5 - YEAR DEVELOPMENT PLAN

INTRODUCTION

The Kwara State Education Trust Fund was established under the Kwara State Education Trust Fund Law, 2021, and further reinforced by the Kwara State Education Trust Fund (Amendment) Law, 2023. These legislative frameworks mandate the Fund to mobilize and manage financial resources for the sustainable development of education across all levels of education in the state. The functions of the Kwara State Education Trust Fund serve as a strategic mechanism for improving access, quality, and equity in education, aligning with global standards and the state's developmental goals. It is empowered to receive grants, invest in educational infrastructure, and ensure the implementation of innovative initiatives that address challenges in the sector. These laws mandate the Trust to provide financial support to supplement government efforts in education at all levels, ensure the successful completion of educational intervention projects, and foster enduring partnerships with relevant stakeholders. The Trust is also tasked with promoting innovative technologies, ideas, and organizational skills in education, while ensuring that projects address both present and future needs. Accountability and transparency are key principles guiding all its operations.

1. BACKGROUND AND CONTEXT

Understanding the demographic trends of Kwara State is critical for informed educational planning and resource allocation. The population of Kwara is approximately 3,500,000 (2022), with an estimated annual growth rate of 3%. This consistent population increase underscores the need for strategic interventions to meet the demands of a rapidly growing population. By 2030, the population is projected to reach approximately 4,500,000, reflecting a significant rise in the number of residents requiring access to quality education, infrastructure, and other essential services. This growth highlights the necessity of expanding the educational system to accommodate more learners at all levels. The demographic trend further underscores challenges such as increasing urbanization, strain on educational infrastructure, and the need for equitable distribution of resources across urban and rural areas. With a youthful population and high dependency ratios, there is an urgent demand for policies and investments to improve enrollment, retention, and completion rates across primary, secondary, and tertiary education. For comprehensiveness, special needs education, adult education, technical education shall be continuously in focus. Just in five (5) years, about thirty thousand (30,000) classrooms are required to enrol and keep One million children in School.

2. SECTOR OVERVIEW AND CHALLENGES

3.1 PRIMARY EDUCATION

According to the records of the Kwara State Universal Basic Education Board (KWARA SUBEB), the number of out-of-school children has been progressively decreasing over the past five years. In the 2017/18 academic year, there were 468,102 out-of-school children, which slightly reduced to 465,853 in 2018/19. The number further decreased to 458,069 in 2019/20, and continued to show a modest decline, reaching 457,922 in 2020/21. By the 2021/22 academic year, the number of out-of-school children had fallen to 437,448. This steady decrease in the number of out-of-school children suggests that ongoing efforts and interventions aimed at improving access to education in Kwara State are yielding positive results. However, despite the progress, the number of children still out of school remains significant, indicating that there is a continued need for targeted programs and initiatives to ensure that every child in the state has access to quality education. Currently, there are about twelve thousand (12,000) classrooms in Kwara state, to reach 100% enrollment in 5 years, we shall require additional three thousand five hundred (3,500) classrooms per annum.

3.1.1 Enrollment and Completion Rates

The enrollment rate in primary schools across Kwara State is 55.37%, which falls significantly short of the national average of 85%, leaving a gap of approximately 30%.

The completion rate for primary school is even lower at 40.59%, indicating that nearly 60% of enrolled pupils drop out before completing their primary education. This highlights a critical challenge in ensuring both access to and retention in primary education across the state.

