ABIA STATE

EDUCATION SECTOR PLAN (ESP)

2024-2034

ABIA STATE MINISTRY OF EDUCATION

JANUARY 2024

TABLE OF CONTENT

FOREWARD

The importance of an Education Sector Plan, as a road map to guide the navigation route towards the development of the entire education system in the State, cannot be over in the emphasized. In the past twenty four years several efforts have been made by UNICEF and other donor partners to encourage the production of such plan for the Education Sector, however such efforts have proved abortive due to lack of political will and dogged managerial prowess to do so. The emergence of the present administration of His Excellency, Dr. Alex Chioma Otti OFR, Executive Governor of Abia State and our unrelenting and uncompromising stand reignited the fire to articulate and produce this plan document, having underscored the dire need.

Education globally is seen as an instrument of enlightenment of human minds and civilization, is the only path that leads people and nations to the proper definition of life phenomena and life existentiality. The quality of education therefore, in any society drives the multi-dimensional socio-cultural and socio-economic development of the people and nations. In Abia State, this has necessitated the development of an inclusive Education Sector Plan to guide the implementation of prioritized educational programmes by all critical stakeholders in the State.

On the foregoing the production of this plan has become needful in driving the development of the Sector, especially in the current digitalization and technology driven era. The development of the 10 year (2024-2034) Abia State Education Sector Plan (SESP) was achieved through wide range consultative, collaborative and intense Stakeholders' synergetic participation as a road map towards the realization of the State's education vision of providing world class inclusive education in line with international best practices for all Abia learners

The expectation is that the State will provide an Education law that will provide legal backing to this document to further strengthen ownership and implementation of this plan.

This Education sector Plan is produced to cover 10 year duration by involving relevant Stakeholders that underscored twelve thematic areas, and analysis with evidence-based data the situations with cognizance to strengths and weaknesses and then identify the appropriate strategies for addressing the challenges towards revamping of the entire Education Sector.

I wish to congratulate the Abia State Education Sector Plan Committee and all Stakeholders that were involved in the production of this all important document

PROF. UCHE EME UCHE
Hon. Commissioner

STATEMENT OF COMMITMENT BY MR. IKECHUKWU ORIUWA, THE PERMANENT SECRETARY ON BEHALF OF ABIA STATE MINISTRY OF EDUCATION:

Abia State recognizes the power of education to transform lives and through targeted actions and continuous improvement. The Abia State Ministry of Education is responsible for initiating and executing policies aimed at providing qualitative and functional education to the teaming learners of the state.

This responsibility of the State Ministry of Education the policy development and formulation, monitoring and evaluation, implementation is carried out through its directorates and Parastatals/Agencies to ensure verifiable outputs.

The commencement of the development of the Abia State Education Sector Plan (ASESP) has involved a lot of activities/phases upon which the plan is hinged. The plan provides an overview of the State Education Sector, policies, objectives and in line with the National Curriculum, targets and strategies for the period of ten years.

The Abia ASESP documents will enable all citizens in the state to access education in order to develop and improve their social and economic well-being as well as play their part in the development of the state and the country in general.

The ASESP documents embrace useful programmes based on wide consultation and views of stakeholders to develop sound and evidence-based solutions, I hereby pledge on behalf of the Ministry of Education that we shall remain committed to the successful implementation of the state Education Sector Plan documents and that Abia State Ministry of Education will continue to make budgetary provision for this purpose and to keep abreast with global trend of educational events.

ACKNOWLEDGEMENT(S)

The commitment and hard work of various Stakeholders, Staff and consultants that participated in the development and compilation of this Education Sector Plan is hereby acknowledged and appreciated. With utmost respect and esteemed regards we appreciate the political will, financial and moral support of His Excellency Dr. Alex Chioma Otti (OFR.), the Executive Governor of Abia State, rendered to the Committee which was sine qua non toward the production of this plan.

Our genuine appreciation goes to the Honourable Commissioner for Education, Prof. Uche Eme Uche for her keen interest and uncompromising will and support to the Education Sector Plan Project. This indeed will serve as a motivating factor to all affiliated Agencies and Parastatals under the Ministry in ensuring effectiveness in strategic education delivery for the Abia Child.

We also appreciate the effort of the Permanent Secretary as well as the Management of the Ministry in the preparation of this plan. The untiring efforts of the Directors of Planning of various Agencies under the Ministry are hereby appreciated.

Our sincere appreciation also goes to UNICEF and other Donor Partners for their encouragement and concerns expressed so far which engendered the production of this Plan.

To the Committee members, you are indeed awesome and your efforts in the production of this Sector Plan are hereby greatly appreciated.

Sincerely, to all that contributed in one way or the other towards the accomplishment of this project, I thank you.

MR IHUOMA OHAJURU

Chairman: Education Sector Plan Technical Committee

1.1 **Vision** :

To provide world class inclusive education in line with international best practices for Abia learners, and turn Abia into the education hub of Nigeria.

1.2 **Mission**:

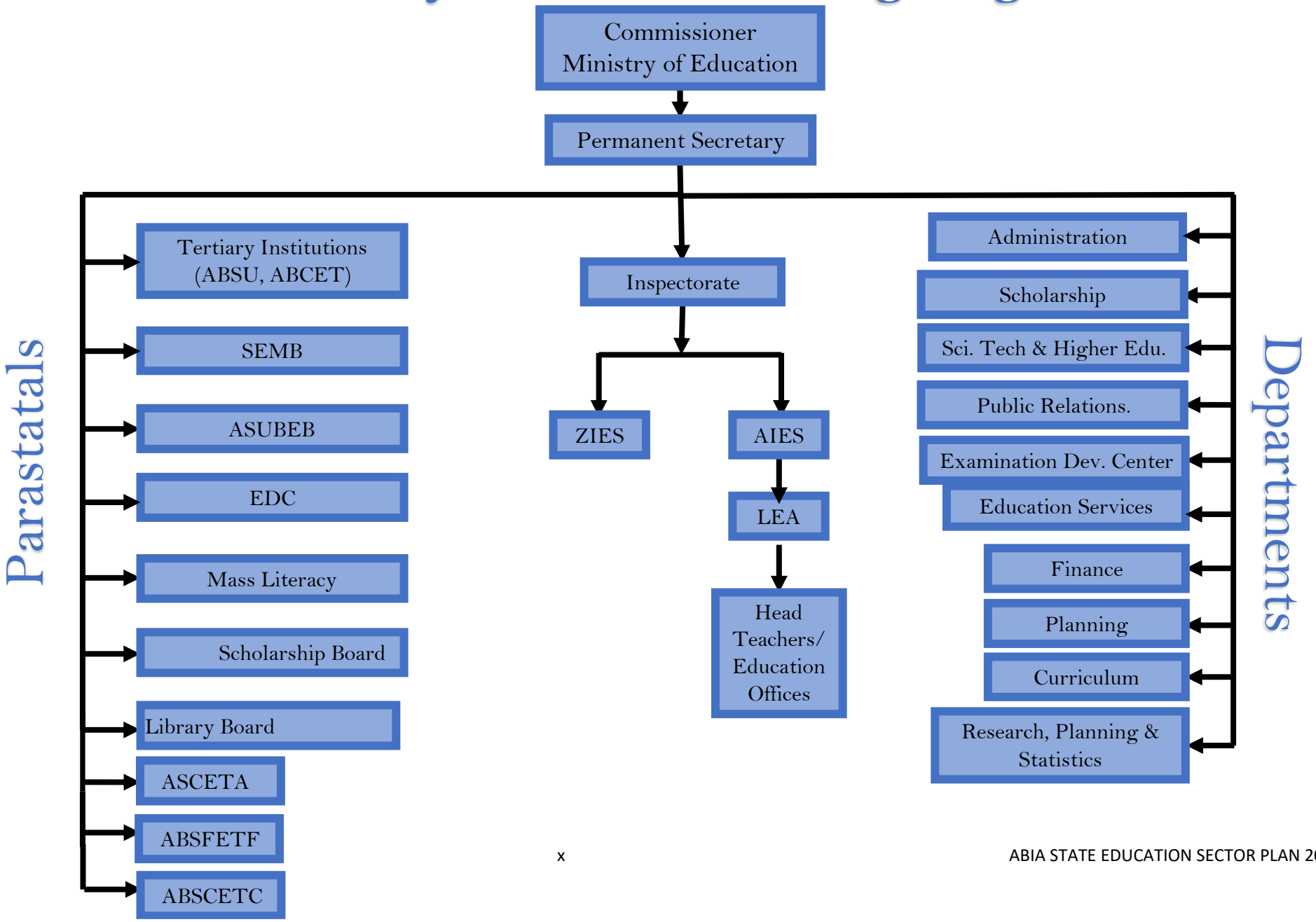
To ensure that schools in Abia State provide conducive, safe and stimulating learning environment that will enhance the development of self-worth, discipline, motivation and excellence in learning and character for learners to develop skills and become self-reliant to contribute meaningfully to the socio-economic development of Abia State, Nigeria and the world at large.

1.3 Functions of Ministry of Education

The responsibilities assigned to the ministry are as follows;

1. Education Policy and standard
2. Curriculum Development;
3. Physical Structure and facilities for formal learning;
4. Supervision of Secondary Education Management Board
5. Supervision of Abia State Universal Basic Education Board;
6. Bursary Award
7. Adult Education;
8. Teachers' Training
9. Education Inspection and Research, planning and Development;
10. Special Education;
11. Technical Education;
12. Business and Vocational Education and Guidance and Counseling;
13. Physical Education in schools;
14. Supervision of Scholarship Board;
15. Student Advisory Committee and private students' overseas
16. Extra Murals Studies;
17. Exams and Registrations;
18. Textbooks Development and review
19. Schools Services and Supplies
20. Supervision of Abia State polytechnic;
21. Education centre for Education Advantages Areas;
22. Supervision of Abia State Library Board
23. Supervision of College of Education Technical
24. Supervision of College of Abia State University Uturu**.**

Ministry of Education Organogram



ABIA STATE EDUCATION SECTOR PLAN (2024-2034)

BACKGROUND ISSUES

Abia, one of the 36 States of Nigeria, was created on August 27, 1991, out of the old Imo State. Umuahia is the capital while Aba is the commercial hub of the State. “Abia” is an acronym from the four major areas of Aba, Bende, Isiukwuato and Afikpo. These constitute the major components of the State at its creation. In 1996, Afikpo was carved out of the State to be part of a new State called Ebonyi. Abia State’s administrative system consists of the State government and the 17 local government areas, namely, Aba North, Aba South, Arochukwu, Bende, Ikwuano, IsialaNgwa North, IsialaNgwa South, Isiukwuato, Obi Ngwa, Ohafia, Ugwunagbo, Ukwa East, Ukwa West, Umuahia North, Umuahia, South and Umunneochi.

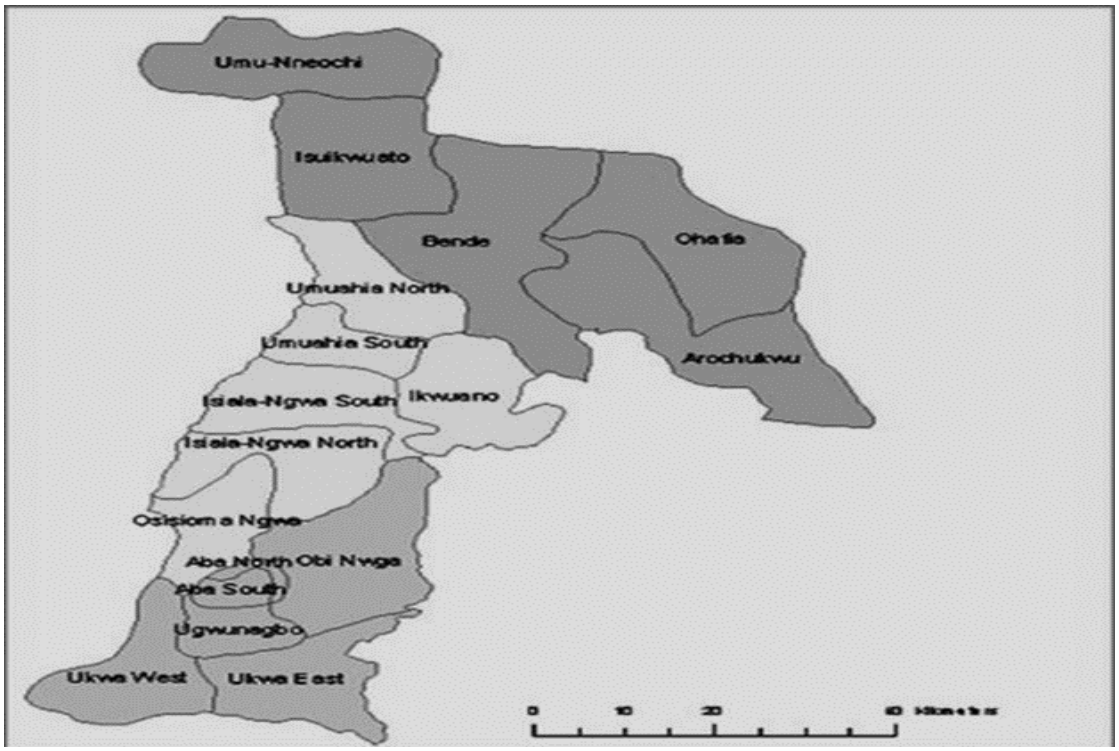


Fig. 1.1: Map of Abia State showing the 17 local governments areas

LOCATION

Abia State is located within longitudes 07^0 $45^/$ and 08^0 $10^/$ East of the Greenwich Meridian and latitudes 04^0 $45^/$ and 06^0 $07^/$ North of the Equator. It occupies an area of 5,833.7 km^2 and is located 596 km away from Lagos (commercial capital of Nigeria) and 498 km away from Abuja, the Federal Capital Territory (ABSEEDS, 2004). The State, with its administrative headquarters at Umuahia, had a population of 4,112,230 (NPC, 2006).

THE PHYSICAL ENVIRONMENT

The physical environment of Abia is being subjected to increased population, urbanization, sub-urban growth, industrialization and commerce. The dynamic lifestyles and consumption patterns of Abia populace is also increasing pressure on the physical environment. These aid in pollution and land degradation and create the need to strengthen developmental and management interventions, as to create a balance between the development and the carrying capacity of the natural environment. The knowledge of the physical environment of Abia State, the challenges they pose in the face of the current developmental activities and sustainability, call for serious attention. The physical environment covers the climate, relief, drainage, geology, soil, hydrology, vegetation, ecology, and natural resources.

