 69: Public Senior Secondary School Quality Indicators: Access to Power & Type by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Power (%)	Type			Number of Schools Without Access to Power Supply (%)
			PHCN (%)	Generator (%)	Solar Power (%)	
ABAJI	6	5 (83%)	5 (83%)	4 (67%)	0 (0)	1 (17%)
AMAC	25	23 (92%)	20 (80%)	20 (80%)	9 (36%)	2 (8%)
BWARI	11	9 (82%)	6 (55%)	9 (82%)	2 (18%)	2 (18%)
GWAGWALADA	10	10 (100%)	7 (70%)	9 (90%)	0 (0%)	0 (0%)
KUJE	9	8 (89%)	4 (44%)	5 (56%)	4 (44%)	1 (11%)
KWALI	6	5 (83%)	3 (50%)	5 (83%)	1 (17%)	1 (17%)
TOTAL	67	60 (90%)	45 (67%)	52 (78%)	16 (24%)	7 (10%)

7. Health Facility

Table 70: Public ECCDE Access to Health Facilities by Area Council 2017/2018 & 2018/2019

Level of Education	Number of School	Number of Schools with Access to Health Facilities (%)	Type of Health Facility		None (%)
			Health Clinic (%)	First Aid Box (%)	
ECCDE	397	204 (47%)	-	204 (47%)	193 (49%)
Primary	629	463 (74%)	28 (4%)	455 (65%)	166 (26%)
JSS	169	155 (92%)	21 (12%)	154 (86%)	14 (8%)
SS	67	20 (30%)	20 (30%)	-	47 (70%)
TOTAL	1262	842 (67%)	69 (5%)	813 (64%)	420 (33%)

Table 71: Public ECCDE Quality Indicators: Access to Health Facility by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Health Facilities (%)	Type of Health Facility		None (%)
			Health Clinic (%)	First Aid Box (%)	
ABAJI	51	11 (22%)	-	11 (22%)	40 (79%)
AMAC	129	92 (69%)	-	92 (69%)	37 (29%)
BWARI	89	37 (38%)	-	37 (38%)	52 (58%)
GWAGWALADA	42	18 (36%)	-	18 (36%)	24 (57%)
KUJE	46	26 (33%)	-	26 (33%)	20 (43%)
KWALI	40	20 (53%)	-	20 (53%)	20 (50%)
TOTAL	397	204 (47%)	-	204 (47%)	193 (49%)

Table 72: Public Primary School Quality Indicators: Access to Health Facility by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Health Facilities (%)	Type of Health Facility		None (%)
			Health Clinic (%)	First Aid Box (%)	
ABAJI	76	48 (63%)	2 (3%)	47 (63%)	28 (37%)
AMAC	158	137 (87%)	5 (3%)	137 (84%)	21 (13%)
BWARI	94	63 (67%)	11 (12%)	59 (67%)	31 (33%)
GWAGWALADA	88	69 (78%)	0 (0%)	69 (74%)	19 (22%)
KUJE	111	63 (57%)	7 (6%)	60 (12%)	48 (43%)
KWALI	102	83 (81%)	3 (3%)	83 (87%)	19 (19%)
TOTAL	629	463 (74%)	28 (4%)	455 (65%)	166 (26%)

Table 73: Public Junior Secondary School Quality Indicators: Access to Health Facility by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Health Facilities (%)	Type of Health Facility		None (%)
			Health Clinic (%)	First Aid Box (%)	
ABAJI	16	16 (100%)	0 (0%)	16 (100%)	0 (0%)
AMAC	65	62 (95%)	17 (26%)	61 (92%)	3 (5%)
BWARI	27	25 (93%)	2 (7%)	25 (89%)	2 (7%)
GWAGWALADA	19	15 (79%)	0 (0%)	15 (79%)	4 (21%)
KUJE	25	23 (92%)	2 (8%)	23 (80%)	2 (8%)
KWALI	17	14 (82%)	0 (0%)	14 (82%)	3 (18%)
TOTAL	169	155 (92%)	21 (12%)	154 (86%)	14 (8%)

Table 74: Public Senior Secondary School Quality Indicators: Access to Health Facilities by Area Council 2018/2019

AREA COUNCIL	Number of School	Number of Schools with Access to Health Facilities (%)	Type of Health Facility		None (%)
			Health Clinic (%)	First Aid Box (%)	
ABAJI	6	2 (33%)	2 (33%)	-	4 (67%)
AMAC	25	10 (40%)	10 (40%)	-	15 (60%)
BWARI	11	0 (0%)	0 (0%)	-	11 (100%)
GWAGWALADA	10	3 (30%)	3 (30%)	-	7 (70%)
KUJE	9	3 (33%)	3 (33%)	-	6 (67%)
KWALI	6	2 (33%)	2 (33%)	-	4 (67%)
TOTAL	67	20 (30%)	20 (30%)	-	47 (70%)