3.1.2 Reasons for Non enrollment and Dropout

A. Inadequate School Infrastructure: The lack of proper classrooms, furniture, and other essential facilities creates an unconducive environment for learning, discouraging pupil attendance and engagement.
B. Unconducive Learning Atmosphere: Poorly maintained schools and the absence of stimulating teaching aids contribute to a non-attractive and disengaging learning environment.
C. Insufficient and Demotivated Teachers: A shortage of well-trained, passionate educators diminishes the quality of instruction, leaving students underserved and unmotivated to continue their education.
D. Socioeconomic Barriers: Poverty remains a significant hurdle, as families struggle to afford educational necessities such as books, uniforms, and transportation. Many students fail to enroll or drop out to support their families financially.
E. Religious Reasons: prioritization of religious education over formal schooling, particularly in rural areas. This often leads to children dropping out of primary school.
F. Traditional Reasons: Cultural practices and traditional beliefs can discourage formal education, especially for girls. Early marriages, child labor, or the perception that formal schooling is unnecessary for certain roles within the community often contribute to dropout rates.
G. Cultural and Gender Bias: Deep-rooted cultural norms often prioritize male education over female, limiting opportunities for girls and contributing to gender disparities in school enrollment and completion rates.

H. Knowledge, Attitude and practice of Parents and Guardians: A lack of understanding or appreciation of the long-term value of education among parents and guardians often results in reduced encouragement and support for their children's academic pursuits.

3.1.3 Proposed Interventions

A. Infrastructure Development: Construct and renovate modern classrooms equipped with adequate furniture, learning materials, and basic amenities to create a conducive and appealing learning environment.
B. Teacher Capacity building: Invest in the professional development of teachers through capacity-building programs to enhance teaching quality and student engagement.
C. Economic Support for Pupils: Implement initiatives such as school feeding programs, provision of essential learning materials to alleviate financial burdens and increase school enrollment and retention rates.
D. Community Engagement and Advocacy: Launch targeted campaigns to raise awareness about the transformative impact of education, addressing cultural biases and encouraging parents and guardians to prioritize schooling of children.

3.2 JUNIOR/SENIOR SECONDARY EDUCATION

3.2.1 JUNIOR SECONDARY SCHOOL

3.2.2 Enrollment and Completion Rates

The net enrollment rate for junior secondary schools in Kwara State stands at 47%, indicating that less than half of the eligible age group are enrolled in school. Of those enrolled, the completion rate is 60%, meaning that only 30% of children within the age group successfully complete their junior secondary education, while the remaining 70% drop out. This reveals significant challenges in promoting enrollment, sustaining student retention and ensuring progression to higher levels of education.

3.2.3 SENIOR SECONDARY SCHOOL

3.2.4 Enrollment Statistics

The gross enrollment rate for senior secondary schools in Kwara State is 39.08%, reflecting the proportion of total students enrolled regardless of their age.The net enrollment rate, which focuses on students within the appropriate age group, is significantly lower at 27.08%, indicating that only about a quarter of eligible youths are enrolled in senior secondary education. This gap underscores the pressing need for interventions to boost access and participation at this level.

3.2.5 Key Challenges

A. Economic Barriers: Financial constraints remain a major barrier, preventing many students from enrolling or continuing their education due to the costs of schooling, transportation, and learning materials.
B. Lack of motivation and Family Support: Limited interest and encouragement from families, often rooted in cultural attitudes and misconceptions about the value of education, contribute to low enrollment and retention rates.
C. Societal Distractions: Early marriages and other societal pressures divert students, particularly girls, from continuing their education, further exacerbating dropout rates.
D. Inadequate Infrastructure: A significant portion of classrooms—51%—are deemed non-utilizable, lacking basic facilities and essential resources for effective teaching and learning, hindering students' educational experience.
E. Disadvantaged areas: The lack of accessible schools in rural and underserved regions forces students to travel long distances, discouraging enrollment and retention. This inaccessibility widens the educational gap between urban and rural communities.

