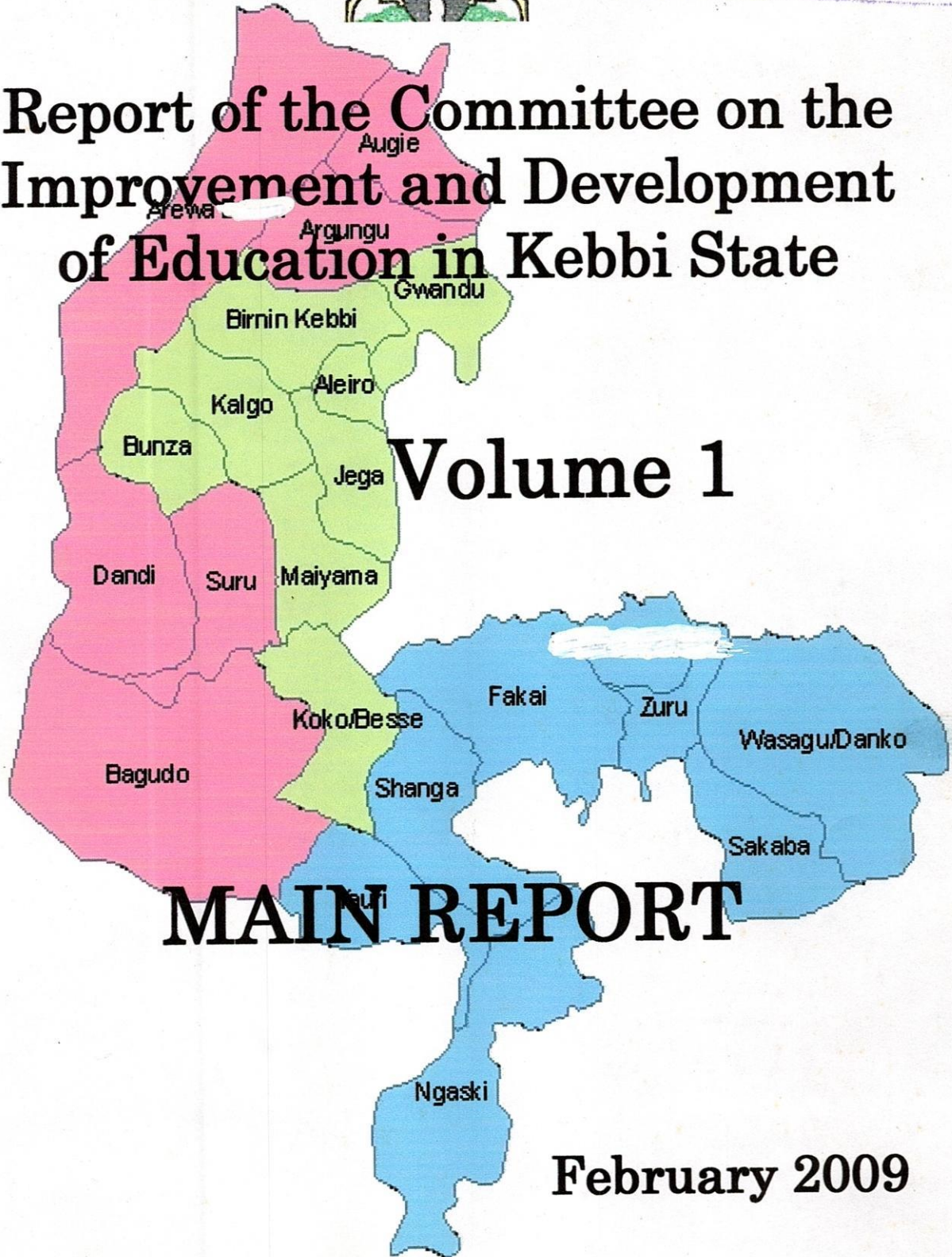


# Report of the Committee on the Improvement and Development of Education in Kebbi State



## Volume 1

## MAIN REPORT

February 2009

IMPROVEMENT AND DEVELOPMENT OF EDUCATION IN KEBBI STATE

**Volume I**

**MAIN REPORT**

**SUBMITTED BY**

THE COMMITTEE ON THE IMPROVEMENT AND DEVELOPMENT OF  
EDUCATION IN KEBBI STATE

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## **List of Abbreviations**

ABU	: Ahmadu Bello University, Zaria
AIEB	: Arabic and Islamic Education Board
ANFE	: Adult and Non-Formal Education
BUK	: Bayero University, Kano
CEDAW	: Convention on Elimination of all forms of Discrimination Against Women
CPS	: College of Preliminary Studies, Yelwa Yauri
ECCE	: Early Child Care Education
EFA	: Education for All
FLV	: French Language Village
FUT	: Federal University of Technology, Minna
HND	: Higher National Diploma
ICT	: Information and Communications Technology
IJMB	: Interim Joint Matriculation Board
JNI	: Jamaatu Nasril Islam
JSS	: Junior Secondary School
JIS	: Junior Islamic Studies
KSCOE	: Kebbi State College of Education, Argungu
KSUSTA	: Kebbi State University of Science and Technology, Aliero
LGA	: Local Government Area
LGEA	: Local Government Education Authority
MAN	: Maritime Academy of Nigeria
NCAT	: Nigerian College of Aviation Technology
NCE	: Nigeria Certificate of Education
NCCE	: National Commission for Colleges of Education
ND	: National Diploma
NECO	: National Examinations Council
NGOs	: Non-Governmental Organisations
NITT	: National Institute for Transport Technology
NPE	: National Policy on Education
NTI	: National Teachers' Institute
NUC	: National Universities Commission

OFR	: Order of the Federal Republic
PhD	: Doctor of Philosophy
PTA	: Parents / Teachers Association
PTI	: Petroleum Training Institute
SBMC	: School-Based Management Committee
SIS	: Senior Islamic Studies
SSMB	: Secondary Schools Management Board
STEB	: Science and Technical Education Board
SUBEB	: State Universal Basic Education Board
UBEC	: Universal Basic Education Commission
UDUS	: Usmanu Danfodiyo University, Sokoto
UNESCO	: United Nations Educational, Scientific and Cultural Organisation

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## **EXECUTIVE SUMMARY**

### **Background and Objectives of the Report**

With its coming into office in May 2007, the government of His Excellency, the Governor, Alhaji Saidu Usman Nasamu Dakingari identified education, health and agriculture as the priority sectors and pursued their development with unprecedented vigour. It is the conviction of the Kebbi State Government that for any significant progress to be achieved and sustained for socio-economic development of the state, a clear focus on the three sectors as drivers of change is desirable and inevitable.

As part of the effort in pursuit of the priority accorded to the three sectors in the State the Governor set up the Committee for Improvement and Development of Education in Kebbi State, under the chairmanship of Professor Attahiru Muhammadu Jega, OFR, in March 2008. Six weeks after its inauguration, the Committee submitted to the Governor an Interim Report with recommendations on a range of activities that need immediate attention in order to help revitalise the education sector in the state. The Government approved all the recommendations in the Interim Report, and charged the Committee to monitor the implementation of the recommendations contained in it, as well as to undertake other activities as listed out in the Terms of Reference detailed in chapter one of this report.

Guided by the Terms of Reference, the Committee undertook a range of activities in order to achieve its objectives. The activities include: school visits, fortnightly sub- and main-committee meetings, courtesy calls on eminent personalities in the state, consultative meetings with distinguished personalities with commitment to and concern for education in the state, setting up of not only a secretariat for smooth operation of the Committee, but also of a couple of professional teams, the first assembling engineering experts whose role it was to monitor the implementation of the activities contained in the Interim Report, and

the second charged with responsibility to computerise data obtained from all schools and higher institutions in the state.

### **State Education Policy**

The second chapter of this report presents a broad overview of education policy in the state. It argues that although Education Policy in Kebbi State draws inspiration from the National Policy on Education, it has also paid attention to the need to respond to the socio-cultural peculiarities of the state. It goes further to present not only operational structure and policies but also provides an outline of the measures taken to improve and develop education in Kebbi State.

The policy underscores the importance of principal stakeholders in the delivery of educational services – the three tiers of government, the private sector, development partners and NGOs – but emphasises the crucial role that the state government plays in this regard. It also notes that while the executive and the legislative arms of government are the principal drivers of policy formulation and review, it is the Ministry of Education that is the chief implementer of educational policy. Implementation is carried out at three levels of educational strata: basic education (comprising pre-primary, primary, and junior secondary schools), secondary education (SS1 to SS3), and tertiary (post secondary) education.

Education policy in the state recognises that enrolment rates must be improved for all categories, but particularly for girls, the poor, and the underprivileged or physically challenged. State education policy also emphasises the importance of promoting school enrolment through the adoption of a number of strategies that include the virtual absence of school fees in order to widen access.

### **Basic Education**

Basic education in Kebbi State requires an investment of ₦2,518,420,764 in order to address the challenges facing the sub-sector.

As far as pre-primary schools are concerned, the report argues that the total number of 18,983 pupils enrolled in nursery schools in the state is rather low for its size of population and attributes this to a number of factors that include the charging of exorbitant fees and critical teacher shortages. The report makes a number of recommendations, such as the need to build additional nursery schools in the state, intensify teacher recruitment and on-the-job training schemes, and adopt concerted actions for the development of relevant curricular especially for this category of education in the state.

For the primary schools in the state, the report emphasises a number of points that need be considered in order to gain a more detailed insight into the state of enrolment as well as to provide a better view of the challenges facing the sector with a view to appreciating the sort of measures that should be taken to address them. To understand this point, there is need to stress not only the statistics but also the challenges that make such statistics look rather grim. Primary school statistics show that there are 364,801 pupils enrolled in 1,514 primary schools manned by 14,531 teachers. Significant gender disparities are observed not only in enrolment (where boys account for more than two thirds of intake) but also amongst teachers (where men account for more than three quarters of teaching). Given these dismal figures, the report traces the origin of these problems, citing critical shortages of qualified teachers, significant shortages of school amenities, the state of dilapidation for many of them, and the urgent need to address these challenges. It should be stressed that upon the recommendation of the Committee, significant number of teachers in this sector are now being paid through the banking system.

The third component of the basic education sector is junior secondary education. As seen in chapter three of this report, there are 2,216 teachers spread across the 111 junior secondary schools with a total student population of 110,993. These aggregates, however, hide a number of discrepancies that need be stressed. One, women teachers account for less than a quarter of teachers, while girls constitute barely 25% of total enrolment. Two, enrolment rates in

junior secondary schools are generally low, with more than half of children in that age bracket out of school. Even more striking is the fact that for every four children out of school, three are girls. The report identifies a number of problems that help contribute to this dismal state of affairs. Chief amongst them is the dire state of school amenities and their terrible state of dilapidation. The inadequacy of science and female teachers poses another threat to school enrolment in the state. In order to achieve the lofty objective of expanding school enrolment, the report recognises the progress made in the implementation of the Interim Report, but makes additional recommendations such as the need to build additional secondary schools, expand existing ones, payment of particular attention to recruitment of science and female teachers.

The School for the Handicapped, which delivers educational services to pupils with physical disabilities, is the only school in the state with this speciality and is categorised in the report as the fourth component of basic education. With a student population of 562, the school has total staff strength of 56 of which 30 are teachers. The report identifies a number of problems besetting the school, and stresses that inadequacy of school amenities, teaching aids and equipment, and shortage of qualified teachers are the most poignant ones. Taking into account the progress made in the implementation of the Interim Report, this report makes additional recommendations that include the need for rehabilitation and expansion of structures, procurement and installation of teaching and related equipment, the need to recruit additional teachers as well as to step up measures for in-service training and re-training.

### **Secondary Education**

As at August 2008 when the survey that formed the basis for this report was undertaken, there were 2,203 teachers in 78 senior secondary schools with a total enrolment of 53,744 students, of which 29% were girls. The challenges facing the sector are many and varied, ranging from critical shortages of qualified teachers, significant shortages of female teachers that could serve as role models for girls, inadequacy of school facilities, equipment, teaching aids and



recreational facilities, and the dilapidated nature of large number of classrooms and other structures. One of the recommendations emerging from the report is the need to strengthen the capacity of existing technical schools and to establish at least one vocational centre. Also, the report recommends that in order to further the progress already made in the course of implementation of the Interim Report, concerted actions are needed to promote enrolment through additional measures for expansion and rehabilitation of school structures, the establishment of new schools, and recruitment of science, technical and female teachers in the state. As seen in the report, an investment of about ₦6,531,098,500.00 is recommended as a means of reinvigorating the sector of senior secondary education.

### **Tertiary Institutions**

There are four tertiary institutions under the purview of the Committee. They are: Kebbi State College of Education, Argungu; College of Agriculture, Zuru; College of Preliminary Studies, Yauri; and Kebbi State University of Science and Technology, Aliero. While Kebbi State College of Education, Argungu boasts of 3,716 students and 305 academic and non-academic staff, there are 1,448 students and 485 academic and non-academic staff at the College of Agriculture, Zuru. This is in contrast with a total number of 704 students and 83 staff at the College of Preliminary Studies, Yauri. As for the Kebbi State University of Science and Technology, Aliero, there are 800 academic and non-academic staff, far in excess of the total number of 443 students in the University. But this trend will soon change, as more students are admitted and the pioneer ones reach final year level.

The tertiary institutions share a number of problems in common, chief amongst which are inadequacy of student hostels, and poor state of infrastructure (with the notable exception of the KSUSTA, where significant investment has been made in their provision). Even in the case of KSUSTA, however, faculties of education and engineering are recommended for establishment, necessitating provision of extra faculty buildings and general infrastructure. While

infrastructures are really in clear shortage, the problem is particularly pathetic in the case of COE where an entirely new site (a permanent one along the Argungu-Birnin Kebbi road) has been recommended. College of Preliminary Studies seems to be affected by the problem to a much lesser degree, since construction of facilities is underway on their proposed permanent site. In order to surmount these problems, a set of recommendations have been proffered in this report, totalling a staggering sum of ₦9.37billion over the four years from 2009.

As an ancillary service to the tertiary sector, the Scholarships Board manages the provision of financial support to students of Kebbi State. A considerable amount of progress has been recorded, although certain challenges remain. On the positive side, Government has approved a recommendation that the difficulties students face at the point of registration should be ameliorated through direct payment by the Government of all registration fees to tertiary institutions in respect of students of Kebbi State origin. This recommendation has been implemented. On the more challenging side, the report recommends a number of measures such as strengthening the capacity of the Scholarship Board to establish and maintain a databank on students for ease of administration and to facilitate the other recommendation that all payments of scholarships to students be made through the country's banking system.

### **Cross-cutting Issues**

There are a number of other issues pertaining to education system in Kebbi State, but which are not peculiar to a particular sector of education. Such issues are presented in chapter six of this report. They include computer literacy schemes to improve productivity; the need to ensure quality control, improve welfare of students and staff, as well as to encourage private sector participation in the delivery of educational services in this state.

As summarised in the last appendix of this report, the total cost implication of addressing the key recommendations is estimated at ₦12,608,137,793 in 2009, ₦8,658,231,896 in 2010, ₦8,944,579,017 in 2011 and ₦1,225,000,000 in 2012, giving a total of ₦31,435,948,706 required over the four-year period. While this is certainly a staggering amount, it is nonetheless, significant to note that such an investment in education is worthwhile in order to reposition the state as well as the nation for purposeful socio-economic development in this 21<sup>st</sup> century. Massive investment in human capital development is highly essential. The main challenge is on how to re-prioritize public expenditure and provide the resources required to reverse the decay in the education sector.

In the last couple of chapters, the report provides an implementation strategy as well as documents the progress made in the implementation of the interim report. As far as the implementation strategy is concerned, the report stresses the importance of: the Due Process; monitoring, evaluation and verification; prompt settlement of monthly student feeding bills; and block payment of scholarship allowances and registration fees. Other aspects of the strategy include the need for a database not only for the entire education system in the state but also for the specific use of the Scholarship Board.

The report concludes with a chapter outlining the progress made in the course of implementation of the recommendations contained in the Interim Report. While a majority of the recommendations have either been fully implemented or have undergone various levels of implementation, there are a few others for which either action is being awaited, or contracts have been awarded and implementation progress will begin in earnest. The report also identifies a number of recommendations requiring little or no financial commitment and emphasizes that their immediate implementation is required in order to promote the achievement of the objective of improving and developing education in the state.

## **CHAPTER ONE: GENERAL INTRODUCTION**

### **1.1 Preamble**

Kebbi State is one of the 36 states of Nigeria. The 2006 census puts the population of the state at 3,238,628 comprising 1,517,498 male and 1,621,130 female populations. Although the Hausa and Fulani ethnic groups account for the bulk of the population, the state is home to many other ethnic groups including not only several of them that lay claim to Kebbi State as their ancestral origin, but also others that trace their origins to many parts of Nigeria. Thus, a major strength of socio-cultural feature of the state lies in the peaceful coexistence of the peoples with diverse religious, cultural and ethnic affiliations.

The state is located on the north-western part of Nigeria, bordering Sokoto State to the north east, Zamfara State to the east, Niger State to the south, Benin Republic to the west, and Niger Republic to the north. Since its creation in 1991, the state has experienced several changes in government, a reflection of the recurrent changes in military regimes that the country as a whole has experienced, but also due to a couple of elections associated with the transition from military to civilian rule that Nigeria experienced since 1999.

The genesis of this report could be traced to an important landmark in the political history of Nigeria. The April 2007 elections marked the first time that the country was to experience civilian-to-civilian hand-over of government. The current government of Kebbi State, led by His Excellency Saidu Usman Nasamu Dakingari, came to power in the wake of those elections. In its first year in office, the Government of Dakingari identified agriculture, education and health amongst the priority sectors requiring immediate action. In March 2008, the Committee for Improvement and Development of Education was

set up<sup>1</sup> with the principal objective of making recommendations to the government on ways to resuscitate the ailing education sector of the state, as well as to support the Ministry of Education in particular and other stakeholders in the education sector in general in implementing the set of activities that in the opinion of the Committee could help achieve the goal of improving and developing education in the state.

At a ceremony marking its inauguration on 17<sup>th</sup> March, 2008, the Governor charged the Committee to undertake a comprehensive assessment of the state of education in Kebbi State and make appropriate recommendations on how to address the perennial problems plaguing the ailing sector.

### **1.2 Terms of Reference:**

The Committee was given the following terms of reference:

- i. To look into current Educational Policy in the State with the view to make recommendations for improvement.
- ii. To look into current educational infrastructure in the State with a view for positive improvement.
- iii. To come out with a blueprint on how best to develop education at all levels in the State.
- iv. To advise Government on any relevant matters for general improvement of Educational standard in the State.
- v. To study the recommendations and ensure full implementation of the recommendations contained in the Interim Report.

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<sup>1</sup> Appendix 1 gives the list of membership of the Committee.

- vi. Advise government on matters arising from implementation.
- vii. Monitor and supervise the execution of projects to ensure compliance with approved recommendations.
- viii. Any other recommendations

### **1.3 Interim Report**

In an Interim Report submitted to the government in June 2008, the Committee recommended a set of activities requiring immediate implementation in order to help revitalize the education sector in the State. An aspect of those recommendations is concerning the need for data on all aspects of education in the state to be collected and analyzed. The Committee therefore developed three sets of questionnaires, one each for primary, secondary and tertiary institutions, and distributed them to all the three categories of schools in the state. Thus, except in sections of this report concerning recommendations, most tables, figures, or charts in this report emanated from the information given in the questionnaires by the heads of higher institutions, principals of senior and junior secondary schools and head teachers of primary schools. These were cross-checked and verified by the Committee.

### **1.4 Procedure**

The procedure for the conduct of this assignment involved a number of inter-related actions. These include the setting up of a functional secretariat, convening of fortnightly meetings of the main Committee and its sub-committees, visits to schools, the development of data-collection instruments and their administration, the engagement of data-processing team, setting up of a technical team, consultations with the four Emirs and interactive session with key stakeholders to the state's education sector.

### **1.4.1 Secretariat**

A functional secretariat<sup>2</sup>, appropriately staffed and equipped was considered critical for successful accomplishment of the assignment, and was therefore set up.

### **1.4.2 Fortnightly Meetings**

Main-committee and sub-committee meetings were held on a fortnightly basis. The sub-committees were three in number, covering basic, secondary, and tertiary education sectors.<sup>3</sup> Regular fortnightly meetings were held, for most of the period, except for the period of Ramadan (in order to enable Secretariat to prepare earlier drafts of this report, and a subcommittee to fine tune it). In all, a total of fourteen meetings were held and the Minutes of these meetings are contained in Volume II of this report.

The meetings provided a forum for deliberations on all aspects of the terms of reference of the Committee. In particular, they enabled the technical team (discussed in section 1.4.5) to make regular update to the main Committee on the status of implementation of recommendations contained in the Interim Report. Such interactions with the team provided an additional input to the main committee in the onerous tasks of not only informing the government on the implementation progress, but also on advising it on the sort of measures it should take in order to accelerate the pace of progress. Although there were a range of options open to the Committee for advising government and keeping it informed about progress, the Committee nonetheless mandated the Chairman to write a letter to the Governor at the end of each meeting to communicate its major decisions and follow up on outstanding matters of implementation.

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<sup>2</sup> Appendix 2 shows the list of Secretariat Staff

<sup>3</sup> List of membership of each of the three sub-committees is annexed in Appendix 3.

### **1.4.3 Visits to Schools**

Each of the three Sub-Committees visited a number of schools spread across the state. The purpose of the visits was to enable members come face-to-face with the reality of staffing, equipment, and other challenges the schools in the state face. As discussed elsewhere in this report, a common theme running through their experiences from the visits of schools was the glaring shortages of teachers in core subject areas as well as yawning gaps between available and required quantity and quality of teaching equipment and facilities.

