



Introduction

This report serves as a reference guide for understanding and making use of key education indicators, taken from the MDG framework. The indicators are divided into two sets of packages. The first set of indicators pertains to tracking MDG progress. This includes enrollment, school continuation, gender parity, and literacy, thus are more outcome oriented. The second set is more input-oriented, and includes indicators that are helpful for planning and budgeting: infrastructure, furniture, personnel related and teaching and learning materials.

For any school to be functional the basic minimum requirement should include all of the indicators in the packages. NMIS will help to highlight the gaps under each set. Each indicator package is accompanied by a list of targets for the indicators and contains suggestions for educational strategies that could help reduce the gap between the target and the current status. However, it is highly recommended that the LGA education team in partnership with education agencies in the LGA collaborate to form action plans based on NMIS reports. For this purpose, the next section suggests some of the agencies involved with educational planning and implementation at the local level.



Partnership building and planning collaboratively

Some of the local partners that are useful for education related work are listed below. Before writing a grant proposal for OSSAP-MDGs Conditional Grants Scheme to Local Government Areas, the role of the Technical Assistant is to collaborate with the education agencies, understand their work and support it using NMIS. The Technical Assistant must also make sure that the essential education partners are included in the Local Government Technical Team. The list could also include civil society and other government agencies at the federal, state and local level.

Sample of education agencies:

- Members of the State House of Assembly.
- State Ministry of Education
- Divisional Inspectorate at the LGA level
- Local Government Councils (LGC)
- Local Government Education Authority (LGEA)
- State Universal Basic Education Boards (SUBEB)
- State Agency for Mass Education (SAME)
- National Teachers Institute at state level (NTI)
- School Management Board at the state level
- Local Parent Teacher Associations (PTAs)
- School Based Management Committee (SBMC)
- Madrasah Committees
- School support officers (SSOs)
- Social mobilization officers (SMOs)

MDG Goals and Targets

Goal 2: Achieve universal primary education.

Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: Promote gender equality and empower women.

Target: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education by 2015.

With the United Nations Millennium Development Goals, governments around the world committed to ensuring that all children, regardless of race, class, ethnicity or gender, will have access to a full cycle of primary education by 2015. By providing knowledge and skills, encouraging new behavior, and increasing individual and collective empowerment, education lies at the center of social and economic development. Universal and equal education are fundamental to the success of poverty reduction strategies, increasing future employment opportunities, promoting economic growth, and creating healthy and happy individuals. Moreover, educating the girl child has proven to have a positive impact on reducing poverty, improving health choices, and ensuring the education of future generations.



Tracking the MDGs

The Millennium Development Goals for education and gender represent minimum standards or starting points for ensuring long-term economic growth and social well-being. Therefore, it is important for each country to continually monitor its progress toward reaching these goals by 2015. The goals are monitored using indicators that mark progress or change in specific education and gender-related areas. Below are the three main indicators used for Goal 2 and four main indicators for Goal 3. A subset of quality-related indicators will be presented in this document.

Tracking progress toward achieving universal education

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| 1. <i>Net and Gross Enrolment Rates (NER, GER)</i> | What is the ratio of the number of children of official school age (as defined by the national education system) who are enrolled in primary school to the total population of children of official school age? This should not be confused with the Gross Enrolment Rate (GER) , which includes the total number of children in a specific level of education for a given year. The GER may go above 100% since under-age and over-age children in school are also counted. |
| 2. <i>The proportion of pupils starting grade 1 who reach grade 5</i> | What is the proportion of pupils starting grade 1 who reach grade 5? This is the percentage of a cohort of pupils enrolled in grade 1 of the primary level of education in a given school year who reach grade 5. |
| 3. <i>Literacy rate of 15–24 year-olds (sometimes called the youth literacy rate)</i> | What is the percentage of 15–24 year olds who can both read and write with understanding a short simple statement on everyday life? In some cases, what is the percentage of 15-24 year olds who know basic arithmetic and other life skills? |

Tracking MDGs, continued

Tracking progress toward eliminating gender disparity in education

- 1 What is the Gender Parity Index (GPI) or the ratio of girls to boys in primary, secondary and tertiary education?
- 2 What is the ratio of literate women to men, ages 15 to 24?
- 3 What is the share of women in wage employment in the non-agricultural sector?
- 4 What is the proportion of seats held by women in national parliament?