3.2.6 Proposed Interventions:

A. Infrastructure Development and Upgrades: Revamp and expand existing schools with modern infrastructure, focusing on creating safe and conducive learning environments. This includes the establishment of well-equipped science laboratories, practical centers, and ICT hubs to enhance the quality of education. Prioritize the repair and refurbishment of dilapidated classrooms, ensuring that all students have access to functional, comfortable, and well-maintained learning spaces.
B. Mobile Education Initiatives: Deploy mobile education units and roving teachers to reach remote and underserved communities. These initiatives aim to bring quality education directly to students in areas with limited or no access to formal schools, ensuring inclusivity and reducing dropout rates.
C. Regional Educational Clinics and Skill Development Programs: Introduce regional educational clinics to provide tailored academic support, address learning gaps, and offer career counseling. Implement summer camps and vocational training programs aimed at skills development in areas like agriculture, technology, and trades, to engage students in practical learning and expose them to viable career paths.
D. Advocacy and Awareness Campaigns: Launch awareness campaigns targeting families and communities to emphasize the long-term value of education, stressing the importance of secondary education in improving future opportunities. Conduct sensitization programs to challenge cultural barriers, particularly early marriage, and promote the benefits of gender equality in education.
E. Economic Support and Incentives: Provide targeted financial assistance to low-income families through scholarships, school feeding programs, and transportation subsidies to reduce the financial burden on students and their families. Offer incentives such as bursaries or job placement schemes for students who complete their secondary education, motivating both students and their families to prioritize schooling.

3.3 TECHNICAL EDUCATION

3.3.1 Overview of Technical Education in Kwara State

Technical education plays a vital role in equipping students with practical, hands-on skills that are essential for driving economic development and fostering a skilled workforce. In an era where technology, innovation, and industrialization are key drivers of growth, technical education is crucial. As of the 2022/32 academic year, Kwara State currently has 412 senior secondary schools, of which only 6 are dedicated to technical education. Enrollment in these technical

schools stands at just 716 students, accounting for a mere 0.71% of the total 100,830 senior secondary students. This stark contrast underscores the limited engagement with technical education, despite its critical role in addressing skills gaps and fostering workforce readiness. The low enrollment figures highlight the need for serious interventions to boost participation and enhance the appeal of technical education in the state.

3.3.2 Challenges Facing Technical Education

A. Limited Number of Schools: There are only six technical schools for a state with a substantial number of senior secondary students, leading to limited access and enrollment.
B. Inadequate and Inappropriate Infrastructure and Resources: The existing technical schools lack the necessary equipment, workshops, and modern learning materials required to deliver high-quality technical training.
C. Low Enrollment Rates: Only a small fraction of students are enrolling in technical education, with many opting for traditional academic routes due to a lack of awareness or interest in technical fields.
D. Limited Private Sector Involvement: The absence of significant private sector investment in technical education restricts its growth potential and limits the opportunities for collaboration, industry-driven curriculum development, and resource sharing.

3.3.3 Proposed Interventions

A. Expansion of Technical Schools and Facilities: Increase the number of technical schools across the state, especially in underserved areas, to ensure broader access. Modernize existing schools by providing state-of-the-art facilities such as workshops, labs, and practical training centers to offer students a more hands-on learning experience.
B. Curriculum Enhancement and Relevance: Update the technical education curriculum to include emerging industries and future technologies, such as renewable energy, robotics, and artificial intelligence. Collaborate with industries to design a curriculum that aligns with the needs of the local labor market, ensuring that students graduate with skills that are directly applicable to current job opportunities.
C. Promotion and Awareness Campaigns: Launch campaigns to raise awareness about the value and potential of technical education. Encourage parents, students, and communities to consider technical education as a viable and rewarding career path. Highlight success stories of individuals who have succeeded through technical education to shift perceptions and inspire future students.
D. Public-Private Partnerships: Foster collaborations with the private sector to secure funding, equipment, and training opportunities for technical education. Partner with industries to create apprenticeship and internship programs, giving students the opportunity to gain practical experience in real-world environments.
E. Scholarships and Financial Incentives: Introduce scholarships, grants, and financial support for students pursuing technical education, particularly those from low-income backgrounds. Provide financial incentives for students to complete their programs and enter the workforce, such as job placement services and post-graduation support.
F. Turnaround programs: Turnaround programs for technical schools focus on modernizing infrastructure, updating curricula, training teachers, fostering industry partnerships, promoting enrollment, providing scholarships, and supporting job placement to revitalize technical education and enhance workforce readiness.