### **1.4.4 Education Database**

In order to provide evidence-based recommendations, the Committee agreed that a UNESCO school census questionnaire be adapted and administered at three levels, one each for primary, secondary and tertiary education sectors. The questionnaires were administered upon the head teachers, principals and heads of tertiary institutions. The data-processing team undertook the process of data entry into a range of computer software, setting the stage for what may be the beginning of a data bank for the education sector in the state. With the application of an appropriate statistical package, the team<sup>4</sup> analyzed the data and prepared a report, which fed into the process of the Committee's assignment.

### **1.4.5 Technical Team**

As the terms of reference include a responsibility for the Committee to support the implementation aspects of the Interim Report, a Technical Team, comprising persons with significant engineering experience, dedication to duty and transparency, was set up<sup>5</sup>. An important feature of their assignment involves verification of bills of quantities, undertaking of on-the-spot assessment of progress made on contracts for rehabilitation and/or construction works, and reporting to the main Committee on progress made.

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<sup>4</sup> Appendix 4 shows the list of staff involved in data collection, entry and analysis

<sup>5</sup> In Appendix 5, the list of technical team is annexed.



The responsibility of the Technical Team includes verification of designs and bills of quantities and facilitation of speedy completion of projects.

#### **1.4.6 Interactions with Emirs and other Stakeholders**

The procedure for the conduct of the Committee's assignment includes widespread consultations with major stakeholders on the development of education in the state. To begin with, courtesy calls on all the four Emirs in the state were undertaken. The Emirs were briefed about the main activities of the Committee, and what the government's intention was for setting it up. The courtesy calls provided additional opportunity for interactions with the Emirs and their views and concerns were taken into consideration in the course of this assignment.

A related activity that the Committee considered as a useful procedure was interactions with the general public, especially people and organizations with a good record of service to and concern for education in this state. Predictably, response to the invitation for the interactive session, which occurred on June 28, 2008 was quite impressive, with participants coming from a wide range of career backgrounds and places of residence, but all with particular interest in and concern for education in Kebbi State. A notable feature of that interaction was the unanimous admission that education has been a sector in decline, and that only concerted efforts from government, private sector, parents, teachers and other stakeholders could help reverse the trend.

#### **1.4.7 Other means of information gathering and awareness creation**

Another aspect of information-gathering for the purpose of this assignment was the receipt of memoranda from individuals and organizations with concerns about the plight of education in the state. A total of 53 memoranda were received, drawn mainly from within the state, but also from Kebbi State

indigenes living elsewhere<sup>6</sup>. The electronic and print media were also utilized for the purpose of this work. Where necessary, adverts were placed in the national dailies either to inform the public about a call for bidding, or to solicit for applications from suitably qualified candidates to take up teaching appointments in the state.

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<sup>6</sup> Appendix 6 shows the list of persons/organizations that submitted memoranda to the Committee

## **CHAPTER TWO : KEBBI STATE EDUCATION POLICY**

### **2.1 Introduction**

Education policy in Kebbi State has been influenced not only by the National Policy on Education (NPE) but also by a host of factors including the need to take into account the peculiar socio-cultural features of the state. As in many other states in the country, the education policy in this state has undergone significant changes, due largely to those emanating at the national level, but also from changing local socio-economic circumstances.

The focus of state education policy is to improve the quality of educational services, as well as promote enrolment of pupils and students in all categories of schools. Conscious efforts are made in a number of ways to achieve this goal. First, in order to promote enrolment of children in a state where incomes are generally low, the policy has focussed on providing access to schools through virtual absence of fees in state schools, affirmative action to encourage enrolment of the girl child, and provision of funds for the welfare of students (including feeding where necessary), recruitment of teachers and their welfare, development of infrastructure and supply of teaching and learning materials. Second, taking account of the enormous burden that this entails, the private sector involvement is encouraged although fees are carefully controlled to balance the interests of parents and entrepreneurs. Third, in order to ensure participation of all strata of the society, the policy has emphasized the need to support disadvantaged groups such as women, physically challenged persons, and migrant nomads and fishermen. Fourth, tertiary education is also given a pride of place, with students of Kebbi State origin enjoying scholarships for study in various Nigerian universities, and in exceptional circumstance, abroad. Fifth, in order to foster cooperation and national integration, the state participates actively in the students exchange programme under which students of Kebbi State origin are given the chance to study in other states, and those from other states in Kebbi State. Thus, the state has established Unity Schools enrolling students from other states in

the country. Finally, the policy is flexible, always open to review to take account of changing national and local circumstances, as well as emerging issues that may warrant an update.

## **2.2 Operational Structures**

The key stakeholders in the provision of education in the state are the Federal Government, State Government, Local Government, the private sector, NGOs and development partners. While the Federal Government provides the overall policy framework and in some circumstances often partners with other tiers of government in the delivery of educational service in the state, it is the state government, needless to say, that bears the main responsibility for improving and developing education in the state. It does so through a well established organisational structure in which the executive and the legislative arms provide the necessary enabling policy directions while the Ministry of Education, in partnership with other relevant organs of government, is responsible for implementation. The implementation process is conducted within a well-established structure, with the Ministry of Education at the helm, working in liaison with its related parastatals and other organs in the state. Reporting to the Ministry are five zonal education offices, one each in Birnin Kebbi, Argungu, Zuru, Yauri and Bunza. In each of the 21 local government areas there is a local government education authority (LGEA), headed by an Education Secretary, who oversees all matters related to basic education in the local government area (LGA), and reports to the Executive Chairman of the State Universal Basic Education Board, who in turn reports to Commissioner of Education.

Apart from SUBEB (which is concerned with basic education), there are six other boards working in tandem with the Ministry of Education: State Secondary Schools Management Board (SSMB), Science and Technical Education Board (STEB), Arabic and Islamic Education Board (AIEB), Scholarships Board, State Library Board and Adult and Non-formal Education Agency. These boards, which are autonomous and headed by Executive

Secretaries or Directors, report to the Commissioner of Education in all matters affecting their activities. In the absence of the Commissioner, the policy allows the reporting through the Permanent Secretary of the Ministry.

Concerning tertiary education, there are seven institutions that have their own Governing Councils/Boards: College of Agriculture, Zuru; Kebbi State College of Education, Argungu; College of Preliminary Studies, Yauri; Kebbi State University of Science and Technology, Aliero; School of Health Technology, Jega; School of Nursing, Birnin Kebbi; and Umaru Waziri Polytechnic, Birnin Kebbi. Out of these, only the first four come under purview of the Committee.

### **2.3 Operational Policies**

Kebbi State Education Policy has the objective of developing the capacity of the citizenry to take an active part in the process of economic and social development of the state. This objective is pursued through the provision of educational services, taking into account the national development objectives, as well as the socio-cultural circumstances.

The provision of this service is at four levels: basic education, comprising pre-primary, primary and junior secondary schools; secondary education, covering SS1 to SS3; and tertiary education. As discussed elsewhere in this report, there are 1,154 primary schools, 111 Junior Secondary Schools, 78 Senior Secondary Schools and 7 tertiary institutions.

### **2.4 Problems and Constraints**

Over the years, education in Kebbi state, as in many other states in the country has suffered neglect. As a result, there have been dilapidation and chronic shortages of infrastructure and facilities. Teachers are demoralized by poor pay and other conditions of service. Quality assurance mechanisms have virtually collapsed, with unmotivated and ill-equipped schools inspectors and supervisors. Most schools, especially in the urban areas are over-crowded. A shift system was introduced to remedy the situation, but it was poorly

conceptualized and inefficiently operated. The result has been massive failures in school certificate examination results, low transition rates and declining, especially girl-child, enrolment. It is evident that a decisive programme of reform is required to address the enormous problems in the education sector in the state. The Committee for the Improvement and Development of Education in Kebbi State is mandated to make wide ranging recommendations to facilitate the actualization of Governor Dakingari's commitment to reforming the education sector.

## CHAPTER THREE: BASIC EDUCATION

### 3.1 Introduction

There are four types of basic education schools: pre-primary, primary, junior secondary and special education schools. For each of these levels, results obtained from the data-collection exercise are presented, with implication drawn for policy. Recommendations emerging from this assessment are also given. On the whole, as can be seen in Table 56, a sum of ₦2,518,420,764 is required in 2009, ₦1,973,224,611 in 2010 and ₦1,578,579,689 in 2011.

### 3.2 Pre-primary

Early child care education (ECCE), or nursery education, is concerned with children below the statutory school age of 6. This level is traditionally divided into two: children below the age of 3, and those between 3 and 6. It is widely recognized that pre-primary education plays a cardinal role in developing cognitive, social and emotional development of the child. Yet, in Kebbi State, educational policy leaves a lot to be desired for this level of education. In particular, policy has left parents to adopt their own devices and to carry the entire burden of pre-primary education. The granting of approvals for the establishment of nursery schools is about the only noticeable area of government intervention in the sector. As a result, before the setting up of this Committee, data on pre-primary education in the state has been at best sketchy. The primary school questionnaire (which was alluded to in the previous chapter) provided useful information on a range of issues affecting pre-primary education in the state. Table 1<sup>7</sup> (in the appendix) shows the distribution by local government of enrolment in pre-primary schools in the state.

As can be seen in the table, a total of 18,983 pupils were enrolled in nursery schools in 2008. Of this total, 8,227 were girls, and 10,756 boys, suggesting

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<sup>7</sup> Table 1 and all other tables on school statistics are annexed in Appendix 7

that girls account for 43.3% of nursery school enrolment in the state. Anecdotal evidence from interactive sessions and other sources reveals that ECCE programmes are beset with other challenges, including the tendency for proprietors to charge parents exorbitant fees, and the widespread shortages of qualified teachers to handle this crucial level of education in the state.

In view of the perennial problems affecting this sector, a number of recommendations are made in order to help revamp it:

- i. Given the very low percentage of children enrolled in ECCE programmes, there is the need for each Local Government Education Authority (LGEA) to step up measures to raise enrolment by, for example, ensuring that more nursery schools are opened (either by the private sector and/or in collaboration with LGEAs) to run ECCE programmes. However, private sector involvement should be regulated, in order to curb the tendency for such operators to charge exorbitant fees, while providing sub-standard services.
- ii. Teacher recruitment drive should be intensified, paying attention especially to those with requisite qualification to teach at this level. Over the longer term, universities serving the state in terms of admission could step up efforts to introduce programmes leading to degrees and diplomas in ECCE.
- iii. The electronic and print media should be utilized as veritable means of awareness creation that aims at promoting the appeal of ECCE in the state. Thus, in whatever way possible, there is the need for radio and television jingles to be promoted in order to raise awareness amongst parents and other stakeholders on the importance of ECCE.



- iv. Current education policy in the state does not pay sufficient attention to the development of curricula for ECCE. There is the need for incorporation of relevant curriculum and its regular update to reflect religious and cultural circumstances in order for the programme to continue to be relevant for the children and other stakeholders.
- v. In short- and medium-terms, efforts to address critical teacher shortages could be scaled up through a range of measures such as the provision of on-the-job training to teachers with relevant background but without the necessary skills for handling the special needs of the ECCE sector.

### **3.3 Primary Education**

It is important to examine the results obtained from the analysis of data given by the head teachers who filled up the questionnaire sent to them for the purpose of this report. Based on the analysis of data given in this section, a set of recommendations are made, for the purpose of policy review and implementation.

#### **3.3.1 Statistical Results**

Results obtained from analysis of data supplied by head teachers are divided into nine sections, beginning with an outline of the basic characteristics of the schools. This is followed by an assessment of staff strength, availability of school amenities that include not only classroom structures and related facilities, but also availability of electricity, water, teaching aids, recreational and record keeping facilities, opportunities for the provisions of guidance and counselling facilities as well as a look at the pupil/teacher ratios. These are discussed in turn.

### *3.3.1.1 Basic Features of Primary Schools in the State*

As at the August 2008, there were 1,514 primary schools in the state. An overwhelming proportion of them are funded by the state, with only 3.2% under private sector ownership. In terms of programme content, most schools run conventional programmes. A total of 90 (or roughly 6% of the schools) are nomadic schools, catering for the needs of the nomads. There are 49 Islamiyyah schools, accounting for 3.3% of total. As seen in Table 2 the 21 local government areas of the state have a combined pupil enrolment of 364,801, comprising 231,178 boys and 133,623 girls.

A couple of issues need be stressed at this point. One is concerning the teeming numbers of children that are out of school, and the other in relation to the plight of the girl child. According the 2006 population census, the state had a total population of 3,238,628, which means that at the 2.5% growth rate, the figure had risen to 3,402,582 by 2008. The total number of primary school age children in the state can be estimated, using United Nations population data for Nigeria which showed that primary school age children in the 6-12 age bracket accounted for 22.4% of the country's population. Using this ratio, a total of 762,179 primary school age children for Kebbi State was projected for 2008. This figure implies that only 48% of primary school age children are receiving primary education.

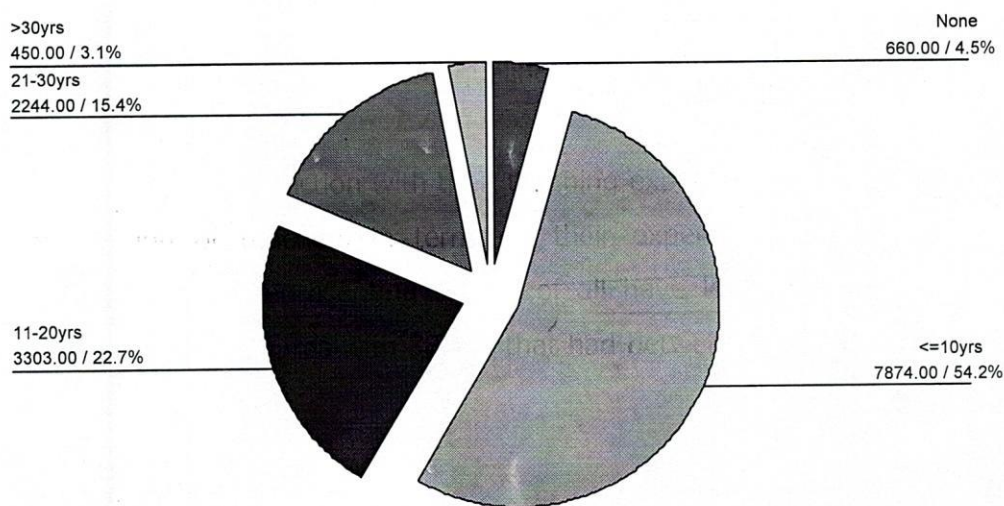
What does this portend for a state that has a large number of its population in the bottom of the pyramid? One implication is that efforts are required both in the medium and the longer terms to raise enrolment rates in primary schools. A second implication is in connection with the plight of the girl child. On current estimates, 2 out of 3 primary school age children not enrolled in school are girls. Thus, as discussed in a subsequent section, while actions are required to raise enrolment rates for all children, specific attention is called for to address significant enrolment disparities between the sexes.

### 3.3.1.2 Staffing and Administration

As at July 2008 when the survey was conducted, Kebbi State had a total of 16,301 staff in its primary schools. This figure can be described in terms of sex, age, and teaching qualification. In terms of sex distribution, it is clear from the data that a total of 12,990 (or 79.7%) were men, and 3,311 (or 20.3%) women. As for teaching-non-teaching classification, the data showed that 14,531 were teachers, accounting for 89.1% of total. When the teachers were classified by sex, it was found that men accounted for 11,552 (79.5%) and women for 2,979 (20.5%). It is encouraging to note that 4 in 5 teachers in the state have had some teaching qualification.

Another issue is in connection with their teaching experience. Figure 1 shows the distribution of teachers in terms of their experience. A substantial proportion of them, representing 58.7% of all have less than 10 years of experience. This compares with 38.1% that had between 11 and 30 years of experience.

Figure 1: Teaching experience categories



The evidence from the data from primary schools also shows that they are manned mainly by head teachers with low levels of qualification. A total of 736 headmasters (representing 48.6% of total) reported having NCE qualification, compared with a total of 558 of them having only Grade II qualification. As NCE is the minimum qualification for teaching, the evidence suggests that less than half the head teachers have the required minimum teaching qualification.

### *3.3.1.3 School Amenities*

School facilities are critical for improving and developing education. For this reason, primary schools in Kebbi were requested to supply information about the status of school facilities and structures. Table 3 shows existing and required quantities of facilities in the schools. The table shows the need for construction of extra classrooms as well as for the rehabilitation of some existing ones. From the table, it is clear that classrooms were in short supply, as the existing number of 7,276 fell short of actual requirement by a wide margin – a total of 6,530 additional classrooms are required.

A related issue is concerning the state of dilapidation. Table 3 shows that as the number of classrooms reported to be in good condition stood at 4,808, an estimated 2,468 were requiring rehabilitation. Moreover, from the figure given for the number of classrooms currently in use, one could deduce that there are classrooms that are not in good condition but nonetheless used for teaching. If we compare the data in Tables 2 and 3, it is possible to draw another conclusion with regard to the shortage of classrooms. In the two tables, it is clear that there are 7,276 classrooms for student population of 364,801. This gives an average of 50.1 children per classroom. Education policy in the state expects a class size of no more than 45 children, which means that on the whole, classrooms in the state are over populated, and that urgent action is required to address this challenge. Caution should be exercised in this interpretation, however. Overall average, however, has its own inadequacies, since average class size varies from one school to another.

As for furniture, there is evidence from Table 3 that a significant proportion was not in good condition. Although a total of 120,829 sets of furniture were reported, about a third of them were in good condition at the point of this survey. What is more, it was found that additional 140,464 sets of furniture were required in the primary schools. Without having to dwell into individual facilities and structures, the picture emerging from the data in Table 3 is one that requires urgent attention, since in nearly every case, facilities are in dire straits and additional efforts are required through rehabilitation, acquisition and/or installation of new ones.

#### *3.3.1.4 Electricity, Water and Books*

During the survey that preceded the writing of this report, it was decided that indicators should be obtained concerning the availability of teaching aids in primary schools. Table 4 shows the results obtained from the survey. As can be seen from the table, the quantities of teaching aids and other facilities appear to be in short supply. Take for instance the availability of a book corner. Only 178 or 17.6% of schools in the state reported having the facility. Also very low is the number of schools for which there is electricity supply. In this case, only 96 schools, representing 7.3%, enjoy the facility. However, the epileptic supply of electricity in the country necessitates that caution should be exercised in interpreting the results. What is even more striking is the number of schools in which there is response to the question whether in Kebbi State primary schools have got official vehicles. As shown in Table 4, only 18 of the schools have got official vehicles, leaving more than 98% without them.

From the data given in Table 4, it can also be seen that in response to the question concerning the adequacy of textbooks in schools, nearly half of the schools indicated that they were inadequate. About the same proportion indicated such inadequacies concerning textbooks for teachers. It is seen in Table 4 that as far as exercise books are concerned, the inadequacies are

much more pronounced since more than 88% of schools face critical shortages in this regard. Such shortages are prevalent also in the area of textbooks. When asked whether pupils had textbooks for all subjects, the head teachers were lukewarm, as more than 72% of them indicated inadequacies in this regard.

### *3.3.1.5 Teaching Aids*

When supplied in the right quantity and at the right time, teaching aids tend to play a significant role in improving the quality of education. At the time of this survey, it was felt that measures should be obtained from the head teachers indicating the extent to which these are available in the state. Table 5 gives the results obtained from the head teachers concerning teaching aids in primary schools in the state. As seen in the table, even blackboards, which needless to say are an indispensable tool for teaching, appear to be in significant shortages of supply. While a total of 6,443 blackboards were reported as available, only 2,492 of them were said to have been in good condition, necessitating the use of otherwise dilapidated ones. One obvious implication from the results in the table is that blackboards, like classrooms, require serious attention of policymakers not only in terms of the need for addition of new ones, but also for the need to rehabilitate many.

Although blackboards are evidently in short supply as given in Table 5, there are other teaching aids which appear to be in much more dire circumstances. Take the case of charts, where 16,505 are required, as against the 1,769 that are available; or of maps, where only 335 are available, compared to the 10,889 units that are required. A similar pattern of inadequacies is clearly observable for maps, diagrams, pictures, and world globes, which, though quite important elements for effective delivery of education service, are clearly inadequate for the primary schools in Kebbi State. Other teaching aids, which are clearly in very short supply in the schools, include projectors, radios, television sets, tape recorders, and audiovisuals, where in each case less than 60 out of 1,500 schools in the state have them.

### *3.3.1.6 Recreational Facilities*

The importance of recreational facilities as a key component of educational development of children cannot be overemphasized. In Table 6, the results obtained from the head teachers concerning the availability of recreational facilities in primary schools in Kebbi are presented.

As shown in Table 6, there are few cases of encouragement as far as these facilities are concerned. Most schools have reported having playgrounds, football pitches, and footballs. However, there appears to be more football pitches than footballs themselves, which means that many schools have got playgrounds without the necessary footballs or related equipment to make effective use of the fields. This fact, coupled with the glaring absence of fences round the premises, adds another dimension to the previous observation that school premises may be at risk of encroachment.

Apart from football pitches, playgrounds, and footballs, other recreational facilities are clearly in short supply in primary schools in Kebbi State. Take the case of athletic fields as an example for which only 166 schools reported having them, or volleyball courts where only 78 head teachers indicated the presence of such facilities in their schools. As can be seen in Table 6, there are evident signs that most schools suffer from glaring absence of other important recreational facilities such as volleyball courts, handball courts, tennis tables, swimming pools and ladders.