8. Access to Other Facilities

Table 75: Public ECCDE Quality Indicators: Access to Other Facilities 2018/2019

Level of Education	Number of ECCDE Centres	Reading Corner (%)	Play Ground (%)	Perimeter Fencing (%)
ECCDE	397	138 (35%)	193 (49%)	92 (23%)

Table 76: Public ECCDE Quality Indicators: Access to Other Facilities by Area Council 2018/2019

AREA COUNCIL	Number of ECCDE Centres	Reading Corner (%)	Play Ground (%)	Perimeter Fencing (%)
ABAJI	51	0 (0%)	18 (35%)	4 (8%)
AMAC	129	105 (81%)	74 (57%)	47 (36%)
BWARI	89	14 (16%)	35 (39%)	18 (20%)
GWAGWALADA	42	4 (10%)	19 (45%)	10 (24%)
KUJE	46	1 (2%)	29 (63%)	6 (13%)
KWALI	40	14 (35%)	18 (45%)	7 (18%)
TOTAL	397	138 (35%)	193 (49%)	92 (23%)

Table 77: Public Primary, Junior & Senior Secondary Schools Access to Other Facilities by Area Council 2017/2018 & 2018/2019

Level of Education	Number of Schools	Enrolment	Number of PC (Pupils/ Computer Ratio)	Computer Lab. (%)	Laboratories (%)	Library (%)	Play Ground (%)	Perimeter Fencing (%)
Primary	629	236800	444 (533)	81 (13%)	20 (3%)	129 (21%)	471 (75%)	114 (18%)
JSS	169	143795	497 (289%)	48 (28%)	62 (37%)	60 (36%)	91 (54%)	70 (41%)
SS	67	76213	1770 (43)	34 (51%)	39 (58%)	36 (54%)	42 (63%)	32 (48%)
TOTAL	865	456808	2711 (169)	163 (19%)	121 (14%)	225 (26%)	604 (70%)	216 (25%)

Table 78: Public Primary School Quality Indicators: Access to Other Facilities by Area Council 2018/2019

Area Council	Number of Schools	Enrolment	Number of PC (Pupils/Computer Ratio)	Computer Laboratory (%)	Other Laboratories (%)	Library (%)	Play Ground (%)	Perimeter Fencing (%)
ABAJI	76	24085	31 (777)	7 (9%)	2 (3%)	9 (12%)	57 (75%)	2 (3%)
AMAC	158	77426	189 (410)	25 (16%)	5 (3%)	57 (36%)	111 (70%)	53 (34%)
BWARI	94	37965	60 (633)	13 (14%)	6 (6%)	19 (20%)	63 (67%)	20 (21%)
G/LADA	88	45413	53 (857)	23 (26%)	3 (3%)	15 (17%)	64 (73%)	17 (19%)
KUJE	111	28016	59 (475)	9 (8%)	3 (3%)	19 (17%)	85 (77%)	14 (13%)
KWALI	102	23895	52 (460)	4 (4%)	1 (1%)	10 (10%)	91 (89%)	8 (8%)
FCT	629	236800	444 (533)	81 (13%)	20 (3%)	129 (21%)	471 (75%)	114 (18%)

Table 79: Public Junior Secondary School Quality Indicators: Access to Other Facilities by Area Council 2018/2019

Area Council	Number of Schools	Enrolment	Number of PC (Pupils/Computer Ratio)	Computer Laboratory (%)	Other Laboratories (%)	Library (%)	Play Ground (%)	Perimeter Fencing (%)
ABAJI	16	5559	26 (214)	3 (19%)	8 (50%)	4 (25%)	11 (69%)	3 (19%)
AMAC	65	66438	201 (331)	26 (40%)	19 (29%)	28 (43%)	30 (46%)	35 (54%)
BWARI	27	29163	132 (221)	8 (30%)	7 (26%)	9 (33%)	9 (33%)	11 (41%)
GWAGWALADA	19	21102	86 (245)	5 (26%)	6 (32%)	5 (26%)	13 (68%)	9 (47%)
KUJE	25	12916	16 (807)	4 (16%)	10 (40%)	7 (28%)	16 (64%)	6 (24%)
KWALI	17	8617	36 (239)	2 (12%)	12 (71%)	7 (41%)	12 (71%)	6 (35%)
FCT	169	143795	497 (289%)	48 (28%)	62 (37%)	60 (36%)	91 (54%)	70 (41%)

Table 80: Public Senior Secondary School Quality Indicators: Access to Other Facilities by Area Council 2018/2019