3.4 TERTIARY EDUCATION

Kwara State is home to 12 state owned tertiary institutions, which are vital to the state's educational landscape and contribute significantly to the development of human capital across various sectors. These institutions are classified under different subcategories to cater to diverse fields of study, providing students with opportunities to specialize in various disciplines. The state owned tertiary institutions in Kwara are:

Universities

- Kwara State University, Malete
- Kwara State University of Education, Ilorin

Monotechnics and Polytechnics

- Kwara State Polytechnic, Ilorin
- International Aviation College, Ilorin

Colleges of Education

- College of Education, Lafiagi
- College of Education, Offa
- College of Education, Oro

College of Health Technology

- College of Health Technology, Offa

Schools of Nursing and Midwifery

- School of Nursing, Oke-Ode
- School of Nursing and Midwifery, Ilorin

International Vocational and Technical Education Centre (IVTEC), Ajase-Ipo

College of Arabic and Islamic Studies (CAILS)

3.4.1 Identified Challenges

A. Shortage of Skilled Professionals: There is a significant gap in the number of trained health and education professionals in the state, particularly in specialized fields such as nursing, teaching, and healthcare. This shortage undermines the quality of services and creates a strain on existing resources.

B. Inadequate Infrastructure: Many of Kwara State's tertiary institutions suffer from outdated or insufficient infrastructure. This includes a lack of modern lecture halls, laboratories, and libraries, which directly affects the quality of education and the ability to offer comprehensive programs. accomodation, road, energy
C. Limited Career Advancement: A key challenge faced by certain certificate holders, especially in fields like NCE primary, and technical professions, is the lack of professional development and career advancement opportunities as well as stunted career growth. There is a need for systems that support continuous learning, certifications, and career pathways to enhance employability and professional growth.

3.4.2 Proposed Interventions

A. Optimization and Improvement of Tertiary Institutions: Invest in modernizing existing facilities to meet current global educational standards and provide a conducive learning environment. This can be achieved by the introduction of renewable and sustainable energy, improved accommodation facilities and day to day infrastructural advancements.
B. Community-Based Universities and Flexible Learning Programs: Establish community universities to cater to local needs, offering programs tailored to the state's development goals. Additionally, introduce more part-time and distance learning options, making education accessible to working adults who wish to enhance their skills while continuing their careers.
C. Strengthening Manpower Development in Health and Education Sectors: Invest in specialized training and professional development programs for health and education workers to bridge the skills gap. This will involve collaboration with healthcare facilities and schools to provide targeted programs that align with the needs of the workforce and society.
D. Provision of Hostel Accommodations: Provision and subsidization of adequate hostel accommodations for students, to reduce dropout rates and encourage enrollment, particularly for students from rural areas who may face challenges with transportation and accommodation costs.
E. Transportation; Subsidizing transportation for tertiary students to alleviate the financial burden of commuting, improve access to education, and enhance enrollment and retention rates, especially for students from low-income households.

3.5 ADULT EDUCATION

Low literacy levels present a significant challenge to the socio-economic development of Kwara State. Research consistently shows a strong correlation between literacy rates and GDP growth, as higher literacy levels enhance productivity, income potential, and overall economic performance. While urban areas in Kwara State generally report higher literacy rates, rural communities face persistent educational deficits, with limited access to quality schools, teaching resources, and learning opportunities. This urban-rural disparity negatively impacts individuals, families, and the state's economy by reducing workforce competency, hindering upward social mobility, and perpetuating cycles of poverty. Addressing this imbalance is critical for fostering sustainable development and economic growth in the state.

3.5.1 Identified Challenges:

A. Impact on enrollment and completion rates: Many parents in rural areas are illiterate or semi-literate, which leads to a lack of understanding about the value of education. This results in low levels of parental involvement and support for children’s education. Many children and youth hence, fail to enroll or drop out of school early work or help at home, especially in rural areas, hindering their long-term educational and economic opportunities.
B. Underdeveloped Informal Sector: Many individuals and households depend on the informal sector, where low literacy levels limit business growth and productivity. Without access to essential skills and knowledge, people in this sector struggle to innovate or scale up their operations.
C. Lack of Awareness of Education’s Economic Benefits: In many households, there is limited recognition of the long-term economic benefits of education, such as better job opportunities and improved living standards, which contributes to a cycle of underinvestment in education.