### *3.3.1.7 Record keeping facilities*

Table 7 presents the outcomes of an aspect of the survey requiring head teachers in primary schools to indicate the extent to which they keep records in their schools.

A clear feature of the results given in Table 7 is that almost all schools keep nearly all the record-keeping registers. For example, log books, admission

registers and visitors' books are kept by more than 90% of schools. Table 7 also shows that some record-keeping books such as inventory books and account books are kept by a relatively smaller proportion of schools. Fewer schools keep inventory books than they do account books, but in nearly all other cases, impressive proportions of schools keep relevant records.

#### *3.3.1.8 Guidance and Counselling*

In Table 8, the pattern of services for guidance and counselling in primary schools in Kebbi State is given. As can be seen from the table, the services are quite skeletal. Only 250 schools, representing 16.5%, provide such services to the pupils. Even amongst the 250 that provide the service, only 100 of them keep records, a fact that further underscores the very skeletal structure of the service. To make matters worse, only 48 schools (representing 3.2%) have trained counsellors amongst their staff.

#### *3.3.1.9 Pupil/Teacher Ratio*

Since there are 14,531 primary school teachers in the state, and 364,801 pupils, it implies that teacher/pupil ratio stood at 1: 25. Although the ratio may appear to be quite impressive, it understates the reality because it does not take into account the teacher qualification. As the number of qualified teachers 4,484, a more realistic ratio is 1:81, which clearly shows gross understaffing, compared to the recommended ratio of 1:45. Each of the two measures has its own drawbacks, the former tending to overestimate the ratio, and the latter to understate it.

### **3.3.2 Recommendations Based on Statistical Results**

Based on the foregoing statistical analysis, a number of recommendations are given in order to help address the plight of the primary education sector in the state.



### *3.3.2.1 Boosting School Enrolment with particular emphasis on the girl child*

As less than half of primary school age children are actually enrolled in schools, it is recommended that efforts are required to raise school enrolment. This requires a multi-pronged approach. While **additional primary schools** may have to be established, existing ones would require expansion through provision of additional classrooms and related facilities. This is no doubt a capital-intensive measure, one that should be pursued over the medium and long terms. In setting up new schools, care should be taken to address special needs, such as large rural settlements that owing to their relative remoteness tend to have relatively fewer schools compared to other less remote ones. Second, attention may be required to address the needs of schools where shortage of classrooms has forced the authorities to adopt a shift system.

It is therefore recommended that *each LGEA should build 3 blocks of three classrooms per year* in the short, medium and long terms in order to boost enrolment in primary schools. This will cost an estimated sum of ₦358million **every year** over the short term, ₦465.4million in the medium term and ₦605.12million in the long term.

A second set of recommendations on ways to boost enrolment is concerning the need to increase the number of primary schools benefiting from **Home Grown Feeding and Health Programme**. When the programme was being implemented, a total of 31 schools from 17 LGEAs were covered and 12,852 pupils benefited. Currently, the programme has been put on hold, and the gains of the programme are in jeopardy. It is therefore recommended that the programme be reactivated and that a sum of N120million naira per year be allocated in the short term, and N156million and N202.8million in the medium and long terms respectively. It is also recommended that a sum of ₦104.118 million per annum be sustained for the nomadic education programme.

As seen in an earlier section, **private sector participation** in the delivery of primary education service is at a very low ebb in the state, with less than 4% of schools under private ownership. While whole-scale privatisation of schools is not an option, there is merit in having a reasonable number of private schools, not only as a means of increasing school enrolment, but also as a mechanism for improving the quality of education that will result from the competitive environment that private sector participation will engender. As far as this recommendation is concerned, measures should be adopted to raise awareness amongst potential school proprietors and appropriate budgetary provision could be made to support this drive. Such measures may include workshops, travels and conferences that target existing and potential private sector school operators. Existing educational policy in the state makes no financial provision for raising awareness on the merits of private sector school proprietorship. A sum of ₦200 million is recommended for allocation every year to support the quest for encouraging private sector participation in the delivery of educational service.

#### *3.3.2.2 Staffing and Administration*

As mentioned in a preceding section, a common challenge in respect of teacher availability and quality is the significant shortage of qualified teachers generally, with this problem being particularly acute for female teachers as well as for teachers of English and Mathematics. A number of issues stand out as far as staffing in primary schools is concerned. It is therefore recommended as follows:

(a) Apart from the need to set up machinery for regular audit of teachers, there is the compelling need to encourage recruitment of female teachers, as women account for just 20% of primary school teachers in the state.

(b) There is the need to step up measures to increase the proportion of teachers with teaching qualification. All unqualified teachers should be compelled to register for upgrade qualifications. This could be done in a number of ways, such as through financial support for teachers to enrol in

NTI programmes that aim at developing the capacity of teachers to acquire teaching qualification, or to update it.

(c) After 5 years, any unqualified teacher who has failed to upgrade himself/herself should be required to go.

(d) In addition, in order to remarkably improve the ratio of Qualified-Unqualified teachers in the State an additional 1000 teachers should be recruited paying attention to needs in English, Math and Science teachers.

(e) Only a qualified teacher should be appointed as a Head Teacher of a school. Hence, the existing anomaly should be corrected in all schools that are headed by unqualified teachers.

### *3.3.2.3 School Amenities*

As seen in the preceding section, a key challenge facing primary education in the state is the critical shortage of facilities in primary schools. As shown in Table 9, the provision of the following facilities is recommended:

(a) 23 sets of furniture each in 9 classrooms in each of the 21 LGEAs (giving a total of 4,347 sets of furniture per year).

(b) Allocation per school of a sum of N100,000 per year covering ten schools in each of the 21 LGEAs

(c) The construction of 25 sets of LGEA-type duplexes each year to provide accommodation for 50 teachers.

(d) 63 libraries each year should be constructed and furnished for 63 schools at the cost of 2.5 million naira in each case.

(e) The PTA should be responsible for provision of furniture for head teachers, as well as for the construction of all categories for toilets - for teachers, staff and students.

The five recommendations mentioned above require a total of ₦288,276,000.

#### *3.3.2.4 Teaching Aids and other Facilities*

Given the shortages associated with teaching aids and other facilities, it is recommended that:

- (a) A sum of fifty million naira each year should be allocated for the provision of charts, maps, diagrams, pictures, world globes and toys;
- (b) a sum of twenty million naira be set aside for provision of textbooks, teachers' notebooks and exercise books for children;
- (c) a sum of thirty-one million five hundred thousand naira be provided for the supply of 210 computer sets, ten in each of the 21 local government areas.

As shown in Table 10 the above recommendations require a sum of N171,500,000.00 per year to support the provision of teaching aids, water supply, textbooks and exercise books for staff and children.

#### *3.3.2.5 Recreational Facilities*

In view of the central role that recreational facilities play in the development of education, and of the palpable shortage of such facilities, it is recommended that a sum of fifty thousand naira (N50,000.00) be allocated to each of the 1,514 schools in the state for recreation. This implies that a sum of ₦75,700,000 per year is required for recreational facilities.

### *3.3.2.6 Record keeping facilities*

As record-keeping facilities are well-kept in the schools, it is recommended that modest investment should be made to help sustain the commendable practice. It is recommended that each school should be supplied one file cabinet at the rate of ₦10,000.00 naira per cabinet. This recommendation implies that a sum of ₦15,140,000 is required each year for this purpose.

### *3.3.2.7 Guidance and Counselling*

Without any financial implication for the State Government, it is recommended that each LGEA should establish within the limits of its resources a guidance and counselling unit. This recommendation is borne out of the realisation that in Kebbi State nearly all primary schools have reported having no guidance and counselling unit. The effects of a lack of such a unit are all too clear for everyone to see: large numbers of graduates that come out from universities tend to face acute unemployment problems, having read courses that bear little or no relevance to the environment in which ICT has become very important. Thus, a guidance and counselling unit at the level of primary schools should help prepare the pupils pursue courses of interest to themselves and the society at large.

### *3.3.2.8 Pupil/teacher ratio*

Pupil/teacher ratio is one index for which a lot of additional data needs be obtained on a regular basis in order for a more accurate picture to emerge. As seen in the previous section of this chapter, on one measure the index shows significant overstaffing; but on another it shows quite the opposite, depending on whether we use only the number of qualified teachers or not. As mentioned earlier on, a major recommendation emerging from this fact is therefore the need for Government to set up a mechanism for regular update of statistical data, paying particular attention to the need to sustain regular headcount of teachers and pupils. This recommendation has obvious financial implications, including the need to develop the capacity for the PRS section of

SUBEB to set up a databank in which all data from regular headcount could be fed for ease of reference.

Setting up a databank has financial implications that include purchase of computers, quarterly data collection, data extraction, data entry and retrieval activities. Thus, a sum of two million naira ₦2,000,000 is recommended for this purpose.

### **3.4 Junior Secondary Education**

#### **3.4.1 Statistical Results**

##### *3.4.1.1 Basic Features of Junior Secondary Schools in the State*

As at the time of the survey, a total of one hundred and eleven secondary schools reported having junior secondary programmes. Junior secondary school enrolment in Kebbi State shows a similar pattern with that of primary school in at least one respect – girls continue to face significant disadvantages with far more girls staying out of schools than boys. As shown in Table 11, total JSS enrolment stood at 110,993, comprising 77,976 boys and 33,017 girls. This shows that girls account for 30% of junior secondary enrolment, which means that for every ten children in school, 7 are boys. On the assumption of equality in terms of demography, it means that for every four children in the JSS age category not enrolled in school, nearly 3 are girls. Thus the JSS enrolment data presents a couple of challenges for the authorities – how to increase school enrolment on the hand one, and how to reduce the inequality of access to school by the two categories of sexes, on the other.

##### *3.4.1.2 Staffing and Administration*

As mentioned earlier on, there are 111 schools with JSS programmes. The schools have a combined total of 2,216 staff teaching at the JSS level. Out of this total, 1,718 are male, and 498 female. This implies that 78% of all teachers at the JSS level are male, compared to 22% female teachers. Thus, as in enrolment, sex distribution is skewed in favour of men, with girls having

fewer female role models as teachers in their schools. Thus, as will be seen in the subsequent section of this chapter, this demographic composition of teachers has significant implication for the authorities since in order to have an effective mechanism for promoting girl-child education, efforts to increase the number of women teachers is necessary for the achievement of that goal.

#### *3.4.1.3 School Amenities*

Table 12 presents the picture of school facilities in the junior secondary schools in the state. As can be seen in the table, the facilities for which there are most chronic shortages include furniture for classrooms, hostels, dining halls, staffroom, laboratories, workshops and libraries. For some of these facilities a noticeable feature is the level of decay even for the quantities reported to be available, since the number of those available is often far higher than the number in usable form. Thus, the challenge is not just to procure additional furniture, but also to rehabilitate some of the existing ones.

When the data on the number of streams for each class was obtained, the implications of the state of affairs painted above are all too clear in Table 13.

There are a total of 110,993 pupils spread across a total of 1,222 streams in the junior secondary schools in the state, giving an average class size of 91. The worst affected are JS1 students, for whom average class size stands at 93, as against the average of 89 for JS3 students. Based on these figures, it is clear that a classroom serves an average of 91 pupils which is clearly out of tune with national requirement of 45 students.

The figures in Table 13 clearly paint a picture of an ugly trend, one that poses a challenge to authorities if the decline in the quality of education is to be reversed. It is interesting, nonetheless to check whether or not the problem of overcrowding is more acute in urban, compared to rural, areas. Table 14 shows that overcrowding is a problem everywhere, but particularly more chronic in the urban areas. From the table, it is clear that the 20 schools with

the largest junior secondary school enrolment (all of which incidentally are located in local government headquarters) reported a total enrolment of 36,734 students, divided into 302 streams. This gives an average of 122 students per stream! In contrast, the other schools (many of which include those from the rural areas) have a far better average, although theirs is not by any means in accord with expectations. When the required average of 45 was used to compute the required number of streams in the state's junior secondary schools, it was found that for the total student enrolment of 110,993, a total of 2,471 streams are required, which exceed the actual number of streams by 1,187. Thus, a total of 1,187 classrooms are required for the state's junior secondary schools.

#### *3.4.1.4 Water, Electricity and Laboratory Facilities*

Water and electricity are important determinants of student and teacher welfare, it was decided that a measure of the availability of these facilities should be obtained. The part of the questionnaire seeking to obtain measures of these facilities shows a number of patterns, all of which tell a story of decimal failures. The environment for the conduct of laboratory experiments does not appear to be conducive for learning since more than half of the schools indicated that practicals are either not conducted at all, or take place only during exams. This may have to do with the failure of the system to provide laboratory consumables. This fact is borne out by the response of schools to the question soliciting them to indicate the frequency with which laboratory consumables are supplied. About 63% of schools indicated never receiving any laboratory consumables, while 22.8% of the schools said they received such consumables only during exams.

In response to the question whether or not schools had electricity, more than half of the principals (51.8%) said they had no electricity. A majority of the principals of the schools that have electricity said that the facility is available only for a few hours. The picture painted from electricity situation seems to be far worse than that of water supply situation. Water supply is available for



54.1% of schools. Even in those schools, however, such supply is not reliable, with only 14% of the schools having pipe borne water and a majority depending on open dug wells.

The questionnaire also asked the principals to indicate the means of communication adopted in schools. A majority of them (92.7%) depend on notice board as a means of communication. Only 2.4% of the schools use telephone, and we suspect that even this segment probably uses privately-owned GSM to communicate with staff when necessary. As for vehicles, only 5% of junior secondary schools have official vehicles.

#### *3.4.1.5 Teaching Aids*

Table 15 shows the current situation of teaching aids in the junior secondary schools in Kebbi State. The table shows not only the current number of such facilities that are either available or in good condition, but also of the additional quantities required. The results given in the table present a number of challenges for the authorities concerned with the supply of teaching aids in junior secondary schools in the state. One challenge is that basic though they are, blackboards are supplied in quantities not sufficient to meet the needs of children in this level of education in the state. Thus, a total of 563 blackboards are required, which goes without saying that a similar number of classrooms are indeed required. Even more chronic in terms of inadequacy of provision is the supply of such teaching aids as charts, maps and diagrams, which, as Table 15 shows, are provided in far fewer quantities than required for effective teaching in our junior secondary schools.

#### *3.4.1.6 Recreational Facilities*

Educational development of a child, needless to say, is not confined only to academic training. It is a widely recognised fact that it also involves physical and health education, which have their unique requirements including appropriate provision of such facilities as playgrounds, sports equipment of various types, and trainers. As shown in Table 16 sports facilities such as

open playground, football pitch, and even footballs are clearly inadequate to meet the needs of children in junior secondary schools in the state. Glaring shortages manifest themselves also in the provision of volleyball courts, volleyballs, and related sports. In sum, the shortage of recreational facilities in our junior secondary schools is a factor contributing to the demise of education, and as discussed in a subsequent section of this chapter, efforts to reverse the trend must include rehabilitation of sports playgrounds, supply of reasonable quantities of sports equipment, and recruitment of teachers with requisite physical education skills.

#### *3.4.1.7 Record keeping facilities*

If there is any one area in which the schools seem to get a pass mark, it is with respect to their up-to-date maintenance of records. As shown in Table 17, nearly all schools claimed to keep nearly all the record-keeping facilities such as log books, admission registers, visitors' books and other related facilities. However, although this is encouraging, the fact that manual (not electronic) copies of these are kept, makes storage and retrieval mechanisms weak. Thus, although attendance registers are kept, it is often a Herculean task to retrieve such data from the principals, owing largely to the manual form in which such records are kept.

#### *3.4.1.8 Teacher Distribution by Subject*

Table 18 shows the distribution of teachers by subjects in the state's junior secondary school. From the table, it is clear that while basic sciences reported a total of 229 teachers (or 16% of all), other sciences boasted a total of 366 teachers, representing 26%. This compares with the social sciences, for which a total of 302 teachers was reported, which accounts for 21% of all. The arts subjects had a combined teaching strength of 375 or 27% of all. In contrast, teachers of English language were 139 in number, representing 10% of teachers in the sector.

Clearly, teachers with education background in basic sciences comprising Biology, Chemistry, Mathematics and Physics account only for 16%, despite

the presumed emphasis given to the science subjects. While acknowledging that Biology, Chemistry and Physics are not taught at JSS level, the fact still remains that the teaching of integrated science (a core subject at this level) requires teachers with educational background in the three core science subjects. Thus the paucity of teachers in these subjects still remains a concern even for this level of education.

Although science related subjects account for a commanding proportion of 26%, this should not be construed to mean that they could help mitigate the deficiencies in the teaching of basic sciences. There is no guarantee that a teacher with speciality in Technical drawing could have the capacity to handle the teaching of physics, or for that matter, Mathematics. Thus, one should not take any form of consolation from the fairly large proportion of teachers in the other science subjects. Looking at the figures in Table 18, one will also note that the social sciences and the arts have a combined teaching strength of 48%, nearly half of all the teachers. Thus, a couple of implications emerge from the figures summarised above. One is that despite the desire of the country to achieve the goals enshrined in Vision 2020 and the widely recognised role of science in helping the achievement of that vision, it is apparent that the current distribution of teachers in terms of speciality is not in tandem with that vision. A related implication is the need to reduce the relative proportion of teachers in the social sciences and arts and as we shall see in a subsequent section of this chapter, this could be done in a number of ways, without necessarily shedding a section of teachers already under the government's employment.

#### *3.4.1.9 Pupil/Teacher Ratio*

There are one hundred and ten thousand, nine hundred and ninety-three (110,993) children enrolled in junior secondary schools in the state. These schools have a combined total of 1,411 teachers, giving a ratio of 1:79. This ratio is overly high, requiring additional teachers. However, the ratio obtained for junior secondary schools is contrary to what was found for senior

secondary schools, as discussed in a subsequent section of this chapter. The overly high pupil teacher ratios for junior secondary schools, and low ones for senior secondary schools pose another challenge for the authorities. A comforting conclusion may be that teacher shortages in one sector could be ameliorated by the surpluses in another.

### **3.4.2 Recommendations**

#### *3.4.2.1 Boosting Junior Secondary School Enrolment, with Affirmative Action on Girls*

For a state with a population of over three million and for which the demographic structure of the population is bottom-heavy, a total enrolment of 110,993 is on the low side. For girls, the picture is more worrisome, so a couple of recommendations emerge. One, proactive actions should be taken to boost enrolment in junior secondary schools in the state. Second, as two in three children out of schools in the state are girls, efforts to increase enrolment should move hand-in-hand with measures to strengthen the enrolment of girls. Encouraging enrolment, especially for girls, requires a number of actions, including Community mobilisation programmes to create awareness for promoting the enrolment of girls.

There are financial implications arising from the above set of recommendations. It will cost the government an estimated total of ₦90,000,000.00 per year for this purpose.

#### *3.4.2.2 Staffing*

Our discussion in section 3.4.1 centres on three issues relating to staffing in our junior secondary schools: the need to increase recruitment of women teachers; the urgency in which teachers of basic sciences are required; and the potential impact on education that supporting teacher training activities could have in improving the quality of teaching in the state. In view of this, three sets of recommendations are made in order to improve the staffing situation in the state:

- a) For junior secondary schools, efforts should be made to recruit 150, including 50 female teachers and a significant proportion of science teachers.
- b) There is the need to recruit each year at least 50 teachers with background in Biology, Chemistry, Mathematics and Physics, in order for the state to make appreciable progress in the development of science and engineering;
- c) Opportunities for in-service training and other forms of training should be created and maintained in order to encourage teachers to acquire or update their teaching skills.

#### *3.4.2.3 School Amenities*

The Committee has observed that, apart from deductions from LGAs for payment of teachers' salaries, and provision of counter-part funding for projects under SUBEB, the State government does not budget any funds for basic education. Yet, given the inadequacy of facilities in this sector, Government must make annual budgetary provisions for additional facilities and for rehabilitation of existing ones.

In Junior Secondary Schools, given the current enrolment, there is a shortage of 857 classrooms. In order to alleviate the shortage, it is recommended that:

- a. From 2009, each year a total of 50 blocks of three classrooms (150 classes) should be constructed (at the rate of N5.6million per block).
- b. The 150 classrooms (recommended in the above bullet) should be furnished. This requires a total of 3,450 sets of furniture, since a class of 45 pupils needs a total of 23 sets of furniture.

- c. Ten schools should be provided dining halls each year, and these should be furnished, at N9 million each.
- d. A total of 90 housing units are recommended for provision each year.
- e. Other ancillary facilities, detailed in Table 19, should be provided, except for all categories of toilets, which should be provided by the PTA.

As shown in Table 19, a total of ₦1,164,475,000.00 is required to implement the above sets of recommendations.

#### *3.4.2.4 Laboratory, Water and Electricity Facilities*

We have seen in a previous section that many of the junior secondary schools face acute shortage of water supply. The following recommendations are made in respect of laboratory equipment and water supply needs of the junior secondary schools:

- a) 2 units of hand pumps should be provided in 20 schools per year.
- b) Laboratory equipment should be supplied to all schools every year.

To obtain some estimates of the financial implication of these recommendations, a number of assumptions are made. First it is assumed that a sum of three hundred and fifty thousand is required for provision of a hand pump. This means that the 40 hand pumps recommended above for provision in twenty schools will cost the government a total of fourteen million naira (₦14,000,000.00). A second assumption is that a sum of two hundred thousand naira is required each year for each of the junior secondary schools in order to supply them with laboratory chemicals. This will amount to twenty-two million two hundred thousand naira (₦22,000,200.00).

