

**DEPARTMENT FOR RURAL ELECTRIFICATION**  
**NIGERIAN GOVERNORS FORUM PEER REVIEW VISIT TO THE**  
**STATE FROM 30<sup>TH</sup> APRIL, 2010 TO 3<sup>RD</sup> MAY, 2010.**

The Department for Rural Electrification is directly responsible for planning, designing, execution and maintenance of all state electrical projects both in rural and urban areas. We also serve as a client in some aspect of electrification projects in the state and performs supervisory role.

The Department is headed by Hon. Special Adviser who is also the Chief Executive, while the Permanent Secretary serves as the Chief Administrative and Accounting Officer in the Department. The Department is constituted by three (3) Departments namely: the Department of Administration, Electrical Department and Finance Department. Each of the aforementioned Department is headed by a Director. Finance Officer is in charge of finance and account, while Director Electrical is the Head of the Electrical Department and assisted with numbers of Engineer's and Technical Personnel.

**COMPLETED/ON GOING PROJECTS**

I am highly delighted to inform you that, since the inception of Wamakko Administration, about 3 years ago we have achieved tremendous success in the provision of power supply to the good people of Sokoto State in various communities and locations. We have successfully completed and energized more-than 158 towns and villages at the cost of **Two Billion, Eight Hundred and Thirty Five Million, Four Hundred and Fifteen Thousand, Eight Hundred Naira, Seventy Two Kobo Only (N2,835,415,800.72)** across the state, which is excellent compared to the previous administration which spent **N4.5billion** in 8 years to cover only 138 towns and villages, some of which are yet to be completed.

The companies undertook these contracts are as follows:-

1. Digibits Control Nig. Ltd:- The Company has undertaken the Electrification of 41 Towns/Villages at the cost of N740,110,158.10 and has been completed and energized.

2. Willands Engineering Nig. Ltd:- The Company has under taken the Electrification of 25 Towns/Villages at the cost of N429,201,407.60 completed and energized.

3. Weber Nig. Ltd:- The Company has under taken the Electrification of 16 Towns/Villages at the cost of N571,931,592.30 which has now been completed awaiting PHCN and Mines & Power Certification.

4. Sapeco Nig. Ltd:- The Company has under taken the Electrification of 15 Towns/Villages at the cost of N327,744,425.65 completed and awaiting Mines & Power as well as PHCN certification.

5. Red Sea Trading Company:- The Company has under taken the Electrification of 41 Towns/Villages at the cost of N504,620,109.43. This project has been completed 100%.

6. Croft Point Nig. Ltd:- The Company was given contract for the installation of (54 Solar Street Light) in Sokoto metropolis at the cost of N35,397,712.00. Notable areas includes Gawon Nama and Sahabi Dange Road etc.

7. Zango Global Link Nig. Ltd:- The Company was given contract for the installation of (100 Solar Street Light) in Tambuwal town at the cost of N85,664,250.00. The project has been completed 100%.

8. Dual Transact Nig. Ltd:- The company have under taken the electrification of three towns, i. Sagera Dikko/Sagera Karama in Gada Local Government Area, ii. Laffi in D/Shuni Local Government Area and iii. Gidan Bawan Allah in Wamakko Local Government Area at the cost of N45,000,000.00 all have been completed 100% and energized.

9. Ganda Samu Nig. Ltd:- The Company has under taken the Electrification of 2 Towns/Villages Holai and Gidan Mai-Kamba in Gada L/Government Area at the cost of N48,894,626.28 completed and energized

10. A.B. Liman Nig. Ltd:- The Company has undertaken the electrification of 2 Towns/Villages Samo in Tambuwal L/Government and Tozai in Isa Local Government Area at the cost of N46,851,519.36 the project was completed and energized.

Moreover, the present Administration has also purchased 45 Nos transformers of various capacity and Feeder Pillars to supplement the premium problem of low current in the state. At the cost of N146,943,079.50 to Sahel Marchants Nig. Ltd and International Concerns Nig. Ltd. The transformers has already been distributed to various communities.

