



# **JIGAWA STATE OF NIGERIA**

**MINISTRY OF EDUCATION  
SCIENCE AND TECHNOLOGY,  
DUTSE**

# **Programmes, Achievements and Future Development Plans**

Being a Presentation by Abdullahi Hudu, Director General, SEIMU

**At Peer Review Team Tour to Jigawa State by the  
Northern Governors' Forum Secretariat**

**April 21<sup>st</sup> 2010**

# Issues and Challenges for the State education sector

- Large number of out-of- school children
- Gender disparity in enrolment at all levels and in the state teaching force to the disadvantage of girl-child
- Shortage of teachers in both the required quantity and quality, especially at basic education level.
- Educational infrastructures and facilities are both dilapidated and over stretched.
- Limited resources on the part of government and parents.
- Low private sector participation, which leads to overwhelming dependence on government
- Poor learning outcomes

# Programmes/Projects

## (1) Development of a sector-wide plan

- A 10-year State Strategic Sector Plan (SESP) has been developed by MOEST in collaboration with UNICEF/DFID, with full participation of key stakeholders.
- The main thrust of the Plan is to galvanize current government's initiatives in the sector into coherent development path.
- SESP was developed along with an operational plan -State Education Sector Operational Plan (SESOP), now Medium Term Sector Strategy (MTSS).
- MTSS is a process of translating the long-term policies of Government as articulated in policy documents into the spending reality of the annual budgets.

## Expanding Access and Increasing Opportunities –

### (1) Girl-child and EECD

- Introduction of free education for the girl-child at all levels
- Replication of GEP in two LGEAs by the SSG's Office
- Deployment of female role model teachers to rural schools with poor enrolment, retention and completion
- In 2009, SUBEB distributed 1847 free school uniforms to girls in rural schools to stimulate enrolment, retention and completion of the girl-child . Some LGCs like Babura have also done the same
- General improvement of the learning condition and welfare of the students
- Increase in EECD centers from 100 in 2006 to 372 in 2009 and the supply of assorted textbooks and educational media to the centers

## (2) Nomadic Education

- Efforts have been made by the Agency for Nomadic Education to expand educational opportunities and improve the learning condition of the nomadic schools through:
- The provision 28 tarpaulin classroom shades, renovation 34 schools and a two-classroom blocks were constructed.
- In addition, 5000 sets of school uniforms with sandals and 2500 school bags were provided to students.
- About 13,500 textbooks in English, Mathematics, Primary Science, Social Studies and Fulfulde were also distributed,
- Seating mats and educational toys were also supplied to the schools
- Training of the staff of the Agency Headquarter, Zonal Inspectors and 150 head teachers and teachers was conducted.
- Finally, the Habbanaye intervention programme provided incentives in form of goats to families to promote the enrolment of children in nomadic schools.

### (3) Special Needs Education

- Free education for the physically-challenged at all levels
- In 2009, SUBEB constructed two classrooms, one hostel block, five toilets, six bathrooms and two kitchen facilities at the School for the Deaf , Hadejia and the school for the mentally retarded, Kazaure, which were converted to boarding schools in 2008.
- Instructional materials (e.g. Perking Braille, Joy of Signing, speech trainer) were also distributed.

## (4) Mainstreaming Islamiyya education

- In order to further promote and integrate IQTE schools, SUBEB supported the integration of one IQTE school from each of the 27 LGEAs
- N40m was provided to build dwarf shelters, two-seater toilets, water hand pumps and generators and to supply books of Qur'an text, Fiqh, Basic Science, Mathematics and Hausa.
- In addition, UBEC provided N6m for dwarf shelters, toilets, open wells and textbooks on Fiqh and Hausa in 10 old and 6 new IQTE schools.
- This is in addition to integration programmes run by the IEB and AME
- A White Paper containing comprehensive programme for the improvement of Arabic and Islamic education in the state is before the State Executive Council



## (5) Adult and Non Formal Education

- The Agency of Mass Literacy was re-established in 2008 and the board members inaugurated in 2009.
- Since then, 54 literacy centres were established and women were empowered through skills training to improve enrolment and attendance in schools.
- The Agency also provides remediation courses in all 27 LGAs and radio programmes.

## (6) Improving enrolment capacity of the state's tertiary institutions

- The State Government has supported all tertiary institutions in terms of funding and recruitment of additional lecturers in line with the recommendation of Visitation Panels set up by Government in 2008.
- Enrolment increased by 5,921 students in 2009 from the total of 19,003 students in 2007/2008. This is attributed to free education policy for girls, the expansion of physical structures, scholarships and in-service training awards. There are also plans to introduce new courses in the institutions
- All tertiary institutions have had their courses accredited and Governing Boards or Councils established.
- Tertiary institutions now have an institution-based budget managed by the governing councils. As an additional source of income, some of the tertiary institutions offer consulting services.