CLIMATIC ELEMENTS

Abia State has both wet and dry climates, being in the tropical equatorial rainforest of South-East Nigeria. The climate of Abia State and, indeed that of the entire Niger-Delta region of Nigeria, is influenced largely by Inter-Tropical Convergence Zone (ITCZ) weather patterns (also known as the inter-tropical discontinuity or inter-tropical front). The system is a bimodal system with double maxima rainfall, alternating between rainy and dry seasons. The two seasons are controlled by the two trade winds, namely, the South-West Trade Wind (Westerlies) and the Tropical Continental Air Mass. The maritime tropical air masses are characterised by hot, dry north-easterly winds. These two air masses converge in the ITCZ.

The north-south oscillation of air masses in the ITCZ determines rainfall characteristics including it variability, spatial and temporal distribution, length of sunshine hours, temperature and evaporation regimes and intercity. Abia State has four seasonal patterns, namely, the long wet season (mid-March-July), the short dry season (ending July-August), the short wet season (September-October) and the long dry season or harmattan season (November to mid-March (lleoje, 2001). The rainfall starts from mid-March to October with a break in August, known as “August Break”. The rainfall is usually heavy and leads to flooding and subsidence, which are aggravated by poor surface drainage to the low-lying south and false-bedded rocks in the central and more especially in the northern part of the State.

The annual rainfall is between 1900mm to 2400mm with about 120 rainy days per year. The rainfall is characterized with thunderstorms from the on-set. The dry season lasts for about four months, beginning from November to March. The dry season is accompanied by harmattan winds from the Sahara Desert, which is normally strong between December and early February. The two major air-masses influence the relative humidity of Abia State. The Tropical Continental Air Mass has a very low relative humidity and the

tropical maritime air mass, has a very high relative humidity, and is the major source of rainfall. Humidity is quite high, being generally lowest in the dry season and highest in May as the rainy season begins. The relative humidity is highest at 09.00hours (local time) and usually between 80-95 percent. The relative humidity decreases to 40-60 percent by 16.00hours after which it begins to rise again. The average precipitation is 2,193mm (86.3inches). The south-west winds prevail during the wet months and the north-east winds prevail in dry season. The relative humidity is higher in the wet season than in the dry season. In areas of low relative humidity, rates of evaporation are higher, allowing water to escape back to the atmosphere much faster. There is the need to take inventory of these winds so as to harness them as potential energy source for the State.

Due to its geographical location, Abia State has constant high temperature, abundant and constant insolation (sunshine). The hours of daylight are long and almost constant. The State experiences highest temperature around January to March, while the lowest temperature occurs around June and July. The mean annual temperature is about 27^{o}c. It is usually cold in the mornings, especially during the harmattan months of December to January, hottest in the early afternoon, warm in the late afternoon and cold again at night. Recent climate change as a result of urbanization and industrialization, and no sustainable development, are connected with the increase in temperature being experienced.

RELIEF AND DRAINAGE

Abia State has a variety of land forms. It is dominated by flat and low-lying land, generally less than 120m above sea level. The low-lying plain is the inland extension of the coastal plain from the Bight of Benin. The central part of the State is characterised by the undulating land with many hills. The highland areas are part of the Enugu-Nsukka-Okigwe cuesta, which has average height of between 120m and 180m above sea-level. From Okigwe in Imo State, this escarpment extends in a west-east direction and on getting to Afikpo (Ebonyi State), veers south-east wards to Arochukwu where it terminates.

Abia State is in the Cross River and Imo River basins with fertile soils. The drainage map of Abia State reveals the principal rivers are the Aba River, Ikwu River in Ibeku and Ohuhu, Akwete River in Ukwa. Imo and Aba rivers flow into the Atlantic Ocean through the Niger Delta (see Fig. 1.2). Imo River, which acts as boundary at some points between Abia and Imo states, originates from the north-western part of the State and flows 93km from the eastern-north to the eastern-south territories, emptying into the Atlantic Ocean through the southern part of Ukwa West and Ukwa East LGAs.

The Imo River cuts through Abia, Imo and Rivers states. The estuary is about 40km wide, with an annual discharge of 4km^2 with 2.6x10^7 m^2 of wetland. Other tributary rivers to Imo River are Aba River, Igwu River, Azumini Blue River and Kwa Ibo River. Aba-Azumini Blue River has an inland lake that is undeveloped, and if developed, will enhance the recreational and tourism potentials of the State. The rivers serve as drainage basin, recreational activities and agricultural effluent discharges, and dumping site for domestic wastes including industrial solid waste (Ihejirika, *et. al*, 2011). Other anthropogenic disturbances along the river bank include illegal oil refining and bunkering, leaving some amount of oil spills on the waters. Noticeable effects of the soil spills on vegetation surrounding the surface water could be found along Akwete, Ozawa, Owerrinta and Obigbo/Oyigbo.

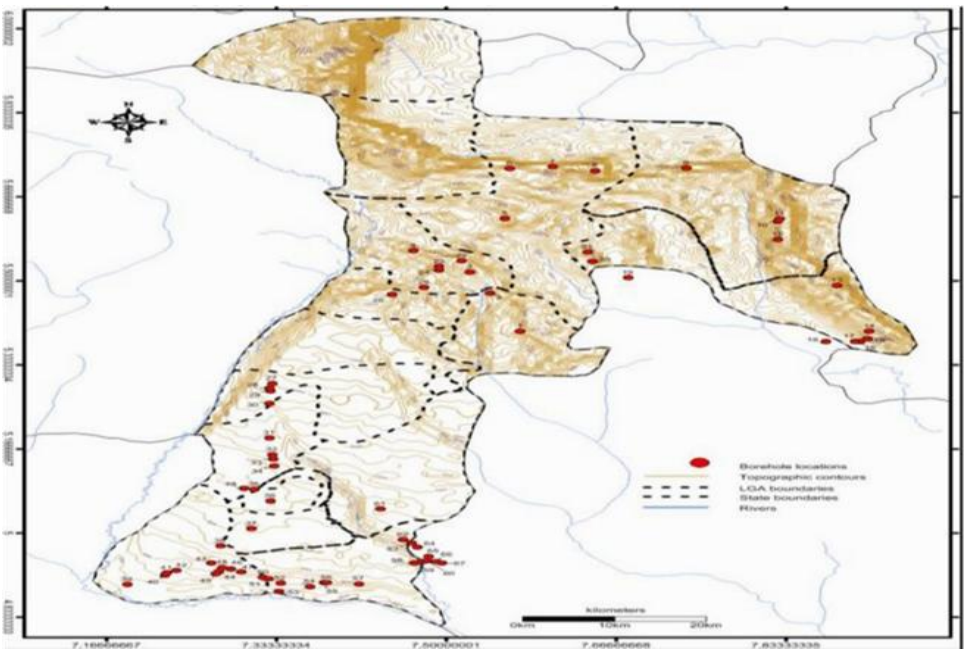


Fig. 1.2: Drainage map of Abia State

GEOLOGY AND SOIL

Geology

Abia State has two principal geological formations, namely, Bende-Ameki and the coastal plain sands, also known as Benin Formation. The Bende-Ameki formation of Epicene to Oligocene age consists of medium-course-grained white sand stones. The late Tertiary Early Quaternary dominate and completely overlies the Bende-Ameki Formation with a south-westward dip. The formation is about 200m thick (Abia NEWMAP, 2017).

The rock system and geology history of Abia State are due to the events that took place between Mesozoic and Cenozoic periods, respectively. The structure is divided into three, mainly, sub-division: upper coal measure, false-bedded sand stones and lower coal measure. The upper coal measure formation is the largest geological formation in this

region. It comprises mainly coarse grains, alternating sediments of grey sands, darks shale which contains sediments of grey sands, dark shale which contains sands of impure coal in places of vertical horizon.

Abia State is in the Cross River and Imo River casing with rich fertile soils that could be developed and irrigated for food crop production. Its plateau zone extends into the Udi escarpment and cuts across Abiriba into Arochukwu while declining in elevation. There are undulating lowlands in the interior which offer beautiful scenery as one travels through Abiriba to Arochukwu area.

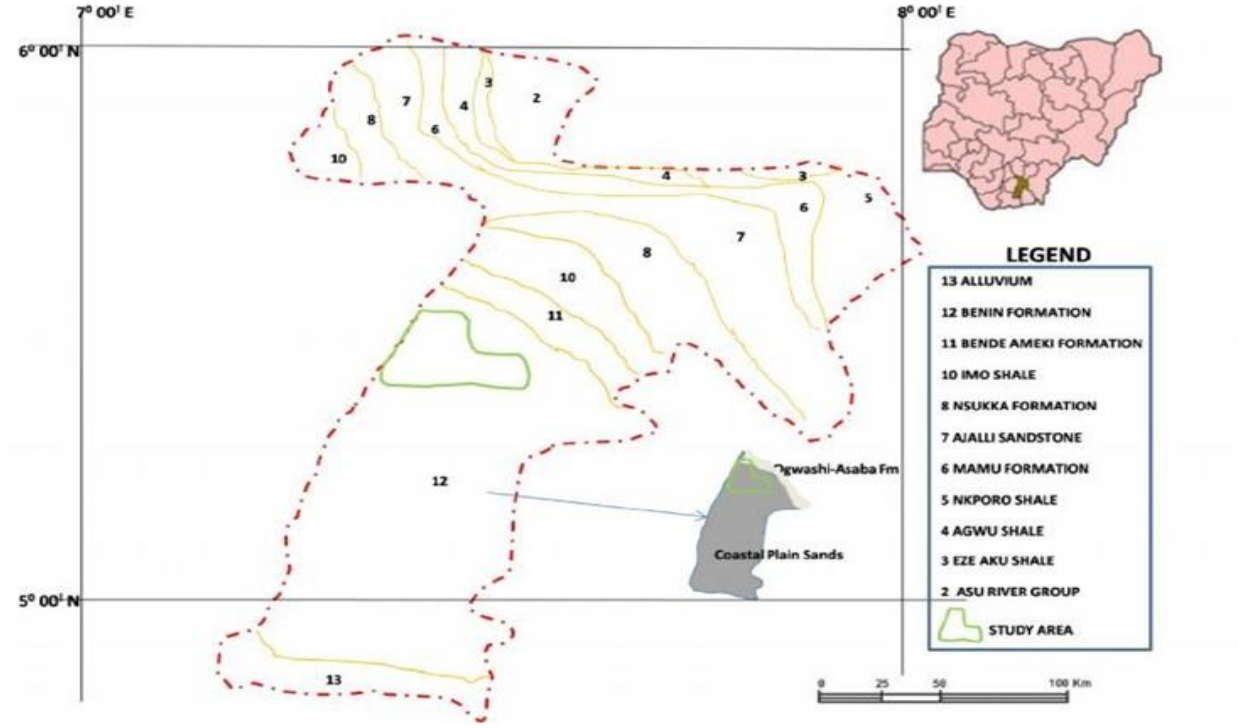


Fig. 1.3: The geological map of Abia State

The histology is unconsolidated fine-medium-coarse-grained cross-bedded sands, occasionally pebbly with localised clay and shale. In general, the geological formations from north to south of Abia State include:

- The Benin Formation (or Coastal Plain Sand)
- The Bende-Ameki Group
- The Nkporo Shale Group
- The Nsukka Formation (Upper Coal Measure)
- The Igali Sandstone (False-Bedded Sandstone)
- The Eze-Azu Shale Group
- The Asu River Group

Soil

Soil types in Nigeria are influenced by and follow very broadly, the climatic and vegetational zones of the country. The degree of available moisture in the soil is an important factor is soil reactions, fertility and productivity. Nigerian soils are classified into groups made up of four (climatic) zones that are soil associations. The groups are: northern zone of sandy soils interior zone of laterite soils; southern belt of forest soils and the zone of alluvial soils (Oyenuga, 1967; Iloeje, 2001).

The soils in the State fall within the broad group of *ferrallitic*soils of the coastal plain sand and escarpment. Other soil types include the alluvial soils found along the low terrace of the Cross River and other rivers. The alluvial soils are poorly drained and subject to inundation during rainy season. The soils are not particularly fertile and are prone to much leaching due to heavy rainfall.

Nevertheless, the soil condition in most parts of the State is stable and can support heavy construction. The main ecological problem in the State are sheet and gully erosions.

Hydrology

The two principal geological formations in the State, namely, Bende-Ameki and the coastal plain sands (known as Benin Formation), have a comparative reliable ground water regime that can sustain regional borehole production. The Bende-Amee Formation of the Ecocene to Oligocene age consists of medium-coarse-grained white sand stones. The late Tertiary-Early Quaternary Benin-Ameki Formation, with a south westward dip formation, is about 200m thick. The lithology is unconsolidated fine-medium-coarse-grained cross-bedded sands occasionally pebbly with localised clay and shale. The BendeAmaeke Formation has less ground water when compared to the Benin Formation. The numerous reticular sand bodies within the Bende-Ameki. formations are not extensive and constitute minor aquifer with narrow zones of sub-artesian condition. Specific capacities range between 3-6m^3 per meter hour. On the other hand, the high permeability of Benin Formation, the overlying lateritic earth and the weathered top of this Formation as well as the underlying day shale member of Bende-Ameki series, provide the hydro-geological condition that favours the aquifer formation in the area.

Vegetation

The vegetation of Abia State is part of the tropical rainforest belt, which is the dominant natural vegetation in most parts of the southern Nigeria. The natural vegetation has been disturbed and almost dominated by human interference; hence, the present vegetation cover is largely a reflection of the pattern of agricultural cultivation. Therefore, vegetation is primarily the secondary forest, the savannah mosaic forest, with patches of virgin forest ("*ikeohia* or *ofia*"). The southern rain forms the climax vegetation, characterised by a rich vegetative growth comprising varied plant association and several species.

There are three main strata, namely, the upper stratum of emergent, with valuable trees over 40 metres high such as mahogany, Obeche, Iroko, Uhie, Akpu, Achi, Ukwa, Ububa, etc.; the intermediate stratum of trees which range between 20-30 metres high, like rubber, oil palm, etc., and the lower stratum or under-storey of trees, up to 15 metres high with spreading crowns, often bound together by woody climbers and grasses - (shrubs) such as elephant grasses, bahama.

Most of the trees are economic trees used in the construction industry and also cash crops like rubber, oil palm, tide, cashew, etc. Riparian vegetation is found within the river banks and ravines. The riparian forest is characterised by plants that have morphological and physiological adaptations to water-logging. Notable vegetation constituting the riparian forest include *rapliahookeri, TermialiaSuperba, Diosphyrostingmespiliformis, Naucleadiderricha, Baillonalatoxisperma*. Bush fallow are characterised by light loving, fast growing species such as Chromoneaodorata, albiziazygia, and Spondiasmombia. The plant communities are mainly of the secondary forest due to developmental activities.