**DIRECT LABOUR:-** The Department has also undertook some electrification projects through direct labour totaling to N98,080,970.15. They are:-

1. Completion of abandoned Federal Government Electrification Projects at Gorau, Sabon Garin Dole and Kagara towns in Goronyo Local Government Area. At the cost of N16,938,600.00. The project was completed 100% and energized.
2. Reactivation of Janzomo Village in Shagari Local Government Area. At the cost of N7,053,462.15 completed and energized.
3. Regulation of Tudun Nufawa and Gidan Sauro in S/North Local Government Area at the cost of N10,500,000.00 completed and energized
4. Provision of 500KVA Transformer to Wamakko town at the cost of N5,274,852.00. The project has been completed 100%.
5. Relieve of sub-station at Kofar Kade Area at the cost of N7,451,400.00 work was completed 100% and energized.

6. Electrification of Lokobi 'B' Town in Wamakko at the cost of N16,749,900.00 the work was completed 100% awaiting energization from PHCN.
7. Wamakko ITC Line at the cost of N21,694,806.00 the work has been completed 100%.
8. Installation of 11KVA ITC Line and 300KVA Transformer at Federal Court of Appeal Temporary Site Sokoto at the cost of N8,268,050.00 completed and energized.
9. Provision of 500KVA/11 transformer to Asada Area the work has been completed 100% and energized at the cost of N4,149,900.00

#### **INHERITED PEJECTS:-**

The Department for Rural Electrification inherited projects of 138 towns/villages awarded by previous administration and being undertaken by News Engineering Nig. Ltd at the cost of N4,578,520,704.36 which have not yet been completed. In our effort to see the completion of the projects the present administration invited the company for dialogue and graciously approved N300,000,000.00 to the company to complete all the outstanding works and I am happy to inform you that, they have reached 90% appreciate progress.

## **NEED TO KNOW (EDU)**

1. Policy Statement / document on standards for the establishment of public & private schools.
2. School data: indicating S/T Ratio Data collect and strategy.
3. % of annual budget that goes into education (UWESCO proscribes at least
4. Standard performance evaluation instruments used for teaches & principals with implications for retention & promotion.
5. Curriculum – its alignment, rigor and the extent of IT infusion in public school instruction.
6. Special Education programs/policy of the State.
7. What is the State doing for girl child education and to reduce the incidence of child beggars and hawkers on the streets?
8. National problem: what are the implications of these results for State's education. (NECO=98.2%, WAEC = 84%) failure rate
9. Do you have teacher resource centers? How are they located- centralized or decentralized?
10. Major challenges?
11. Visits-only public primary. Secondary, tertiary sp. Ed. centers and vocational ed. etcetera.

**Curriculum:** - Federal Ministry State should tailor the curriculum to the peculiar needs and circumstances of the State.

## **EDUCATION IN JIGAWA STATE**

Education in Jigawa, unlike some States in Nigeria is receiving a lot of attention, due to the appreciation of the sector as the bedrock of any meaningful social development. Jigawa State is tackling its educational challenges head-on. They include, but not limited to: Large number of out of school children; gender disparity at all levels (enrolment and teaching workforce); teacher shortage (quantity/quality); dilapidated/over stretched educational infrastructure; fiscal constraints (government & parents); low private sector participation; and poor learning outcomes (student performance).

Jigawa State has programs in place to address the expressed challenges. They include but not limited to: expanding access/increasing opportunities through

1. Girl-child education, the development of female role-model teachers for rural schools; free school uniforms to girls in rural areas; free textbooks.
2. Nomadic education--the provision of 28 tarpaulin classroom shade, renovation of 34 schools; free school uniforms and sandals provided to students; free textbooks; even incentives like goats were given to families to promote enrolment of children in nomadic schools.
3. Free education at all levels, provided for by government, for the special needs child.
4. Islamiyya Education

## 5. Adult Education

To improve teacher quality, there are teacher in-service programs. The State has also recruited additional teachers overall, funding for education has improved from 7% in 2007, to 15% in 2008 and to 27% in 2009.

Most impressively, Jigawa State seemed to have collected the data on all schools, disaggregated the data and allowed it drive all educational improvement efforts. Here are a few; average students/teacher ratio for primary school is 1:67, 1:61 for junior secondary and 1:44 in senior secondary. Major repairs are needed in 31% of primary schools; 19% in Junior Secondary and 2% in Senior Secondary Schools. In primary School: 5% have mud/earth floors; 39% have adequate furniture (61% are inadequate) and 51% have good blackboard (49% are poor or without). Water: 47% of Primary Schools have potable water; 73% of Junior Secondary Schools. Toilets: 24% of Primary Schools have at least one functioning toilet. The corresponding percentages are 34% in Junior Secondary and 82% in Senior Secondary.