Programme/Project

## Expansion and rehabilitation of school structures and facilities - basic education level

- Renovation of 406 schools (1,712 Classrooms) across the state at the cost of N2,045,484,239.41 through UBEC/SUBEB 2007/2008 Intervention.
- Renovation /Construction of 40 classrooms, 6 student hostels, 4 admin blocks, wall fence and 4 blocks, each 5 seater toilet at BPSs, and New Nasoro at the Cost of N103,045,336.05 through Capital Projects (Non- Intervention Funds).
- Supply of 32,000 sets of 3 – seater classroom furniture at the cost of N400,000,000.00 through capital project (non intervention funds).
- Construction of 104 classrooms, supply of 1,382 copies of Library books, supply of 4,632 sets of classroom and library furniture at the cost of N275,900,000.00 through 2008 ETF Intervention Project.

# Additional infrastructure and facilities -basic education level

- Procurement of instructional materials for Early Child Care Development Education (ECCDE), Primary and Junior Secondary Schools worth Four Hundred and Thirty-Nine, Three Hundred and Seventy-Two Thousand, Eighty Naira (N439, 372, 080:00) only.

-

# Expansion and rehabilitation of school structures and facilities - SSS

- Construction of fifty-seven (57) Hostel Blocks in boarding senior secondary schools. The hostels have a total capacity to accommodate 7,400 students.
- Construction of forty-seven blocks of 3-classrooms with the capacity for 7,050 students
- Construction of ninety-one (91) Science Laboratory Blocks
- Construction of two hundred and forty-four (244) 6-seater toilet blocks

## Expansion and rehabilitation of school structures and facilities - SSS

- Purchase of 5,000nos mattresses for Unity Schools (GSS Ringim and GGSS Gwaram) @ N17,745, 000:00
- Purchase of 100nos Desk Tops Computers @ N17m
- Purchase of sporting equipment @ N15m
- Wall fencing of Girls Boarding Secondary Schools (undertaken by LGCs of the affected schools)
- ▶ Purchase of textbooks and other materials  
@ N654,425,970:00
- ▶ Supply of office furniture for MOEST Headquarters, Principals, V/Principals and Staffrooms of 56nos SSS  
@N119,000,000:00
- ▶ Purchase of double bunk beds@N315,498,000:00

# Improving the quality of teachers

## REMEDIATION PROGRAMME:-

- 1,946 teachers were sponsored by the State Government to undergo one-year training at the State College of Education, Gumel to enable them obtain minimum requirement for admission into NCE programme

## CENTRE FOR TEACHERS UP GRADING PROGRAMME (CTUP)

- Additional 1,380 teachers are currently undergoing NCE programme in the COE, under similar arrangement

## SPECIAL TEACHER UP-GRADING PROGRAMME (STUP):

- This is a 2-year up-grading programme organized by National Teachers Institute (NTI), the programme is conducted in 4 centres across the states, i.e. Dutse, Gumel, Hadejia and Ringim Centres, 336 teachers were admitted in to the programme in 2008/2009 session.

## MDG TRAINING:-

- 2,547 teachers were trained in the four core subjects under the 2009 MDG programme.

## TEACHER PROFESSIONAL DEVELOPMENT

- 21,033 participants consisting of school heads , teachers and inspectors benefitted in this category of training using intervention funds

## FEDERAL TEACHER SCHEME (FTS)

- 1<sup>st</sup> Batch of FTS participants have been absorbed and 2<sup>nd</sup> Batch enlisted



- Additional teachers have also been recruited by MOEST for senior secondary schools 788 in 2007, 255 in 2008 and 154 in 2009.

# Funding of education

- The share of education in the State Capital Budget has increased from 7% in 2007, to 15% in 2008 and to 27.5% in 2009

# Encouraging private sector participation in education service delivery

- In its effort to improve private sector participation MOEST awarded merits to private proprietors and reduced school registration fees to level that every school can afford, irrespective of its size.
- Norms and standards have also been set for the private providers. Private schools now operate the same school calendar and curriculum as public schools.
- Beginning from 2010, private school students will be taking the same placement and qualifying examinations as their public school counterparts.
- In 2009, 45 private schools were included in school inspections carried out by relevant government agencies in order to assure the quality of the private school subsector

# Public Private Partnership (PPP) in education management and financing

- School Based Management Committees (SBMCs) have been involved in the management of schools and in taking major decisions about their schools
- Commercial Banks operating in the state have intervened in the renovation school structures and the provision of additional ones and instructional materials
- Recently, private companies and individuals from within and outside the state have demonstrated increasing commitment in the provision of structures
- The state is partnering with ESSPIN/DFID in the education sector

## Measures to improve students performance (in final examinations)

- Education Summit was convened by the MOEST with key stakeholders in attendance
- A communiqué containing the recommendations of the Summit was issued
- The recommendations have been endorsed by the State Executive Council
- A Task Force has been set up to ensure full implementation of the recommendations

# Outputs - Classrooms

- The average pupil-classroom ratio is 67 in primary schools, 61 in junior secondary schools and 44 in senior secondary schools.
- The share of classrooms in need of major repairs is 31% in primary schools, 19% in junior secondary schools and 2% in senior secondary schools
- In primary schools, the percentage of classrooms with mud/earth floor is 5%, the percentage of classrooms with adequate seating arrangements is 39% and the percentage of classrooms with a good blackboard is 51%.