3.5.2 Proposed Interventions:

A. Community Learning Centers: Establish centers in local communities to provide accessible adult education programs tailored to literacy, vocational skills, and lifelong learning.
B. Community Libraries: Create well-equipped libraries to foster a culture of reading and self-development among adults.
C. Mobile Libraries in Rural Areas: Deploy mobile libraries to reach underserved rural populations, ensuring access to educational resources and materials for continuous learning.

3.6 INFORMATION COMMUNICATION TECHNOLOGY (ICT)

3.6.1 Overview of ICT in Education

In the digital world of today, technological advancement plays a crucial role in shaping education. ICT (Information and Communication Technology) has become essential for improving learning outcomes, enhancing governance, and boosting service delivery. By integrating ICT into education, communities can access vast information resources, fostering digital literacy and preparing students for the demands of the global economy. Additionally, the use of technology in schools promotes innovation, enhances productivity, and improves security through better management and monitoring systems. ICT compliance ensures that educational institutions are aligned with global standards, further driving the growth and development of both education and the community.

3.6.2 Identified Challenges

A. Limited Opportunities: The scarcity of modern technology and digital resources restricts opportunities for both students and teachers to engage in ICT-based learning, preventing them from keeping up with global trends and advancements.
B. Inadequacy of IT Resources: Educational institutions face a shortage of essential ICT resources like computers, reliable internet access, and educational software, which affects the quality of education and leaves many students without the tools needed for modern learning.
C. Lagging Behind Global Trends: Due to these challenges, educational systems are falling behind global advancements in technology, limiting students' ability to compete in the increasingly digital and technology-driven world.

D. Inability to Write Computer-Based Exams (CBT): Many students are unable to participate in computer-based exams, such as professional exams, JAMB, due to limited access to ICT infrastructure and lack of computer literacy, hindering their academic progress.

3.6.3 Proposed interventions

A. Partnership with ICT Learning Hubs: Partner with established ICT hubs to provide specialized training programs that focus on building digital and technical skills.
B. Retention of ICT Centers for Specialized Training: Identify and retain existing ICT centers for targeted programs, including coding, software development, and data analysis, catering to students and professionals.
C. Collaborations with Multinational Companies: Partner with technology firms to secure equipment, software, and expertise needed for advanced ICT training.
D. Internet Access: Provide internet access in public spaces to promote digital inclusion and technology advancement. Establishing Wi-Fi zones in areas like parks, community centers, and transportation hubs would increase internet accessibility, allowing more people to engage with online resources, improve digital literacy, and create new opportunities for education.
E. Digitization of the education system: digitization of the education system by integrating technology such as online learning platforms, digital textbooks, and virtual classrooms. This will improve access to education, especially in underserved areas, enable personalized learning, and enhance teaching methods. Additionally, digital tools will streamline administrative processes, increasing efficiency and reducing costs, ultimately preparing students for a technology-driven future.

3.7 TEACHER SPECIFIC INTERVENTIONS

The quality of teachers is vital for the success of the education system. Teachers play a central role in shaping students' learning experiences, especially in rural and underserved areas where challenges are often greater. When teachers are well-trained and motivated, they can better engage students, meet their individual learning needs, and help them reach their full potential. For Kwara to improve its education outcomes, investing in teacher training and ongoing professional support is crucial. By strengthening teacher quality, we can ensure that more students succeed and contribute to the long-term development of the state.