#### *3.4.2.5 Teaching Aids*

That teaching aids are necessary for effective teaching is almost a truism. It is therefore recommended that a sum of two hundred thousand naira per year per school should be allocated for the provision of basic teaching aids. To some reasonable degree, schools should be allowed to determine their most pressing needs in this regard. On this premise, it is estimated that this recommendation also has a financial implication of ₦22.2million per year.

#### *3.4.2.6 Sports and Recreational Facilities*

In section 3.4.1 it was observed that recreational facilities were in short supply and that the state government need to pay particular attention in this regard. It is therefore recommended that the government should over the short term set aside a sum of two hundred and fifty thousand naira for each school per annum for the purpose of supporting recreational activities. This means that a total sum of N27.25million is required each year for this purpose.

#### *3.4.2.7 Record Keeping Facilities*

Although record-keeping facilities were found to be in excellent conditions, it was observed in Section 3.4.1 that the fact that such records were kept in manual forms meant that information about student records, teacher population and related categories of information were difficult to obtain from even the principals that claimed to be in the practice of keeping such manual records. It is therefore recommended that government should:

- a) provide each school one computer set and 2.8 kVA generators for the specific purpose data entry and retrieval;
- b) provide each school a set of three steel file cabinets to strengthen on-going efforts at storing and retrieving data.

These recommendations are estimated to require a sum of ₦24,420,000 for implementation.

### **3.5 School for the Handicapped, Birnin Kebbi**

#### **3.5.1 General Observations**

##### *3.5.1.1 Historical Background*

The School for the Handicapped was established in 1993 with the sole objective of fostering education of children with physical and mental challenges. Since its establishment in that year, the school has paid particular attention to children in the 6-19 age bracket, although adults outside this bracket are often considered for admission. It is important to stress that students admitted to this school are divided into a number of categories, depending on the nature of the physical or mental challenges they face. They include the blind and deaf children, as well as those physically retarded by polio or related childhood diseases, or those with significant levels of mental retardation.

Although there is no reliable data on the segment of the population suffering from one form of physical challenge or another, the fact that there is growing influx of beggars (with various forms of physical challenges) into the streets of major towns and villages in the state means that curbing this social menace requires a set of coordinated actions, including the provision of special needs education, since this is about the most effective means of getting people out of poverty and preventing them from drifting back into it. Therefore, the importance of the School for the Handicapped has to be set against the background of a sizeable proportion of the population with these difficulties and the need to develop their capacities to participate productively in the social and economic development process.

##### *3.5.1.2 Enrolment and Staffing*

In order to contribute to the achievement of the afore-mentioned objective of strengthening the capacity of this category of people in the society to



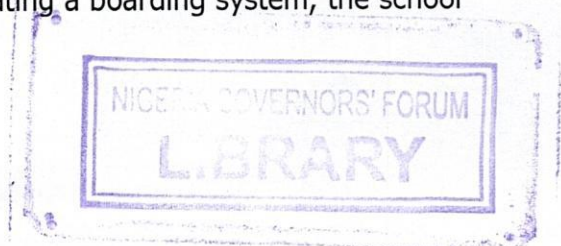
contribute to the development process, the School for the Handicapped has since its establishment undergone significant transformations both in terms of enrolment as well as staffing situation. As at August 2008 when data was collected, the school had a total of five hundred and sixty-two pupils, admitted with different forms of physical challenges, and therefore pursuing different forms of special needs training. A close look at the data obtained from the school reveals that of the total enrolment of 562, those with hearing impairment totalled 403, representing 71.7% of total intake. Those with visual disability were 58 in total, accounting for 10.3%, while a total of 40 (or 7.1%) of the students were in the category of those with mental retardation. The remaining 61 (or 10.9%) of the students of the school had other forms of physical disabilities, such as those retarded by polio or related diseases in early age.

From the above profile of students admitted in the school, it is obvious that the special needs of the school (in terms of staffing and equipment) lie not only on the physical challenges the children face, but also in the varied forms of such challenges.

The school has a Principal, who oversees its academic and administrative affairs. As at the time of the survey in August 2008, the school had a total of 56 employees comprising 30 teachers and 26 non teaching staff. A key challenge facing the school is in connection with opportunities for training for its staff. At the moment, there is not a single institution in the neighbouring states with capacity to train teachers involved in special needs education. The only institutions from where such training can be obtained are Kaduna Polytechnic, University of Jos, University of Ilorin, Bayero University Kano and College of Special Education Oyo.

#### *3.5.1.3 School Amenities*

There are a total of 18 classrooms in which tuition is provided for various categories of students in the school. Operating a boarding system, the school



provides all its students accommodation except those with significant physical challenges such as epilepsy, or those whose preference is to remain outside the boarding system. Accommodation facilities include two student hostels, one each for boys and girls. Other facilities that the school has got include a computer room (used mainly by students with hearing difficulties), carpentry and tailoring workshops and a welding shade. Although not adequate, instructional materials are supplied mainly by the State Government and funding from the UBEC headquarters in Abuja.

### **3.5.2 Recommendations**

#### *3.5.2.1 Supporting the school to better identify the target population for its Activities*

A couple of recommendations are made in this section. First, the name of the school should be changed to School for the Physically Challenged, in line with current international convention.

In order to enable the school maintain its traditional function of developing the capacity of people with special needs, there is the need for the school to obtain a better picture of quantum of individuals in the state suffering from these forms of physical disabilities. A second recommendation therefore is that the State Government should support the school in research in order to obtain a reliable estimate of the number of people with various forms of physical challenges in the state. As this requires involvement of a wide range of governmental and non-governmental organisations, a specific financial estimation of the cost implication may be premature at this point.

#### *3.5.2.2 Enrolment and Staffing*

Given the nature of the service the school renders, the training of its teaching and non-teaching staff requires special government intervention. A number of recommendations are therefore made in order to improve the capacity of teachers and other staff to more effectively discharge their duties.

- a) Adequate budgetary provisions should be made to enable all teaching and non teaching staff to participate in workshops and seminars with a particular focus on special needs education.
- b) At least four teachers should be employed each year over the short term, one each with special education background in training of blind, deaf, mentally retarded and other physically challenged persons.
- c) In order to discharge their duties more effectively, support is recommended for inspectors to participate in workshops and seminars with special focus on special needs education.
- d) As community sensitisation efforts to improve enrolment are necessary, it is recommended that budgetary provisions should be made for this purpose.

### *3.5.2.3 School Amenities*

In order to strengthen the capacity to provide its service to a larger number of students, the following items are recommended for provision:

- a) 2 no. Classrooms.
- b) 2 no. Hostels with a 500 student capacity
- c) 1 no. Borehole with overhead tank.
- d) 1 no 18-Seater Toyota bus.
- e) Toilet facilities for boys, girls and staff.
- f) Land mass construction in major areas of the school i.e. classes, hostels, office environment, kitchen and dining hall, toilets, bathrooms, etc.
- g) The monthly school maintenance of ₦100,000.00 is recommended.

As shown in Table 20 in the appendix, the above set of recommendations require a budgetary allocation of ₦51,690,000.00.

#### *3.5.2.4 School Equipment*

At the time of the survey, the school provided a list of items urgently needed as they constitute a major component of teaching aids. The list of the required items is given in Table 21. From the table, it is clear that a sum of N21,837,500 is required for the provision of such equipment.

#### *3.5.2.5 Payment of Salaries through Bank*

In the Interim Report, the Committee recommended that all teachers on GL 05 and above should open accounts into which their monthly salaries would be paid. The Committee has observed numerous irregularities in implementing this recommendation. First, many teachers are yet to open accounts. Second, it is alleged that, in many LGEAs fraudulent activities still occur in spite of the required payment through banks. For example, illegal deductions from salaries are still effected before posting the salaries to the banks. Moreover, there are worrisome instances of cashiers collecting salaries and disappearing with them.

In view of these, the Committee recommends as follows:

- a) Ensuring that by the end of April 2009 all salaries of all teachers in Basic Education Schools should be effected through the banks.
- b) As from May 2009, a Verification Panel should be constituted to ascertain the extent of compliance by LEAs.
- c) If or when non-compliance or fraudulent activities are established, the responsible officer(s) should be disciplined.

## **CHAPTER FOUR: SECONDARY EDUCATION**

### **4.1 Statistical Results**

#### **4.1.1 Basic Features of Senior Secondary Schools in the State**

Data obtained from a total of seventy-eight senior secondary schools in the State revealed that by August 2008, there were a total of fifty-three thousand, seven hundred and forty-four (53,744) students, comprising 38,130 boys, and 15,614 girls. As shown in Table 22, female student enrolment has lagged far behind that of male, with girls accounting for 30% of enrolment in SS1, 32% in SS2 and 25% in SS3, which suggests mild improvement over time. Overall, girls account for 29% of total enrolment in senior secondary schools in the state.

#### **4.1.2 Staffing and Administration**

Table 23 shows the distribution of teachers in the senior secondary schools of Kebbi State. From the table, it is seen that the schools have a combined teaching strength of 2,203, comprising 1,780 male, and 423 female teachers, implying that women are at a significant disadvantage, accounting for 19% of teachers in senior secondary schools.

It is also clear from the figures in Table 23 that teacher distribution shows marked variations across subjects. Although basic sciences should be taught in nearly all senior secondary schools, the fact remains that this category of subjects account for only 21% of total of teachers in secondary schools in the state. Thus, while the basic sciences suffer significant shortages of teachers, the arts and social sciences account for more than half the teachers in the senior secondary schools of the state. In order to get a more specific insight into the relative shortages of teachers in different specific subjects, the data is presented in more detail in Table 24.

Looking at the figures in Table 24, it is clear that certain subjects face far more critical shortages of teachers than others. For example, while there are

47 and 99 teachers with background in Chemistry and Physics respectively, there are 227 and 202 teachers with background in Hausa and IRS respectively. Thus, a major policy implication arising from the data presented in the table is that unless strident actions are taken to improve the recruitment of teachers with a background in the basic sciences, the goal of making the sciences the backbone of education will continue to be a mirage.

It is also important to provide some measures of pupil/teacher ratio in the secondary school sector of the state. As mentioned earlier on, total enrolment stood at 53,744. For this number of students there are 2,203 teachers, which gives a pupil/teacher ratio of 1:24. This ratio looks quite impressive, since the standard accepted by the northern states is that of 1:45. However, although it gives an encouraging sign of teacher availability, this should be taken with a pinch of salt for a couple of reasons. One, given the very small proportion of teachers in the basic sciences and English language, the seeming encouraging ratio should not divert attention from the critical shortages of teachers in these subjects. Second, since the number of qualified teachers is 1,350, a realistic ratio is 1:40, which tallies with the recommended ratio of 1:40 given by UNESCO, and is better than the ratio of 1:45 adopted by the Northern states.

#### **4.1.3 School Amenities**

School amenities are important means of ensuring effective delivery of educational services. For this reason, the state of affairs concerning school facilities were obtained and fed into the database from which a summary was obtained and presented in Table 25. From the table, it is obvious that in nearly all cases there are significant gaps, with required facilities far in excess of available quantities. Critical shortages of facilities manifest themselves particularly for classrooms, where required balance is nearly half the level of existing ones; class furniture, where existing quantities need be doubled to meet demand; dining hall furniture for which existing facilities constitute slightly more than 10% of actual requirements; and staff room furniture

where the required balance is more than  $\frac{3}{4}$  of actual requirements. Thus, on the whole, school facilities are provided in quantities that are clearly short of meeting actual requirements.

#### **4.1.4 Water, Electricity and Laboratory Facilities**

Secondary schools in Kebbi State face other challenges, apart from those discussed in the preceding paragraphs. One of such challenges is related to the extent to which laboratory, water and electricity are provided. Table 26 presents a summary of the information obtained from the section of the questionnaire seeking to gauge the availability of those resources. A number of observations can be made from the information given in Table 26. First, practicals for science subjects are conducted very sparingly, with a majority of the schools conducting them only on a weekly basis, or even much less frequently. A second, related issue is the observation that laboratory consumables are supplied in very scant quantities, with 80% of the principals indicating that laboratory consumables are supplied only on examination days if at all. Third, when asked to indicate the adequacy of the consumables, only 14% of the principals indicated that they were adequate. A fourth indicator of the deplorable situation in which such facilities are provided is the condition of electricity supply. Only 30% of the schools reported having any electricity supply. A fifth pointer to the state of water, electricity and laboratory facilities is that only 12% of schools have pipe borne water, and 17% hand pump. A majority of them, accounting for 38%, have open dug wells. A sixth factor indicating the weakness of the supply of electricity, water and laboratory facilities is the fact that the main communication facility is the notice board, as only 9% of schools use telephone service for communication. Finally, only 7% of schools have official vehicles, with overwhelming number of them (93%) having no such facility.

The questionnaire also asked the principals to indicate the means of communication adopted in schools. A majority of them (92.7%) depend on notice boards as a means of communication. Only 2.4% of the schools use

telephone, and we suspect that this segment probably uses privately-owned GSM phones to communicate with staff when necessary. As for vehicles, only 5% of senior secondary schools have official vehicles.

#### **4.1.5 Teaching Aids**

Table 27 shows the extent to which teaching aids are supplied in the senior secondary sector in the state. As can be seen in the table, blackboards, charts and maps are inadequate as are diagrams, world globe, projectors and radios. Computer accessories are provided in astonishingly inadequate levels, and it is clear that many laboratory equipment suffer the same fate. All in all, it is evident from the table that nearly all categories of teaching aids are required in quantities that far outstripped their current levels of provision.

#### **4.1.6 Recreational Facilities**

Senior secondary schools in Kebbi are also afflicted with a daunting challenge – how to address the ailing state of recreational facilities in the schools. As Table 28 shows, despite the importance of recreational facilities as a means of supporting overall development of the child, palpable shortages recur in the provision of nearly every type of facility for recreation. Concerning the nature of provisions of such facilities, at least three patterns emerge. One is that certain facilities (such as playground, footballs, and football pitches) which ordinarily should be taken for granted in terms of provision, are clearly inadequate, and in some cases provided in quantities well below expectation. A second feature of the picture given in Table 28 is that as expected, certain recreational facilities (such as jerseys, handball courts and basketball courts) have traditionally fallen in class of abandoned facilities, so it is not surprising that the provision is either negligible or on the fringes of virtual absence. Finally, in whatever class a facility may belong, the fact remains that it has a special role to play in advancing the educational development of children, for students vary not only in terms of physical and sporting capabilities but also in terms of interest and talent.



#### **4.1.7 Record Keeping Facilities**

Despite all the aforementioned challenges that secondary schools in the state face and the evident supply gaps of school amenities, sports equipment and related facilities, it is encouraging to note that most of them keep up-to-date records of students and staff, a fact borne out by the figures given in Table 29.

This is not to suggest that the encouraging state of affairs in the area of record-keeping should be a source of complacency in this regard. A couple of shortfalls still hamper the conditions of record-keeping in the secondary schools. One is that since they are kept in manual forms, such records pose enormous difficulties when it comes to retrieval of certain pieces of information. A second problem is that officers taking over from their predecessors often find it difficult to track certain records, much less to retrieve information from them. For this couple of reasons, it is observed that good though they are, such methods of record-keeping can be improved upon, such as through computerisation. In a subsequent section of this chapter, further allusion to this point will be made in order to proffer solutions.

#### **4.2 Recommendations**

Given the identified challenges facing secondary schools discussed in the preceding paragraphs, it is imperative to provide a set of comprehensive recommendations for rehabilitation of existing facilities, construction of additional facilities and purchase of furniture, consumables, vehicles, etc., as follows:

##### **4.2.1 Rehabilitation of Existing Facilities**

The following facilities need to be rehabilitated:

- (a) 28 senior secondary schools should be rehabilitated at N5 million each, at a total estimated cost of ₦140,000,000.00.

- (b) 21 existing libraries should be rehabilitated at N2 million each, at an estimated total cost of ₦42,000,000.00
- (c) 25 multi-purpose halls should be rehabilitated at ₦3 million each, at a total cost of ₦75,000,000.00.
- (d) 12 existing boreholes should be rehabilitated at N2 million each, at an estimated total of ₦24,000,000.00.
- (e) The offices of the Secondary Schools Management Board (SSMB) and Adult and Non-Formal Education (ANFE) should be renovated at N5 million each, at an estimated total of ₦10,000,000.00.
- (f) The Hostels of the 5 special schools in the state should be renovated and rehabilitated at ₦5 million each at an estimated total cost of ₦25,000,000.00.
- (g) Upgrading and rehabilitation of laboratories and purchase of consumables in each of the 5 special schools at N1 million each at an estimated total of ₦5,000,000.00.
- (h) Upgrading of sporting facilities in each of the 5 special schools at N1 million at an estimated total cost of ₦5,000,000.00.
- (i) Upgrading of the 5 Arabic Colleges under AIEB to offer Tahfeez courses at ₦2 million each, at a total cost of ₦10,000,000.00.

#### **4.2.2 Provision of Additional Facilities**

The following additional facilities are required:

- (a) 73 blocks of 3-classrooms should be constructed at ₦5.6 million per block at an estimated total cost of ₦408,800,000.00.

- (b) Construction of 50 units of staff houses for teachers per year, at a cost of ₦7,000,000.00 each, at an estimated total cost of ₦350,000,000.00
- (c) Construction of 15 multi-purpose halls for schools (3 in each education zone), at ₦9 million each, at an estimated total cost of ₦135,000,000.00.
- (d) Construction 20 additional school libraries (4 in each zone), at ₦6 million each, at an estimated total cost of ₦120,000,000.00.
- (e) Construction of 30 additional motorized boreholes, each with 50,000 litres overhead tank, at N6 million each, at an estimated total cost of ₦180,000,000.00.
- (f) Construction of a Sick-Bay in each of the 9 girls schools at N5 million each, giving an estimated total cost of ₦45,000,000.00.
- (g) Construction of additional Sick-Bays in 10 boarding schools spread across the zones, at N9 million each, at an estimated total cost of ₦50,000,000.00.
- (h) Construction of 2 new hostel blocks in each of 4 schools, namely, GGC Birnin Kebbi; Nagari College; GGSC Yauri and GSC Zuru, at ₦9 million each, at an estimated total cost of ₦72,000,000.00.
- (i) Construction of 3 new Day-schools in Zuru, Argungu and Yauri to facilitate abolishing of the shift system, at ₦250 million each, at an estimated total cost of ₦750,000,000.00.
- (j) Construction of 2 new boarding schools for girls in Birnin-Kebbi and Jega to facilitate the abolishing of the shift system as well as widen access for girl-child education, at ₦500 million each, at an estimated total of ₦1,000,000,000.00.

- (k) Construction of 1 new Vocational Day-school with capacity for 7 trades, at an estimated total cost of ₦500,000,000.00.
- (l) Construction of a Continuing Education Centre for Women at an estimated cost of ₦100,000,000.00.
- (m) Relocation of the secondary school presently at the Abdullahi Fodio Centre to the newly established school behind Gwawangwaji Secretariat Complex, at ₦100,000,000.00.
- (n) Construction of befitting zonal education offices in Zuru, Yauri, Argungu, Bunza and Birnin Kebbi, at ₦8 million each, at an estimated total cost of ₦40,000,000.00.
- (o) Construction of an Education Resource Centre in the state at an estimated total cost of ₦350,000,000.00.
- (p) Construction of 3 blocks of 3 classrooms in each of the four special schools, at ₦5.6 million each, at an estimated total cost of ₦64,200,000.00.
- (q) Construction of a befitting Store / Warehouse for the ministry of Education, estimated to cost ₦20,000,000.00.

#### **4.2.3 Purchase of School Furniture**

- (a) Purchase of additional 803 sets of teachers classroom furniture for all schools at ₦20,000.00 per set, at an estimated total cost of ₦16,060,000.00
- (b) Purchase of additional 1903 sets of staff furniture for all schools at ₦25,000.00 per set at an estimated total cost of ₦47,575,000.00.

- (c) Purchase of 219 sets of students classroom furniture for all schools at ₦16, 500.00 per set, at an estimated total cost of ₦3, 613,500.00.
- (d) Purchase of 6,600 sets of dining hall furniture at ₦20,000 per set, at an estimated total cost of ₦132,000,000.00.
- (e) Purchase of additional 10,000 double - bunk beds at ₦20,000.00 each, at an estimated total cost of ₦200,000,000.00.
- (f) Purchase of additional 20,000 Mattresses at ₦5,000.00 each at an estimated total cost of ₦100,000,000.00.

#### **4.2.4 Purchase of Instructional Materials, Equipment, Consumables, Etc.**

- (a) Additional recommended textbooks worth ₦200,000,000.00 should be purchased to augment the existing stock.
- (b) Purchase of science equipments and consumables for each of the 78 schools at ₦5 million each, for an estimated total cost of ₦390,000,000.00
- (c) Purchase of teaching aids for each of the 78 schools at ₦2 million each, at an estimated total cost of ₦156,000,000.00.
- (d) Purchase 2 sets of computers for each of the 78 schools for setting up of a database, at an estimated total cost of ₦21,840,000.00.
- (e) Purchase of a 2.8 KVA standby generator set for each of the 78 schools for stable power supply for the database, at ₦60,000.00 each at an estimated total cost of ₦4,680,000.00.

- (f) Purchase of sporting equipment and facilities for each of the 78 schools, at ₦3 million each, at an estimated total cost of ₦219,000,000.00.
- (g) Purchase of 5 steel file cabinets for each of the 78 schools to facilitate records keeping, at ₦35,000.00 each at an estimated total cost of ₦2,730,000.00.