# Up-date on the activities of the Task Force on School Improvement

- A 2-day workshop for English and Mathematics teachers of SSS by WAEC senior Examiners using the Chief Examiners Report
- Setting up Subject Panels consisting of the best practicing teachers in the schools in 8 subjects (English, Maths, Chemistry, Biology, Physics, Agric Science, Geography and Economics)
- The Panels identified immediate and remote causes of failure in their subjects and the difficult topics that are usually dodged by the teachers
- A 2-day workshop was organized for all the subject teachers of the 8 subjects in three centers
- The Task Force has identified graduate teachers at basic education level that could be moved to the SSS level to fill in critical gaps
- A list of School Support Persons (High-level political Office Holders) that will be attached to each SSS has been drawn by the Task Force
- A Committee is also reviewing the appointment of principals of SSS

## ***Outputs-Water and sanitation***

- About 47% of primary schools have a source of potable water. The corresponding percentage is 73% in junior secondary schools and 91% in senior secondary schools.
- Only 24% of primary schools have at least one functional toilet. The corresponding percentage is 34% in junior secondary schools and 82% in senior secondary schools.



# Output- Teachers

- The total number of teachers in primary schools in 2009/10 is 13,835 of which:
- 270 are paid through the Federal Teachers Scheme
- 13,270 are paid by the State / LGEA
- 73 are paid by the community / PTA
- 134 are volunteers (including NYSC teachers)
- 88 did not specify their salary status
- 36% of the teachers paid by the State have at least the minimum teaching qualification (NCE).

# Output- Teachers

- Only 22% of teachers hired by the community have at least the minimum teaching qualification.
- As a whole, 36% of primary school teachers have at least the minimum teaching qualifications, while a further 46% have Grade II qualification and 18% have no qualifications.
- The total number of teachers in 2009/10 in junior secondary schools is 3,152, of which 2,925 are paid by the State / LGEA and 606 also teach in senior secondary schools. The total number of teachers in 2009/10 in senior secondary schools is 1,821, of which 1,637 are paid by the State / LGEA.

# Output- Teachers

- The average pupil-teacher ratio is 41 in primary schools, 24 in junior secondary schools and 22 in senior secondary schools.
- The average pupil-qualified teacher ratio is 120 in primary schools, 33 in junior secondary schools and 27 in senior secondary schools.
- In primary schools, the percentage of female teachers is 11%, the percentage of teachers who attended a training workshop / seminar in 2009 is 82% and the percentage of teachers who were absent from the school on long-term training is 2%.

# Outcomes - Early childhood care and education

During the school year 2009/10:

- There are 10,000 and 26,000 children enrolled in *public* kindergarten and nursery classes, respectively. Among public primary schools, 363 (or 20%) reported enrolment at either the kindergarten level or the nursery level. The share of girls is 47%.

# Outputs- Primary education

During the school year 2009/10:

- There are 251,000 boys and 174,000 girls enrolled in *public* schools. Compared to 2008/09, enrolment increased by 29,000 children (or 7%). The share of girls is 41%.
- There are 8,000 boys and 8,000 girls enrolled in *private* schools. Compared to 2008/09, enrolment increased by 1,500 children (or 11%). The share of the private sector is 3.5%.
- The net enrolment rate is 47% at the primary level

# Output – Junior secondary education

During the school year 2009/10:

- There are 49,000 boys and 25,000 girls enrolled in *public* schools. Compared to 2008/09, enrolment increased by 4,000 children (or 8%). The share of girls is 34%.
- There are 800 boys and 800 girls enrolled in *private* schools. Compared to 2008/09, enrolment increased by 100 children (or 9%). The share of the private sector is 2%.
- The net enrolment rate is 20% at the junior secondary level.

# Output - Senior secondary education

During the school year 2009/10:

- There are 30,000 boys and 9,000 girls enrolled in *public* schools. Compared to 2008/09, public senior secondary education enrolment increased by 3,000 children (or 9%). The share of girls is 23%.
- There are 300 boys and 200 girls enrolled in *private* schools. Compared to 2008/09, private senior secondary education enrolment increased by 100 children (or 24%). The share of the private sector is 1%.

## Output - Access and equity

- **Intake rate.** The gross intake rate, which is the total number of new entrants into first grade of primary education, regardless of age, as a percentage of the population at the official primary school-entrance age (i.e. 6 years) is 64% for boys and 49% for girls.
- **Gender parity.** There are significant gender inequalities in Jigawa State as shown in Figure 5.1. At the primary level, the gender parity index (i.e. the ratio of female gross enrolment rate to male gross enrolment rate) is 0.73 at the primary level, 0.54 at the junior secondary level and 0.31 at the senior secondary level.



# Future Plans

For the Education Sector future plans refer to the MTSS Document (attached)