Area Council	Number of Schools	Enrolment	Number of PC (Pupils/Computer Ratio)	Computer Laboratory (%)	Other Laboratories (%)	Library (%)	Play Ground (%)	Perimeter Fencing (%)
ABAJI	6	4633	112 (41)	3 (50%)	4 (67%)	2 (33%)	6 (100%)	3 (50%)
AMAC	25	29812	968 (31)	15 (60%)	20 (80%)	18 (72%)	12 (48%)	11 (44%)
BWARI	11	15738	211 (75)	2 (18%)	3 (27%)	3 (27%)	6 (55%)	7 (64%)
GWAGWALADA	10	13044	147 (89)	5 (50%)	6 (60%)	8 (80%)	7 (70%)	4 (40%)
KUJE	9	7510	191 (39)	7 (78%)	4 (44%)	3 (33%)	6 (67%)	4 (44%)
KWALI	6	5476	141 (39)	2 (33%)	2 (33%)	2 (33%)	5 (83%)	3 (50%)
FCT	67	76213	1770 (43)	34 (51%)	39 (58%)	36 (54%)	42 (63%)	32 (48%)

Section G: Public Schools WAEC & NECO Results Analysis 2015 - 2019

Table 81: Number and % Pass Rate of Candidates with Minimum of Five Credits Including English & Mathematics in External Examinations 2015 - 2019

YEAR	WAEC		NECO	
	Number Sat	% Pass Rate	Number Sat	% Pass Rate
2015	9933	30.2	9847	58.7
2016	10473	38.1	10665	52.5
2017	11216	49.7	8277	43.7
2018	13022	43.3	12187	57.7
2019	13036	46.5	12128	57.7

Section H: Education Budget Analysis 2015 - 2019

Table 82: Statutory Budget Allocation and Release to Education Sector from 2015 - 2019

Year	Total FCT Budget	Budgetary Allocation To Education				
		Total Budgetary Allocation To Education (%)	Capital Budgetary Allocation		Recurrent Budgetary Allocation	
			Total Capital	Actual Budgetary Release (%)	Total Recurrent Overhead & Personnel Cost Appropriation	Recurrent (Overhead & Personnel Cost Released) (%)
2015	265,545,219,271	41,801,616,644 (15.7%)	10,334,405,611	2,170,225,178 (21%)	31,467,211,033	28,320,489,930 (90%)
2016	235,614,289,508	36,568,030,941 (15.5%)	7,118,450,221	2,206,719,569 (31%)	29,449,580,720	26,504,622,648 (90%)
2017	234,521,850,990	41,016,511,757 (17.5%)	9,334,122,987	2,333,530,747 (25%)	31,682,388,770	28,514,149,893 (90%)
2018	233,996,241,199	42,638,280,822 (18.2%)	13,872,735,400	277,454,708 (2%)	28,765,545,422	25,888,990,880 (90%)
2019	240,128,214,665	41,230,680,807 (17.2%)	8,547,079,651	0 (0%)	32,683,601,156	29,415,241,040 (90%)
2020	199,240,531,350	35,931,756,606	7,077,843,140		28,853,913,466	

Source: FCT Education Secretariat Vote Book

Section I: School Enrolment

Table 83: Enrolment Trend in Public and Private Basic Education, Senior Secondary Schools, Non-Formal & Adult Education and FCT College of Education 2017-2019

S/N	Level of Education	Year	Public School Enrolment			Private School Enrolment			Total Enrolment			% Enrolment	
			M	F	T	M	F	T	M	F	T	M	F
1	ECCDE	2017	16713	15965	32678	17722	17469	35191	34435	33434	67869	51%	49%
		2018	16509	15686	32195	18472	18208	36680	34981	33894	68875	51%	49%
		2019	16994	16384	33378	15313	15326	30639	32307	31710	64017	50%	50%
2	Primary	2017	113675	112781	226456	30400	30956	61356	144075	143737	287812	50%	50%
		2018	114866	114169	229035	32135	32702	64837	147001	146871	293872	50%	50%
		2019	119320	117480	236800	38139	38349	76488	157459	155829	313288	50%	50%
3.	JSS	2017	63424	67238	130662	8934	10192	19126	72358	77430	149788	48%	52%
		2018	70413	72702	143115	9142	10429	19571	79555	83131	162686	49%	51%
		2019	69966	73829	143795	10319	11615	21934	80285	85444	165729	48%	52%
4.	SSS	2017	33420	36252	69672	6158	7956	14114	39578	44208	83786	47%	53%
		2018	35634	38030	73664	6453	8337	14790	42087	46367	88454	48%	52%
		2019	35862	40351	76213	7264	9190	16454	43126	49541	92667	47%	53%
5.	Non-Formal and Adult	2017	3438	9889	13327	-						26%	74%
		2018	3603	10362	13965	-						26%	74%
		2019	3696	10370	14066	-						26%	74%
6.	FCT College of Education	2017	2202	3186	5388	-						41%	59%
		2018	1895	2759	4654	-						41%	59%
		2019	1809	3086	4895	-						37%	63%