The NGF team's visited Dutse Model International Secondary School; The 744/Turaki Quarters brand new Primary/Junior Secondary School, Complete with a borehole; Dan Mansara Primary/Junior Secondary School; Dutse Model International Primary School; and Mohammadu Sanusi Specialist Primary School. Notably clear was the UBEC/SUBEB/2006 numbering on the new construction. The official

explained that the counterpart funds for the construction work had not been accessed since 2006. They were finally accessed when the new administration came on board and paid the counterpart funds.

### **RECOMMENDATIONS FOR NEXT STEPS**

The concern is always about sustainability, when education is free. This informs the suggestion to create business/school partnerships. This allows businesses like banks, et cetera to support growth/development in education.

- The State must consciously spend at least 26% of its annual budget on education. This is prescribed by UNESCO and supported by effective school research.
- The State should consider constituting State teaching standards into a teacher/principal performance evaluation instrument, with implications for retention and promotion to ensure teacher quality. Teacher quality drives student achievement.
- Make the provision of perimeter fencing a standard for all schools. This safeguards the sanctity of the learning environment, protects students and discourages community encroachment on school property.
- The world has transitioned from the industrial to the information age. Therefore it is not an option to not provide ICT and let it drive instruction.
- The State should have teacher resource centers at the schools or as close to the schools as possible.
- As a matter of policy, the standard should be to provide a source



of clean, portable water in all schools or in very close proximity to schools.

- As a matter of policy, the State should set up standards for the establishment of public and private schools.
- The State should provide boarding primary schools to address the issue of “almagirais” to reduce the incidence of child beggars and vendors on the streets. However, the State must conduct an aggressive public awareness drive to ensure a buy-in/support for the program.
- In the spirit of fraternal cooperation, northern governors should share ideas on accessing adequate funds from outside sources to supplement the State’s fiscal resources.
- Jigawa State’s need for quality teachers can be addressed by:
  1. Do a thorough analysis of teacher data; to be sure there is no over-concentration of teachers in the urban areas.
  2. Award scholarships with a proviso or compact for recipients, requiring them to provide service to the State for a considerable number of years.
  3. Do recruitment drives around the country
  4. Automate teacher employment and roster to remove ghost workers and save money.
  5. Write-in fieldtrip/excursion into the curriculum to make learning real and meaningful.

## **KASTINA STATE EDUCATION**

Kastina State fully understands the importance of education as the only socio-economic liberator of man and the premise on which the improvement of the human condition rests. Hence the conscious decision to make it the State's "numero uno" priority. The government reportedly inherited and is continuing to rehabilitate a system that was reinvigorated by the administration before it. This admission of continuity in governance, though rare, is appreciated.

Another key ingredient to the level of success, so far recorded by Kastina State is the fact that the ministry of education, while running its business along the line of the objectives enumerated in the National Policy on education, tailors its curriculum to the peculiar needs and circumstances of the State. This is highly recommended and commendable.

Considering the recent abysmal national performance in NECO(98.2% failure rate) and WAEC (84% failure rate) and the number of unemployable graduates walking our streets, it becomes quite crystal why Kastina State government is putting a lot of resources not only in higher education, but moreso at the basic or primary school level.

It is so much easier to build, once a solid foundation is laid. The NECO and WAEC failure started with the failure at the primary level. The lack of preparedness of our graduates for employment, started at the basic/primary level. All one ever needs to know or learn is done in kindergarten. This is where the foundation on literacy and numeracy is laid and everything else in education is built on it.

Governor Shema's administration ensured continuity in governance; enumerated clear educational objectives/focus; sees politics as an

opportunity/vehicle to serve; makes education number one priority – no school fees, as it sees poverty as the main hindrance to education; provides scholarships and with inputs from the community development committee (CDC), the inverted pyramid leadership style is put to effective use.

The tour of educational facilities took the NGF team to Hassan Usman Science Primary School, the Education Resource Center, Youth Craft Village (Skills Acquisition Centre), Na Alhaji Primary School Dutsinma and a newly completed zonal inspectorate division. Generally, the educational facilities were neat and mostly conducive for learning.

### **BENCHMARK**

Kastina State has an impressive, newly constructed education resource center. It includes a French language center, an administrative office block, a conference hall and an e-library/media center.

### **RECOMMENDATIONS FOR NEXT STEPS**

Although the French language center is due to the State's nearness to Niger Republic, it is important to remember that the world has become a global village and having a multi-language/multicultural facility might be more beneficial to the State. The ability to communicate in the information age is crucial to business and economic growth.