3.7.1 Challenges:

A. Uneven Distribution of Teachers: There is a significant disparity in the distribution of qualified teachers, with rural areas facing severe shortages compared to urban centers.
B. High Turnover Rates: Teachers in rural areas frequently transfer to urban centers due to poor working and living conditions, resulting in high turnover rates. This instability further exacerbates the challenges of ensuring consistent, quality education in rural communities.
C. Non competitive remuneration: One of the major challenges in Kwara State is the inadequate compensation for teachers, which impacts their motivation and commitment to the profession. Lack of incentives discourage teachers from staying in the profession or delivering their best work.
D. Lack of Motivation: teachers lack the necessary motivation to perform optimally due to limited professional development opportunities, insufficient support from the system, and low recognition of their efforts. This often leads to disengagement, which negatively affects student outcomes.

3.7.2 Proposed Solutions:

A. Summer Classes and Special Pay for Participation: Organize periodic as well as extracurricular classes to provide additional teaching opportunities and developmental support for students. Teachers who participate receive special pay or bonuses as an incentive, helping to boost their motivation and commitment.
B. Job Rotation and Rotating Rosters: Implement job rotation or rotating rosters for teachers to avoid stagnation or complacency in one school. This strategy will allow teachers to gain experience in different settings, enhance their professional growth, and prevent burnout from staying in the same location for too long.
C. Cluster-Based Approach: Establish clusters of schools in rural areas, with shared accommodations and support facilities for teachers. This will promote collaboration among teachers, improve their living conditions, and make rural postings more attractive and sustainable.
D. Incentives for Rural Postings: Financial incentives, career advancement opportunities, and improved welfare packages to encourage teachers to accept and remain in rural areas. These incentives would help attract and retain qualified teachers in underserved regions.
E. Impact Assessment: Regular assessment of the effectiveness of these interventions through examinations, data collection and feedback. This will help measure progress, identify challenges, and make necessary adjustments to improve teacher retention, performance, as well as student outcomes.

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4. FUNDING FRAMEWORK

Engage Experts: Collaborate with consultants to develop effective grant writing and fundraising strategies tailored to the Fund's objectives.

Access Federal Grants: Actively pursue federal government education intervention grants to support developmental initiatives.

Corporate Partnerships: Harness corporate social responsibility (CSR) programs to secure additional funding and foster long-term partnerships with private sector organizations.

Private Donations and Contributions from Organizations and Individuals

Continuous pursuit of grants from State and Local government

5. CONCLUSION

The Fund identifies key challenges and actionable interventions required to address critical gaps in Kwara State's education sector. The fund emphasizes the need for targeted investments at all levels of education in Kwara state. The 5-year development plan attached as annexes A to E will serve as a roadmap for achieving the Trust Fund's objectives, ensuring that education in Kwara is inclusive, accessible, and sustainable.