Main crops grown in Abia State are cassava, cocoyam, yam, corn, rice, melon cashew palm oil, oil bean, rubber cocoa, kola nuts, *inter alia.*

Wetlands and Coastlands

Abia State wetlands and coastlands are part, or extensions of, the Niger-Delta wetland coastlands. It is rich in biodiversity, oil and gas resources. They play critical role in supporting the livelihoods of multitude of Abians. The vegetation is primarily riparian forest characterised by plants having morphological and physiological adaptations to water-logging, swamps and marches. Wet and coastlands in Abia State are mostly found within the watershed, hydrological areas and the drainage basins in the low-lying lands coastal areas of the State, mostly within the Imo River and Aba-Azumini Blue River areas and the plains in Bende area used majorly for rice farming. The wet and coast lands have relatively flat rolling gradient with a slope percentage range of 1 percent to 5 percent.

The wet and coast lands of Abia State provide habitat and food for diverse range of species, aid in groundwater recharge and water retention, provide erosion and sedimentation controls between adjacent ecosystems, improve water quality through filtering sediment and metals from ground water and cycle nutrients to terrestrial and aqueous environments within wetlands and between ecosystems. They will serve also as important global sources, sinks and biogeochemical cycles.

THE PEOPLE AND CULTURE

Abia State is one of the Igbo-speaking states of the South-East zone of Nigeria. English is also widely spoken as the official language for governance and business. The State is

richly endowed in culture, which is seen in the people's mode of dressing, dancing, arts and craft as well as festivals and the widely known Igbo traditional hospitality.

The traditional attire for men in the State is the jumper or long-sleeved shirt worn over a "*joni*" wrapper tied around the waist and flowing down to the ankles, and complemented with a cap and a walking stick for support and defence. The traditional attire for the women is a blouse over a piece of "abaca" or George cloth (pronounced "*joji*") wrapped around the waist, with a head gear, earrings and necklace. The people of Abia State are predominantly Christians of different denominations with some traditional worshippers. The various religious groups live together peacefully. Abians are known and reputed to be industrious, highly commerce-oriented, very hospitable and accommodating, possibly due to their migratory nature.

THE ECONOMY

Nigeria generally practices a mixed economic system. However, recent developments, which were introduced by various administrations at the national level, including the structural adjustment programme, debt cancellation, transformation agenda and change with next level, have attracted a market-driven and liberal economy with private investors piloting trade and investment, industrial and other commercial activities. The basic government business is to regulate and provide legal and institutional infrastructural framework for prospective investors. Abia State government has embarked on privatization and commercialization in its bid to revamp a condusive business environment for private sector investment and development.

The State provides physical and fiscal incentives in the areas of tax relief, tariff and export incentives. The State is involved in providing soft loans to micro, small and medium enterprises (MSMEs) and has established a micro-finance bank for easy access to funding and poverty alleviation activities. The government of Abia State also provides industrial estates and clusters to investors as well as statutory right of occupancy for the industrial property acquired outside the estate/layout. The State is developing one of the best economic cities in sub-Sahara Africa called the Enyimba Economic City.

The basic economic activities in Abia State are agriculture, manufacturing, trade and commerce. There is a vibrant and bustling small and medium enterprise (SME) development activities in and within Aba, one of the foremost commercial cities in Africa, that has led to its being called the "Japan of Africa". Technological development opportunities abound in the hinterlands for agro-raw materials processing into secondary and final consumer goods.

Abia State is the small and medium enterprise (SME) hub of Nigeria with the highest potential for independent, private sector-led economic performance. Given its human, natural and industrial resource endowments, Abia State remains critical to Nigeria's

overall industrialization prospects. The industrial centre of Aba hosts many manufacturing industries which produce pharmaceuticals, soap and detergents, plastics, footwear, garments, and cosmetics, among several others. Agriculture, which employs 70 percent of Abia State's workforce, represents the highest employer of labour in the State. With its adequate seasonal rainfall, Abia State produces yam, cassava, maize, potato, plantain, cocoa, rice and cashew. Oil palm is the major cash crop in the State.

Abia State hosts nine tertiary institutions which include Michael Okpara (Federal) University of Agriculture at Umudike, and the state-owned Abia State University in Uturu. Additionally, there are the National Roots and Crops Research Institute at Umudike, Forestry Research Institute at Ahiaeke, National Cereal Research Institute Amakama, and National Cocoa Research Institute also at Umuahia. There are also two tertiary hospitals, the Federal Medical Centre in Umuahia and the Abia State University Teaching Hospital in Aba, which serve as referral hospitals in the State.

The State hosts one of the leading commercial cities in Africa, Aba. This city is known nationwide as the commercial hub of the South-East of Nigeria with strong manufacturing, distribution, retail and small medium enterprise businesses. The indigenous entrepreneurial capacity, abundant skills and semi-skilled manpower, are unequalled in West Africa. There are growing export businesses of "Made-in-Aba" consumer goods, especially to the ECOWAS sub-region. There is enormous investment opportunity and a well-educated and productive workforce ready to be tapped into.

The sources of employment in the State are farming, fishing, forestry (70 percent); mining, manufacturing, energy production and construction (10 percent), and services to government activities, communications, transportation, finance, and other economic activities that do not produce materials goods (20 percent).

Abia State government is highly committed to educational development of the State, and has one of the highest literacy rates in the country. In addition to the two government-owned universities mentioned above, there are the Abia State Polytechnic, Aba; College of Education (Technical), Arochukwu, and School of Health Technology, Aba, in addition to other technical colleges and research institutions. There are also privately-owned universities, namely, Gregory University, Uturu; Clifford University and Rhema University, Aba. The State plans more investments in education to improve skills and intellectual ability.

INFRASTRUCTURE

Abia State is linked through the federal expressways and railways to other states in Nigeria. There are internal networks of roads which are motorable most of the year. The government has increased tempo of road construction and rehabilitation. The State is

close to major international airports in Port Harcourt and Enugu, seaports in PortHarcourt and Calabar. Owerri airport, in neighbouring Imo State, is less than 60km away from Abia State.

Electricity is available from the national grid. In addition, a private firm, Geometric, has also joined to improve the electric power situation because of the economic importance of the State. More investors in this sector are still required.

Road construction and rehabilitation are pursued with vigour by the current administration. This includes urban and rural roads which have been under a state of decay and disrepair since the end of the civil war. The net effect has translated to improving trade and commerce and the attraction of serious investors to the State.

LANDMASS

Abia State has a landmass of 5,834 square kilometres, about four times the size of London. The State is bordered towards the south by alluvial coastal plains, characterized by rain forest vegetation, abundance of solid mineral and petroleum resources as well as large belts of wild plantations and arable land.

Table 1.1: Land distribution by local government areas in Abia State

S/N	*LGA*	*Area of land (sq km)*	*Percentage (%)*
1.	Aba North	14.464	0.25
2.	Aba South	39.496	0.67
3.	Arochukwu	726.519	12.35
4.	Bende	707.6	12.03
5.	Ikwuano	268.71	4.57
6.	IsialaNgwa South	369.614	6.28
7.	IsialaNgwa North	305.667	5.20
8.	Isuikwuato	360.29	6.12
9.	Obi Ngwa	358.191	6.09
10.	Ohafia	561.015	9.54
11.	OsisiomaNgwa	126.625	2.15
12.	Ugwunagbo	244.384	4.15
13.	Ukwa East	379.973	6.46
14.	Ukwa West	542.127	9.22
15.	Umuahia North	250.377	4.27
16.	Umuahia South	172.913	2.94
17.	Umunneochi	466.411	7.93
	Abia State	5834.376	100

Source: NEWMAP Final Report, 2017

DEMOGRAPHY

The State, as at 2020, has a projected population of about 4,188,359 with a growth rate of 3.6 percent. The projected population is shown in Table 2.2 with further details presented in Appendix 2.

Table 1.2: Abia State population projection by LGA, year and sex, 2020-2050

ABIA STATE POPULATION PROJECTION BY LGA, YEAR AND SEX 2020 - 2050

Year	2006		2020		2025		2030		2035		2040		2045		2050	
LGA	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Aba North	53016	53828	78,039	79,234	89,593	90,966	102,859	104,434	118,088	119,897	135,573	137,649	155,646	158,030	178,692	181,428
Aba South	220,541	206,880	324,633	304,524	372,699	349,613	427,882	401,378	491,235	460,807	563,969	529,035	647,472	607,365	743,338	697,293
Arochukwu	85,695	83,644	126,142	123,123	144,819	141,353	166,261	162,282	190,878	186,310	219,140	213,895	251,586	245,565	288,837	281,924
Bende	95,675	96,946	140,832	142,703	161,684	163,832	185,624	188,090	213,108	215,939	244,661	247,911	280,886	284,617	322,475	326,759
Ikwuano	70,509	67,388	103,788	99,194	119,155	113,881	136,798	130,743	157,053	150,101	180,306	172,325	207,003	197,840	237,652	227,133
IsialaNgwa North	76,261	77,822	112,255	114,553	128,876	131,514	147,958	150,986	169,865	173,342	195,015	199,007	223,890	228,472	257,039	262,301
IsialaNgwa South	67,205	69,445	98,925	102,222	113,572	117,357	130,388	134,734	149,693	154,683	171,857	177,585	197,303	203,879	226,516	234,066
Isuikwuato	56,660	59,134	83,403	87,044	95,752	99,932	109,929	114,729	126,205	131,716	144,891	151,218	166,344	173,608	190,974	199,312
ObiNgwa	89,593	92,301	131,880	135,866	151,406	155,982	173,824	179,078	199,560	205,592	229,108	236,033	263,030	270,980	301,975	311,102
Ohafia	124,416	121,571	183,139	178,951	210,255	205,447	241,385	235,866	277,126	270,789	318,157	310,882	365,265	356,912	419,347	409,758
Osisioma Ngwa	110,790	109,872	163,081	161,730	187,228	185,676	214,949	213,168	246,775	244,730	283,313	280,965	325,261	322,566	373,420	370,326
Ugwunagbo	42,801	42,570	63,002	62,662	72,331	71,940	83,040	82,592	95,335	94,821	109,451	108,860	125,657	124,978	144,262	143,483
Ukwa East	29,410	28,729	43,291	42,289	49,701	48,550	57,060	55,738	65,508	63,991	75,207	73,466	86,343	84,344	99,127	96,832
Ukwa West	44,149	43,218	64,987	63,616	74,609	73,035	85,656	83,849	98,338	96,264	112,898	110,517	129,614	126,881	148,805	145,667
Umuahia North	112,595	110,539	165,738	162,712	190,278	186,803	218,451	214,462	250,795	246,216	287,929	282,671	330,560	324,524	379,504	372,574
Umuahia South	68,950	70,108	101,493	103,198	116,521	118,478	133,773	136,020	153,580	156,159	176,319	179,281	202,426	205,825	232,397	236,300
Umunneochi	82,032	81,087	120,750	119,359	138,628	137,031	159,154	157,321	182,719	180,614	209,773	207,356	240,832	238,058	276,491	273,305
	1,430,298	1,415,082	2,105,378	2,082,981	2,417,106	2,391,392	2,774,989	2,745,468	3,185,861	3,151,969	3,657,568	3,618,658	4,199,117	4,154,446	4,820,850	4,769,564
TOTAL	2,845,380		4,188,359		4,808,498		5,520,457		6,337,830		7,276,226		8,353,563		9,590,413	

SOURCE: Abia State Bureau of Statistics

NATURAL RESOURCES

Abia State is endowed with varied natural resources which include mineral resources, forest resources, agricultural resources, water resources and wildlife (bio-diversity).

Mineral Resources

There are deposits of liquid and solid (metallic and non-metallic) mineral resources available in commercial quantity in the State.

Liquid Mineral Resources

The liquid mineral resources of Abia State are crude oil at Owaza, Imo River, Obuzor, Ngboko, Nkali, Odagwa, Obeakpu and Isimiri in Ukwa West and Ugwunagbo LGAs, and natural gas at Ohuru in Ukwa East LGA.

Solid Mineral Resources

Solid resources in Abia State are scattered within the 17 local government areas and they include silica sand, laterite, gravel, tar sands/oil shale, black marble, phosphate, salt, lignite/coal, clay among others. Their locations and uses are shown in Table 2.3.

Table 1.3: Solid minerals, location and uses in Abia State

S/N	*Solid minerals*	*Location*	*Use*
1.	Tar sands/oil shales	Ugwueme-Lokpanta, Umuanneochi LGA	Used for production of asphalt, tar and refined products
2.	Lead, zinc copper	Lokpa-Ukwu in Umunneochi LGA	Used to obtain refined products of lead, zinc and copper.
3.	Phosphate (Traces)	Amaeke in Umuahia, Ewe in Arochukwu	Used for production of fertilizer and detergent and other chemical industries
4.	Gypsum	Lokpa-Ukwu in Umunneochi, Ewe Arochukwu	Used in production of pharmaceuticals, chalk, plaster.
5.	Limestone	Isuikwuato	Used for cement, glass, water treatment and sugar refining. Iron and steel construction, agriculture fertilizer, etc.
6.	Iron Ore	Isuikwuato	Used for Iron and Steel.
7.	Kaolin	Ikwuano and North Western Isuikwuato	Used for paints, detergent, steel, ceramics etc.
8.	Industrial sands	Azumiri, Umuahia	Used for glass, foundry, ceramics, abrasive.
9.	Igneous Rock	Uturu, Lokpanta, Lekwesi in Isuikwuato	Used in road and building construction.
10.	Lateritic	All the LGAs	Used in building and construction industry.

FOREST RESOURCES

The forest is characterized by a rich vegetation growth comprising varied plants of several species. Tree species include the oil palm (el*aeiaguinasis*) mixed with are *chlorophoraexclesa*, *brachystegiaeurycoma* and *pycnanthusedulis, treculiaAfricana* and *irvingiagabonesis*. Other forest resources are clean water and air, timber for wood products (from some of the trees mentioned above), wildlife habitats, stable soil, recreational opportunities and beautification of the environment.

The State has about 8,244.24 hectares of forest reserves. About 2,056.06 (25 percent) hectares ofthe total area are developed while 6,168.18 hectares (75 percent) are yet to be either planted up or rehabilitated. The 19 forest reserves are located as shown in Table 2.4.