- Generally the educational facilities inspected were clean and mostly conducive for learning. However, as a matter of policy all schools should have a gated perimeter fence. This protects the sanctity of the life and property and discourages community encroachment.
- With the provision of water attempts should be made at planting flowers, trees and grass for beautification.

- As a matter of State policy, each school should have a sick bay/nurse.
- While the youth craft village is great at empowering the youth, poverty alleviation and peace/security, it also has the multiplier effect of job creation, as graduates become employers of labour. However, it is important to teach basic business conversational English as graduate might find themselves doing business outside of their immediate environment. There also appears to be too much emphasis on traditional, labour intensive tools for wood and iron work. New power tools/technology not only makes it easier to work, the finished products are better and more attractive. Note that many Nigerians go overseas to purchase furniture that could be made here, if the standard/quality was better. The students should be given the tools to help them compete globally. Their scope should not be limited to a small percentage of the local market/demand.
- It was quite impressive to see the ICT Lab at Na Alhaji Primary School. However, the standard should be to have computers in all schools and exposure should begin as early as primary one. The world has transitioned from the industrial to the information age.
- It is important for the ministry of education to have all relevant and current schools' data, disaggregate them and have them drive all educational improvements.
- While it is great to have an education resource center; mostly for research/professional learning; it is important to also have teacher (Instructional) resource centers at the schools house, teachers house manipulates, visual aids, teacher editions and supplemental instructional materials.
- The State should consider instituting State teaching standards into a teacher/principal performance evaluation instrument, with implications for retention and promotion, to ensure teacher

quality, which in turn drives students' performance/achievement.

- As the State works to improve the lot and relevance of the girl child. It is important to have special education and education (boarding facilities) for almajirais, beggars and vendors on our streets. Attempts should be made to source for additional funds from the Islamic development Bank.

### **ZAMFARA STATE EDUCATION**

The separation of the ministry of education into two: The ministry of science and technology education and the ministry of education, underscores the importance and seriousness with which the State considers science and technology education pivotal to development. Though it's not clear what percentage of the State's annual budget goes to education, it seemed to have invested a lot in the sector.

Zamfara State's efforts at educating the girl-child and empowerment of women through a very impressive skills acquisition program is very commendable.

Equally commendable is the construction of model primary schools across the State. Though the NGF team did not go to all nooks and crannies of the State, it was informed the models we saw were the standards for primary and secondary schools across the State.

The team visited Shettima Model Primary School, School of Nursing and Midwifery, Government Girls' College (Unity School) at Kwatar Koshi, Government Science Secondary School, Gusau and the Youth Skills Acquisition Center, Gusau.

Zamfara State must be commended for picking up the slack, where the Federal Government have failed regarding Federal Government Colleges, which were meant to serve the purpose of unifying the

country. The same principle seem to drive Government Girls' College in attempts to unify the Northern States.

- This is a benchmark, which all 36 governors should consider, in attempts to unify the country and encourage appreciation and tolerance of people different religiously and culturally. The entity we call Nigeria is multi-Cultural , Multi-religious, Multi-lingual and her beauty in our diversity.

### **RECOMMENDATIONS FOR NEXT STEPS**

- As a matter of policy, institute clear and enforceable standards for the establishment of public and private schools.
- Collect, maintain a comprehensive school data and let the data inform all decisions to reramp education in the State. Examples: you might have a teacher concentration in urban areas, therefore the teacher shortage issue might not be as acuted or it might be more perceive than real. Equally, it is possible for your data to reveal the need to consolidate schools and create feeder patterns and attendance zones.
- Scholarships should be provided with a proviso or compact for a timed service to the State, to be rendered graduate recipients.
- As a standard, all schools must have a source of portable, water or in very close proximity to one.
- As a standard, all schools must have a gated perimeter fence to safeguard the sanctity of the learning environment; protect students and discourage community encroachment.
- As a matter of policy the ministry of education must work to reduce the student / teacher ratio to between 1:30 and 1:33

(effective school research). This enhances teacher performance and student achievement. In one of the State schools yesterday, it was between 1:120 – 1:128. This might represent the picture across the State, hence the need for proper data.