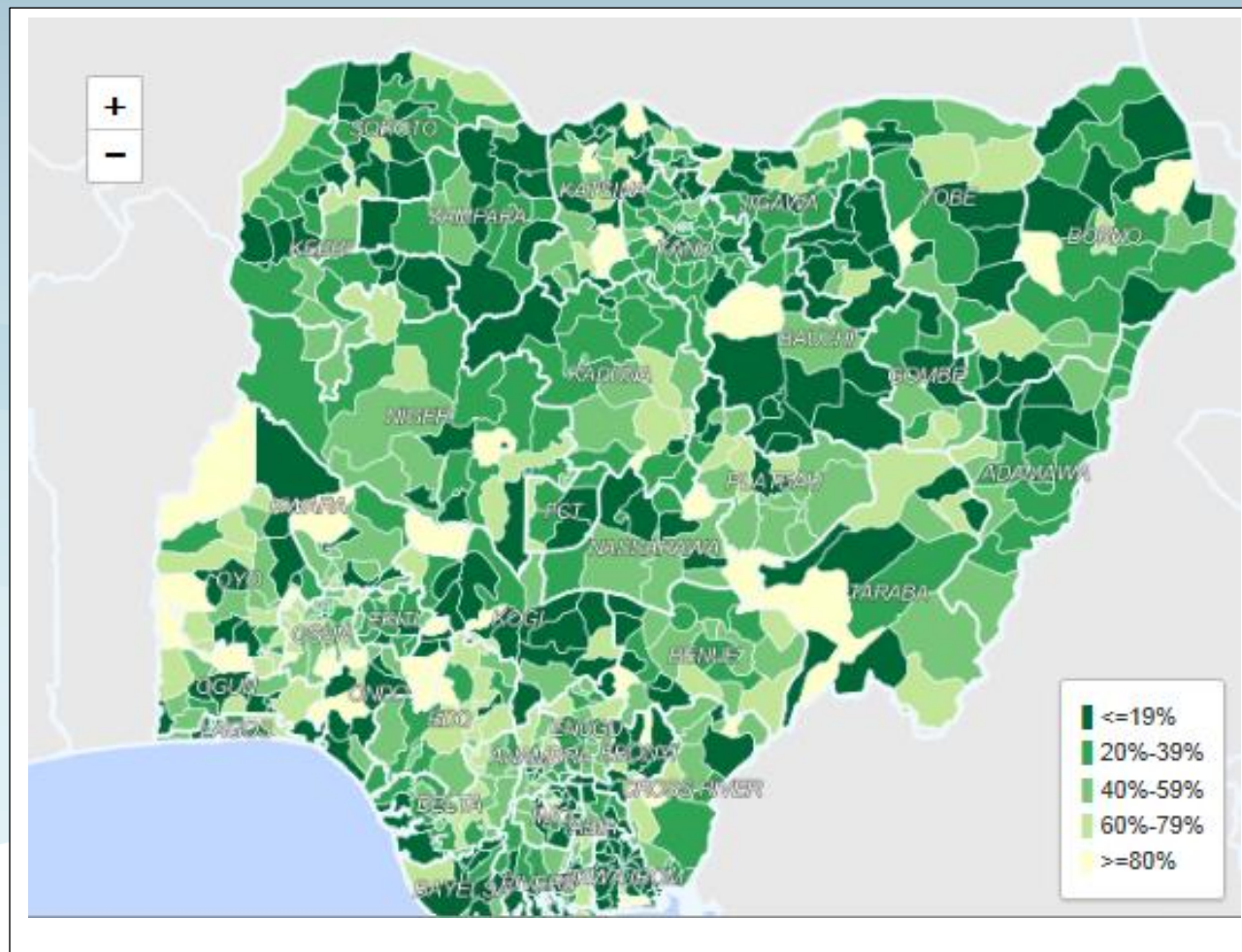


Using MDG Indicators to Track Progress

The MDG indicators help to track progress towards achieving the MDGs. NMIS will help to identify key indicators for your planning purposes. If indicators show gaps in reaching the targets, there will be a suggested menu of policy options and strategies. This policy menu is drawn from Nigerian policy documents though is not an exhaustive list. You should also use locally relevant policies that apply to your LGA. For example, for some LGAs, gender related policies would take priority because of large gender disparities as shown by the indicators. In another LGA, it could be that low overall enrollment in primary schools is the priority; therefore, enrollment campaigns can be one of their priorities. While creating your priority list, please make sure that you collaborate with the LGA education team comprising of members from various education agencies. It is also important that you holistically attempt to address the gaps in all indicators with the appropriate education policy for your LGA.

Please keep in mind that you can combine different packages to address the educational needs in your LGA.

Status of MDG 2 in Nigeria, June 2014



This map shows the status of net enrolment rate (NER) for primary education. The darker the color means, the lower the NER. For example, in the middle of Sokoto State we see an area with particularly low NER.