Table 1.4: Forest reserves in Abia State

S/N	*Local Govt. Area*	*Name of Forest Reserve*	*Area*	*Species Planted*	*Unplanted*	*Remarks*
1.	Arochukwu	1. AcharaIhie F/R 2. OruoOkpo F/R 3. NdiOkpo F/R 4. Ngele F/R 5. UburuIhie F/R	990.3 ha 18.3 ha 520.00 ha 186.14 ha 10.5 ha	Gmelinaarborea NaucleaTreculia Gmelina Nil GmelinaNauckea Terminalia	668.0 ha 11.40 ha 324.0 ha 186.4 ha 6.00 ha	In dispute with Cross River State
2.	Bende	1. Eme River F/R 2. Ubibia F/R 3. UkpomBende F/R 4. AnyaoguEzenta F/R	212.5 ha 755 ha 1475 ha 1754 ha	Gmelina Terminalia Gmelina Terminalia Teak Naucea Gmelina	140 ha 450 ha 900 ha 79.7 ha	
3.	Isuikwuato	AmabataOvim F/R	126 ha	GmelinaTerminalia	100 ha	
4.	Ikwuano	Nkalunta F/R	364 ha	GmelinaTerminali	230 ha	

				a		
5.	Ohafia	1. AgukwuAmaekpu F/R 2. Ndiorieke F/R	286 ha 27.4 ha	Gmelina Terminalia Gmelina Terminalia	256 ha 20.4 ha	
6.	Ukwa East	1. Obeaku F/R 2. Ohambele F/R	2270 ha 600 ha	Gmelina Terminalia& Trigyna Nil	2000 ha 600 ha	More of swamp
7.	Umunneochi	1. UmulemIsuochi F/R 2. UmulemIsuochi F/R Ext. 1&2 3. Mgbeagu F/R	11.7 ha 108.7 ha 43 ha	Nil Gmelina Eucalyptus Gmelina Eucalyptus	11.7 ha 90 ha 35 ha	
8.	Umuahia North	Umuahia Ibeku	120 ha	Gmelina Eucalyptus &Pinus	Protection forestry	
			8244.2 ha		6168.18 ha	

Source: Forestry Department, Abia State Ministry of Environment, 2020.

SOCIAL PROTECTION MECHANISM

The National Social Protection Policy (NSPP) for Nigeria defines social protection as a mix of policies and programmes designed for individuals and households throughout their life cycle to prevent and reduce poverty and socio-economic shocks by promoting and enhancing livelihoods and a life of dignity.

The implication of the above definition, which has been adopted in this exercise, is that social protection should translate economic growth into the improvement of the wellbeing of the majority of the citizens. It, therefore, sees social protection as imperative to the reduction of poverty and protection of vulnerable groups from shocks that may arise from social insecurity throughout the life cycle of an individual, and vulnerabilities caused by disabilities, accidents and disasters, among others, to live a life of dignity and wellbeing.

Social protection is now viewed as a major and important instrument on development agenda which Nigeria has embraced. In light of this, the government of Abia State is committed to effectively and efficiently mobilize the State's resources to serve and

improve the lives of its citizens. In doing this, however, the State government is aware that there are enormous challenges in meeting these obligations. The whole world is currently being ravaged by the COVID-19 pandemic which has brought more hardship to people all around the world and Nigeria is not an exemption to the economic woes it has brought. Before the emergence of the pandemic, Nigeria had over 50 percent of its population living below poverty line. The pandemic has, therefore, added to the woes of the country that just exited recession in 2017. As at the time the pandemic appeared, the country was still trying to stabilize its economy. This global and national outlook is shown in Fig. 10. The satiation of Abia State can be deducted from here.

Social protection interventions are meant to address multi-dimensional and cross-cutting issues, temporary and structural deprivations, shocks, and vulnerabilities (Federal Republic of Nigeria (FRN), 2016). Provision of adequate social protection measures for affected populations in addressing the COVID-19 crisis will ensure effective access to healthcare, support jobs and income security, contribute to preventing poverty and unemployment, strengthen better social stability and peace as well as serving as social stabilizers (ILO, 2020).

It is in this context that Abia State, as one of the states in Nigeria, operates. The State has a relatively high demographic burden with the 0-14 age range alone accounting for more than 36.8percent of the population, and accounting in part for the 66.5 percent dependency ratio.

As in many parts of the country, social security is very weak, largely relying on informal and poorly distributed extended family support system that is fast being weakened by urbanization as well as changing value system and norms, and threats of crime from unemployed youths of which Abia State has had its fair share of violent crimes (robbery, kidnapping, etc.) due to high level of unemployment. While the worst days seem to be over and relative peace has re-emerged in the State, the risks continue to be high on account of unemployment.

Abia State through the assistance of the World Bank and the Federal Government have an Established Secret Social Register (SSR) with over 231,000 Poor and vulnerable Households PVHH and over a million poor and vulnerable individuals. This can be verified from the State Operations Coordinating Unit (SOCU)in the Ministry of Budget and Economic Planning and the National Social Register in the National Social Safety Nets Coordinating Office, NASSCO, Abuja an Agency of the Federal Ministry of Humanitarian Affairs and Poverty Reduction.

EDUCATION SECTOR PLAN – THE NEED GAP

Since the creation of Abia State in August 28th, 1991, there had not existed any Education road map guiding the development of this all important sector of the State economy. Several efforts have been made by UNICEF and other friendly donor partners to support the production of such blueprint for the State, however it has always meet the brick walls of lack of political will to take this decisive action until now. The emergence of the present administration of His Excellency, Dr. Alex Chioma Otti OFR and the doggedness of the Honourable Commissioner for Education Prof. Ume, Uche-Ume reignited the fire to articulate and produce this document having seen the need.

Education as an instrument of enlightenment of human minds and civilization is the only path that leads people and nations to the proper definition of life phenomena and life itself. The quality of it in any society drives the multi-dimensional sociocultural and socio-economic development of the people and nations. Hence the need for Abia to develop an inclusive Education sector Plan document to be owned and implemented by all critical stakeholders in the educational space of the State.

Therefore the need of this plan document in driving the development of the sector cannot be overemphasized especially in the current digitalization and technology driven economy.

SWOT ANALYSIS

Education is the bedrock of global goals on which the entire development structure rests. Wide consultations and SWOT analysis with major education stakeholders in the sector identify the following features prevailing in the State:

Strengths

- Renewed interest by government to develop the sector
- Availability of human resources which could be harnessed
- School curricula tailored to engender self-employment
- Space for constructive involvement and meaningful participation of youths in community and social development.

Weaknesses

- Poor learning outcome
- Infrastructure deficiency
- Daunting Data Challenge
- Low numeracy and Literacy rate
- Inadequate funding
- Low access to quality education
- Poor incentives/remuneration to teachers
- Low information and communication technology capacity
- Inadequate teacher professional development.

Opportunities

- Availability of unemployed graduates for engagement
- Prospects of the Diaspora and private sector participation
- Availability of private partners support e.g. Reclaim Our School Initiative (ROSI) in the State.
- Availability of the Universal Basic Education Commission intervention funds
- Prospects of innovation and employment through the trade subjects
- The new secondary school curriculum as a gateway for self-employment.

Threats

- Poor budgetary implementation
- Lack of reliable data for planning, monitoring and evaluation
- High magnitude of dilapidated infrastructure
- Poorly motivated teachers at all levels
- Dichotomy between university and polytechnic graduates: a disincentive to technical education
- Non-implementation of the teachers' salary structure (TSS)
- Alarming rate of crime and unemployment
- Increasing girl child dropout rate

CHAPTER 1

ACCESS AND EQUITY IN BASIC AND POST BASIC EDUCATION

THEMATIC AREA 1: OUT-OF-SCHOOL CHILDREN

1.1 Introduction

Education is key to human capacity development and out-of-school syndrome deters this development. Out-of-school children implies the number of children and young people in the official school age range for the given level of education who are not enrolled in pre-primary, primary, secondary or higher levels of education (UNESCO). The out-of-school children can also be referred to as children who are of school going age but are not engaged in learning activities whether formal or informal. Factors such as poverty, child labour, teenage pregnancy and distance to school contribute greatly to increase in the number of out-of-school children in Abia state, Nigeria.

Children who are out of school are exposed to social stigma, fewer job opportunities, lower wages and higher risk of involvement in criminal activities, menial jobs, street trading, illiteracy and drug abuse. It impedes children's self-esteem, psychological wellbeing, skill and knowledge to fulfil their desires. Earnings of out-of-school children are low compared to those who complete school.

Education is a global vehicle that transits every nation into development. The veracity of this fact prompted the Education For All (EFA) declaration of 1990, the Dakar framework of action, Millennium Development Goals (MDGs) of 2000, World Economic Forum (WEF) of 2005, Sustainable Development Goals (SDGs) of 2015 and UNESCO Education Agenda 2030. All place premium on education as an important tool for equipping a child for a meaningful future.

Hence, the Universal Basic Education [UBE] Act 2004 was designed by the Nigerian government to expand and improve early childhood care, provide free and compulsory education to every Nigerian child. It also encourages equal opportunity between male and female thereby eliminating gender disparities in primary and secondary education. The programme was targeted to improve excellence and measurable learning outcomes; essential life skill, literacy and numeracy.

1.2 **Situation Analysis.**

Table 1: Number of Out-of-School Children in Abia State.

Age Group	Population	Number of In-School Children	Number of Out-of-School Children	Percentage of Out-of-School Children
6 > 11	638,716	410,915	227,846	35.7%
12 > 14	278,064	153,972	124,092	44.6%

(Source: ASC 2023)

From table 1 above, the number of out-of-school children in the state is worrisome. For instance, with a population of 638,716 of school age children between ages 6 to 11, only 410,915 are attending school while 227,846 are out-of-school in that age bracket. This means that for children between ages 6 to 11 the percentage of out of school is 35.7%. The situation is worse in the next age bracket of three years where for the population of children between 12 to 14 years are 278,064. The state recorded only 153,972 children in school, leaving 124,092 (44.6%) out-of-school.

The new targets to be set must address the issue of out-of-school children.

Challenges

The key issues and problems affecting the enrolment and re-enrolment of out-of-school children in Abia State include:

1. Family factors such as family structure, income of parents, education of the parents, religious belief of the family, child's relationship with parents
2. School factors such as location of school, teachers' support, availability of qualified teachers, non-availability of school in some communities, unconducive school environment, lack of incentives to teachers posted to rural areas and so on.
3. Insecurity which includes attacks, displacement and sit-at-home orders which disrupt school activities in Abia state.
4. Political and government factors, including low level of political will, weak school level governance and challenges of educational financing and management.
5. Non-functional technical, entrepreneurial and skill acquisition learning centres as well as inadequate education centres for special needs learners.

1.3 Strategies For Addressing the Issues and Challenges

The strategies that can be adopted to address the challenges includes;

1. Conduct enlightenment and sensitization programmes for parents and guardians on the importance of education for a child.
2. Enhance teachers' salary structure and make provision for incentives for teachers posted to rural and difficult areas.
3. Unconditional Cash support for parents who send their children to school, free school uniforms, bags and free learning resources.
4. Establishing schools in rural communities with qualified teachers for ease of access.
5. Provision of safe schools with perimeter fencing and security personnel and gadgets in all schools.
6. Increase and release of budgetary allocation for education to encourage access, sustenance and implementation of policies.
7. Providing technical, entrepreneurial and skills to out-of-school children.

ACTION PLAN FOR ADDRESSING THE CHALLENGES OF OUT-OF-SCHOOL CHILDREN

STRATEGY	SPECIFIC ACTION	TARGET	TIME LINE	INNOVATIVE FUNDING	RESPONSIBILITY PLAN	KEY PERFORMANCE INDICATORS
Conduct enlightenment programme on radios, television stations for parents, guardians, churches, villages and children	Ensure continuous enlightenment of parents, guardians and children on the relevance of education.	All churches, communities in the State.	2024-2034	FME UBEC, MOE, SUBEB, Donor Partners	UBEC, SMoE, SAME SUBEB, LGEAs	50% of OOSC return to school
Unconditional Cash support for parents and introduction of School free feeding up to junior secondary school	Cash given to parents and guardians for bringing back their children to school with free school materials such as books, bags and sport wears.	All communities in the State	2024-2034	FME, UBEC, SMOE, SUBEB, LGEAs	FME, UBEC, SMOE, SUBEB, LGEAs	50% of OOSC return to school

	Sustain the school feeding program in primary schools and introduce same to junior secondary schools	All primary and junior secondary schools	2024-2034	UBEC, FME and Ministry of Humanitarian Affairs	FME, UBEC, SMOE, SUBEB LGEAs	50% of OOSC return to school
Implement safe school programs	Build school perimeter fences with security personnel and gadgets	All schools fenced with adequate security personnel	2024-2034	FME, UBEC, SMOE SUBEB	FME, UBEC, SMOE, SUBEB, LGEAs	All schools fenced across the state.
Provide technical vocational entrepreneurial and trades skill for out-of-school children within the framework of education	Build new technical schools in the state and reactivate existing ones.	Technical, vocational, entrepreneurial and skill acquisition centres established in all LGEAs	2024-2034	FME, UBEC, SMOE SUBEB	FME, UBEC, SMOE,SUBEB	Technical, Vocational, entrepreneurial and skills acquisition centres established across the state.

CHAPTER 2

THEMATIC AREA 2: INFRASTRUCTURAL DECAY IN BASIC EDUCATION IN ABIA STATE.

2.1 INTRODUCTION

Basic infrastructure at the basic level of education in the State is in a state of total decay. Assessment conducted in the state indicates that infrastructure such as classrooms, laboratories, workshops, sporting facilities, equipment and libraries are not only inadequate, but even the few on ground are in a state of decadence.

The attainment of the objectives of these levels of education depends largely on provision of adequate infrastructure which engenders effective planning, coordinated policy formulation and implementation.

Basic education schools in different local government have extensive land marks capable of accommodating even a boarding school. However, ECCDE, Primary pupils, and Junior Secondary students do not have enough classrooms, furniture and other infrastructures for conducive learning.

Data from Abia State Annual School Census 2023 show 2,808 public ECCDE and Primary schools, 1,340 Junior Secondary, 1,097 Senior Secondary schools in the State. Consequently Abia has 190,015 pupils enrolled in ECCDE, 410,763 Pupils in Primary school, 153,972 Students in JSS and 120,572 in Senior Secondary Schools. Abia has 34,295 classrooms for Basic Education which are grossly inadequate.

2.2 SITUATION ANALYSIS

The benefit of basic education in the development of Abia State cannot be over estimated. It makes the way to a successful and enhanced future, providing opportunities for intellectual growth and productive society of tomorrow. Basic education by law is a fundamental right of every Nigerian child as enshrined in chapter 2 section 18 of the 1999 Constitution of the Federal Republic of Nigeria as amended, which provides for free compulsory and universal education for children of 0 – 15 years and 15-18 years for the Senior Secondary education.