#### **4.2.5 Purchase of Vehicles**

- (a) Purchase of 9 18-seater buses each of the 9 girls schools, at approximately ₦7.5 million, at an estimated total cost of ₦67,500,000.00
- (b) Purchase of 4 18-seater buses for each of the boards (SSMB, AIEB, STEB & ANFE) at ₦7.5 million each, at an estimated total cost of ₦30,000,000.00.
- (c) Purchase of 10 18-seater buses for each of the following relatively distant schools: GAISS Wasagu; GSS Illo; GSS Wara; GSS Kao'je; GSS Yauri; GSS Koko; GST Zuru; GSS Yeldu; GSS Kamba; GSS Dakingari; at ₦7.5 million each, at an estimated total cost of ₦82,500,000.00.

#### **4.2.6 Provision of Additional Toilets**

Construction of additional 3 blocks of 3-pit VIP latrines for each of the 78 schools at ₦500,000.00 per block, at an estimated total cost of ₦117,000,000.00.

#### **4.2.7 Monthly Subvention**

- (a) **Ministry of Education:** Given its role in the supervision, monitoring and implementation of the government's reform initiatives, the Ministry

of Education should have its monthly subvention increased to ₦3 million monthly.

**(b) Boards and Parastatals:** Similarly, the monthly subventions of the under-listed Boards / Agencies should be increased as follows:

SSMB	₦2 million
STEBKS	₦1.2 million
AIEB	₦1.0 million
Library Board	₦0.8 million
Scholarships Board	₦0.5 million

#### **4.2.8 Education Management Information System (EMIS)**

A grant of ₦5 million should be provided to the Ministry of Education for the setting up of a sustainable EMIS.

As the Action on Secondary Education shows in Table 57, the total cost implication of actualizing all the recommendations concerning the senior secondary sub-sector is ₦6,531,698,500.00, ₦3,726,780,275 and ₦4,285,797,317 in 2009, 2010 and 2011 respectively. If this cannot be provided over a three-year period, the expenditure could be undertaken over a much longer time period, preferably 7 years. A longer time-frame may well lead to a reversal of the gains attained with the implementation of the recommendations of the Interim Report.

## **CHAPTER FIVE: TERTIARY EDUCATION**

### **5.1 Introduction**

There are seven (7) tertiary institutions in Kebbi State, namely, College of Health Technology (CHT), Jegga, College of Nursing (CON), Birnin Kebbi, College of Education (COE), Argungu; College of Agriculture (COA), Zuru; College of Preliminary Studies (CPS), Yauri; Umar Waziri Polytechnic (UWP), Birnin Kebbi and Kebbi State University of Science and Technology (KSUST), Aliero. The CHT Jegga and CON Birnin Kebbi are under the supervision of the Ministry of Health; the COA Zuru is under Ministry of Agriculture; the UWP Birnin Kebbi is a federal institution; while CPS Yauri, COE Argungu and KSUST Jegga are supervised by the Ministry of Education.

The mandate of the Committee covers only four of these institutions, namely, COE Argungu; COA Zuru, CPS Yauri and KSUST, Aliero. As seen in various sections of this chapter, a number of recommendations are made for each of the tertiary institutions. Table 62 shows that cost implications of the recommendations are ₦2,877,118,529 in 2009; ₦2,856,227,010 in 2010; ₦2,978,202,011 in 2011; and ₦1,225,000,000 in 2012.

### **5.2 Kebbi State College of Education, Argungu**

#### **5.2.1 General Observations**

##### *5.2.1.1 Legal Issues*

There are a number of loopholes in the Law establishing the College. Apart from recognizing only the old name (Kebbi State College of Education, Argungu) of the College, the Law provides no definition for the terms "Council" or "Officers of the College", leaving the reader at a loss about what they stand for. Other legal loopholes inherent in the existing Law include not only the inclusion of only one (as opposed to the usual two) Deputy Provost in the membership of Council, but also the exclusion from membership of Academic Committee of the College of such principal officers as the Deputy



Provosts, Librarian and Heads of Schools. Aside from these deficiencies manifesting themselves in the current Law, there are other visible signs of weaknesses such as absence of a clear cut procedure for the appointment of "Provost of the College". The current provision states that the "Provost of the College shall be appointed by the Council on such terms as it may think fit", which appears to be very loose. Also striking is the fact that the Law makes no provision about the tenure of the offices of Deputy Provosts, Registrar, Bursar, Librarian and Director of Works.

#### *5.2.1.2 Governance Structure of the College*

Established in 1993, the College was known as Kebbi State College of Education, Argungu, although it currently refers to itself as "Adamu Augie Kebbi State College of Education, Argungu (AACOE)" without any change in the law to support this. The College has a governance structure in which Governing Council is at the helm, comprising 14 members of which 5 are ex-officio, and nine appointed by the Governor on the advice of the Commissioner. The current Governing Council was inaugurated in October 2008, following the recommendations made by the Committee in the Interim Report. The College has seven principal officers comprising the Provost, Deputy Provost (Academic), Deputy Provost (Administration), Registrar, Bursar, Librarian and Director of Works, drawn from the five administrative units of the College: Provost's office, Registry, Bursary, Estate, and Library. The list of Principal Officers of the College is given below:

Provost:	Mallam Abubakar Muhammed Zagga
Deputy Provost Academic:	Mallam Aliyu Muhammed Birnin Kebbi
Deputy Provost Administration:	Mallam Dauda Muhammed Lawal
Registrar:	Mallam Abdu Muhammad
Bursar:	Mallam Ibrahim Aliyu
Librarian:	Mallam Mahe Dikko Zauro
Director of Works:	Mallam Ibrahim Musa Argungu

Academic activities are organized under the ambit of five schools: School of Arts and Social Sciences; School of Education; School of Languages; School of Social Sciences; and School of Vocational and Technical Education. As shown below, the five schools have a total of seventeen departments, with the School of Sciences having the largest number of departments, and the School of Vocational and Technical Education the lowest.

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**School of Arts and Social Sciences**

Department of Arabic Medium  
 Department of Geography  
 Department of Islamic Studies  
 Department of Social Studies

**School of Education**

Department of General Education  
 Department of Primary Education Studies  
 Department of Preliminary Studies (Pre-NCE)  
 Department of Remedial Studies

**School of Languages**

Department of Arabic  
 Department of English  
 Department of Hausa

**School of Sciences**

Department of Biology  
 Department of Chemistry  
 Department of Mathematics  
 Department of Physics  
 Department of Physical and Health Education

**School of Vocational and Technical Education**

Department of Agricultural Education

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There are five academic programmes that the College runs: a 3-year NCE programme, a 2-year Diploma programme and three programmes of one year each: Pre-NCE, Remedial, and Certificate courses. While the NCE programme

covers 27 different subject combinations, the Diploma programmes are offered in two areas, namely Computer Science and Mass Communication. One certificate course is offered in Library Science and intermediate and basic certificates are run in Arabic. Remedial and Pre-NCE programmes are meant to prepare students for admission into the NCE or other programmes of the College.

#### *5.2.1.3 Staff Statistics*

The College has a total of 305 staff in all, comprising 171 academic and 134 non-academic staff. An analysis of the data reveals that the non-academic staff comprised 31 senior and 103 junior staff. As for the academic staff, the data shows that 142 academic staff are holders of bachelors' degree, compared to 28 of them that have a Master's degree. Only one member of academic staff has a PhD. This picture is a rather bleak one, calling for the need for a more proactive approach to staff training. The need for staff training is particularly more urgent in view of additional observation that only 69 members of academic staff (or 40.3%) have got a teaching qualification in a College where education is a central subject.

In terms of rank, the 171 academic staff can be divided into a number of categories: 21 of them are either on Senior Lecturer or higher positions, compared to 23 on Lecturer I, 16 on Lecturer II, 48 on Lecturer III and 63 on Assistant Lecturer positions. Thus, the current distribution of academic staff by ranks seems to suggest a bottom-heavy structure, in which academic staff below the senior lecturer position constitutes a significantly higher proportion than recommended by the NUC.

In terms of areas of specialization, Table 30 shows the current state of affairs of academic staff of the College. The results in the table show that academic staff are overwhelmingly in the arts and social science subjects, numbering 136 (or 79.5%). This compares with only a total of 35 members of staff (or 20.5%) employed to handle the teaching of science subjects.

#### *5.2.1.4 Student Statistics*

From Table 31 it can be seen that the College had a total of 3,716 students, with male students accounting for 2,977, or 80.1%. This means that female students account for roughly a fifth of total student population of the College. It can also be observed that students enrolled in science related courses are considerably fewer in number compared to those in the social sciences and the arts. Out of a total of 3,716 students, 880 of them (or 23%) were registered in the science related subjects. Thus the data on student population in the College suggest two forms of inequalities that need be addressed. One is the glaring under-representation of women in the College, and the other is the over-representation of the arts and social science subjects. It is also clear that women are grossly under-represented in the sciences, since the number of women enrolled in the sciences constitutes only 3% of the student population of the College.

#### *5.2.1.5 Staff/Student Ratio*

The data from staff availability and that obtained from student enrolment showed that the student/staff ratio has tended to vary from one subject to another. Table 32 shows the distribution by subject of the student/staff ratio. Student/teacher ratio has shown significant variations across the major subject areas. For a total academic staff strength of 171, and the corresponding student enrolment of 2977, it means that overall staff to student ratio is 1:17, which appears flattering. However, the ratio for individual subjects is: Education (1:138), English (1:99); Hausa (1:146); Islamic Studies (1:51); Mathematics (1:74) and Biology (1:54). These ratios are particularly high. Although Physics and Chemistry have favourable ratios comparable to the national standard, the absolute values show that these subjects are offered by only 89 and 147 students, respectively. Given the urgent need for the state to promote the study of science and related subjects, these enrolment figures for the two science subjects are particularly low. Thus, beneath the apparently favourable staff/student ratio for this

couple of subjects lays the uncomfortable reality that current enrolment figures are a far cry from the actual figures the state requires in order to achieve the much cherished objective of fostering the study of science and engineering.

The non-teaching to teaching staff ratio is 1:3 and that of senior non-teaching to teaching staff ratio is 1:5. The non-teaching to student ratio is 1:29. These show that non-teaching staff number is reasonable.

#### *5.2.1.6 Funding*

The College's appropriated capital grant for 2008 was one hundred and fifty million naira (₦150,000,000) only. As at March, 2008 the College had accessed only the sum of seven million five hundred and ninety seven thousand eight hundred and fifty nine naira (₦7,597,859.00) only. This represents 5% utilization rate which was very low. Thereafter, the Committee recommended (in the Interim Report) a freeze on further development of the current site due to lack of land for expansion, which the government accepted.

While the College was receiving its monthly personnel grant as per its staff strength, only nine hundred thousand naira (₦900,000.00) was given to it as monthly overhead grant, which was grossly inadequate to meet its financial requirement for the day to day maintenance of infrastructure, utilities and laboratory consumables. Fortunately, the Governor of Kebbi State has approved the upward review of this amount to two million naira (₦2,000,000.00), on the recommendation of this Committee in its Interim Report and this has already been implementation.

It is pertinent to point out that while most of the higher institutions in the country operate the Consolidated Tertiary Institutions Salary Scale (CONTISS), those of the state, except the university, operate the Harmonised Tertiary Institution Salary Scales (HATISS). The unions have reported that

they are jointly negotiating with the government on the need to change over to CONTISS. The Committee recommends that the Government should endeavour to bring its institutions in line with similar institutions in the country. This will make the State's institutions competitive.

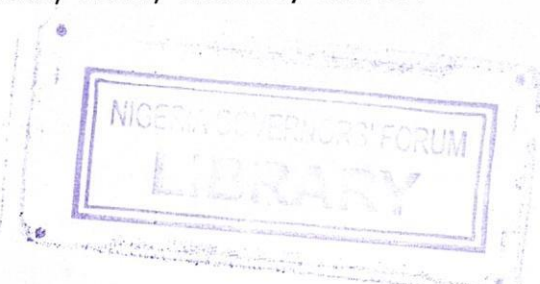
#### *5.2.1.7 Infrastructure*

The College is currently located on temporary site which it shares with two other schools: a primary and secondary schools. The current site has no room for sufficient expansion even if the primary and secondary schools were relocated.

Infrastructural facilities in the College are scanty, compared to actual requirements of the college. Such shortages manifest themselves in a number of ways, as seen in Table 33. First, office staff accommodation is not adequate, given that out of the required total of 101 offices, only 75 are currently available, leaving a deficit of 26 staff offices. Staff welfare is gravely affected also by the fact that toilet facilities are inadequate, with actual requirements well in excess of the number currently available in the College. A third issue is in connection to shortages affecting the delivery of teaching. Facilities such as lecture theatres, lecture halls, laboratories, libraries, and workshops are clearly in short supply, as revealed in the table. A fourth area of clear shortage of facilities concerns those affecting the welfare of students. They include hostels, common rooms, toilets and clinic, all of which are in inadequate supply in the College. A final issue concerning the shortage of facilities is in relation to the security risks that such shortages often pose. Student hostels for both male and female students are rented buildings in different locations within the town, exposing students to varying degrees of risks as a result.

#### *5.2.1.8 Utilities*

Broadly speaking, there are four categories of utilities that the College requires for effective operations: motor vehicles, water, electricity and ICT



facilities. Table 34 shows the state of affairs as well as the requirements for each of the four categories of utilities.

As far as motor vehicles are concerned, there are only four; two attached to the office of the Provost and two as utility vehicles. Thus the number of vehicles is well below the actual requirements, since, as shown in Table 34 the office of the Provost requires 6 additional vehicles while one additional utility vehicle is required. Other categories of vehicles currently unavailable despite their importance are school vehicles, school vans, ambulance, pick-up, buses, tractors and water tankers, which should be supplied in the following quantities, respectively: 5, 1, 1, 1, 5, 2 and 1.

The second category of utilities for which there are evident shortages is water. Although required for effective operations, the College has got no borehole or hand pumps in the premises. As for electricity, the College is served by only one unit of 100kVA generator, compared to the requirement for 2 units of 500kVA generators. As for ICT facilities the College has got virtually none of them, except for 60 computers of which only 15 are functional.

### **5.2.2 Recommendations on KSCOE, Argungu**

The main recommendations in respect of legal issues, infrastructure, funding, staffing and utilities are given below. As shown in Table 58, it is estimated that the recommendations will require a sum of ₦1,062,631,520, ₦1,220,000,000, ₦1,515,000,000 and 1,225,000,000 in 2009, 2010, 2011 and 2012 respectively.

#### *5.2.2.1 Legal Issues*

The Council of the College should as a matter of urgency review the Law and ensure that it is amended to:

(a) Reflect the current name of the College and backdate the Law to take retroactive effect from the date of the change in name. This is to validate all documents and commitments made by the College under this name.

(b) review the composition of the Governing Council as follows:

- (i) A person of competence and integrity to be appointed as Chairman by the Governor and Visitor to the College;
- (ii) The Provost of the College;
- (iii) The Deputy Provost (Academic) of the College;
- (iv) The Deputy Provost (Administration) of the College;
- (v) The Permanent Secretary, State Ministry of Education as Ex-Officio member;
- (vi) Six (6) members to be appointed by the Executive Governor on the advice of the State Commissioner of Education as follows:
  - o Two (2) eminent statesmen;
  - o Two (2) persons to be nominated by the Academic Board to represent the said Board;
  - o One (1) Senior Staff of the College to be nominated by the Senior Staff Association (or Committee); and
  - o One (1) representative of the Faculty of Education of the State University.

(c) Define all important organs of the College in the Preliminaries sections.

(d) define and include the "School" as an organ of the College.

(e) review the composition of the Academic Board as follows:

- (i) The Provost as the Chairman;
- (ii) The Deputy Provost (Academic);
- (iii) The Deputy Provost (Administration);
- (iv) Librarian;



- (v) The Deans of Schools;
  - (vi) The Heads of Department; and
  - (vii) The Registrar as Member and Secretary.
- (f) change the terminology of "Officers of the College" to "Principal Officers of the College".
- (g) change the terminology of "Chief Estate Engineer" to "Director of Works and Maintenance".
- (h) establish a Council Committee for the appointment of Provost with the following composition:
- (i) Chairman of Council as Chairman;
  - (ii) Four (4) Council members including the Permanent Secretary, Ministry of Education; and
  - (iii) Registrar as Secretary.
- (i) establish a Council Committee for the appointment of Registrar, Bursar, Librarian and Director of Works and Maintenance with the following composition:
- (i) Chairman of Council as Chairman;
  - (ii) Provost of the College;
  - (iii) Three (3) Council members including the Permanent Secretary, Ministry of Education; and
  - (iv) Registrar as Secretary (except for appointment of Registrar in which case the Council shall appoint a Secretary).
- (j) Introduce a "Due Process" procedure for the appointment of the Provost as follows:
- (i) Advertise the post in at least two national news papers for all suitably qualified Internal and External candidates not below the rank of Chief Lecturer to apply;

- (ii) The College shall receive the duly signed and completed applications and forward same to the relevant Council Committee;
  - (iii) The Council Committee shall screen the applications, short-list, invite and interact with reasonable number, score and rank them and then forward the result to the Council for consideration.
  - (iv) The Council shall recommend three to the Executive Governor (and Visitor to the College) for appointment of the Provost.
- (k) Introduce a "Due Process" procedure for the appointment of the Deputy Provost as follow:
- (i) The Provost shall nominate two senior academic staff of the rank of Senior Lecturer and above to the Academic Board; and
  - (ii) The Academic Board shall vote by secret ballot to elect one person; and
  - (iii) The Provost shall forward report of the election the name of the elected staff to the Governing Council for endorsement and appointment as Deputy Provost.
- (l) Introduce a "Due Process" procedure for the appointment of the Registrar, Bursar, Librarian and Director of Works and Maintenance as follow:
- (i) Advertise the post in at least two national news papers for all suitably qualified Internal and External candidates to apply;

- (ii) The College shall receive the duly signed and completed applications and forward same to the relevant Council Committee;
  - (iii) The Council Committee shall screen the applications, short-list, and invite a reasonable number of the applicants for interaction, scoring and ranking to enable it to recommend three to the Council for consideration and appointment of the successful applicant.
- (m) Introduce Tenure for the following Offices as indicated:
- (i) PROVOST: An initial tenure of four (4) years renewable, on good performance, for a second and final tenure of four (4) years;
  - (ii) DEPUTY PROVOSTS: An initial tenure of two (2) years renewable, on good performance, for a second and final tenure of two (2) years; and
  - (iii) REGISTRAR, BURSAR, LIBRARIAN AND DIRECTOR OF WORKS & MAINTENANCE: An initial tenure of five (5) years renewable, on good performance, for a second and final tenure of five (5) years.

#### *5.2.2.2 Academic Brief, Strategic Plan and Financial Regulations*

The Council of the College should as matter of urgency direct the College to produce these documents for its consideration and approval. Consultation with sister institutions and use of committees and consultants are imperative.

### *5.2.2.3 Academic Programmes*

The College should:

- (a) suspend its diploma programmes and phase out the current students;
- (b) suspend its Mass Communication and Library Science courses and phase out the students;
- (c) introduce Computer Science at NCE Level; and
- (d) introduce sandwich programmes during vacations for Primary and Secondary school teachers to enhance their teaching skills and methodologies during vacations.

### *5.2.2.4 Staffing*

A number of recommendations follow with respect to staffing. These are:

- (a) the College should endeavour to attract staff on visiting and/or sabbatical at reasonable numbers yearly or biannually;
- (b) there is the need to recruit additional staff for Education, English, Hausa, Islamic Studies, Mathematics and Biology. However, the recruitment should target senior academics preferably with doctoral degrees;
- (c) the College should embark on vigorous training of academic staff at masters and doctoral levels. An annual allocation of ten million naira (₦10,000,000.00) should be made for the next three (3) years after which it could be reviewed.

#### *5.2.2.5 Students*

A couple of recommendations arise:

- (a) The College should review its admission quota to emphasize admission of science students. The following science to arts ratios should be pursued in the next five years: 2008/09 (40:60); 2009/10 (45:55); 2010/2011 (50:50); 2011/2012 (55:45) and 2012/2013 (60:40);
- (b) the Government should introduce incentives and intensify campaign for girl child education with particular interest in the Sciences and Arabic; and
- (c) The latter is particularly important in view of the need to integrate the Tsangaya school system.

#### *5.2.2.6 Funding*

Given the teething problems associated with funding, two sets of recommendations emerge:

- (a) In view of the reconstitution of the College's Governing Council, the appropriated grant should be released to the College to enable it operate smoothly; and
- (b) the College should endeavour to access and utilize its appropriated grants regularly in order to facilitate smooth development of the College.

#### *5.2.2.7 Infrastructure*

In view of the shortage of infrastructural facilities in the College, the following recommendations are imperative for amelioration of the situation:

- (a) For 2009 Fiscal Year, the government should approve:
- (i) the identified 240ha of land as the Permanent Site of the Kebbi State College of Education, Argungu;
  - (ii) and direct the College to relocate to the new site identified by this Committee along the Argungu to Birnin Kebbi road adjacent the Government Girls Comprehensive College, Argungu;
  - (iii) and provide a virgin land for the immediate relocation of the displaced villages;
  - (iv) and direct the Ministry of Works and Transport to reroute the road that traverses the new site of the College to pass through the buffer zone;
  - (v) the Site Plan and Master Plan of the College;
  - (vi) and pay the sum of forty seven million and twenty one thousand, five hundred and twenty naira (₦47,021,520.00) as compensation for structures and economic trees;
  - (vii) an annual sum of ten million naira (₦10,000,000.00) for academic staff training at masters and doctoral level for three next years;
  - (viii) and award contract for the immediate complete fencing of the new site and provision of standard gates as main access to the College;
  - (ix) and award contract for the construction and furnishing of a new administrative block complex (Provost Office / Sec / Conf Room

+ 2 other offs, D/Provost /Sec 2 Nos., Bursar office / sec / Conf room, D/Bursars Nos., Accountants 2 Nos, Registrar's Office /Sec / Conf room, D/Registrars 3 Nos., and P.A.Rs 3 Nos., Car park and Landscaping on the new site;

(x) the construction and furnishing of the School of Education Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 4Nos, Staff offices 12Nos, Classrooms 100-seats 4Nos, Laboratory 40-Seats 2Nos, Lecture halls 200 seats 1No, and Library 50-seats 1No, Store 1No).