- The State's standards must be developed into performance evaluation instruments for teachers / principals, with implications for retention and promotion. Once standards are set, you must inspect what you expect to obtain desired results.
- As a matter of policy/standard in all classrooms, student dormitories, science laboratories and computer laboratories must be fully equipped.
- The world has transitioned from the Industrial to the Information Age, therefore school curriculum must be ICT driven. A piece of chalk, a blackboard, notebooks and textbooks, no longer suffice. Consider how poorly students performed at NECO and WAEC recently and think of how they will perform at the international level with Europeans, Asians, Americans and even fellow Africans, like Ghanaians and South Africans.
- As a matter of policy, the State needs to spend at least 26% of her annual budget prudently, on education (UNESCO Prescription).
- The State, must of necessity, prioritize developmental efforts and education must be right next to peace and security, not just because the sector had suffered criminal neglect and bastardization in the past, but because it is the only known socio-economic liberator. The only vehicle to improve the human condition.
- It is in this light that education must ALL inclusive. Zamfara State, like other States must have special education in the real sense and not just a place to house the handicapped. Physical handicap does not mean mental handicap.

- Also in this consideration, Zamfara State like other Northern States, must create boarding primary schools to educate “almajirais”, to reduce the incidence of child beggars and vendors on our streets. If the concern is fiscal challenge, find out what other states are doing in the spirit of fraternal cooperation. For instance, you will find money through a special program to address the issue of “Almajirais” at the Islamic Development Bank.

***Please note:*** walking the streets, dirty, hungry, unkempt daily, are our children, our future. They include potential doctors, engineers, nurses, lawyers, teachers and heads of government.

Finally, create schools good enough for your children and mine to attend. If our public schools are not good enough for your children and mine, they are not good enough for anybody’s child.

An educated “Almajirai” is a potential productive and tax paying citizen, while an uneducated “Almajirais” could be a political assassin or social deviant. The choice is ours to make and OUR FUTURE depends on the choices we make NOW.

### **EDUCATION IN SOKOTO STATE**

The recent NECO and WAEC failure rates of 98.2% and 84% respectively speaks loudly to the poor State of education in Sokoto State, as it does in the entire country. It does not speak only of the failure of the students and teachers to meet basic standards of performance in education, it speaks of a systematic/governmental failure to meet the demands in the sector. It is a clear manifestation of the years of criminal neglect/decay of the sector by the military and the continued lip-service paid to it by politicians.



Sokoto State has two ministries in education. Ministry of Higher Education and the Ministry of Education (Basic and Secondary). While the ministry of Higher Education oversees 4 science colleges and 5 technical colleges, the ministry of education oversees the primary and secondary school levels.

At the pre-tour briefing, the State officials informed the team of massive renovation efforts, with a view to provide conducive learning environment for teachers and students. The permanent secretary, representing the commissioner for education (absent), informed the team that government was providing education of “very high quality” to the citizens of the State. He said this became necessary, as the government understudied the situation in the sector and found education to be terrible at the primary and secondary tiers.

Based on the findings, we were informed, the State declared a State of emergency in the sector, decided to spend 27% of its annual budget on education; undertook massive rehabilitation and reconstruction of schools. Sokoto implemented a new salary structure for teachers; provides free education for all, indigenes and non-indigenes. Increased the per-pupil feeding allowance from N35 to N70 daily. (Intake / admission increased by 40%) and the State provided motorcycle and car loans to teachers, as incentives for retention.

The official, however admitted, that low manpower (Quality teachers) and absconding teachers were the major challengers in the sector. This in itself is confusing as it indicates a negative outcome for the new salaries and incentives for teacher retention. The State government must work to reverse this trend the NGF team then visited Yakubu Muazu Model Science Primary School, Sokoto Women Skills Acquisition Center, Wamako, Sokoto State Polytechnic, and school of Nursing and Midwifery. The following are based on direct observations and interviews conducted at the sites:

1. No indication of “massive renovation and reconstruction going on.
2. All learning environments visited were aesthetically challenged, therefore not conducive or least restrictive for learning. Even where the structures were half way decent, as in the polytechnic the filth was overwhelming. The situation at the school of nursing and midwifery leaves me wondering if it was an installation for health instruction or one that negate well being / wellness.
3. It was impressive to see the level of ICT infusion at the school of Midwifery and the polytechnic. While students registration and results are “done on-line, the polytechnic also has internet connection (cyber café)
4. At the women skills acquisition center incentives are needed for student retention; power tools, carpentry. It is recommended here that Sokoto State understudy the Katsina Model, from students admission process, incentives and follow through (microfinance banks) and multipher effects (job creation)

### **RECOMMENDATIONS FOR NEXT STEPS**

- Sokoto State needs to freeze frame all initiatives on education and find out why they are not working.
- As a matter of policy, set up enforceable standards for establishing public and private schools.
- Continue to ensure that the States spends at least 26% of its annual budget on education.
- As a matter of urgency, collect all school data, disaggregate them analytically and allow the data drive all school improvement efforts. There might be a need to quality assurance and help deal with possible over concentration of teachers in unban areas.