At the moment Abia has a total of 11,272 classrooms for ECCDE compared to a total enrolment of 190,015, 17,934 classrooms for Primary compared to a total enrolment of 410,763, out of which 14,529 are good while 2,188 are in disrepair. In secondary, there is a total of 5,089 classrooms. While 4,359 are good, 730 are in a very bad shape.

Consequently there are 77,180 total number of learners' furniture for basic education in the state. ECCDE has 10,518 as against the enrolment of 190,015, Primary has 54,046 as against the enrolment of 410,763 while JSS has 12,616 learners' furniture as against the enrolment of 153,972.

Other learning facilities available in ECCDE and Primary schools are Computers 713, Laboratories 236, Library 705, Play ground 1,404, Electricity 915, Health facility 1,026, Incinerator 317 and safe water 887 as against 1,912 Schools. In JSS, there are 504 Computers, 458 Laboratories, 449 Libraries, 631 Play grounds, 203 Incinerators, 526 Safe water, 572 Electricity and 547 Health facilities as against 804 Schools.

CHALLENGES

Attending school should be a delightsome experience but not anymore owing largely to the poor condition of schools. This is a glimpse of infrastructure deficits in schools across the state. Education infrastructure is an important factor in determining the quality of teaching and learning and graduates being churned out. However, most schools lack basic infrastructure, such as:

Good classrooms, furniture, laboratory, library, electricity and quality learning environment. While existing infrastructures in some schools are in deplorable condition, others are below acceptable standards and in few cases, nonexistent.

- Abia State is yet to provide UBE Counterpart funding in order to access UBE Intervention funds as and when due.
- Inadequate facilities to take care of learners with special needs in line with National policy on Inclusive Education.
- Insufficient water Sanitation and Hygiene (WASH) facilities.
- Non compliance to set standard and specification in project delivery.
- Population Growth: Abia's rapidly growing population places immense pressure on existing educational infrastructure. The demand for quality education surpasses the available resources, leading to overcrowded classrooms and inadequate facilities.
- Lack of Maintenance Culture: The absence of a proactive maintenance culture contributes to the deterioration of existing infrastructure. Many educational facilities, once built, are not adequately maintained, leading to accelerated wear and tear.

STRATEGIES FOR ADDRESSING THE ISSUES AND CHALLENGES

In addressing the challenges of infrastructural decay in Basic and post Basic Education in the State, these measures need to be taken :

- Ensure that all learners have access to good classrooms and furniture to attain the learning outcome benchmarks.
- Ensure that the State provides UBE Counterpart Fund in order to access UBE Intervention Funds as and when due.
- To provide Sports facilities in Schools across the State to encourage co-curricular activities.
- To provide adequate security through perimeter fencing in the schools.
- State's over dependence on UBEC Intervention Funds, thereby causing inadequate attention to Infrastructural development in school.
- Ensuring adequate budget funding and implementation.
- Public-Private Partnerships (PPPs): Engaging the private sector in the development and maintenance of educational infrastructure can be a possible solution. PPPs can bring in expertise, innovation, and additional funds to address the challenges faced by the education sector.
- Involve Local communities actively in the development and maintenance of educational facilities.

ACTION PLAN FOR ADDRESSING THE CHALLENGES OF INFRASTRUCTURE DECAY

STRATEGY	SPECIFIC ACTIONS	TARGET	TIMELINE	INNOVATIVE FUNDING PLAN	RESPONSIBILITY	KEY PERFORMANCE INDICATORS
Access UBEC Intervention Funds	Abia State should access outstanding Intervention Funds provided by UBEC as and when due	100% access to UBEC outstanding Intervention Funds by the State	2024 - 2034	State/UBEC	UBEC, SmoE, SUBEB	School infrastructure improved
To increase budgetary allocation for Infrastructural development in schools.	Initiate State infrastructure Development Tax 2. Sustenance of "Reclaim Our School Initiative (ROSI). Thereby creating opportunities for individual to assist in the development education infrastructure	2% of every contract awarded designated for Education Infrastructural Development.	2024 - 2034	State	MOE/SUBEB /SEMB/EDC. Etc.	School infrastructure improved
Prompt release of budget allocation for infrastructure development	Ensuring strict compliance to budgets and accountability	100% compliance to budget implementation.	2024-2034	State	MOE/SUBEB /SEMB/EDC. Etc.	Improved infrastructure in schools
Involving Public-Private Partnership	Engaging Private sector in the development and maintenance of educational infrastructure by bringing in (ROSI) and other Nongovernmental partners.	Ensuring full involvement of private sector and other individuals in infrastructural development.	2024-2034	State	MOE/SUBEB /SEMB/EDC. Etc.	Improved infrastructure in schools
Focusing on maintenance of education infrastructure.	Involving local communities in the maintenance of educational facilities	Involving all communities in school maintenance project	2024-2034	State.	MOE/SUBEB /SEMB/EDC. Etc.	School facilities improved

CHAPTER 3

THEMATIC AREA 3: POOR LEARNING OUTCOME

3.1 Introduction

The quality of education plays a crucial role in shaping the future of children in determining its success. Education at all levels should be able to enhance innovations, functionality, relevant market driven knowledge and skills. Despite efforts to improve education, Abia state has been grappling with poor learning outcomes. Students often struggle with basic literacy and numeracy skills and the overall educational performance remains far below the national benchmark. The situation is evident across the primary and secondary levels of education.

3.2 Situation analysis:

Abia state has been experiencing a decline in learning outcomes across various educational levels. The results of standardized tests and examinations consistently indicate low proficiency levels among students. Reports of the 2022 National Assessment of Learning Achievements in Basic Education (NALABE) in Abia State, show very low literacy and numeracy abilities in most of the learners, especially those in primary 4, 5 and 6. Most of the learners cannot read and write eligibly (NALABE 2022 in Abia state). The table below shows the grand mean summary subject by subject and level as it affects Abia state. National mean is 50.

LEARNERS ACHIEVEMENT IN NALABE 2022

Subjects	Primary 3	Primary 5	Junior Sec. (Js 2)
Mathematics	48.00	49.99	45.25
English language	52.30	54.00	55.01
Basic science and technology	50.15	48.49	52.28
Social studies	54.02	50.25	53.40
Grand mean	51.12	50.68	51.45

According to 2017 National assessment of learning in basic education Abia state learners at JSS 2 and 3 performed below national average in mathematics but escaped by a slight margin in basic science and technology. The overall performance of Abia state at the sub sector is slightly above national average. (Source: NALABE 2017.)

Pupil teacher ratio by level shows that the pre-primary pupil/teacher ratio is 24:1 teacher in JSS schools the ratio is 12 students to 1 teacher. However, JSS teachers in subject areas like mathematics, basic sciences and technology are direly needed.

ABIA STATE TEACHER – PUPIL/STUDENT RATIO

LEVEL	ENROLMENT	TOTAL NUMBER OF TEACHERS	ECCDE NO. OF QUALIFIED TEACHERS	TEACHER PUPIL RATIO
ECCDE PRIMARY	190,015 410,763	8,064 17,396	4,133 13,360	1:46 1:31
JSS	153,972	10,670	6,341	1:24
SSS	120,527	9,982	6,376	1:19

Pupils-textbook Ratio by level indicates that Abia state has 1:1 for primary instead of 1:4 and 1:1 for JSS instead of 1:4. In the case of ECCDE, the ratio is 1:0 clearly indicating that the majority of the pupils do not have even one textbook.

See table below

Textbooks and pupil-textbooks ratio by level

TEXTBOOKS	ECCDE	PRIMARY	JSS
Pupils/students Enrolment	190,015	410,763	153,972
Number of English textbooks	14,945	131,434	30,835
Number of Maths textbooks	10.857	135,051	28,818
Number of basic science and tech	8,841	129,844	26,070
Number of social studies	1,003	134,590	24,563
Total number of textbooks	44,673	530,919	110,286
Pupil textbook Ratio	1:0	1:1	1:1

3.3 Challenges:

The poor learning outcomes in the state can be attributed to several factors:

- Inadequate learning resources to meet up with present day digitalization demand,
- Inadequate qualified teachers that will use modern pedagogies to improve competences and skills of learners
- Inadequate training and retraining of teachers on the use of modern educational resources and implementation of curriculum innovations
- Poor motivation and remuneration of teachers
- Lack of digitization and technology integration in educational system to meet up with the demands of 21st century
- Inadequate attention to early childhood education
- Inadequate infrastructure and facilities for conducive learning environment
- Inadequate and unsustainable funding
- Insecurity and conflicts in some rural areas.
- Lack of guidance counseling unit and counsellors in schools

3.4 STRATEGIES FOR ADDRESSING THE CHALLENGES

The government at all levels should prioritize the provision of modern educational resources such as textbooks/workbooks, multimedia presentations, libraries, science kits, manipulative educational softwares, interactive white boards, gamifications and so on.

Efforts should be made to recruit more qualified teachers.

Incentives such as improved salaries, professional development opportunities and teacher exchange programs can be introduced to attract and retain skilled educators.

Periodic trainings should be organized for teachers on;

- Proper administration of continuous assessment
- Implementation of curriculum innovations
- Use of modern educational resources and current pedagogies
- Digital literacy skills

Ensure proper implementation of the existing continuous assessment template to effectively measure pupils' daily performance in the class

- Upgrade the existing curriculum to meet regional diversities
- Government should embrace digitalization and technology integration by providing schools with computers, multimedia educational devices, internet connectivity, digital resources and uninterrupted power supply, etc

- Improve on Early Childhood Education as a strong foundation to child development
- Government should prioritize the improvement of school infrastructure
- Government should increase budgetary allocation to education sector.
- Reintroduce guidance and counseling units in schools

ACTION PLAN FOR ADDRESSING THE OOR LEARNING OUTCOME

	STRATEGY	SPECIFIC ACTIONS	TARGET	TIME LINE	INNOVATIVE FUNDING PLAN	RESPONSIBILITY	KEY PERFORMANCE INDICATORS
1	Ensure that all learners have access to required learning resources	Supply adequate learning resources to all learners	All learners have expected learning resources	2024-2034	FME, UBEC, SmoE, SUBEB, LGEA and Donor Agencies	MoE, SUBEB LGEA, SEMB and Schools	70% of learners have adequate learning resources
2	Ensure the provision of modern teaching and learning devices / resources	Procure needed modern teaching and learning devices / resources	All schools are properly equipped with modern teaching and learning devices	2024-2034	FME, UBEC, SmoE, SUBEB, LGEA and Donor Agencies	MoE, SUBEB LGEA, SEMB and Schools	Every school in the state has modern teaching and learning devices
3	Ensure periodic teacher professional Development	Organise periodic training and retraining programmes for teachers / education managers	All categories of teachers in the State	2024-2034	UBEC, SMoE, SEMB, SUBEB,LGEA and Donor Agencies	SUBEB, SMoE, SEMB, LGEA,	100% of the teachers are trained
4	Prioritize motivation and reward system for teachers and education managers	Pay remuneration to teachers especially those in rural areas	All teachers are motivated for teaching and learning	2024-2034	State, SMoE, SUBEB, LGEA and Donor Agencies	State, SMoE, SUBEB,LGEA	Overall learning outcome improved
5	Establish new ECCDE centres and equip existing ones	Build inclusive ECCDE centres in the State	All Children ages 0-5 acquire ECCDE	2024-2034	State, SMoE, SUBEB, LGEA and Donor Agencies	State, SMoE, SUBEB,LGEA	ECCDE improved in the State
6	Reintroduce guidance and counseling units in schools	Ensure each school has guidance and counseling unit	All Schools in the State	2024-2034	UBEC, SMoE, SUBEB, LGEA and Donor Agencies	State, SMoE, SUBEB,LGEA	Learning outcome improved

CHAPTER 4
THEMATIC AREA 4: LIBRARY SERVICES AND EDUCATION RESOURCES

4.1 Introduction:

Library services and education resources play a crucial role in education by providing access to information, resources and support for students, educators and the broader learning community. Libraries serve as repositories of knowledge, offering a wide range of books, reference materials, digital resources and databases on various subjects. They assist students and teachers in conducting research, in navigating information sources and providing access to scholarly journals. Libraries promote literacy and love for reading. Education resources refer to a wide range of materials, tools and content that is designed to facilitate learning and enhance the educational experience. These include textbooks and workbooks, online courses and E-Learning platforms, education websites, multimedia presentations, education apps, science kits and manipulatives. Library and education resources promote a literate and informed society capable of attaining sustainable development and global competitiveness in education.

4.2 SITUATION ANALYSIS

Library and education resources in Abia state have suffered from severe neglect. Many schools face challenges in providing library spaces or appropriate facilities that can house books and resources. There is drastic shortage of books, reference materials and technological equipment required for effective library. Inadequate funding often limits the acquisition of new books, technology and other resources. Most schools lack trained librarians or staff who can manage the library effectively. There is no functional Library in the 261 Senior Secondary Schools. Out of the 913 ECCDE, 925 public Primary and Junior Secondary Schools, only 50 (4%) schools can boast of Library space. In the entire state, only one public library centre and one E-library centre are in existence but not functional.

Textbooks and pupil textbooks ratio by level indicates that Abia State has 1:1 for primary instead of 1:4 and 1:1 for JSS instead of 1:4 in the core subjects. These situations need urgent and pragmatic attention. In the case of ECCDE, the ratio of 1:0 clearly indicates that the majority of the pupils do not have even one textbook.

See table below:

Textbooks and Pupil-Textbooks Ratio by level

Textbook	ECCDE	PRIMARY	JSS
Pupils/Students Enrolment	190,015	410,763	153,972
Number of English textbooks	14,945	131,434	30.835
Number of Maths textbooks	10,857	135,051	28,818
Number of Basic Science and Tech textbooks	8,841	129,844	26,070
Number of Social Studies textbooks	1,003	134,590	24,563
Total number of textbooks	44,673	534,919	110,206
Textbooks Ratio	1:0	1:1	1:1

Source: ASC 2023

4.3 CHALLENGES

The challenges of Library services and education resources that need to be addressed include the following;

1. Lack of Awareness; many schools may not fully recognize the value and importance of a well equipped library in supporting students' academic development.
1. Dearth of functional libraries- (public, private, school and special).
2. Insufficient number of librarians especially at the basic and post basic education levels.
3. Insufficient capacity building programmes for librarians and library officers.– Continuous Professional Development.
4. Insufficient up-to-date materials in the libraries.
5. Insufficient funding of library services and education resources.
6. Difficulty in incorporating digital resources and technology into the library due to lack of technological infrastructure and expertise.
7. Difficulty in aligning library resources with the curriculum and ensuring that they support specific subjects and learning outcomes.