(b) For 2010 Fiscal Year, the government should approve:

(i) and release the sum of three million naira (₦3,000,000.00) only to the College to facilitate the relocation of facilities and equipment from the old to the new site.

(ii) and award contract for the construction and furnishing of the Estate Department Buildings (Director's Office / Secretary, D/Director 3 Nos., CTOs 3 nos., Stores 2Nos, Car parks and Landscaping);

(iii) and award contract for the construction and furnishing of the School of Science Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 5Nos, Staff offices 15Nos, Classrooms 100-seats 5Nos, Laboratories 40-Seats 5Nos, Lecture halls 200-seats 1No, and Library 50-seats 1No, Stores 5nos);

(iv) the construction and furnishing of 500 bed space Male Students Hostel (2Nos);

(v) the construction and furnishing of 500 bed space Female Students Hostel (1No);

(vi) the construction and furnishing of College Clinic;

(c) For 2011 Fiscal Year, the government should approve

(i) the the construction and furnishing of the School of Arts and Social Science Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 4Nos, Staff offices 12Nos, Classrooms 100-seats 4Nos, Laboratories 40-Seats 2Nos, Lecture halls 200-seats 1No, and Library 50-seats 1No, Store 1No, Car park and Landscaping).

(ii) the the construction of the School of Languages Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 3Nos, Staff offices 9Nos, Classrooms 100-seats 3Nos, Laboratories 40-Seats 2Nos, Lecture halls 200-seats 1No, and Library 50-seats 1No, Store 1No, Car park and Landscaping).

(iii) the construction and furnishing of 500 bed space Male Students Hostel (2Nos);

(iv) the construction and furnishing of 500 bed space Female Students Hostel (1No);

(v) the construction of 3-Bedroom staff houses (5Nos);

(vi) the construction of 2-Bedroom duplex intermediate staff houses (5Nos); and

(vii) the construction of 2-Bedrooms junior staff houses (5Nos).



- (viii) the construction of the Provost's Residence (3-Bedroom Main House, 2-Bedroom Junior Quarters, Garage, Car park and landscaping).

(d) For Fiscal Year 2012, the government should approve:

- (i) the the construction of the School of Vocational and Technical Education Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 2Nos, Staff offices 6Nos, Classrooms 100-seats 2Nos, Laboratories/Workshop 40-Seats 2Nos, Lecture halls 100-seats 1No, and Library 50-seats 1No, Stores 2Nos, Car park and Landscaping).
- (ii) the construction and furnishing of 500 bed space Male Students Hostel (2Nos);
- (iii) the construction and furnishing of 500 bed space Female Students Hostel (1No);
- (iv) the construction of 3-Bedroom staff houses (5Nos);
- (v) the construction of 2-Bedroom duplex intermediate staff houses (5Nos); and
- (vi) the construction of 2-Bedrooms junior staff houses (5Nos).
- (vii) the the construction and furnishing of a 1000-seat Theatre;
- (viii) the the construction and furnishing of Sports complex ( 500 seat Pavilion, Athletics tract, Long jump, Triple jump, High jump, Football field, Hockey field, Volleyball, Basketball, Squash etc.); and

- (ix) the the construction and furnishing of gymnasium (Basket ball court, lawn Tennis court, Table Tennis, Body building facilities).

#### *5.2.2.8 Utilities*

As utilities are in short supply, it is recommended that the Government should approve, within the 2009 Fiscal Year, the:

- a) provision of the following official and utility vehicles to the College: Toyota corolla 1.6 (2Nos), 35-seater buses (2No), Ambulance saloon (1No), Pick-up Van (1No) and Canter van (1No);
- b) provision of 6Nos hand pumps, 2Nos new bore holes and reticulation within the new site;
- c) supply and installation of one new 500 KVA sound proof Perkins generator with change over and external electrification in the new site;
- d) supply and installation of new 300KVA transformers (2Nos) in new site; and
- e) supply and installation of Internet connectivity via service providers and ICT Facilities (Access Point 2-way Radio 2Nos, 24-Port Switch 1No, Wireless Radio 2No, Cables 3rolls, MS 300 Server 1No, Table PC 50Nos, Laptop 15Nos .

### **5.3 College of Agriculture, Zuru**

#### **5.3.1 General Observations**

##### *5.3.1.1 Legal Issues*

The College was established in 1985, under Edict No. 3 of that year. With the creation of Kebbi State in 1991, what was then known as the Sokoto State

College of Agriculture, Zuru, came to be regarded ever since as College of Agriculture, Zuru. Despite the historical imperatives that necessitated a change of name, the Edict establishing the College under its previous name, has not been revised. What is more, a number of other glaring legal loopholes (to be discussed below) still remain, calling for an urgent review to address them.

First, the Law refers to the Head and Chief Executive Officer of the College as "Principal" and his deputy as "Vice Principal". The Current CEO and his deputy are designated as Provost and Deputy Provost, respectively. Second, the Law provides for Chief Estate Engineer but the College has a Director of Works. Third, the Law provided for Six (6) Ex-officio members in the composition of the Governing Board, but seven ex-officio members are listed in the same Law. Fourth, in its current form, the Law does not allow even the Deputy Provost, much less a representative of staff, to serve on the Governing Board. Fifth, other officers of the College, such as Registrar, Librarian and Heads of School are equally excluded from membership of the Governing Board. Sixth, the terminologies of "Governing Board" and "Officers of the College" as contained in the Law are not in line with "Governing Council" and "Principal Officers of the College" that are generally in use for academic institutions. Seventh, the "School" as an Academic Unit of the College is not mentioned in the Law, probably because the College is not currently operating the School system: the highest academic units are departments, a situation that does not provide for efficient administration.

Eight, the provision for the appointment of the Principal (Provost) of the College, as given in Part III, Section 23(1), states that "The Principal (Provost) of the College shall be appointed by the Board on such terms as it may think fit". This appears very loose. Ninth, the law does not specify the tenure for the office of the Provost. Finally, there is no provision in the Law for the appointments and tenures of the offices of Deputy Provost, Registrar, Bursar, Librarian and Director of Works.

### *5.3.1.2 Governance Structure of the College*

The Governing Board of the College is the main policymaking body to which the Principal Officers of the College report. Under the current law, the Governing Board comprises a Chairman, six ex-officio members and four other members appointed by the Governor, of whom two shall be farmers in the State. At the moment, six officers constitute the Principal Officers of the College, as shown below:

Provost	:	Engr Atiku A. Maiyama
Deputy Provost	:	Mallam Bala A. Sahabi
Registrar	:	Mallam Ahmed Tanko Ibrahim
Bursar	:	Alh. Muhammed Mu'azu
Librarian	:	Mr. Yohana Bawa
Director of Works	:	Alh. Ahmed Bala

There are eight administrative departments, comprising registry, bursary, budget and revenue, internal audit, works, library, farm management, and workshop. The College does not operate a school system, so academic activities are organised at the level of nine departments, which comprise: Agricultural Technology; Agricultural Engineering; Agricultural Extension and Management; Animal Health and Production; Crop Production Technology; Forestry Technology; Home and Rural Economics; General Studies; and Science. As shown in the table, the College runs fourteen programmes: 4 Higher National Diploma programmes; 5 National Diploma programmes; 1 Pre-National Diploma programme; and 4 Certificate courses. In addition, the College has a staff school, providing education services at primary and secondary school levels for children and wards under the care of its staff and those drawn from the immediate environment.

**Higher National Diploma Programme  
(HND)**

HND Agricultural Extension and Management;  
HND Agricultural Engineering Technology;  
HND Crop Production Technology;  
HND Animal Health and Production.

**Pre-ND**

Pre-National Diploma,  
Science

**National Diploma Programme (ND)**

ND Agricultural Technology;  
ND Agricultural Engineering Technology;  
ND Home and Rural Economics;  
ND Animal Health and Production; and  
ND Forestry Technology.

**Certificate courses**

Animal Husbandry  
Clothing and textile  
Metal Works  
Agricultural Extension

A couple of observations can be made about the range of programmes the College is running. One is that certain Departments (such as Agricultural Extension and Management; and Crop Production Technology) are running HND programme, but not the ND one. Second, the reverse is true in three Departments (Agricultural Technology; Home and Rural Economics; and Forestry Technology) where the HND programme is not on offer, but a vibrant ND programme exists.

*5.3.1.3 Staff Statistics*

College of Agriculture, Zuru has a total of 485 staff, comprising 139 academic and 346 non academic staff. The academic staff of the college can be categorised into a number of groups, such as by type of appointment, rank, qualification, and area of specialisation.

Analysis by nature of appointment shows that 94.96% of the staff are on permanent and pensionable, 4.32% on contract and 1 person on Sabbatical appointments. This is reasonable although effort should be made to attract staff on visiting and sabbatical appointments in order to facilitate cross-fertilization of ideas and management experiences.

Another way to describe the data for academic staff is by reference to their rank profile. The data shows about 70.50% of staff are junior lecturers/instructors, 17.26% Senior Lecturers/Instructors, while 12.24% are Principal/Chief Lecturers, giving a ratio 71:17:12 as against the required ratio of 45:35:20. This clearly shows that the staff profile is very much bottom-heavy and the fact that there is not a single Chief Lecturer in the College seems to reinforce this observation.

Academic staff data can also be examined in terms of its distribution by qualification. The data suggests awfully slow pace of staff development since 36.69% of the staff have HND, 34.53% bachelors degree, 28.06% masters degree, and one Ph.D.

A related point is the need to look at the data for academic staff in terms of areas of specialisation. Analysis by specialization reveals that, as expected, General Agriculture has the highest number of academic staff, accounting 14.39% of total. It is followed by Agricultural Extension with 10.07% and then Home Economics and Biological Sciences with 9.35% each. Although the science subjects are fairly represented in terms of academic staff distribution, certain science related courses such as Computer Science are significantly underrepresented. In an age where ICT plays a pivotal role in the development process, the fact that only one member of academic staff specialises in computer science indicates the enormity of the challenge facing authorities interested in the promotion of ICT and related specialities.

It is also important to examine the academic staff to student ratios. The data reveals that some courses fare very well on this score while others make very poor showing. For example, while the ratio is 1:7 for Diploma programmes and 1:11 for Pre-Diploma, it is 1:15 for engineering programmes, all of which indicate overstaffing. This problem is particularly acute for Forestry Technology, Crop Production Technology, Agricultural Engineering, and Agricultural Extension and Management where the ratios are 1:3; 1:4; 1:6; and 1:6 respectively. In contrast, understaffing seems to be a concern not only for Workshop where the ratio is 1:50 but also for General Studies where it stands at 1:90. The data on distribution of staff also reveals another gnawing problem. The ratio of non-teaching to teaching staff is 1.4:1, which indicates that non-academic staff appear to be in excess of the recommended levels.

#### 5.3.1.4 Student Statistics

An examination of student data reveals a number of points worth stressing. First, as shown in Table 35, the College boasts of a total of 1,448, 1,214 male and 234 female students. Thus, women account for 16.16% of the student population, an observation that is consistent with the very low female enrolment patterns in other tertiary institutions in the state. However the participation of women tends to vary widely from one programme to another. For example, while women account 54.76% in the Department of Home Economics, and for 29.66% in Agric Extension and Management, they account for 0.63%, 11.11% and 8.54% of enrolments in the Departments of Agric Engineering Technology, Crop Production Technology and Animal Health and Production respectively. A striking observation is that there is not a single female student in the Department of Forestry, as the data in Table 35 show.

A third set of observation in relation to student data in the College concerns their breakdown by state of origin. While Kebbi State accounts for 85.3% of the student population, Sokoto and Zamfara States account for most of the

remainder. It should also be noted that the College has got no enrolment in Computer Science, despite the presence of a staff with specialization in the area.

#### *5.3.1.5 Staff/Student Ratio*

Table 36 computes by programme the staff/student ratios. From the table, it can be seen that overall staff/student ratio of 1:20 was obtained. However, when the ratios were computed for each Department, glaring differences were observed. For example, while the Department of General Studies has a ratio of 1:90, all the remaining Departments have ratios that suggest significant overstaffing. As mentioned in a subsequent section on recommendations, this problem could be ameliorated by aggressive efforts to bolster student enrolment.

#### *5.3.1.6 Funding*

The College's appropriated capital grant for 2008 was nine hundred and eighty million naira (₦980,000,000) only. As at September, 2008 the College had accessed only the sum of one million fifty five thousand naira (₦1,055,000.00) only. This represents 0.1% utilization rate which was extremely low.

While the College was receiving its monthly personnel grant as per its staff strength, only seven hundred thousand naira (₦700,000.00) was given to it as monthly overhead grant, which was grossly inadequate to meet its financial requirement for the day to day maintenance of infrastructure, utilities, workshop machineries and laboratory equipment. In order to ameliorate the situation, the Committee has recommended the upward review of this amount to one million five hundred thousand naira (₦1,500,000.00). Unfortunately, the College was included in the mandate of the Committee after it had submitted its Interim Report; hence, the recommendation is awaiting the approval of His Excellency, the Governor of Kebbi State.



#### *5.3.1.7 Infrastructure*

At least seven sets of observations can be made concerning the status of infrastructural facilities in the College. First, although located on its permanent site, the College faces the prospects of land conflict with the Military since the side of the College bordering the barracks still remains unfenced. Second, as shown in Table 37, most facilities are in short supply. In fact, the College has only 53 staff offices instead of a minimum requirement of 153; 3 staff common rooms instead of 10; 8 toilets instead of 55; 16 classrooms instead 28; 1 lecture theatre instead of 3; 10 laboratories instead of 25; 1 student common room instead of 6. As for the library, the College has a very large one without furniture and books. Third, the Clinic is in a deplorable condition, with facilities quite reminiscent of a sick bay. Fourth, the College requires a couple of hostels (of 500-bed capacity) for its male students and one for its female students. At the moment, there is only one student hostel which the male students occupy, and none for the female students, who reside only in huts meant for use as a model village for Home and Rural Economics students. Fifth, College furniture in staff offices, laboratories and classrooms is either nonexistent or at best quite rickety. Sixth, the Administrative block which houses all the Principal Officers including the Provost is in a dilapidated state, with parts of the roof leaking and plumbing network in a terribly bad state. To make matters worse, some offices have got no supply of electricity due to electrical faults arising from naked (and sometimes burnt) wiring network. Finally, nearly all the eight staff housing units are dilapidated, gravely affecting the welfare of staff of the College.

#### *5.3.1.8 Utilities*

As shown in Table 38, there are three categories of utilities in the College: vehicles, water and electricity, and ICT. Functional vehicles totalled 5 in number, comprising a car, two buses and two tractors. As for water, the College relies on two hand pumps for its needs since the supply of the commodity from the town is very irregular. Electricity supply is also generally

irregular, and the only generator that the College owns has a capacity of 100KVA, serving only the administrative block. Internet facilities are available but with limited service, and the College has got neither a resource centre nor a website.

### **5.3.2 Recommendations**

The main recommendations in respect of legal issues, infrastructure, funding, staffing and utilities are given below. As shown in Table 59, it is estimated that the recommendations will require a sum of ₦345,255,000, ₦438,225,000 and ₦370,200,000 in 2009, 2010, and 2011 respectively.

#### *5.3.2.1 Legal Issues*

The Council should as a matter of urgency undertake the amendment of the College Law in order to ensure that:

- (a) the current name of the College is reflected in the law, and the amendment backdated to take retrospective effect to validate all documents and commitments made by the College under its current status.
- (b) the terminology of "Governing Board" is changed to "Governing Council".
- (c) composition of the Governing Council is changed as follow:
  - (i) A person of competence and integrity to be appointed as the Chairman by the Governor and Visitor to the College;
  - (ii) The Provost of the College;
  - (iii) The Deputy Provost (Academic) of the College;
  - (iv) The Deputy Provost (Administration) of the College;

- (v) Three (3) ex-officio members who shall be:
  - The Permanent Secretary, Ministry of Agriculture;
  - The Programme Manager, Kebbi State Agricultural Development Project;
  - The Director, Division of Agricultural Colleges, Ahmadu Bello University, Zaria;
  - Six (6) other members to be appointed by the Executive Governor of the State and Visitor as follows:
    - One recognized practising farmer to represent the State Farmers' Association;
    - Two (2) eminent statesmen;
    - Two (2) persons to be nominated by the Academic Board to represent the Board and
    - One (1) person to be nominated by the Senior Staff Association to represent the College community.
- (d) the terminology of "Officers of the College" is changed to "Principal Officers of the College".
- (e) the posts of Chief Executive Officer and his Deputy are re-designated to "Provost" and "Deputy Provost", respectively.
- (f) the "Chief Estate Engineer" is re-designated to "Director of Works an".
- (g) the "School" is included and defined as an organ of the College.
- (h) the composition of the Academic Board is reviewed as follows:
  - (i) The Provost as the Chairman;

- (ii) The Deputy Provost;
  - (iii) The Librarian;
  - (iv) The Deans of School;
  - (v) Heads of Academic Department; and
  - (vi) The Registrar as member and Secretary.
- (i) a Council Committee is established for the appointment of the Provost with the following composition:
- (i) Chairman of Council as Chairman;
  - (ii) Four (4) Council members including the Permanent Secretary, Ministry of Agriculture; and
  - (iii) Registrar as Secretary.
- (j) a Council Committee is established for the appointment of Registrar, Bursar, Librarian and Director of Works with the following composition:
- (i) Chairman of Council as Chairman;
  - (ii) Provost of the College;
  - (iii) Three (3) Council members including the Permanent Secretary, Ministry of Education; and
  - (iv) Registrar as Secretary (Except for appointment of Registrar in which case the Council will appoint a Secretary).
- (k) a "Due Process" procedure is established for the appointment of the Provost as follows:
- (i) Advertise the post in at least two national news papers for all suitably qualified Internal and External candidates not below the rank of Chief Lecturer to apply;
  - (ii) The College shall receive the duly signed and completed applications and forward same to the relevant Council Committee;

- (iii) The Council Committee shall screen the applications, short-list, invite and interact with reasonable number, score and rank them and then forward the result to the Council for consideration.
  - (iv) The Council shall recommend three to the Executive Governor and Visitor to the (College for appointment of the Provost.
- (l) a "Due Process" procedure is established for the appointment of the Deputy Provost as follows:
- (i) The Provost shall nominate two senior academic staff of the rank of Senior Lecturer and above to the Academic Committee;
  - (ii) The Academic Committee shall vote by secrete ballot to elect one person; and
  - (iii) The Provost shall forward report of the election the name of the elected staff to the Governing Council for endorsement and appointment as Deputy Provost.
- (m) a "Due Process" procedure is established for the appointment of the Registrar, Bursar, Librarian and Director of Works as follows:
- (i) Advertise the post in at least two national newspapers for all suitably qualified Internal and External candidates to apply;
  - (ii) The College shall receive the duly signed and completed applications and forward same to the relevant Council Committee;
  - (iii) The Council Committee shall screen the applications, short-list, invite and interact with a reasonable number of the applicants for interaction, score and rank them and then recommend three

to the Council for consideration and appointment of the successful applicant.

- (n) Introduce Tenure for the following Offices as indicated:
  - (i) PROVOST: An initial tenure of four (4) years renewable, on good performance, for a second and final tenure of four (4) years;
  - (ii) DEPUTY PROVOSTS: An initial tenure of two (2) years renewable, on good performance, for a second and final tenure of two (2) years; and
  - (iii) REGISTRAR, BURSAR, LIBRARIAN AND DIRECTOR OF WORKS & MAINTENANCE: An initial tenure of five (5) years renewable, on good performance, for a second and final tenure of five (5) years.

#### *5.3.2.2 Governance Structure of the College*

In order to achieve a more effective governance structure for the College, the following recommendations are made:

- a) The Budget and Revenue Department should be made a unit under the Bursary Department.
- b) The Library and Workshop should be reclassified as academic units.
- c) A Students' Affairs unit should be created under the Provost's office.
- d) The College should introduce the School structure with the following schools:
  - (i) School of Agricultural Engineering and Technology consisting of Departments of Agricultural Technology, Agricultural Engineering, Crop Production Technology and Forestry Technology.

- (ii) School of Agricultural Production and Management consisting of Departments of Agricultural Extension and Management, Animal Health and Production, Home and Rural Economics.
  - (iii) School of General and Remedial Studies consisting of Departments of General Studies and Basic Sciences.
- e) The College should endeavour to introduce ND Agricultural Extension and Management and ND Crop Production Technology.
- f) The College should endeavour to introduce HND Agricultural Technology, HND Home and Rural Economics and HND Forestry Technology.

#### *5.3.2.3 Staffing*

As far as the staffing situation of the College is concerned, the following recommendations were made:

- a) The College should endeavour to attract more staff on visiting and/or sabbatical at reasonable numbers yearly or biannually. However, the apparent over staffing be taken into account.
- b) The College should freeze recruitment in the programmes where there is apparent over staffing until enrolment in the programmes improve significantly.
- c) There is the need to recruit additional staff for Workshop and General Studies. However, the recruitment should target senior academics preferably with doctoral degrees.
- d) The College should embark on sustained training of academic staff. An allocation of the sum of five million naira (N5,000,000.00) annually for the next three (3) years should be made, after which it should be reviewed.