- Issues of teacher quality should be handled from teacher pre to in service/professional learning in this light upgrade the degree awarding college of education to a University of education.
- Institute teacher / principal performance evaluations instruments with implications for retention and promotion, inspect what you expect.
- As a matter of policy/gated perimeter fencing, students. Sick bay; a source a portable water, clean toilets should be standard for all schools.
- Have all teachers sign annual contracts and give a two month notice to quit. This will stem the issue of teachers taking advantage of opportunities in the sector and ansculding.
- The State should, as a matters of urgent policy, agreeesively purse, the education of the girl child, adult literacy and the education of almajirais. This will reduce the incidence of begging. The N6,500 paid to beggars is an issue that deserves consideration. This amount paid to beggars does not address the core issue (poverty of the mind) it perpetuates and encourages overdependence on government rather than personal dignity and self reliance. Pay the N6,500 as stipend while training them for a skill or vocation, discontinue upon graduate, provide micro-finance or soft loan to get them started. There is a multupher effect, as they too, become employers of labour. Sokoto, the premiers seat of democratic government in Nigeria, I should become the beacon that other States look to for examples of true dividend of democracy.
- Do a circular review with a view tailoring the curriculum to the peculiar needs and circumstances of Sokoto State.

## **KEBBI STATE EDUCATION**

*“For a sailor who has no idea where he is heading, no wind is favourable” (unknown)*

Fully understanding the importance of education as the premise for all socio-economic development, the current government needed to understudy the challenges in the sector, with a view to plotting a chart for a new direction. After years of criminal neglect and bastardization in the sector, it needed to fully diagnose the problem and apply the right intervention.

With this in mind, a special committee was constituted, made up of prominent Nigerian educationalists to study the sector and recommend the way forward.

The team set about gathering data for all schools: school grouping (conventional, nomadic or islamiyya); location (urban or rural), school fence (sanctity of the learning environment); Head teacher information (Experience/Administrative training); teaching staff (State of origin, age, sex, teaching experience, subject, length of stay at the school; school development plan (SDP); physical structures; library information; utilities/transport; power (generator or PHCN); portable water source; communication (telephones, e-mail, notice boards); instructional facilities; recreational facilities; record keeping, guidance/ counseling and special education.

In addition to gathering relevant data, the committee got contributions from stakeholders, like emirs and chiefs.

Once the data was collected, an analysis was conducted. The following became clear:- a snap shot of how bad things were in the sector. What needed immediate attention, so there is continuity; what needed critical/indepth or further analysis and what items were needed for

long term outcomes. The committee therefore, categorized the plan to improve education in Kebbi State into short, intermediate and long term goals.

Some indicators or variables for effective instruction and student achievement that became clear right away were as follows: Student/teacher ratio – there are 368,801 students in primary schools with 14,531 teachers (qualified/unqualified). A raw application reveals a ratio off 1:25, which by all current effective schools research standards, is most effective. Though it shows possible overstaffing, it does not indicate that teacher deployment is equitable between rural and urban schools.

However, using qualified teachers (4,484) the ratio drastically changes to 1:81, showing understaffing and shortage in instructional manpower or workforce. It is important to note here that the prescribed student/teacher ratio for most effective instruction and improved student's achievement is 1:30-33. This should be the goal. It is not clear what informed the States goal of 1:45, unless this is a temporary goal based on the fiscal responsibilities or constraints of the State.

#### Guidance and counseling.

Kebbi State, so far is the only State NGF has visited with not only the most comprehensive school data, with a view to reposition and properly redirect education. It is also the only State that has guidance and counseling, which is a most important component of adequate education. It has counselling services in 250 schools (16.5%), though only 100 schools keep records and only 48 schools (3.2%) have trained counselors. While there is need for manpower in this department, it is most important for school systems to understand the full importance of addressing the socio-emotional needs (affective domain) of children, as cognition is not all there is in the education of the total child.