4.4 STRATEGIES FOR ADDRESSING THE CHALLENGES

a. Advocacy and awareness to promote the importance of libraries in schools highlighting the role in improving literacy, critical thinking and overall academic achievement.
b. Establish functional libraries in schools and zonal E-libraries.
c. Recruit and deploy qualified and certified librarians and library attendants.
d. Enhance capacity building programmes for librarians and library attendants.
e. Promote mobile library services in the rural and less accessible areas.
f. Equip the libraries with up-to-date collections in hard and soft copies.
g. Emphasize use of library hours in schools.
h. Teachers and curriculum developers to collaborate to ensure that library resources align with the curriculum.

ACTION PLAN FOR ADDRESSING CHALLENGES

STRATEGY	SPECIFIC ACTIONS	TARGET	TIMELINE	INNOVATION FUNDING	RESPONSIBILITY	KEY PERFORMANCE INDICATORS
To create awareness on use of Library	conduct advocacy and sensitization on use of library in schools	All schools in the state	2024 - 2034	FME, UBEC, MOE, SUBEB, Donor partners	MOE, SUBEB, LGEA ,SEMB and schools	Improved use of library
Establishment of functional libraries in all schools	Provide library and Information services in all schools	All schools	2024 - 2034	FME, UBEC, MOE, SUBEB, Donor partners	MOE, SUBEB, LGEA ,SEMB and schools	Increase in number of school libraries
Provide education resources in all schools	Procure books, reference materials and software in all schools libraries	All schools	2024 - 2034	FME, UBEC, MOE, SUBEB, Donor partners	MOE, SUBEB, LGEA ,SEMB and schools	Well equipped libraries in all schools
Train and build capacity of librarians and library attendants.	Organise periodic trainings and workshops for librarian and library attendants	Librarians and library attendants in all schools	2024 - 2034	FME, UBEC, MOE, SUBEB, Donor partners	MOE, SUBEB, LGEA ,SEMB and schools	Improved library services in all schools

CHAPTER 5

THEMATIC AREA 5: TEACHER EDUCATION, CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT.

5.1 INTRODUCTION:

Teacher education or training refers to programmes policies, procedures and provision design to equip teachers with knowledge, attitudes, approaches, behaviours, methodologies and skills they require to perform teaching task effectively in the classroom, schools or community.

The quality of education of any country is dependent on the capacity of teachers employed in the education sector. Teacher Education is vital to equip the teachers for the impartation of knowledge to the learners. National policy on education (1981) made it specific that no educational system can rise above the quality of its teachers, which implies that those who impact knowledge on the learner might have obtained the Nigeria Certificate in Education (N.C.E) which is the minimum teaching qualification.

The purpose of teacher education with reference to National Policy on Education (NPE) 2013 are as follows;

1. To produce highly motivated, conscientious and efficient classroom teachers for all levels of the Education system.
2. To encourage the spirit of creativity and enquiry in teachers
3. To assist teachers to fit into the social life of the community and society at large and to enhance their commitment to National goals.
4. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations.
5. To enhance teachers commitment to the teaching profession.

5.2 Capacity Building and Professional Development:

Capacity building in any area of human endeavour refers to ways and means of attaining the required skills and competences for set goals. Many establishments, agencies and institutions lack adequate capacity to perform to optimal level in their chosen field of endeavour. This therefore becomes a fundamental challenge to attain set goals of such agencies or organization.

Against this background therefore teachers and school heads occupy very unique position and they have very challenging roles to play in the intellectual development of learners (especially the more impressionable children and teenagers) entrusted to their care. Teacher education is therefore a process that can take various forms, including workshops, seminars and peer learning opportunities.

Capacity building helps teachers stay updated with the latest teaching methodologies, educational technologies and evolving curricula enabling them to effectively adapt to changing educational landscapes.

5.3 SITUATION ANALYSIS

Presently there is a visible gap in the performances of pupils' in comparison to national mean. According to the National Assessment of Learning Achievement in Basic Education (NALABE 2022), the performances of Abia State pupils in mathematics fell below national mean. This situation has become worrisome especially at the foundational learners' literacy and numeracy performance.

Abia State, from the assessment experienced a decline in learning outcomes across various educational levels. The results of standardized test and examinations consistently indicate low proficiency levels among students.

From report on the 2022 National Assessment of learning Achievements in Basic Education (NALABE) on Abia State shows very low literacy and numeracy abilities in most of the learners especially those in primary 4, 5 and 6.

5.4 Challenges

1. Low enrollment in COEs
2. Shortage of qualified teachers
3. Inadequate Exposure to Continuous Professional Development and ICT Training of in-service Teacher
4. The poor condition of service for in-service teachers
5. Insufficient capacity building of all cadres of staff.
6. Insufficient working tools for teachers

5.5 Strategies for addressing the issues and challenges.

1. To improve the quality of teachers through consistent teacher professional development.
2. To enhance the status of the teaching profession and make it attractive to the beat brains in the state by implementing the presidential directives on repositioning and revitalization of the teaching profession
3. Review of the National Teacher Education Policy
4. Conduct Continuous and Professional Development and Training in I.C.T for in-service teachers in line with global best practices.
5. Improve the skills and knowledge of teachers to ensure their continued relevance in the class room
6. Compulsory one year internship programme for all teacher education graduates
7. To attract high quality candidates to enroll in teacher education annually.

ACTION PLAN FOR ADDRESSING THE CHALLENGES OF TEACHER EDUCATION, CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT

STRATEGY	**SPECIFIC ACTIONS**	**TARGET**	**TIMELINE**	**INNOVATIVE FUNDING PLAN**	**RESPONSIBILITY**	**KEY PERFORMANCE INDICATORS**
Improve the quality of teachers through consistent teacher professional development	Conduct Continuous Professional Development and Training in I.C.T for all teachers in the state	All Head teachers and teachers	2024-2034	FME, UBEC, SMoE, SUBEB SEMB and Donor Agencies	SMoE, SUBEB SEMB	50% of teachers received training
Compulsory teachers' evaluation to measure performance	Conduct periodic teacher's performance test	All teachers	2024-2034	SMoE, SUBEB SEMB	SMoE, SUBEB SEMB	Increased teachers' performance competence

CHAPTER 6

THEMATIC AREA 6: TECHNICAL, VOCATIONAL EDUCATION, TRAINING AND SKILLS DEVELOPMENT

6.1 Introduction:

The Technical, Vocational Education, Training (TVET), and Skills Development sector (in Basic and Post Basic Education) plays a pivotal role in preparing individuals for the workforce by imparting practical skills, knowledge, and competencies. This sector addresses the growing demand for a skilled workforce in various industries, contributing to economic growth and development.

According to UNESCO, the fundamental purpose of Technical and Vocational Education is to equip people with skills that can broaden their opportunities in life and help them to play an important role in preparing them for the world of work and to provide them with the skills necessary for self-employment.

It develops soft skills that create opportunities such as interpersonal skills, communication and negotiation skills, managerial skills, networking skills which increase the chance of becoming an entrepreneur or getting a job. Vocational education makes it easier for students to find employment.

6.2 Situation Analysis

- Industry Relevance: TVET programs are designed to meet the needs of industries, ensuring graduates are job-ready.
- Practical Training: Emphasis on hands-on training provides students with real-world skills.
- Perception: TVET is sometimes perceived as a secondary option, leading to low enrollment rates.
- Outdated Curriculum: Some programs may not align with the rapidly changing demands of industries.

Table: 6.1 Technical and Vocational Education

NAME OF TECHNICAL & VOCATIONAL EDUCATION CENTRES	ENROLMENT		TOTAL
	MALE	FEMALE	
Government Technical College, Aba	21	15	36
Government Technical College, Ania, Ohafia	32	15	47
Government Technical College, Afara, Umuahia	24	13	37
TOTAL	**77**	**43**	**120**

The State has only three technical and vocational centres with a population of 125 students. The centres are specifically designed to equip learners with necessary skills most especially the drop-outs so that they can live meaningful lives.

6.3 Challenges

Technical and Vocational Education courses especially at secondary level have remained low due to largely low public perception of the sub-sector as a veritable education pathway to success. Meanwhile, many of our youths remain either unemployed, underemployed or employed having completed basic education with little or no skills to meaningfully participate in the economic development of the State. Other forms of challenges include:

- Limited Infrastructure: Inadequate facilities and outdated equipment hinder the quality of practical training.
- Mismatch Between Skills and Industry Needs: Rapid technological advancements result in a gap between the skills taught and those demanded by industries.
- Teacher Competency: Ensuring that instructors are equipped with the latest industry knowledge and teaching methodologies is a persistent challenge.
- Access and Equity: Disparities in access to quality TVET programs, particularly in rural areas or among marginalized communities hence leading to low enrolment rate.

6.4 Strategies for addressing the issues and challenges

1. Curriculum Enhancement:

- Industry Collaboration: Establishing advisory boards with industry experts to regularly review and update curriculum content.
- Flexible Programs: Offering modular and customizable courses to cater for the evolving needs of different industries.

2. Infrastructure Development:

- Investment in Facilities: Securing funding for the development and maintenance of state-of-the-art laboratories and workshops and establishment of more TVET centres across the state.
- Technology Integration: Implementing advanced technologies, such as virtual reality and simulators, to enhance practical training.

3. Teacher Training and Development:

- Continuous Professional Development: Providing on-going training for instructors to stay abreast of industry trends and teaching methodologies.
- Industry Exposure: Facilitating internships or industry placements for instructors to maintain practical relevance.

4. Promoting Access and Equity:

- Rural Outreach Programs: Advocacy, sensitization and establishing satellite TVET centers in rural areas to improve accessibility.
- Scholarship Programs: Implementing merit and needs-based scholarships to ensure inclusivity.

5. Quality Assurance:

- Accreditation Standards: Strengthening accreditation processes to maintain high-quality standards across all TVET institutions.
- Regular Evaluation: Conducting periodic evaluations to ensure programs remain aligned with industry needs.

6. Career Guidance and Counseling:

- Early Exposure: Introducing career-oriented programs in schools to inform students about the benefits and opportunities in TVET.
- Industry Partnerships: Collaborating with industries to provide mentorship programs and internships for students.

ACTION PLAN FOR ADDRESSING THE CHALLENGES OF TECHNICAL, VOCATIONAL AND SKILLS DEVELOPMENT

STRATEGY	SPECIFIC ACTIONS	TARGET	TIMELINE	INNOVATIVE FUNDING PLAN	RESPONSIBILITY	KEY PERFORMANCE INDICATORS
Conduct of advocacy and community sensitization / enrolment drive as well as media campaign	Community, religious leaders, traditional rulers and parents are sensitised on TVET and Radio/Television jingles are deployed	Reaching out to traditional and community leaders as well as the entire populace in the state	2024-2034	FME, UBEC, NBTE, MoE, SUBEB	SUBEB, SEMB LGEA	Increased enrolment of TVET Centre
Widening opportunities for skills acquisition for unemployed youths	Establish more Technical and Vocational entrepreneurship skills acquisition centres to provide training to unemployed youths	Establish and Equip at least five TVET centres for each LGA	2024-2034	FME, UBEC, NBTE, MoE, SUBEB	SUBEB, SEMB LGEA	Increase in youths skills acquisition
Provision of scholarship or bursary award to female students in TVET	Provide scholarship award to female students in TVET schools	30% of female enrolment in TVET schools	2024-2034	FME, UBEC, NBTE, MoE, SUBEB	SUBEB, SEMB LGEA	10% of Female students benefits from scholarship award annually
Invest massively in critical TVET infrastructure in schools across the state to improve teaching and learning environment, access and equity.	Provide adequate number of technical workshops in schools	5 TVET centres per LGA	2024-2034	FME, UBEC, NBTE, MoE, SUBEB	SUBEB, SEMB LGEA	Increased number of technical centres in the State

Procurement of Mobile Vans for Technical, Vocational and Skills Development to Schools thereby complementing traditional schools in the area of impacting technical and vocational skills.	Procure well equipped mobile vans for technical and skills development across the state	1 No. Mobile Van deployed for each LGA	2024-2034	MoE, SUBEB, UBEC	SUBEB, LGEA	17 Number Vans procured and deployed for TVET education

CHAPTER 7

THEMATIC AREA 7: ENTREPRENEURSHIP EDUCATION

7.1 Introduction:

Entrepreneurship education has emerged as a crucial component of national development strategies, aiming to empower individuals with the skills and mindset necessary for creating and sustaining businesses. In the context of Abia, a state rich in cultural diversity and abundant resources, fostering entrepreneurship education has become very necessary to drive economic growth, reduce unemployment, and promote innovation. This aspect of the plan explores the entrepreneurship education in Abia, delving into the current situation, challenges faced, and strategies for overcoming these challenges to create a robust entrepreneurial education system.

7.2 Situation Analysis:

Abia's Entrepreneurship Landscape

Abia, as one of the populous states in Nigeria, boasts a youthful demography that presents both threats and opportunities. The state faces the problem of high youth unemployment despite the abundant human capital. Entrepreneurship education is seen as a remedy to this challenge, offering a pathway for young Abians to become job creators rather than job seekers.

7.2.1 Current Initiatives and Programs

The Abia government has recognized the importance of entrepreneurship education and has implemented various initiatives to integrate it into the education system. These include the addition of entrepreneurship subjects in school curricula, the establishment of entrepreneurship centers, and the promotion of skill acquisition programs. However, the impact of these initiatives has been uneven, and there is a need for a more cohesive and comprehensive approach.

7.2.2 Global Trends and Best Practices:

A comparative analysis of global entrepreneurship education practices reveals that successful programs often involve collaboration among the academia, government, and industry. States that have excelled in this domain have robust mentorship programs,

incubators, and a strong emphasis on practical skills development. Abia can draw valuable insights from these global best practices to refine and enhance its entrepreneurship education sector plan.

7.3 Challenges

- **Limited Integration into Formal Education**

One of the primary challenges facing entrepreneurship education in Abia is the insufficient integration into formal education at all levels. While there have been efforts to introduce entrepreneurship subjects, the implementation lacks uniformity, and the curriculum often leans towards theoretical rather than practical knowledge.

- **Inadequate Infrastructure and Resources**

Abia lacks the necessary infrastructure and resources to provide practical, hands-on entrepreneurship education. Lack of instructors, insufficient access to modern technology, mentorship programs, and well-equipped workshops hinder the development of practical skills among students.

- **Socio cultural Perceptions**

Socio cultural factors play a significant role in shaping perceptions towards entrepreneurship. In some cases, traditional beliefs may discourage risk-taking and innovation, which are essential elements of entrepreneurship. Addressing these deep-rooted perceptions is a crucial aspect of promoting entrepreneurial mindset.

7.4 Strategies for Addressing Challenges

- **Curriculum Enhancement**

Revise and enhance the entrepreneurship curriculum to ensure it aligns with current industry demands and includes practical components. Collaboration with industry experts can help create a curriculum that bridges the gap between academic knowledge and real-world application.