#### *5.3.2.4 Student enrolment*

As observed in the previous section, the staff/student ratio is very low, prompting the following sets of recommendations:

- (a) The College should intensify effort to attract more students. Admission targets of 300, 400, 500, 550 and 600 for 2009/2010, 2010/2011, 2011/2012, 2012/2013 and 2013/2014, respectively, are reasonable. Particular attention should be given to Forestry Technology and Crop Production Technology given their strategic importance in combating desertification and food security, respectively.
- (b) The College should endeavour to introduce Computer Science programmes at Diploma and Certificate levels.
- (c) The Government should introduce incentives and intensify campaign for girl child education with particular interest in the Sciences and Technology.

#### *5.3.2.5 Funding*

A couple of recommendations can be made concerning funding situation of the College.

- (a) In view of the reconstitution of the College's Governing Council, the appropriated funds should be released to the College to enable it operate smoothly; and
- (b) the College should endeavour to access and utilize its appropriated funds regularly in order to facilitate smooth development of the College.



### *5.3.2.6 Infrastructure*

As far as infrastructure is concerned, the following recommendations are made:

- (a) For 2009 Fiscal Year, government should approve:
  - (i) the sum fifty million naira (₦50,000,000:00) for rehabilitation of classrooms, administrative block, toilets and hostels;
  - (ii) the sum one fifty million naira (₦50,000,000:00) for procurement of laboratory equipment, apparatus and materials;
  - (iii) supply and installation of 35 sets of staff Office and Common room furniture;
  - (iv) the supply and installation 250 sets of classroom and theatre furniture;
  - (v) the supply and installation of 90 sets of workshop furniture;
  - (vi) the construction and furnishing 500 bed space female student hostel (1No);
  - (vii) the expansion and rehabilitation of the College Clinic;
  - (viii) And provide a 100ha virgin land to the College for demonstration farm.
  
- (b) For 2010 Fiscal Year, government should approve the:
  - (i) supply and installation of 35 sets of staff Office and Common room furniture;

- (ii) supply and installation 250 sets of classroom and theatre furniture;
- (iii) supply and installation of 90 sets of workshop furniture;
- (iv) construction and furnishing of 500 bed space male student hostels (1No);
- (v) construction of 2-Bedroom Duplex intermediate staff houses (5Nos);
- (vi) construction of 2-Bedrooms junior staff houses (5 nos);
- (vii) provision of fund for upgrading of the College Computer room to a Resource Centre;
- (viii) sum one fifty million naira (₦50,000,000:00) for procurement of laboratory equipment, apparatus and materials;
- (ix) sum of thirty million naira (₦30,000,000:00) for furnishing and procurement of ICT equipment for the library;
- (x) construction of cement block perimeter fence to demarcate the College land.

(c) For 2011 Fiscal Year, the government should approve the:

- (i) supply and installation 250 sets of classroom and theatre furniture;
- (ii) supply and installation of 90 sets of workshop furniture;

- (iii) construction and furnishing of 500 bed space male student hostels (1No);
- (iv) construction of 3-Bedroom staff houses (5Nos);
- (v) construction of 2-Bedrooms junior staff houses (5 nos);
- (vi) construction and furnishing of the Provost's Residence (3-Bedroom Main House, 2-Bedroom Junior Quarters, Car Park, Fencing, Landscaping, Vehicle garage).
- (vii) construction and furnishing of Mini Sports Complex (200 seat Pavilion, Athletics tract, Long jump, Triple jump, High jump, Football field, Hockey field, Volleyball court, Basketball court, Squash court, Lawn Tennis Court, etc.)

#### *5.3.2.7 Utilities*

A number of recommendations are made concerning the state of utilities: The Government Should, within the 2009 Fiscal Year, approve the:

- (a) provision of the following official and utility vehicles: Toyota corolla 1.8 (1No), Toyota corolla 1.6 (3Nos), 35-seater buses (2No), Ambulance saloon (1No), Pick-up Van (1No), Canter van (1No); Tractors (2Nos).
- (b) Provision of one new bore hole and reticulation, completion of the existing borehole and external reticulation.
- (c) Award of contract for the construction and furnishing of Resource Centre;
- (d) Supply and installation of one new 500 KVA sound proof Perkins generator with change over and external electrification.

- (e) provision of Internet connectivity via service providers and ICT facilities  
(Access point 2-way radio 2Nos; 24-Port Switch 1No, Wireless Radio 2Nos,  
Cables 3Rolls, MS 300 Server 1No, Table PC 30Nos, Laptop 10Nos)

## **5.4 College of Preliminary Studies, Yauri**

### **5.4.1 General Observations**

#### *5.4.1.1 Legal Issues*

The College of Preliminary Studies, Yauri, was established in 1995. The College Law of 1995 has not been amended to reflect the current status of the College. Thus, although the then Executive Governor of Kebbi State had approved the change of name of the College to "College of Basic and Advanced Studies (COBAS)", the Law refers to it as "College of Preliminary Studies". A number of other legal issues should be pointed out.

One, while the Law refers to the Head and Chief Executive Officer of the College as "Principal" and the deputy as "Vice Principal" the same officers are designated as Provost and Deputy Provost, respectively. Two, the Law provided for five (5) Ex-officio members in the composition of the Governing Council, but only four are specified in the same Law. Third, the Law does not provide for the inclusion of the Vice Principal (Deputy Provost) on the Governing Council. Fourth, the composition of the Academic Committee of the College as provided by the Law does not include the Vice Principal (Deputy Provost), Registrar, Librarian and Heads of Division. Fifth, the terminologies of "Officers of the College" and "Chief Estate Engineer" as contained in the Law are not in line with "Principal Officers of the College" and "Director Works" that are generally in use for academic institutions. Sixth, the "Division" as an Academic Unit of the College is not mentioned in the Law. Moreover, the terminology of "School" is more consistent with academic units.

There are other legal issues that need be addressed. One issue is concerning the provision for appointment of the Principal (Provost) of the College as given in Part VIII; Section 23(1), which states that "The Principal (Provost) of the College shall be appointed by the Council for a term of 4 years and is eligible for re-appointment to a further term of 4 years. This appears to be very "loose". A second issue is in relation to the appointments and tenures of the offices of Deputy Provost, Registrar, Bursar, Librarian and Director of Works. The current Law is silent about the procedure for the appointment of these officers and says nothing about the length of their tenure.

#### *5.4.1.2 Governance Structure of the College*

The Governing Board of the College is the main policymaking body to which the Principal Officers of the College report. Under the current law, the Governing Board comprises a Chairman, five ex-officio members and six other members appointed by the Governor upon the advice of the Commissioner of Education. Another feature of the governance structure of the College is the Academic Committee, which comprises the Principal (who serves as Chairman), all heads of department, and two other members of academic staff, elected by the senior members of the staff of the College. The current Principal Officers of the College are:

Provost (Acting):	Mallam Zakari A. Maikudi
Deputy Provost:	Mallam Zakari A. Maikudi
Registrar:	Mallam Shehu Abdullahi Fakai
Bursar:	Alhaji Aliyu Bawa Wara
Librarian:	Mallam Idris M. Augie
Director of Works	Mallam Yau Saidu Kangiwa

The College has 5 major Administrative Departments (Administration, Registry, Finance/Bursary, Estate and Library) and 4 Academic Divisions (Arts and Languages, Sciences, Social Sciences, and Matriculation). The College runs four categories of programmes: IJMB, Diploma, Matriculation and

Remedial Programmes. The IJMB programmes are run in three categories of subject areas: Arts and Islamic Studies; Sciences; and Social Sciences. This compares with Diploma programmes, which cover Arabic, Civil Law, Hausa, Islamic Studies and Sharia.

**IJMB**

Arts and Islamic Studies

Sciences

Social Sciences

**Diploma**

Arabic

Civil Law

Hausa

Sharia

**Matriculation**

Matriculation Science

**Remedial**

Remedial courses Arts, Sciences and Social Sciences

*5.4.1.3 Staff Statistics*

There are 83 academic and 46 non-academic staff, giving a total staff strength of 129. Table 39 shows the profile of data for academic staff. In a number of important ways, the data can be analysed in order to comprehend the basic outlines of it. First, when analysed with respect to nature of appointment, the data showed that 93.98% of the staff are on permanent and pensionable and 6.02% on contract appointments. This is reasonable although it seems to underscore the need to attract staff on visiting and sabbatical appointments in order to facilitate cross-fertilization of ideas and management experiences.

Second, the rank profile of the teaching staff. A close look at the data shows that about 74.70% are Junior Lecturers, 20.48% Senior Lecturers, while 4.82% are Principal/Chief Lecturers, giving a ratio of 75:20:5 as against the recommended ratio of 45:35:20. This clearly shows that the staff profile is very much bottom-heavy.

Third, analysis by qualification shows that 65.06% have Bachelors degree, 34.73% have masters degree while only 1 (1.20%) has Ph.D. This indicates a very slow staff development programme.

Fourth, analysis by specialization reveals that Islamic Studies has the highest percentage of 10.84% followed by Common/Islamic law with 9.64% and then Chemistry and Agriculture with 8.43% each. On the other hand, there are only two (2) staff for Arabic and one (1) staff for Home Economics.

Fifth, the overall teaching staff to student ratio is 1:9 which indicates over staffing. However, the ratios for Chemistry, Mathematics, Biological sciences, English and Physics are 1:26, 1:28, 1:35, 1:38 and 1:41, respectively which reflect slight understaffing when compared with 1:20 for Sciences and 1:30 for Art and Humanities. On the other hand, Home Economics, Library Science and Agriculture have ratios of 1:0, 3:0 and 7:0, respectively; which implies that these staff are only servicing other programmes. In this case, the Agriculture staff are in excess of the need of the College.

Sixth, it is evident from the table, that there are eight (8) staff for Common and Islamic Law which is a diploma programme. Since the programme is suspended and the students are being phased out, redeployment of the staff is imperative, a point further taken up under recommendations.

Finally, the non-teaching to teaching staff ratio is about 1:1 and that of senior non-teaching to teaching staff ratio is 1:2. The overall non-teaching staff to student ratio is 1:8. These seem to suggest that the number of non-teaching staff is rather high.

#### *5.4.1.4 Student Statistics*

Table 40 shows that the College boasts a total of 704 students of which 590 (or 83.8%) are male and 114 (or 16.2%) female. IJMB programmes account for the highest number of students, totalling 293, or (41.6%). Diploma programmes are the next most important, accounting for a total of 230 (32.7%) of the students. Matriculation students are 230 in number while

those of remedial are 22 in all, or 3.13% of total. Given the low performance of students in WAEC and NECO, the enrolment figures for matriculation and remedial courses are particularly low.

A second area of interest is concerning the enrolment of female students. Analysis by gender shows that the male to female ratio for IJMB is 1:4; Diploma 1:9; Matriculation 1:5; and Remedial 1:6. The overall male to female ratio is 5:1 which means that female students account for just about 16%, a rather low participation rate.

A third feature of the data is the varying distribution of student enrolment in different subjects. Enrolment figures are high for Islamic Studies (52), Hausa (47), Government (43) and Economics (34). In contrast, enrolment figures are low for History (3), Arabic (4) and Physics (4). The other subjects have enrolment figures ranging from 5 to 25. A number of factors may be attributed to be the main causes of low enrolment figures. Chief amongst them is the palpable shortage of hostel accommodation. As the College is on a temporary site, it has not been able to have a student hostel of its own, resorting to rented accommodation for students. Such hostel accommodation is grossly inadequate, making it difficult for students from distant places to wish to study in the College.

#### *5.4.1.5 Staff/Student Ratio*

Table 41 shows the distribution of teaching staff/student ratios. The overall teaching staff to student ratio is 1:19, which indicates over staffing. However, the extent of overstaffing is mild for Chemistry, Mathematics, Biological sciences, English and Physics for which the ratios are 1:26, 1:28, 1:35, 1:38 and 1:41, respectively. The ratios for other subjects paint a very grim picture. In particular, for Home Economics, Library Science and Agriculture the ratios are 1:0, 3:0 and 7:0, respectively, implying that the staff of those subjects are serving only other programmes. An extreme observation is the





case of Agriculture where the number of staff is well in excess of the needs of the College.

#### *5.4.1.6 Funding*

The College's appropriated capital grant for 2008 was two hundred and fifty million naira (₦250,000,000) only. As at September, 2008 the College had utilized only the sum of eight hundred and fifteen thousand four hundred and ninety three naira fifty kobo (₦815,493.50) only. This represents about 0.4% utilization rate which was extremely low.

While the College was receiving its monthly personnel grant as per its staff strength, only five hundred thousand naira (₦500,000.00) was given to it as monthly overhead grant, which was grossly inadequate to meet its financial requirement for the day to day maintenance of infrastructure, utilities and laboratory equipment. Fortunately, His Excellency, the Governor of Kebbi State had approved the upward review of this amount to one million naira (₦1,000,000.00), on the recommendation of this Committee in its Interim Report and this has already been implementation.

#### *5.4.1.7 Infrastructure*

The quantity and quality of infrastructure is needless to say an important factor influencing the ability of a College to deliver quality education. It is therefore appropriate to identify a range of issues pertaining to infrastructural facilities in the College.

One, the permanent site of the College has been secured, and some structures built, including (as shown in Table 42) a library, 13-room staff office complex, 8 laboratories (of which four have been furnished), 8 adequately furnished classrooms, and four 3-bedroom houses that have been in existence well before the acquisition of the site. Second, with the intervention of this Committee, the permanent site has been handed over to the College, opening the prospects for significant improvement in the quantity

and quality of infrastructural facilities. However, a third issue worthy of note is that the permanent site has got no student hostels, so in the area of hostel accommodation, little progress could be expected over the short term. Finally, despite their role in advancing the delivery of educational service, recreational facilities have yet to be built on the permanent site of the College.

#### *5.4.1.8 Utilities*

Vehicles, water, electricity and internet are important categories of utilities that the College requires for effective operations. At the moment, there are four vehicles in the College, two of which are attached to the Office of the Principal, and two as utility buses. As shown in Table 43, the inadequate supply of vehicles to the College has meant that additional requirements are needed for 6 vehicles in the Principal's office, 3 divisional vehicles, 1 each for Canter van, Ambulance and Pick-up van, and 2 utility buses.

As for water supply facilities, the College has got one borehole, although actual requirement is for two; and no hand pump despite the fact that 5 of them are urgently required to meet the needs of the College. Concerning electricity supply for the College, it has been irregular, manifesting the general pattern elsewhere. To complement the supply of electricity from the Power Holding Company, the College has acquired 100kVA generator, which is in capable of meeting its needs. The inadequacy of utilities is manifested also in the area of ICT. As the College has got no internet facilities, it has developed no website for itself, and has got no resource centre. Thus, the five computers in the College, though grossly insufficient for the provision of internet access, are nonetheless used for this purpose with very limited connectivity through subscription with service providers.

#### **5.4.1 Recommendations**

The main recommendations in respect of legal issues, infrastructure, funding, staffing and utilities are given below. As shown in Table 60, it is estimated

that the recommendations will require a sum of ₦716,060,000, ₦534,500,000, and ₦245,000,000 in 2009, 2010 and 2011 respectively.

#### *5.4.2.1 Legal Issues*

A number of recommendations are in order if significant progress is to be made to address the aforementioned legal challenges besetting the College. First, the College should as a matter of urgency review the Law and ensure that it is amended to:

(a) the current name of the College is reflected in the law, and the amendment backdated to take retrospective effect to validate all documents and commitments made by the College under its current status. Pending the review of the Law, the College should be directed to revert to its initial name recognised by the Law, that is, College of Preliminary Studies, Yauri;

(b) Composition of the Governing Council is reviewed as follows:

- (i) A person of competence and integrity to be appointed as the Chairman by the Executive Governor and Visitor to the College;
- (ii) The Provost of the College;
- (iii) Deputy Provost (Academic) of the College;
- (iv) Deputy Provost (Administrative) of the College
- (v) The Permanent Secretary, Ministry of Education as Ex-officio member;
- (vi) Five (5) other members to be appointed by the Executive Governor of the State and Visitor to the College on the advice of the Commissioner as follows:
  - o Two (2) eminent Statesmen;
  - o Two (2) persons to be nominated by the Academic Board to represent the said Board.

- one (1) person to be nominated by the Senior Staff Association to represent the College Community.
  - Director of Matriculation Programme of the State University.
- (c) re-designate the terminology of "Officers of the College" to "Principal Officers of the College";
- (d) re-designate the Chief Executive Officer and his Deputy to "Provost" and "Deputy Provost", respectively;
- (e) re-designate the office of the "Chief Estate Engineer" to "Director of Works".
- (f) include and define the "School" as an organ of the College instead of "Division"
- (g) review the composition of the Academic Board as follows:
- (i) The Provost as the Chairman;
  - (ii) the Deputy Provost;
  - (iii) The Librarian;
  - (iv) the Deans of School;
  - (v) Heads of Academic Department; and
  - (vi) The Registrar as member and Secretary.
- (h) establish a Council Committee for the appointment of the Provost with the following composition:
- (i) Chairman of Council as Chairman;
  - (ii) Four (4) Council members including the Permanent Secretary, Ministry of Education; and
  - (iii) Registrar as Secretary.
- (i) establish a Council Committee for the appointment of Registrar, Bursar, Librarian and Director of Works with the following composition:
- (i) Chairman of Council as Chairman;
  - (ii) Provost of the College;

- (iii) Three (3) Council members including the Permanent Secretary, Ministry of Education; and
  - (iv) Registrar as Secretary (Except for appointment of Registrar in which case the Council shall appoint a Secretary).
- (j) introduce a "Due Process" procedure for the appointment of the Provost as follows:
- (i) Advertise the post in at least two national news papers for all suitably qualified Internal and External candidates not below the rank of Chief Lecturer to apply;
  - (ii) The College shall receive the duly signed and completed applications and forward same to the relevant Council Committee;
  - (iii) The Council Committee shall screen the applications, short-list, invite and interact with reasonable number, score and rank them and then forward the result to the Council for consideration.
  - (iv) The Council shall recommend three of the applicants to the Governor (and Visitor to the College) for appointment of the Provost.
- (k) Introduce a "Due Process" procedure for the appointment of the Deputy Provost as follows:
- (i) The Provost shall nominate two senior academic staff of the rank of Senior Lecturer and above to the Academic Board; and
  - (ii) The Academic Board shall vote by secrete ballot to elect one person; and
  - (iii) The Provost shall forward report of the election and name of the elected staff to the Governing Council for endorsement and appointment as Deputy Provost.

(l) Introduce a "Due Process" procedure for the appointment of the Registrar, Bursar, Librarian and Director of Works as follows:

- (i) Advertise the post in at least two national newspapers for all suitably qualified Internal and External candidates to apply;
- (ii) The College shall receive the duly signed and completed applications and forward same to the relevant Council Committee;
- (iii) The Council Committee shall screen the applications, shortlist, invite and interact with a reasonable number in order to score, rank and then recommend three to the Council for consideration and appointment of the successful applicant.

(m) Introduce Tenure for the following Offices as indicated:

- (i) PROVOST: An initial tenure of four (4) years renewable, on good performance, for a second and final tenure of four (4) years;
- (ii) DEPUTY PROVOSTS: An initial tenure of two (2) years renewable, on good performance, for a second and final tenure of two (2) years; and
- (iii) REGISTRAR, BURSAR, LIBRARIAN AND DIRECTOR OF WORKS & MAINTENANCE: An initial tenure of five (5) years renewable, on good performance, for a second and final tenure of five (5) years.

#### *5.4.2.2 Governance Structure of the College*

A number of recommendations are made in this section in order to improve the governance structures of the College.

(a) The Government should direct the College to produce Academic Brief, Strategic Plan and Financial Regulation, for the consideration and approval of the Governing Council of the College. Consultation with sister

institutions and use of committees and consultants are imperative in order to fast track the process.

(b) The College should rename the following Units:

- (i) "Administration" to "Central Administration";
- (ii) "Finance/Bursary" to "Bursary";
- (iii) "Estate" as " Works"; and
- (iv) "Division" as "School".

(c) The Government should direct the College to suspend its diploma programmes in order to concentrate on its core mandate of remediation. The suspension should be with effect from the 2008/2009 academic session and remain in force until the Government directs otherwise.

(d) The College should be permitted to phase out the existing diploma students.

(e) The College should liaise with the Kebbi State University of Science and Technology, Aliero, to work out affiliation for matriculation programmes.

(f) The College should also explore affiliations with the ABU, Zaria for remedial programmes; This should be in addition to its affiliation with Usmanu Danfodiyo University, Sokoto, for matriculation programme.

(g) The College should endeavour to introduce Computer Science as a programme at IJMB level.

#### *5.4.2.3 Staffing*

As shown in the preceding section of statistics for staff, a range of challenges need be addressed. These include the need for the College to:

- (a) endeavour to attract more staff on visiting and/or sabbatical at reasonable numbers yearly or biannually. However, the apparent over staffing should be taken into account.
- (b) freeze recruitment in the programmes where there is apparent over staffing until enrolment in the programmes improve significantly.
- (c) embark on sustained training of academic staff. An allocation of the sum of five million naira (₦5,000,000.00) for the next three (3) years should be made; after which a review is imperative.
- (d) freeze employment of non-teaching staff.
- (e) alert the Ministry of Education on the need for redeployment of the excess staff with specialities in Agriculture and Law staff from the College to other institutions where their services are more urgently required.