Targets:

- 100% for both Net Enrolment Rate and Net Intake Rate
- To have students living no more than 3 kilometers from school

What do these indicators mean?

- Net Enrolment Rate (NER): Total enrolment of the age group (primary school, for example) divided by the population of the age group
- Net Intake Rate: (NIR): New entrants of school-entrance-age in grade 1 divided by the total population of children at school-entrance-age

Suggestions for improving enrolment in your LGA

- Wide sensitization and advocacy targeted at all stakeholders in support of enrolment, retention and funding.
- Ensure the enforcement of Universal Basic Education Act with the LGA education agencies to enforce the provisions stipulating compulsory enrollment and retention of children in schools.
- Initiate and re-invigorate the community outreach and talk to community leaders, political leaders, NGOs to increase enrolment by eliminating cultural barriers.
- Promote State- driven incentives, such as uniforms, free provision of textbooks, transportation to increase enrolments.
- Improve rural schools and mainstream nomadic education centers by bringing them up to the approved Minimum Standards.
- Revitalize the National Campaigns on Access in your LGA.
- If students have to travel great distances (more than 3-4 km) to reach school, encourage establishment of neighborhood and open schools. Mobile schools could also be an option to increase enrolment for the short-term.

More suggestions for improving enrolment:

- Provide more spaces in reformed integrated IQT schools.
- Increasing access to Special Education, Almajiri, and other vulnerable groups (through incentives like free uniforms, free school kits and micro-credit on completion education).
- Increase collaboration with private sector providers of education.
- Encourage provision of pre-school education by communities and the private sector through dissemination activities outlining the importance of Pre – Primary education (Early Childhood Care and Education ECCE.)

MDG 2 indicators displayed in NMIS LGA/All Sectors/Overview

Goal 2: Achieve universal primary education	
Net enrollment rate for primary education	0.77
Gross enrollment rate in primary education	0.19
Net enrollment rate for secondary education	0.20
Gross enrollment rate in secondary education	0.10
Literacy rate of 15-24 year olds (men and women)	0.24



Targets

- 0% Drop-Out Rate for both girls and boys
- 100% Transition Rate from primary to JS1 for both girls and boys
- 0% Repetition Rate for both girls and boys

What do these indicators mean?

- **Drop-Out Rate: Promotion Rate minus Repetition Rate**
***Promotion Rate is Number of pupils promoted to grade i+1 in school-year t+1 divided by Number of pupils enrolled in grade i, in school-year t.**
- **Transition Rate: Number of pupils who progress from final year of primary to JS1 divided by number of pupils enrolled in final year of primary.**
- **Repetition Rate: Number of pupils repeating grade i, in school-year t+1 divided by Number of pupils enrolled in grade i, in school-year t**

Suggestions for improving continuation and completion in your LGA

- Have staff who are not involved directly in teaching use their time to support pupil groups.
- Hold capacity building workshops for head teachers to ensure quality teaching and learning at schools.
- Institute practice of school-self monitoring and evaluation.
- Discuss student assessment results in core subjects and institute remediation practices based on the assessments.
- Encourage the use of differentiated instruction to address diverse learning styles and student needs.
- Intensify the implementation of the Student Tutoring, Mentoring and Counseling (STUMEC) initiative.

Targets

- A Gender Parity index of 1
- 100% of schools with gender-separate toilets

What do these indicators mean?

- Gender Parity Index: the Gross Enrolment Rate (GER) for girls divided by the GER for boys. *GER: Total enrolment at the level (primary or junior secondary) divided by population of the age group
- Proportion of schools with gender-separate toilets: the number of schools with gender-separate toilets divided by the total number of schools



Suggestions for improving gender parity and equality in your LGA

- Promote gender parity through sensitization of parents, community leaders and traditional institutions.
- Provide gender-separated toilets at schools to encourage girl-child participation and retention.
- Ensure gender parity in teacher recruitment to promote girl-child enrolment.
- Ensure continuous gender-focused education programmes by considering policies such as quota-based admission, fee reduction, scholarships, and other incentives based on gender.
- Provide incentives for girls/boys enrollment such as uniforms, scholarships and merit awards.
- Instituting a rewards system for LGAs and communities with outstanding success in mobilizing girls for basic education.

MDG 3 indicators displayed in NMIS LGA/All Sectors/Overview

Goal 3: Promote gender equality and empower women	
Ratio of girls to boys in primary schools	0.40
Ratio of girls to boys in junior secondary schools	0.44
Gender parity index (GPI) for primary schools	0.46
Gender parity index (GPI) for junior secondary schools	0.41



Targets

- 100% literacy rate for people age 15-24
- 100% basic literacy rate for children
- 100% basic numeracy rate for children
- 100% basic life skills for children

What do these indicators mean?