ANNEX A								
2025 DEVELOPMENT PLAN; JANUARY TO DECEMBER								
Categories	**Objective**	**Renovation and Construction**	**Infrastructure**	**School Materials**	**Economic intervention**	**Social intervention/Advocacy**	**Monitoring and Evaluation**	**Total**
Primary Education 6-11 years old	Mobilize and sustain enrollment of 60,000 pupils	Construction of 3,200 new Classrooms, Renovation of 800 existing classrooms	For 4,000 classrooms; 10 Double seater desks, Teachers's table and chair, and 1 Class board per classroom	Provision of School Materials to 60,000 out of school children; Per Child - 10 notebooks, 5 pen and pencils.	Daily School feeding of 282,000 children; N600 per day per child and Subsidized Transportation; N400 naira per day for a Session	Community Advocacy at all rural wards via community outreaches	Ensure complete implementation of all activities; logistics, 6 project vehicles, 16 motorbikes, monitoring apps	PRIMARY EDUCATION
Cost		**N39,600,000,000**	**N3,080,000,000**	**N330,000,000**	**N56,430,000,000**	**N176,000,000**	**N550,000,000**	**N100,166,000,000**
Junior Secondary Education 12-14 years old	Mobilize and sustain enrollment of 25,000 students	Construction of 800 new Classrooms, Renovation of 200 existing classrooms	For 1,000 classrooms; 10 Double seater desks, Teachers's table and chair, and 1 Class board per classroom	Provision of school materials to 25,000 out of school children; transportation, school supplies, learning materials	Daily School feeding of 153,450 children; N600 per day per child and Subsidized Transportation; N400 naira per day for a Session	Community Advocacy at all rural wards via community outreaches	Ensure complete implementation of all activities; logistics, 3 project vehicles, 8 motorbikes, monitoring apps	JUNIOR SECONDARY EDUCATION
Cost		**N 9,900,000,000**	**N770,000,000**	**N137,500,000**	**N30,690,000,000**	**N88,000,000**	**N275,000,000**	**N41,860,500,000**
Senior Secondary Education 15-18 years old	Mobilize and sustain enrollment of 17,000 students	Construction of 800 new Classrooms, Renovation of 200 existing classrooms	For 1,000 classrooms; 10 Double seater desks, Teachers's table and chair, and 1 Class board per classroom	Provision of economic incentives to 21,000 out of school children; transportation, school supplies, learning materials	Daily School feeding of 120,166 Students; N600 per day per child and Subsidized Transportation; N400 naira per day for a Session	Community Advocacy at all rural wards via community outreaches	Ensure complete implementation of all activities; logistics, 3 project vehicles, 8 motorbikes, monitoring apps	SENIOR SECONDARY EDUCATION
Cost		**N 9,900,000,000**	**N770,000,000**	**N115,500,000**	**N24,033,240,000**	**N88,000,000**	**N275,000,000**	**N35,181,740,000**

Technical Schools 15-18 years old	Mobilize and sustain enrollment of 4,000 students	Renovation and Expansion of 2 technical schools; 50 classroom, 2,000 capacity schools and hostel facilities	Technical workshops; laboratories, equipments. 20 Double seater desks for Students, Teachers's tables and chairs, and Class boards for 100 class rooms	Provision of economic incentives to 4,000 out of school children; transportation, school supplies, learning materials	Daily School feeding of 3,960 children; N600 per day per child and Subsidized Transportation; N400 naira per day for a Session	Technical education Advocacy across the senatorial districts	Ensure complete implementation of all activities; logistics, 1 project vehicles	**TECHNICAL EDUCATION**
Cost		**N880,000,000**	**N880,000,000**	**N22,000,000**	**N792,000,000**	**N66,000,000**	**110,000,000**	**N2,750,000,000**
Tertiary Institutions	Increase number of intakes into tertiary institutions	Construction of 10 units of 500-capacity Hostels.	-	-	Provision of full Scholarships to 100 outstanding students	Extracurricular activities, Debate groups, Library clubs	Ensure complete implementation of all activities; logistics, 1 project vehicles	**TERTIARY EDUCATION**
Cost		**N11,000,000,000**			**N330,000,000**	**N165,000,000**	**N110,000,000**	**N11,605,000,000**
Adult Education	Increase literacy level to a socially and politically acceptable level	Renovation and expansion of 32 Adult learning centers	-	-	Post training support and business/employment opportunities	Community advocacy	Ensure complete implementation of all activities; logistics, 1 project vehicles	**ADULT EDUCATION**
Cost		**N11,000,000,00**			**-**	**-**	**-**	**N11,000,000,000**
Information Communication Technology	Integrate IT advancements to the Education System	ICT centers	Digital Infrastructure/Digitization of school system	-	-	-	Ensure complete implementation of all activities; logistics	**INFORMATION TECHNOLOGY**
Cost		**-**	**N110,000,000**				**-**	**N110,000,000**
Teacher Specific Interventions	Improve welfare and quality of life of 2,000	-	-	-	Incentivized summer classes and extra curicular engagements	-	Ensure complete implementation of all activities;	**TEACHERS**

	teachers				for 2,000 teachers		logistics, 1 project vehicles	
Cost					**N660,000,000**		**-**	**N660,000,000**
GRAND TOTAL								**N203,333,240,000**