- **Investment in Infrastructure**

Increase investment in educational infrastructure, ensuring that schools have the necessary facilities, workshops, and technology to deliver practical entrepreneurship education. This includes establishing well-equipped innovation hubs and incubators to foster a culture of creativity and innovation.

- **Public-Private Partnerships**

Encourage collaboration among government, the academia, and the private sector to create a synergistic approach to entrepreneurship education. Private sector involvement can provide funding supports, mentorship, and real-world insights, enriching the learning experience of students.

- **Socio-cultural Sensitization**

Implement campaigns and awareness programs to challenge and change socio cultural perceptions regarding entrepreneurship. Highlighting success stories, organizing forums, and engaging community leaders can contribute to paradigm shift to attitudes towards entrepreneurship as a viable and respectable career path.

Abia stands at a critical juncture where effective entrepreneurship education can propel the state towards sustainable economic development. The sector plan must address the current challenges by adopting a multifaceted approach that includes curriculum enhancement, infrastructure development, collaboration with the private sector, and socio-cultural sensitization. By implementing these strategies, Abia can nurture a new generation of entrepreneurs equipped with the skills and mindset needed to drive innovation, create employment opportunities, and contribute to the overall prosperity of the state.

ACTION PLAN FOR ADDRESSING CHALLENGES OF ENTREPRENEURSHIP EDUCATION

STRATEGY	SPECIFIC ACTION	TARGET	TIMELINE	INNOVATION FUNDING PLAN	RESPONSIBILITY	KEY PERFORMANCE INDICATORS
Expanding the School Curriculum to accommodate all levels of education in entrepreneurship skills	Ensure entrepreneurship education is taught across all levels of education.	Entrepreneurship education curriculum introduced as integral part of education activities	2024 - 2034	State and Donor Partners	SMoE, SUBEB,SEMB	Entrepreneurship education implemented at all school levels
Provision of Infrastructure	Ensure schools have workshops and facilities for training	Every school in the State	2024 - 2034	State and Donor Partners	SMoE, SUBEB,SEMB	Entrepreneurship infrastructure exist in all schools
Encourage Public / Private Partnership	Solicit support and collaboration from private partners	10% participation of Private partners	2024 - 2034	State, private partners	SMoE, SUBEB,SEMB	Entrepreneurship education improved
Implement socio-cultural sensitization	Organize awareness campaigns/sensitizations for community leaders to challenge and change socio- cultural perceptions regarding entrepreneurships	All communities in the State	2024 - 2034	State and Donor Partners	SMoE, SUBEB,SEMB	All community leaders sensitized for entrepreneurship skills.

CHAPTER 8

THEMATIC AREA 8: MASS LITERACY, ADULT AND NON-FORMAL EDUCATION

8.1 Introduction

Mass literacy, adult and non formal education programme in Abia State is a programme established to address the issues of illiteracy and improving the educational and socio-economic opportunities of school drop outs and adults who lack basic literacy skills. This programme empowers individuals to learn how to read and write, reduce poverty and promote development. The mass literacy programme is divided into two, namely;

A. Adult Basic Literacy
B. Adult Post Literacy

Literacy and numeracy are essential skills for the effective participation of individuals in the society.

In Abia State, we have 189 literacy centers, 451 facilitators and 3,901 learners.

OBJECTIVES OF THE PROGRAMME

1. To provide functional and remedial education for people, who prematurely dropped out of the school system.
2. To provide further education for different categories of out-of-school persons in order to improve their basic knowledge and skills.
3. To provide in-service, vocational and professional training for different categories of workers and professionals in order to improve their skills.
4. To give adult citizens of the state necessary, aesthetic, cultural, and civic education for public enlightenment.

8.2 Situation Analysis:

A situation analysis of mass literacy, adult and non-formal education programme in Abia State with emphasis on strengths, weaknesses and threats shows:

A. Inadequate funding- The mass literacy programme in the state is insufficiently funded thereby limiting their reach and impact.
B. Poor Infrastructure: Poor infrastructure such as classrooms and materials hinder the expansion of literacy programmes, especially in rural areas.
C. Quality of Instructors: Shortage of qualified instructors and the need for ongoing instructors' training for delivering effective literacy programmes.
D. Gender Disparities: Gender disparities exist in literacy levels, with women and girls often having lower literacy than men and boys.

8.3 Challenges

Some of the challenges of the mass literacy programmes are enumerated below;

a) Insufficient Funding: Limited financial resources allocated to the mass literacy programmes result to inadequate materials, trained instructors and support services.
b) Inadequate Infrastructure: There is shortage of educational infrastructure such as; classrooms, office accommodation, libraries, teaching and learning materials.
c) Shortage of Qualified Instructors: Mass literacy, adult and non-formal education programme has shortage of qualified instructors and facilitators with necessary training and skills.
d) Limited Literacy Awareness: Poor literacy awareness and understanding of its importance among the targeted population and communities hinder enrollment and participation in the literacy programmes.
e) Gender Disparities: Gender disparities affects literacy rates, with women and girls generally having lower literacy levels compared to men and boys.
f) Socio-economic Factors: Poverty and economic factors can prevent adult and youth from participating in literacy programmes. These individuals prefer employment and income generation activities over literacy.
g) Lack of Integration: Vocational, digital and entrepreneurship skills training and development are sometimes disconnected from the mass literacy programmes. Limiting the potential for learners to improve their economic prospects.
h) Monitoring and Evaluation: Inadequate data and monitoring mechanisms often make it challenging to access the impact of literacy programmes accurately and make evidence-based decisions for programme improvement.

8.3.1 Strategies for Addressing the Issues & Challenges:

a) Provide sufficient funds for the mass literacy programmes.
b) Provision of adequate infrastructure.
c) Improve capacity building for instructors.
d) Continuous awareness campaigns.
e) Regular/continuous monitoring and evaluation.
f) Community engagement and participation.
g) Integrating literacy programmes with vocational training and ensuring access to digital resources and technology.
h) Collaborative efforts among government agencies, civil society organizations, international partners and local communities.

ACTION PLAN FOR ADDRESSING THE CHALLENGES OF MASS LITERACY PROGRAMMES

STRATEGY	SPECIFIC ACTIONS	TARGET	TIMELINE	INNOVATIVE FOUNDING PLAN	RESPONSIBILITY	KEY PERFORMANCE INDICATORS
Provide sufficient funds for mass literacy programmes	Increase budgetary allocation and timely release of fund	50% of out-of-school persons	2024-2034	FME,NMEC SMOEs and NGOs, CSOs etc. SAME SUBEB	FME,NMEC SMOEs SAME SUBEB	50% of out-of-school persons back to school
Increase Post literacy programme centres	To establsih more learner friendly mass literacy centers across the State	Every community should have at least one Mass literacy centre	2024-2034	FME,NMEC SMOEs and NGOs, CSOs etc. SAME SUBEB	FME,NMEC SMOEs SAME SUBEB	70% of communities have Mass Literacy Centre
Increase Awareness of mass literacy programmes	Community-based sensitisation advocacy and mobilization exercise	Deploy good number of radio and television jingles in English and local Languages	2024-2026	FME,NMEC SMOEs and NGOs, CSOs etc. SAME SUBEB	FME,NMEC SMOEs SAME SUBEB	80% of out-of-school persons back to school

CHAPTER 9

THEMATIC AREA 9: GENDER DISPARITY

9.1 Introduction

Gender disparity in education, particularly in the context of girl-child education in primary and secondary schools, remains a persistent and pressing issue worldwide. Despite significant strides made in promoting gender equality, girls continue to face unique challenges that hinder their access to quality education. This section examines the intricate aspects of gender disparity, conducting a thorough situation analysis, exploring the challenges faced by girl-child education, and proposing strategies to address these challenges.

9.2 Situation Analysis

In Abia State, gender disparity manifests itself in various ways within the education sector. While enrollment rates have generally increased, the quality of education received by girls often lags behind that of boys. Enrollment patterns often reveal skewed ratios, with girls frequently underrepresented in STEM (Science, Technology, Engineering, and Mathematics) courses, while boys may lag behind in subjects traditionally associated with the humanities. This divergence not only limits educational opportunities but perpetuates stereotypes that hinder career choices and perpetuate gender-based occupational segregation. Socio-cultural norms and economic factors contribute to this imbalance, resulting in a disproportionate number of girls being denied the right to education.

In primary schools, cultural biases may lead parents to prioritize boys' education over girls', perpetuating traditional gender roles. Secondary schools witness a decline in the number of girls enrolled especially in the rural areas due to factors such as early marriage, teenage pregnancies, and societal expectations regarding gender-specific roles. Girls may face greater pressure to conform to traditional roles, thereby impeding their aspirations and academic pursuits. Moreover, inadequate infrastructure, insufficient sanitation facilities, and unsafe commuting routes to schools further discourage girls from attending.

Furthermore, the learning environment itself contributes to gender disparities. Some ill-fated teachers may unwittingly perpetuate bias through verbal abuse, sexual harassment and gender-based violence. Other forms of gender disparity issues such as differential

treatment and patriarchy which inadvertently shape students' perceptions of their abilities and potentials do exist.

9.3 Challenges

- **Societal Norms and Cultural Expectations**

Deeply entrenched gender norms often shape children's perceptions from an early age, influencing their educational choices and opportunities. Societal norms and expectations may discourage girls from pursuing certain subjects or activities traditionally associated with males, limiting their academic and professional prospects.

- **Economic Barriers**

Economic constraints pose significant challenges for families, particularly in rural areas. Many families prioritize the education of their sons over their daughters, perpetuating a cycle of gender inequality.

- **Early Marriage and Teenage Pregnancies**

The prevalence of early marriages and teenage pregnancies directly impacts girl-child education. Girls who become wives and mothers at an early age are often constrained to abandon their education, thereby hindering their personal development and economic prospects.

- **Inadequate Infrastructure and Safety Concerns**

The lack of proper infrastructure, including sanitation facilities and safe transportation, acts as a deterrent for girls attending schools. Safety concerns, especially in areas with high rates of gender-based violence and abuses, exacerbate the challenges faced by female students.

- **Teacher Bias**

Unconscious biases among teachers can inadvertently affect students' experiences in the classroom. Teachers may unknowingly provide more encouragement and attention to one gender over the other, contributing to divergent academic outcomes.

9.4 Strategies for Addressing the Challenges

- **Community Engagement and Sensitization**

Implement community-based programs to challenge and change traditional gender norms and orientation. Engaging with local communities to promote the value of girl-child education can help shift attitudes towards gender inequality.

- **Financial Incentives and Scholarships**

Introduce financial incentives and scholarship programs specifically targeting the girl-child. Such initiatives can alleviate economic barriers and encourage families to invest in girl-child education.

- **Comprehensive Sex Education:**

Implement comprehensive sex education programs to address early marriages and teenage pregnancies. Empowering girls with knowledge about their reproductive health and rights can contribute to delaying early marriage and teenage pregnancy.

- **Improving Infrastructure**

Invest in improving school infrastructure, especially gender sensitive facilities and ensuring the provision of other safe and accessible facilities.

- **Teacher Training and Gender-sensitive Curriculum:**

Conduct teacher training programs to foster gender sensitivity and inclusivity. Develop curricula that challenge gender stereotypes and highlight the achievements of women thereby promoting more inclusive educational experience.

Addressing gender disparity in girl-child education requires a multifaceted approach that combines policy interventions, community engagement, and targeted programs. By understanding the complex web of challenges faced by the girl-child, education systems can be reformed to create an environment that empowers girls to pursue education without encumbrances. Achieving gender equality in education is not only a moral imperative but also a strategic investment in the development and prosperity of societies worldwide.

ACTION PLAN FOR ADDRESSING CHALLENGES ON GENDER DISPARITY

STRATEGY	SPECIFIC ACTION	TARGET	TIMELINE	INNOVATIVE FUNDING	RESPONSIBILITY	KEY PERFORMANCE INDICATOR
Community Engagement and Sensitization	Ensure that all communities in the State are enlightened	All Communities in the State	2024 - 2034	MoE, SUBEB, SEMB and other Donor partners	MoE, SUBEB, SEMB, SAME, NOA, Women Affairs,	70% of All Communities are enlightened
Financial Incentives and Scholarship	Ensure that girl children that return back to school receive incentives and scholarships	All out-of-school girl children	2024 – 2034	MoE, SUBEB, SEMB, and other Donor partners	MoE, SUBEB, SEMB	50% of out-of-school girl children return back to school
Comprehensive Sex Education	Implement comprehensive sex education programs to address early marriages and teenage pregnancies	All schools in the State	2024 – 2034	MoE, SUBEB, SEMB, and other Donor partners	MoE, SUBEB, SEMB	Sex education implemented in schools in the State
Improving Infrastructure	Ensure the provision of safe and accessible gender sensitive facilities	All schools in the State	2024 - 2034	MoE, SUBEB, SEMB	MoE, SUBEB, SEMB	60% of schools have gender sensitive facilities
Teacher training and implementation of gender sensitive curriculum	Conduct teacher training programs to foster gender sensitivity and inclusivity	All teachers in the State	2024 - 2034	MoE, SUBEB, SEMB, and other Donor partners	MoE, SUBEB, SEMB	70% of Teachers trained

CHAPTER 10

THEMATIC AREA 10: DIGITALIZATION AND ITS SUSTAINABILITY IN EDUCATION

10.1 Introduction:

In recent years, the world has witnessed a profound transformation in the education sector through the integration of digital technologies. As nations strive to keep pace with the demands of the 21st century, the adoption of digitalization in education has become imperative. Nigeria, a country with a rich cultural heritage and a rapidly increasing population, stands at the crossroads of embracing digital education as a means of fostering sustainable development. As a result, efforts are being made towards the integration of Information and Communication Technology (ICT) into education. These efforts are focused on increasing access through distance learning; enabling knowledge network for learners; training teachers and trainers; broadening the availability of quality educational materials; and enhancing the efficiency and effectiveness of educational administration and policy.

10.2 Situation Analysis:

Data obtained from National Personnel Audit 2018 on public and private schools in Abia State indicate that out of 1,872 schools only 713 schools have access to computer representing 38.09%. ICT occupies a strategic place in the education sector. However, presently there are inadequate ICT instructors at all levels of education in the State, hence the need to put every effort and strategy in mainstreaming ICT education in Abia. This is indicated in the series of initiatives and strategies targeted at integrating digital technologies into education. The initiatives include: strengthening the ICT unit in the State Ministry of Education to drive the delivery of innovative technology solutions and support services within the ministry and to serve as an ICT coordination unit for the education sector at large. The advent of e-learning platforms, digital classrooms, and the distribution of electronic educational materials has marked a paradigm shift from the traditional methods of teaching and learning. Despite these advancements, the digital divide remains a significant challenge. Rural areas often lack the necessary infrastructure

and connectivity, hindering access to digital education tools. Additionally, the cost of acquiring digital devices and the epileptic nature of electricity pose substantial barriers to widespread implementation.