- Literacy means being able to read and write

The young adult literacy indicator mainly concerns non-formal education planning. It is also the only current learning outcome indicator for young adults, which gives an indication of performance over the previous decade.

Suggestions for improving literacy in your LGA

- Declare a literacy emergency for five years and discuss with partner agencies to spread the message across communities.
- Engage community volunteers, NGOs to focus on literacy issues.
- Synergies with the micro-finance agencies to introduce skill acquisition and support for low-income families, women within the migrant folks at nomadic and adult literacy centers.

MDG 2 indicators displayed in NMIS LGA/All Sectors/Overview

Goal 2: Achieve universal primary education	
Net enrollment rate for primary education	0.77
Gross enrollment rate in primary education	0.19
Net enrollment rate for secondary education	0.20
Gross enrollment rate in secondary education	0.10
Literacy rate of 15-24 year olds (men and women)	0.24



Targets

Water and Sanitation

- 100% schools have adequate gender-separated toilets
- Pupil to toilet ratio: 35-40 pupils per toilet
- 100% schools should have a water source with potable water

Building Structure

- 100% of the classrooms are in good condition
- Proportion of classrooms in need of major repair: 0%
- Proportion of classrooms in need of minor repairs: 0%
- Proportion of schools with any source of power: 100%

Learning Environment

- Pupil to classroom ratio: 40:1
- Proportion of schools with classes held outside because of lack of classrooms: 0%
- Proportion of schools with multi-grade classrooms: 0%
- Proportion of schools with double shift arrangements: 0%

What do these indicators mean?

- An improved water source is defined as one that is likely to provide "safe" water. Examples of improved water points include hand-pump, taps, protected well with tight-fitting cover that fully covers the well opening, and a rainwater harvesting system. Examples of unimproved water sources are unprotected wells, unprotected springs, and rivers.
- For gender-separated toilets, please be sure to only include IMPROVED toilets when counting the number of toilets for boys/girls. Improved sanitation hygienically separates human excreta from human contact. Key characteristics are a concrete slab and a septic tank/pit.
- Major repairs would involve new construction and/or re-building of existing structures. In many cases classrooms in need of major repair are in such poor condition that they are not functional.
- Minor repair refers to classrooms that need to be "fixed" in terms of few repairs like windows, paint/white washing/ seal the leaking roofs. This category requires fewer funds than doing major repairs. The classrooms are in need of maintenance and repair, but are functional.

Package 5, continued



Infrastructure indicators displayed in NMIS



Infrastructure in primary schools

Number of primary-only schools	97
Percentage with improved water point	49% (48/97)
Percentage with improved, functional water	44% (43/97)
Percentage with improved toilet	47% (46/97)
Percentage with access to the national grid (PHCN)	9% (9/97)
Pupil to toilet ratio (primary)	232 : 1
Percentage of primary schools with a useable chalkboard in every classroom	47% (45/95)

Infrastructure in junior secondary schools

Number of junior secondary only schools	7
Percentage with improved water point	71% (5/7)
Percentage with improved, functional water	71% (5/7)

It might be helpful to have a framework as given below on these initiatives:

S. No.	Major Challenges	Turnaround Strategy	Deliverables	Timeline	Collaborating bodies	Sources of funding
e.g. 1	Inadequate infrastructure	Repair all existing classrooms	Number of classrooms to be repaired and made functional	2015	UBEC and SUBEBs	UBEC's matching grants and CGS grants

Suggestions for improving infrastructure in your LGA

- All existing classrooms should be functional. Rehabilitate all classrooms needing major and minor repairs.
- It might require more planning to construct new classrooms-talk to the local education agencies on the budget allocated to construct new classrooms. For classroom construction your collaborating agency should include UBEC and SUBEB. New classrooms should be constructed where children walk for more than 3km to reach schools. The baseline facility survey tells us this statistic for each LGA.
- Schools with inadequate VIP latrines must be constructed. These latrines are then gender divided with adequate number of latrines for both girls and boys.
- All schools should have a water source available with potable water. Boreholes should be constructed for schools that have no source of water currently.
- If classrooms are overcrowded, consider double shifts as a temporary measure.
- Contact SUBEB and LGEA to explore cost-effective ways of expanding the number of classrooms in partnership with communities. Potential strategies could include:
 - Community designed and built classrooms
 - Cheaper construction of current strategies
 - Using available land in primary schools to support and build JSS schools/classes



Targets

- Each child should have a bench and a table (or a chair and a desk) to work on
- Each classroom (100% of classrooms) should have a chalkboard

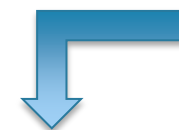
What do these indicators mean?