Kebbi State, under governor Nasamu Dakingari, has declared free and compulsory education, not just because of its importance in socio-economic development but because he understands from the data/statistics, that less than 50% of school age children are enrolled in schools. He also understands that the major hindrance to education is the social economic status (SES) of parents who can not afford to pay school fees, and not poverty of the mind. Times was truly hard for most families. School uniforms, shoes, food, books are provided, to encourage school attendance for most students, it is clear that the only decent meal to be had daily is in the school.

The tour took the NGF team to Atiku Bagudu Model Science Primary School, Birnin Kebbi; Kebbi State University, Aleiro; the skills acquisition center and the comprehensive Girls' Secondary School Argungu. Challenges expressed and observed are overcrowded facilities, manpower shortage and capacity, power (PHCN) generators), provision of ICT, aesthetics and automation.

## **BENCHMARKS**

1. Kebbi state collection and use of data
2. School Guidance and Counseling

## **RECOMMENDATIONS FOR NEXT STEPS**

- The education improvement committee should continue to monitor the implementations of set goals.
- The State should dedicate at least 26% of her annual budget for education

- The State, as a matter of policy, should set standards for performance evaluation instruments of teachers and principals, with implications for retention and promotion.
- Improve on the provision and use of ICT at all levels or tiers of education.
- Conscious attempts should be made at providing portable water sources for all schools.
- Strengthen and debug the e-payment system to minimize teacher complaints.
- Consider boarding primary schools for almajirais, to reduce the incidence of child beggars on streets.
- Also encourage adult education or literacy.
- Continue to enact laws to protect and educate the girl child. A visit to the VVF center and orphanage was heart breaking.

### **KANO STATE EDUCATION**

Kano State seems to fully appreciate the importance of education, as the only known socio-economic liberator of a people, hence the serious attention being paid to the sector. In the order of priorities, education seems right next to the attainment of peace and security in the State. This is further justified by the reported construction off 1000 schools at the cost of N2.5billion, the additions of 540 new schools, 135 secondary schools were upgraded and “xyz” Islamy schools were improved.

Considered the most populated State in the country, therefore the State with the highest education demand, the government has had to work to increase access and equity, strengthen the academic component of school operations and dedicate 20% - 27% of her annual budget to education. According to Deputy Governor Tijani Mohammed, who

conducted the pre-peer review briefing, “education is free for all physically challenged children and those whose parents are physically challenged”.

The NGF peer review team visits to Government Secondary School, Karaye; Science College, Dawakini Tofa; Karkari Model Day; School for “Almajirais”, Government Girls' Secondary School, Jogana; Girls' Model Primary School, Dukayuwa; Science Secondary School, Dawakini-Kudu and the Kano State University of Science and Technology, Wudil, clearly showed the seriousness with which the State is tackling the issue of education.

While the few academic sites visited are only a snapshot of all that is going on in the education sector, it is hoped that these commendable efforts are State wide.

Also worthy of mention here is the “proposed draft bill of Kano State Education Quality assurance agency”. Though it remains unclear until it is passed, what the final bill will look like, the effort is commendable.

### **RECOMMENDATIONS FOR NEXT STEPS**

- As a matter of policy, set up State standards on the establishment of private and public schools. It should be easy to read and enforceable.
- Consider dedicating at least 26% of annual budget to education. This is the recommended by UNESCO and effective school research.
- The State must collect all relevant data on all schools, disaggregate the data and let the data point the government where interventions are needed. For instance the data can drive the rehabilitation of schools with emphasis on quality and not



quantity. This is working smart, as opposed to working hard. It also enhances fiscal prudence. Possible outcomes might be consolidation of schools, creating a feeder pattern and also finding that the State wide teacher shortage might be more perceived than real. You might have a concentration of teachers in urban areas. In which case you might need to redeploy teachers and enhance student performance.

- Kano State should consider instituting State teaching standards into a teacher/ principal performance evaluation instrument, with implications for retention and promotion. This ensures teacher quality which in turn drives student performance.
- As a matter of policy standard, all schools must have a perimeter fence, to safeguard the sanctify of the learning environment, protect students and discourage community encroachment on school property.
- The world has transitioned from the industrial to the information age, therefore all students should be exposed to information communication technology (ICT), to the extent that it is infused into the curriculum and let it drive instruction.
- The State should consider decentralized teacher resource centers to encourage access.
- As a matter of policy, the standard should be to provide clean, portable water in all schools or in very close proximity to them. Clean/portable water is life.
- Kano State University of science and technology, though a few years old, must be opened up and consciously internationalized, as the world is fast becoming a global village.
- While the Almajirias day school is a great idea, the drive should be to make it boarding. This will remove the temptation to return to begging on the streets after school. It is also important for Kano

State to conduct an aggressive public awareness drive to ensure a buy-in and support for the program. There should also be a concerted effort, on the part of northern governors, on how best to tactfully handle the mallams. Remember, it is a lifestyle, therefore, it is a mindset and people are naturally resistant to change.