10.3 Challenges:

- **Infrastructure Deficiency:**

Inadequate ICT infrastructure, especially in remote areas, impedes the effective deployment of digital education. Insufficient power supply, poor internet connectivity, and the absence of computer laboratories in many schools hinder students' access to digital resources.

- **Economic Disparities:**

Economic inequalities contribute to a digital divide, as many students cannot afford personal devices or reliable internet connections. This creates disparities in access to educational content and opportunities, perpetuating existing social inequalities.

- **Teacher Training and Resistance:**

The successful integration of digital tools requires a skilled workforce. Many teachers lack adequate training to effectively use digital platforms and some may resist the transition due to fear of technology or a lack of confidence in their digital literacy skills.

10.4 Strategies for Addressing the Issues and Challenges:

Community Engagement and Awareness:

Engaging local communities and creating awareness about the benefits of digital education can garner support for the transition. Community involvement can also lead to the development of sustainable solutions tailored to the unique needs of each locality. At this point, each community will take the responsibility of securing the ICT facilities installed in their localities.

Infrastructure Development:

To bridge the infrastructure inadequacy, the government should invest in the development of reliable power sources and internet connectivity in both urban and rural areas. Establishing computer laboratories and digital resource centers in schools will enhance accessibility.

Affordability and Accessibility:

Implementing policies to make digital devices affordable and accessible especially in economically disadvantaged areas, can help address the economic disparities. Public-private partnerships can play a crucial role in providing subsidized or low-cost devices to teachers and learners.

Comprehensive Teacher Training Programs:

Initiating comprehensive teacher training programs on digital tools and educational technologies is essential. This can include workshops, seminars, and ongoing professional development to equip ICT instructors with the skills needed to integrate technology effectively into their teaching methodologies.

Government Policies and Incentives:

The government should enforce existing policies that promote digitalization in education. Incentives such as free community WIFI, ICT hubs and so on for schools, teachers, and students adopting digital tools can encourage widespread acceptance and implementation.

Action Plan for addressing the challenges of Digitalization and its Sustainability

STRATEGY	SPECIFIC ACTION	TARGET	TIMELINE	INNOVATIVE FUNDING	RESPONSIBILITY	KEY PERFORMANCE INDICATOR
Community awareness and sensitization programs.	Ensure all Communities are sensitised on the benefits digital education	All communities in the State	2024-2034	FME, UBEC, MoE, SEMB, SUBEB, SAME, Donor Agencies	FME, UBEC, MoE, SEMB, SUBEB, SAME, LGEA, SOA, Donor Agencies, CSOs, NGOs	85% of Communities Sensitized
ICT infrastructure development	Ensure all schools have ICT infrastructure for digital education	All schools in the State	2024-2034	FME, UBEC, MoE, SEMB, SUBEB, SAME, Donor Agencies	FME, UBEC, MoE, SEMB, SUBEB, SAME, LGEA, Donor Agencies, CSOs, NGOs	85% of schools equipped with digital devices
Affordability and accessibility	Ensure digital devices are subsidized and provided Instructors and learners in the State.	All Instructors and learners in the State	2024-2034	FME, UBEC, MoE, SEMB, SUBEB, SAME, Donor Agencies	FME, UBEC, MoE, SEMB, SUBEB, SAME, LGEA, Donor Agencies, CSOs, NGOs	60% of Instructors and learners have access to digital devices.
Comprehensive teacher training and retraining programs on digital tools and educational technologies.	Ensure periodic training and retraining of Instructors through Workshops, seminars, and professional development	All instructors in the state should be trained	2024-2034	FME, UBEC, MoE, SEMB, SUBEB, SAME, Donor Agencies	FME, UBEC, MoE, SEMB, SUBEB, SAME, LGEA, Donor Agencies, CSOs, NGOs	85% of instructors trained
Enforcement of policies that promote digitisation in education with a view to incentives to teacher and students adopting digital tools.	Ensure that the existing policies are implemented	All schools in the state	2024-2034	FME, UBEC, MoE, SEMB, SUBEB, SAME, Donor Agencies	FME, UBEC, MoE, SEMB, SUBEB, SAME, LGEA, Donor Agencies, CSOs, NGOs	85% of the policies implemented

Digitalization in the education sector holds immense promise for fostering sustainable development and inclusive learning, but its success hinges on addressing the current challenges. By investing in ICT infrastructure in schools, ensuring affordability and accessibility, prioritizing teacher training, fostering community engagement, and implementing supportive government policies, Abia State will pave the way for a digitally inclusive and sustainable education system.

CHAPTER 11

THEMATIC AREA 11: EDUCATION DATA AND PLANNING

11.1 INTRODUCTION

Data are information such as facts, figures or numbers collected through observations, measurements, research and analysis which when organised in a logical, meaningful and efficient way will make a meaning for decision making. Education data are thus carefully collected critical educational facts and figures from parents, students, teachers, schools, administrators and government agencies on educational matters. Specific data inputs can contain data from teacher quality to student descriptions, while specific data output contains things like attendance, grade, assessment scores and performance grades. Students' data include formal and informal assessments, observations, attendance, behaviours, perceptions and other forms of data. Teachers or Educator data include work performance, student results, professional development and perceptions.

Data are useful in monitoring and assessing progress of students, teachers, schools as well as organisational and government policies. At the classroom level, teachers can use students' data to determine the effectiveness of new teaching methods. At the school level, administrators can use data to monitor the implementation of organisational and governmental policies and programmes as effects on teaching and student learning. Data collection and analysis provide stakeholders with valuable information to sustain momentum, continuous improvement and development.

Educational planning is the application of calculated systematic strategies in the development of the education sector. Educational planning sees that the limited resources available to education are correctly utilized to provide the needed types of education to the beneficiaries. The aim of educational planning is to effectively identify strengths, weaknesses, opportunities and threats (SWOT) in educational sector as well as provide strategic solutions to these problems. In education decision making, planning helps the government and educational

stakeholders utilise available resources to attain predetermined educational objectives.

Education Management Information System (EMIS) involves people, technology, models, methods, processes, procedure, rules and regulation that function together to provide comprehensive, relevant, realistic, and timely education data to support educational planning, decision making, budgeting and policy formulation. This system is a very relevant in education data and planning.

11.2 SITUATION ANALYSIS

Table 6.1 Number of schools with digital devices for monitoring teaching and learning activities

LEVEL OF SCHOOLS	NUMBER OF SCHOOLS	% OF SCHOOLS THAT PARTICIPATED ONLINE IN THE LAST SCHOOL CENSUS	NUMBER THAT HAS DIGITAL DEVICES FOR MONITORING SCHOOL ACTIVITIES	NUMBER OF SCHOOL DATA OFFICERS TO BE TRAINED	% OF DATA OFFICERS TO BE TRAINED
ECCDE/ PRIMARY	2808	0%	0	2808	100%
JSS	1340	0%	0	1340	100%
SSS	1097	0	0	1097	100%

The Abia state system for some years now has encountered a number of substantial challenges which largely bordered on poor school record keeping, poor conduct of Annual school census, insufficient financing and unequipped EMIS and planning offices. These challenges have resulted in low quality data production from schools.

The production of reliable, credible and timely education data which is the main function of Education Management Information System (EMIS) has suffered major setbacks due to analogue approach to data collection. Presently, the Universal Basic Education Commission has intervened in the conduct of 2018 and 2022

National Personnel Audit. This exercise has enabled the State secure data source for her nursery, primary and junior secondary schools.

The future of Abia state education data and planning will depend largely on the successful integration of all education data in the state. This will only be possible if there is an effective planning, accurate statistical data, standard indicators, sufficient funds, stable government polices as well as equipped and functional EMIS and planning offices.

11.3 CHALLENGES

The major challenges in the education data and planning in the state are:

- Poor school record keeping by school heads and administrators.
- Use of analogue methods of data collection in the conduct of Annual School Census
- Non-availability of EMIS infrastructure at schools, LGEA and State.
- Non-functional web site
- Low monitoring and evaluation system in the education sector.

11.4 STRATEGIES TO SOLVE THE CHALLENGES

- Training of school heads, data officers and administrators on school record keeping.
- Provision and distribution of modern data collection tools like tablets and computers to all EMIS officers, planning officers, school heads and administrators.
- Release of funds for conduct and publishing of annual school census (ASC).
- Create and sustain functional web site.
- Institute an efficient monitoring system to track the delivery of state plans.

ACTION PLAN FOR ADDRESSING CHALLENGES ON EDUCATION DATA AND PLANNING

STRATEGY	SPECIFIC ACTION	TARGET	TIME LINE	INNOVATIVE FINDING	RESPONSIBILITY PLAN	KEY PERFORMANCE INDICATORS
Training of School Heads and Administrators on Modern School Record Keeping	Train All school heads and administrators on school record keeping	All school heads and administrators.	2024-2034	UBEC, MOE, SUBEB and LGEA	UBEC, MOE, SUBEB, and LGEAs and other state relevant agencies.	Improved data collection
Provision of Digital Data Collection Devices for All Schools	Purchase Tablets, Laptops and other accessories for Data Collection	All Teachers, school heads and administrators	2024-2034	UBEC, MOE, SUBEB and LGEA	UBEC, MOE, SUBEB, and LGEAs and other state relevant agencies.	Improved data collection
Conduct and publish Annual School Census using digital approach	Conduct and publish digital Annual School Census (ASC)	Up-to-date reliable data for effective school planning and administration	2024-2034	UBEC, MOE, SUBEB and LGEA	UBEC, MOE, SUBEB and LGEA	Improved education data made accessible
Digitalise and strengthen EMIS and Planning operation.	Provide equipment for digitalisation and strengthening of EMIS and Planning operations	All EMIS and planning officers	2024-2034	UBEC, MOE, SUBEB and LGEA	UBEC, MOE, SUBEB and LGEA	Improved data collection

CHAPTER 12

THEMATIC AREA 12: TERTIARY EDUCATION

12.1 Introduction:

Tertiary education plays a pivotal role in the development of any nation, serving as a key driver for economic growth, innovation, and societal progress. In the context of Abia State, ensuring the effectiveness and quality of tertiary education is of paramount importance for the State sustainable development. This sector plan aims to outline a comprehensive strategy for the enhancement of tertiary education in Abia, addressing current challenges and fostering a conducive environment for learning and research.

12.2 Situation Analysis

- Enrollment and Access:

Despite significant progress, there are still challenges related to access to tertiary education, especially for low income families. High demand for tertiary education has led to overburdened institutions and inadequate infrastructure. The gender disparity in enrollment, particularly in certain fields, remains a concern.

- Quality of Education:

The quality of education varies across institutions within the state with some facing accreditation issues while others face conventional managerial issues.

Lack of up-to-date curricula and inadequate training for lecturers affects the overall quality of teaching and learning.

- Funding and Infrastructure:

Inadequate funding is a major impediment, leading to insufficient infrastructure, outdated facilities, and lack of modern technology.

Limited research funding hampers innovation and limits the contribution of tertiary institutions to both State and National development.

- Governance and Administration:

Inefficiencies in governance structures and administrative processes hinder the effective functioning of institutions.

Issues such as corruption and lack of transparency need to be addressed for sustainable growth.

- Relevance to Labor Market:

A gap exists between the skills acquired in tertiary institutions and the needs of the labor market.

Collaboration between academia and industry needs improvement to ensure graduates are job-ready.

12.3 Challenges

- Insufficient Funding:

Allocate a larger percentage of the national budget to education, with a focus on tertiary institutions.

Explore public-private partnerships to supplement government funding.

- Inadequate Infrastructure Development:

Implement a strategic plan for infrastructure development, including the construction and renovation of classrooms, laboratories, and research facilities.

Invest in modern technology and ensure institutions are equipped for digital learning.

- Inadequate Quality Assurance:

Strengthen accreditation processes and enforce compliance with quality standards.

Provide training and professional development opportunities for educators to enhance teaching quality.

- Governance and Transparency issues:

It is expedient to implement reforms to improve governance structures and enhance transparency in decision-making processes. Also, mechanisms for accountability should be established to address issues of corruption within tertiary institutions.

- Lack of Industry Relevance and Collaboration:

There is a need to foster closer ties between tertiary institutions and industries to align academic programs with the needs of the labor market.

Also, internship and apprenticeship programs should be developed to bridge the gap between academia and industry.

12.4 Strategies for Addressing the Challenges:

- Policy Reforms:

Develop and implement policies that prioritize education, ensuring adequate funding and resources.

Review and update curriculum frameworks to meet current and future needs.

- Public-Private Partnerships:

Encourage private sector involvement through partnerships and sponsorship programs.

Encourage stakeholders and private partnership involvement in tertiary education to improve infrastructure and technology in tertiary institutions.

- Capacity Building:

Provide training for lecturers through conferences and researches to enhance teaching methods to ensure delivery of high-quality education.

Establish a continuous professional development framework for academic staff.

- Research and Innovation:

Increase funding for research activities and promote collaborations between institutions and industry.

Provide scholarships and financial aid to low income households for tertiary education

Integrate modern technology and digitization tools / techniques in all tertiary institutions in the state.

Polytechnic

Action Plan for addressing the challenges facing Tertiary education

Strategy	**Specific Action**	**Target**	**Timeline**	**Innovative Funding Plan**	**Responsibility**	**Key Performance Indicators**
Policy Reformulation on funding pattern	Advocate for the development and implementation of policies for increased funding	Tertiary institutions in the State	2024 - 2034	State	Universities, Polytechnics and Higher Institutions	Tertiary Education funding enhanced
Public-Private Partnership	Encourage private sector involvement to provide scholarships, internships, improve infrastructure and technology	Private sector and the general Public	2024 – 2034	State	Universities, Polytechnics and Higher Institutions	Tertiary Education improved in the State.
Capacity Building	Organise trainings and continuous professional development	All lecturers in all Tertiary institutions in the State	2024 – 2034	TETF, Universities, Polytechnics and Higher Institutions	Universities, Polytechnics and Higher Institutions	70% of Lecturers in All Tertiary Institutions in the State trained
Research and	Solicit for	All Tertiary	2024 -	TETF,	Universities,	Improved

Innovation	funds for research, technology integration and digitalization	Institutions in the State	2034	Universities, Polytechnics and Higher Institutions	Polytechnics and Higher Institutions	research, technology integration and digitalization in Tertiary Institutions in the State