- Pupil to bench (or desk) ratio: The number of pupils divided by the number of benches (or desks)

Chalkboard indicator displayed in NMIS

Infrastructure in junior secondary schools

- Number of junior secondary only schools
- Percentage with improved water point
- Percentage with improved, functional water
- Percentage with improved toilet
- Percentage with access to the national grid (PHCN)
- Pupil to toilet ratio (junior secondary)
- Percentage of junior secondary schools with a useable chalkboard in every classroom



Suggestions for improving furniture targets in your LGA

The strategies for improving furniture targets will vary for each LGA. Here are some general suggestions:

- Talk to local furniture builders and providers about supplying schools with the necessary items.
- Talk to other local businesses about the possibility of donating chairs, desks, or benches, as long as they are in good condition and safe enough for children to use.



Targets

- 100% teachers have the Nigeria Certificate in Education credential
- Pupil to teacher ratio for each class is 40:1.
- Proportion of teachers who attended a training in the past 12 months: 100%
- Proportion of schools with delayed teacher pay in the past 12 months: 0%
- Proportion of schools with missed teacher pay in the past 12 months: 0%

What do these indicators mean?

- Pupil to teacher ratio: total number of pupils divided by total number of students
- Percentage of qualified teachers: number of teachers with NCE divided by total number of teachers

Teacher Qualifications

Percentage of primary school teachers with NCE qualification	66% (479/730)
Percentage of junior secondary teacher with NCE qualification	60% (53/89)

Teacher qualification indicators displayed in NMIS



Suggestions for improving school staffing measures in your LGA

All teachers should have the Nigeria Certificate in Education credential. These are some of the options you might want to consider:

- Recruitment campaigns that profile the teaching profession positively.
- Develop incentive structures to motivate the teachers and attract high quality students to take up teaching especially in the rural areas. This could be Housing for All Teachers Scheme (HATS), Teachers' Merit Awards promotions, implement Continuing Professional Development for teachers.
- To fill teacher gaps in rural areas, use needs-based deployment of available teachers.
- Increase the number of teachers recruited under the Federal Teachers Scheme.
- Upgrade all unqualified serving teachers through Special Teacher Upgrading Programme (STUP)
- Train and support teachers, head teachers, inspectors and other stakeholders on the implementation of the new 9-years Basic Education Curriculum.
- Collaborate with Teachers Registration Council of Nigeria (TRCN) to ensure sustainability of teacher development efforts.
- Provide conducive working conditions for teachers.
- Train the head teachers and assistant heads in instructional leadership and supervision.
- Implement the National Framework for School Based Induction for Beginning Teacher.
- Implement the initiatives contained in the National Teacher Quality and Development Strategy (NTQDS) document.
- Implement the National Teacher Education Policy (NTEP).
- All States to strive to implement Teachers Salary Structure (TSS).
- Consider instituting Good Performance Award for outstanding teachers in the LGA.
- Disseminate the Professional Teacher Standards through organized stakeholder sessions.



Targets

- Textbooks per pupil: 4:1
- Proportion of schools that provide exercise books to students: varies by each LGA
- Proportion of schools that provide pens and pencils to students: 100%
- Proportion of schools with the national UBE curriculum: 100%
- Proportion of schools with teaching guidebooks for each teacher: 100%
- Proportion of schools with libraries: 100%

What do these indicators mean?

- Textbook to pupil ratio: the number of textbooks divided by the number of students
- Proportion of schools that provide pens and pencils to students: the number of schools that provide pens and pencils divided by the total number of schools

Suggestions for improving teaching materials and textbooks in your LGA

- Meet with the Education officials at the LGEA to inquire about the supply of books.
- Ask the Zonal Technical Officer to inquire about the textbooks supply from OSSAP office.
- The education team at the LGA may also inquire if local textbook publishers are willing to fill the gap.
- Ensure timely review and enrichment of the school's curriculum.
- Sustain procurement of textbooks and other instructional materials.
- Encourage major publishers to produce relevant textbooks and instructional materials to feed the basic education sub-sector through Public Private Partnership (PPP).
- Each teacher should have a set of teaching material/ sets (maps, charts, pens, pencils).
- Each school should have the 9-year Basic Education Curriculum and training manuals.
- Each school should have the basic set of teaching material- charts, maps, pencils/pens.