- In the spirit of fraternal cooperation, the northern governments should share ideas as to getting additional funds. For instance, Kaduna State can share how she was able to access funds from the Islamic Development Bank, for the almajirias project.
- At the Abacha stadium, there is a media center, that has very many computers, just collecting dust. This should be opened up for community use.
- The proposed plan for the Kano free trade zone includes a primary school. One wonders what informed this decision, if the drive is to have a conducive, non-restrictive learning environment. Commercial sites are typically noisy.

### **KADUNA STATE EDUCATION**

Most encouraging is Kaduna State government's recognition of the vital role education plays in the improvement of the human condition, being the only known socio-economic liberator of man. This is why Kaduna State under the leadership of Engineer Sambo, education is right next to security on the State's priority list.

Education in Kaduna is free and compulsory. Education, though bastardized by years of criminal neglect and decay, used to be the responsibility of local governments. However, the State had to intervene to revamp and reposition education to its forgotten pride of place.

In this regards, the government provides free textbooks, free uniforms, et cetera. Most importantly, in government's attempt to alleviate poverty in all social classes, they instituted a pilot scheme by establishing a boarding primary school for "almagirais". This will, when fully and effectively operational, reduce the incidence of child beggars and vendors on city streets.

It is also government's goal to build 10 science secondary schools. The States academic focus is science and to this end, Kaduna State University is being transformed into a science University.

Challenges expressed to the team include, but are not limited to teacher shortage, though salaries have been increased by 47.5%. Kaduna State boasts about being in the number two position nationally in NECO 2008, considering prior results when they came in 15<sup>th</sup> – 20<sup>th</sup>.

Prior to taking over the present government constituted a technical committee to understudy the State of education in Kaduna State and provide a blue print/roadmap to address/reposition education in the State. This was presented to the State assembly; laws were enacted for the State to take over primary education. It was then decided that 27% of the State's annual budget will be spent on education. These are commendable steps.

During our visit, schools were not in session, making it impossible to interview students, teachers and principals.

### **RECOMMENDATIONS FOR NEXT STEPS**

- While the take over of primary schools and the decision to spend

27% of the State's annual budget is laudable, the next natural step would have been to collect relevant data on all schools, disaggregate the data and let the data drive the decisions on rehabilitation of infrastructure, with emphasis on quality, not quantity. Perhaps it would have become necessary to consolidate schools and have effective feeder patterns.

- The data would also help to address the issue of teacher shortage, which in all probability is more perceived than real. You might find more teachers than are needed in certain schools than others, depending on their location (urban or rural).
- The State should consider instituting State teaching standards into a teacher/principal performance evaluation instrument, with implications for retention and promotion to ensure teacher quality. Teacher quality drives student performance.
- As a matter of policy/standard, all schools must have a perimeter fence, to safeguard the sanctity of the learning environment, protect students and discourage community encroachment on school property.
- The world has transitioned from the industrial to the information age, therefore there is no option but to provide ICT and allow it to drive instruction.
- The State should provide decentralized teacher resource centres.
- As a matter of policy, the standard should be to provide a source of clean/portable water in all schools or in very close proximity to them. Water is life.
- Kaduna State University, though three years old has made strides in the provision of academic resources, especially in the area of instructional technology. However, it must be opened up and consciously internationalized, as the world is fast becoming a global village.

- The “almagirais” primary boarding school is highly commendable. However, the State must conduct an aggressive public awareness drive to ensure a buy-in/support for the program. There should be a concerted effort, on the part northern of governors to carefully consider how to handle the mallams tactfully. Remember this is a lifestyle and a mindset, and people and naturally resistant to change.
- In the spirit of fraternal cooperation, northern governors should share ideas on accessing adequate funds to ensure that such facilities are all boarding, as the temptation to return to begging after “day schools” close, might be strong. States like Kaduna, having access funds from a special program with the Islamic Development Bank, should share notes with States with fiscal challenges. The fiscally challenged States should also be open and willing to learn.