#### *5.4.2.4 Student Enrolment*

As far as student enrolment is concerned, three sets of recommendations are made. Thus the:

- (a) College should intensify effort to attract more students. Admission targets of 1000, 1500, 2000, 2500 and 3000 for 2009/2010, 2010/2011, 2011/2012, 2012/2013 and 2013/2014, academic sessions, respectively, will be reasonable. Particular attention should be given to maintaining science to humanities ratio of 60:40.
- (b) Government should introduce incentives and intensify campaign for girl child education with particular interest in the Sciences and Technology.
- (c) Government should endeavour to provide accommodation and recreational facilities on the new site of the College as a matter of priority.



#### *5.4.2.5 Funding*

A couple of recommendations are made on funding.

- (a) In view of the reconstitution of the College's Governing Council, the appropriated funds should be released to the College to enable it operate smoothly; and
- (b) The College should endeavour to access and utilize its appropriated funds regularly in order to facilitate smooth development of the College.

#### *5.4.2.6 Infrastructure*

In order to address the infrastructure problems of the College, the following recommendations are made:

- (a) For 2009 Fiscal Year, government should approve:
  - (i) and direct the College to relocate to its new site with effect from the 2008/2009 academic session.
  - (ii) and release the sum of two million naira (₦2,000,000.00) only to the College to facilitate the relocation of facilities and equipment from the old to the new site;
  - (iii) the construction and furnishing of Administrative Block Complex (Provost Office / Sec / Conf Room + 2 other offs, D/Provost /Sec 1 nos., Bursar office / sec / Conf room, D/Bursars 1 no., Accountants 1 No., Registrar's Office /Sec / Conf room, D/Registrars 1 No., and P.A.Rs 2 Nos.
  - (iv) the construction and furnishing of Staff Office Complex (13 staff Offices, H.O.D/Sec Office, Male and Female toilets );

- (v) and release the sum of one fifty million naira (₦50,000,000.00) for procurement of laboratory equipment, apparatus and materials;
- (vi) the supply and installation of 50 sets of staff Office and Common room furniture;
- (vii) the supply and installation of 50 sets of 5-seater classroom furniture;
- (viii) the supply and installation of 30sets each of Laboratory furniture for 4Nos new laboratories;
- (ix) the construction and furnishing of 500 bed space male student hostels (1Nos);
- (x) the construction and furnishing 500 bed space storey building female student Hostel (1No);
- (xi) and release the sum of thirty million naira (₦30,000,000.00) for furnishing and procurement of ICT equipment for a resource centre in the library; and
- (xii) the construction of Access Roads: Main Gate-Staff Quarters-Academic building 5km; Main Gate-Academic Building-Hostel 5km, Drainage and parking space.

(b) For 2010 Fiscal Year, government should approve the:

- (i) construction and furnishing of a College clinic;

- (ii) construction of 3-Bedroom staff houses (4Nos);
  - (iii) construction and furnishing of a 500-seat lecture hall 1No.;
  - (iv) construction of 2-Bedroom Duplex intermediate staff houses (5Nos);
  - (v) construction and furnishing of Staff Office Complex (13 staff Offices,H.O.D/Sec Office, Male and Female toilets );
  - (vi) construction and furnishing of Mini Sports Complex(200 Seat Pavilion, Football field (1No), Hockey field (1No), Athletics field (1No), Long jump, Triple jump, High jump, Basketball court (2Nos); Volleyball court (2Nos); Table tennis tables (5Nos); Lawn tennis court (2Nos).
  - (vii) construction and furnishing 500 bed space female student Hostel storey building (1No);
  - (viii) construction and furnishing of 2Nos Block of 12-classrooms storey building.
- ( c) For 2011 Fiscal Year, the government should approve the construction and furnishing of:
- (i) the Provost's Resident (3-Bedroom main house, 2-Bedroom Junior Quarters, Fencing, Landscaping, Vehicle garage,).
  - (ii) 2Nos Block of 12-classrooms storey building.
  - (iii) Staff Office Complex (13 staff Offices, H.O.D/Sec Office, Male and Female toilets );

- (iv) the Estate Department Building (Director's Off/Sec., Deputy Director Office 1No, Chief Technical Officer's Off. 2Nos, Stores 2Nos, Car parks and Lanscaping).

#### *5.4.2.7 Utilities*

In order to provide adequate utilities for effective operations of the College, it is recommended that the Government should approve the:

- (a) provision of the following official and utility vehicles to the College: Toyota corolla 1.6 (2Nos), 35-seater Bus 2Nos, Ambulance saloon (1No) and Pick-up Van (1No).
- (b) provision and installation of Hand pumps 5Nos, New Borehole 1No., and reticulation;
- (c) supply and installation of one new 250 KVA/0.415KV/80Hz sound proof Perkins generator with change over and external electrification.
- (d) Supply and installation of new 300KVA transformers (2Nos) in the new site.
- (e) provision of Internet connectivity via service providers and ICT facilities (Access point 2-way radio 2Nos; 24-Port Switch 1No, Wireless Radio 2Nos, Cables 3Rolls, MS 300 Server 1No, Table PC 20Nos, Laptop 5Nos).

## **5.5 Kebbi State University of Science and Technology, Aliero**

### **5.5.1 General Observations**

#### *5.5.1.1 Legal Issues*

The University was founded in 2006, following the enactment of the Kebbi State University of Technology Law 2006.

### *5.5.1.2 Governance Structure of the College*

The University has a Governing Council as the main policy-making organ of the institution. Upon the recommendation of this Committee, the Council was constituted and inaugurated in October 2008. The Council comprises the Pro-Chancellor (who serves as Chairman), the Vice-Chancellor; four persons, appointed by the Visitor upon the recommendation of State Executive Council, which takes into account the need for such a recommendation to be based upon a broad representation of the entire state; the Deputy Vice Chancellor (Academic); the Deputy Vice-Chancellor (Administration); four persons appointed by the Senate from among the members of that body; one person appointed by the Congregation from among the members of that body; one person appointed by the Convocation from among the members of that body; the Permanent Secretary, State Ministry of Finance; the Permanent Secretary, State Ministry of Education or, in his absence, such member of his Ministry as may be designated to represent him; Executive Secretary of the National Universities Commission; and the Solicitor General and Permanent Secretary, State Ministry of Justice or, in his absence, such a member of his Ministry as may be designated to represent him.

Reporting to the Governing Council is a body comprising the Principal Officers of the University. At the moment, the University has the following principal officers:

Chancellor:	Not yet appointed
Pro-Chancellor:	Hon. Justice U.A. Kalgo
Vice-Chancellor:	Prof. M.K. Abubakar
Deputy Vice-Chancellor Academic	Not yet appointed
Deputy Vice-Chancellor Administration	Dr. (Mrs) A. Abubakar
Registrar:	Mallam Ibrahim A. Mungadi
Bursar ( <b>acting</b> )	Alhaji U. Abubakar
Librarian ( <b>acting</b> )	Mallam Salisu Aliero

The University has six administrative units, comprising the Vice-Chancellor's Office, Registry, Bursary, Physical Planning, Internal Audit, and Security Division. Academic units are divided into five: Faculty of Agriculture, Faculty of Science, Library, Division of General Studies, and Matriculation Unit. The Faculty of Agriculture offers a composite degree programme where students are conferred with Bachelor of Agriculture. The Faculty has six departments, comprising Biochemistry, Biological Sciences, Chemistry, Computer and Information Technology, Mathematics and Physics. It awards nine degrees in the following areas:

BSc Applied Chemistry;

BSc Biochemistry;

BSc Botany;

BSc Chemistry;

BSc Computer Science;

BSc Information Technology;

BSc Mathematics;

BSc Physics; and

BSc Zoology.

There is a conspicuous absence of BSc programmes in Biology and Microbiology. As biology is taught in secondary schools, and microbiology is attracting attention in higher institutions, the absence of this couple of courses is clearly a major lapse.

There are three other components of the university's academic system: the Library, Division of General Studies, and the Matriculation Unit. The Library does not, at the moment, offer academic programme at certificate, diploma or degree levels. It serves its traditional role of academic support. The Division of General Studies is basically an academic support unit handling inter disciplinary training. For a science and technology institution, the Division focuses on Arts and Humanities courses. The Matriculation Unit essentially

handles remediation programmes intended to prepare candidates for admission into degree programme.

### *5.5.1.3 Staff Statistics*

Table 44 shows that the University has eight hundred (800) staff consisting of one hundred and seventeen (117) academic, two hundred and fifty four (254) senior non teaching and four hundred and twenty nine (429) junior non teaching staff. This translates into 14.63% academic, 31.75% senior non teaching and 53.63% junior non teaching staff.

A number of observations can be made with respect to the profile of academic staff. First, the total academic staff is 117. Out of this, 61.54% are on permanent and pensionable appointment, 13.68% on contract and 24.78% on visiting or sabbatical appointments. This reflects a solid start for the Institution. However, with 61.54% of the P&P staff on ground, 24.78% visiting/sabbatical staff is on the high side.

Second, when the analysis of data was performed by rank that data revealed that 39.32% are Graduate Assistants, 11.96% Assistant Lecturers, 12.82% Lecturer II, 6.84% Lecturer I, 18.80% Senior Lecturers, 3.42 Readers and 6.84% Professors. This translates into Junior: Intermediate :Senior Staff ratio of 51:20:29 as against 45:35:20 prescribed by the National Universities Commission (NUC). This shows that the staff profile is heavy at both the bottom and top, but light in the middle.

Third, when classified by qualification, the data showed that 40.18% have bachelor's degree, 29.91% masters and 29.91% doctoral degrees. However, 5.13%, 17.95% and 38.46% of the doctoral, masters and bachelor degree holders, respectively, are on permanent and pensionable appointment. This reinforces the urgent need for training.



Fourth, analysis by area of specialization reveals that 75.22% of staff are based in the sciences, 0.85% in engineering and 23.93% in the arts and humanities. In fact, there is only one staff with a Bachelor of Engineering (Electrical Electronics), which indicates that the data is significantly skewed in favour of science. Moreover, staff of General Studies with specialisation in the arts/humanities account for 24%, which is rather high.

There are a number of points that need to be taken into account with regards to the profile of non-teaching staff. First, the Registry, Bursary and Physical Planning departments have 88, 42 and 45 senior staff, respectively. Moreover, the Registry, Library and Physical Planning departments have 136, 41 and 46 junior staff, respectively, in addition to 53 cleaners and 38 gardeners. The NUC ratio for Senior Administrative staff to Academic staff is 1:12. Therefore for 117 academic staff there should be about 10 senior administrative staff. This implies a disproportionate number of non teaching staff. It is however worth noting that no university adheres to this ratio.

Second, as shown in Table 45, the academic staff to senior laboratory staff ratio is 5:1 as against the 2:1 prescribed by the NUC. Thus, for 117 academic staff there should be 59 senior technical staff, but the University has only 23 technologists currently. This shows understaffing by about 50%.

#### *5.5.1.4 Student Statistics*

Table 46 shows the distribution of students by courses and states of origin. As can be seen from the table, out of a total of 443 students, 256 are of Kebbi State origin, which represents 57.8%. While Sokoto and Zamfara states account for 5.6% and 5.2% of admission respectively, other states of the federation account for 31.4% of admission. The distribution of students by departments shows that Mathematics and Computer Science Departments have the highest enrolment rates, each accounting for 17.6%. Botany and Zoology have the lowest enrolment rates, accounting for 2.7% and 3.2% respectively.



Table 47 shows that there are 40.38% undergraduate and 59.62% matriculation students. This is a fair distribution given the fact that matriculation is a feeder programme.

Out of the 443 undergraduates, 87.81% are male while 12.19% female. Of these, 52.60% and 5.19% are male and female students from Kebbi State, respectively. The male representation from Kebbi State is good but that of female is too low. In particular, there is no female student in Applied Chemistry, Botany and Physics; while there is only one female student in Agriculture, Chemistry, Computer science and Zoology.

Although, the overall enrolment of 2.71% and 3.16% for botany and Zoology, respectively, is low compared with other programmes, the Kebbi state representations of 0.68% and 0.90% for Botany and Zoology respectively, are particularly low. Although this is a general problem for science and engineering programmes in the country, it is necessary to pay particular attention to the enrolment in these programmes.

The neighbouring States of Sokoto and Zamfara have only 25(5.64%) and 16(3.61%) students, respectively. This is on the low side.

Out of the 654 matriculation students, 84.56% are male while 15.44% are female. On the other hand, 529 (80.89%) are Kebbi state indigenes out of which only 64 (9.79%) are female. This shows a very good representation of the State in the programme, although the female representation is very low.

#### *5.5.1.5 Staff/Student Ratio*

Staff to student ratios (STR) are computed for all departments and shown in Table 48. As seen in the table, the ratios vary from one subject to another, with some departments recording particularly high ratios, and in one instance, a particularly low one. The current STR prescribed by the NUC, is 1:20 for

both agriculture and sciences. However, although the ratios seem to indicate gross levels of overstaffing, this should not be so much of a bother since the university has just started admission of students, and it is expected that in the future, the number of students will increase by a higher proportion than the increase in the number of academic staff, and the ratios will therefore improve to meet NUC standards. However, the ratio for matriculation is very low, requiring either immediate recruitment of staff for the department, or through interdepartmental transfers.

#### *5.5.1.6 Funding*

The funding situation for the university is a matter that requires attention for a number of reasons.

- (a) The 2008 appropriated recurrent grant of the university was one billion two hundred and fifteen million naira (₦1,215,000,000.00). However, as at May 2008, the University had not received overhead grant although a monthly personnel grant of ₦38.7million was given to it.
- (b) The University is overwhelmed by huge financial liabilities. Thus, out of its 2008 appropriated capital grant of ₦2.11billion, ₦1.63billion had been used to settle parts of such liabilities and yet, there is outstanding liability of ₦1.215 billion.
- (c) It is pertinent to highlight the fact that running a university, particularly, a university of science and technology is capital intensive, requiring regular and adequate funding in order to ensure smooth conduct of practicals, and to develop appropriate skills. Moreover, such a university requires adequate funding to enable staff attend conferences and workshops to update their knowledge.
- (d) It is also worth pointing out that despite the huge liabilities and grossly inadequate funding, the University does not have the capacity to

overcome this problem as registration fees are its only source of internal revenues.

#### *5.5.1.7 Infrastructure*

Located on its permanent site, the University has benefited from a fairly large number of infrastructural facilities. The entire university premises are enclosed in a well-constructed fence, and the gates are particularly strong and attractive. Another striking feature of the university is the availability of fairly well-furnished accommodation for staff, although the Vice-Chancellor's residence requires a wall fence.

Apart from accommodation for staff, there are other facilities that are equally in good shape. One, the Administrative block consisting of the Vice Chancellor's office, Registry and Bursary has been built and is reasonably well furnished. Two, there are 2 faculty buildings for Faculties of Agriculture and Science with 2 staff common rooms, 44 classrooms, 2 lecture theatres, 16 laboratories and 2 faculty libraries. These are all adequately furnished with first class furniture except the 6 laboratories in Faculty of Agriculture. Three, there is a library of a very standard with a seating capacity of 314. It is well stocked with current books and journals: 4,094 social sciences, 12,282 technology, 20,470 sciences, 2,047 arts, 819 education and 1,228 general volumes. The ICT facilities for the library have been supplied and were being installed.

However, some facilities are not adequately provided. For instance, there are 112 staff offices for 117 academic staff and 254 senior administrative staff. Even if all the staff were paired in an office, 74 more offices would be required for the staff. Since Professors and Senior administrative officers are required to have an office of their own, the actual number of additional offices required is much higher.

Inadequacies also manifest themselves in the provision of student accommodation. First, as Table 49 shows, there are 4 male and 2 female hostels with 6 student common rooms. For the current number of students, these facilities may appear to be adequate, but when account is taken of the fact that additional streams will be admitted in the next couple of years, it is apparent that such facilities are grossly inadequate. To make matters worse, students have got no alternative since there are no rented apartments in the town. Second, there are deficiencies in certain aspects of laboratory equipment. Although the University has quite a significant number of teaching, research and laboratory equipment such as Atomic Absorption Spectrometer, Scanning Electron Microscope, Fourier Transform Infrared Spectrometer, Liquid Nitrogen, a significant proportion of major research equipment has not been installed due to a lack of appropriate laboratory space and gases. These shortages are compounded by the absence of practical materials and chemicals for teaching and research.

It is also important to stress a number of other points. One, as a Science and Technology University, the absence of a faculty of engineering is clearly a major setback. Second, as the state is in dire need of teachers especially in the sciences, the absence of faculty of education is also another deficiency in the menu of courses on offer. This means that as new faculties for education and engineering come on steam, there would be additional requirement for 2 male and 1 female hostels. Third, for safety reasons, the current location of laboratories on the second storey is not convenient. In the unlikely event of a fire incident, the safety of students and staff in that location may be jeopardised.

#### *5.5.1.8 Utilities*

Provision of utilities in the University is divided into three categories: vehicles, water and electricity, and ICT, as shown in Table 50. Vehicles are clearly in short supply, with only 3 vehicles currently available, compared to the total requirement of twenty-three. A second aspect of the status of utilities in the

university is concerning boreholes. Although the University has requirement for five boreholes, only two, donated by a philanthropist, are functional. The drilling of three additional boreholes is under way, but it this project appears more as an abandoned one than undergoing a stage of completion. It is noteworthy that no hand pumps have been installed in order to serve as a backup-facility.

As for electricity supply, the university requires two generators of 250kVA capacity respectively, which have been supplied but yet to be commissioned. Similarly, ICT facilities face a number of challenges in the University. Owing to delays in the release of overhead grant, the University has been experiencing difficulties in providing the accessories and consumables for the computers in the Department of Computer and Information Technology, a situation that gravely affects students of a Department with the highest enrolment rate in the institution. Despite these teething problems, there are areas of progress such as the ability of the University to create and maintain a functional website. As a result, information about the university and other related resources could be accessed on the university website, ([www.ksusta.com](http://www.ksusta.com)).

#### *5.5.1.9 Staff Primary School*

The University has a staff primary school building consisting of 3 blocks of 3 classrooms each. There is no furniture but the Basic Education Board has donated books to the schools for all subjects.

The University intends to start the school with the following:

- (a) One class of Nursery with 35 pupils;
- (b) Two classes of Primary I with 35 pupils each;
- (c) Two classes of Primary II with 35 pupils each;
- (d) Two classes of Primary III with 35 pupils each; and
- (e) Two classes of Primary IV with 35 pupils each.

There is only one junior staff attached to the school at the moment but the University Management has interviewed twenty-one (21) staff for the school and forwarded to the government for approval, which is still being awaited.

### **5.5.2 Recommendations**

The main recommendations in respect of legal issues, infrastructure, funding, staffing and utilities are given below. As shown in Table 61, it is estimated that the recommendations will require a sum of ₦753,250,000, ₦663,500,000, and ₦848,000,000 in 2009, 2010 and 2011 respectively.

#### *5.5.2.1 Legal Issues*

The Law establishing the university should be amended to take account of a couple of issues on the size of the Governing Council and the tenure of Principal Officers. Accordingly, the Governing Council should review the University's Law to ensure that:

(a) The composition of the Governing Council pruned as follows:

- (i) The Pro-Chancellor as Chairman;
- (ii) The Vice-Chancellor;
- (iii) The Deputy Vice-Chancellor (Academic);
- (iv) Deputy Vice-Chancellor (Administration);
- (v) Four (4) eminent statesmen representing a variety of interests and broadly representative of the whole State appointed by the Governor and Visitor of the University on the recommendation of the State Executive Council;
- (vi) The Permanent Secretary, State Ministry of Education as Ex-officio member;
- (vii) Four (4) persons appointed by the Senate from among the members of that body;
- (viii) Two (2) persons appointed by the Congregation from among the members of that body;

- (ix) One (1) person appointed by the Convocation from among the members of that body.
- (b) Introduce a single tenure of five (5) years for the Vice Chancellor;
- (c) Introduce, an initial tenure of two (2) years renewable for a second and final term of two (2) years subject to satisfactory performance, for Deputy Vice Chancellors;
- (d) Introduce, an initial tenure of five (5) years renewable for a second and final term of five (5) years subject to satisfactory performance for the offices of the Registrar, Bursar, Librarian and Director of Works.

#### *5.5.2.2 Governance Structure and Academic Programmes*

The recommendations under this section fall into two categories, one for action by the State Government, and the other for the university authority:

- (b) The Governor of Kebbi State and Visitor to the university should appoint the Chancellor as provided by the university Law.
- (c) The University should, as a matter of urgency:
  - (i) appoint the Deputy Vice Chancellor (Academic).
  - (ii) develop its financial regulation in consultation with sister federal universities, and have it approved by the Governing Council.
  - (iii) Fast-track the process of developing its strategic plan by setting-up committees and engaging consultants.
  - (iv) introduce BSc Biology and BSc Microbiology programmes;

- (v) Establish Faculty of Education with four departments and the following programmes: B. Sc. Ed. (Biology), B. Sc. Ed. (Chemistry), B. Sc. Ed. (Mathematics) and B. Sc. Ed. (Physics).; and
- (vi) Establish Faculty of Engineering with three departments and the following programme: B. Eng (Civil), B. Eng (Electrical Electronics) and B. Eng. (Mechanical).

### *5.5.2.3 Staffing*

At least four sets of recommendations follow from the previous discussion of staff profile in the university. The University should:

- (a) review its staff profile and make appropriate adjustment to accommodate the incoming staff for Faculties of Education and Engineering.
- (b) embark on a rapid training programme at both masters and doctoral levels for its large number of young lecturers. The training should be both in-country and overseas. An annual allocation of the sum of sixty million naira (₦60,000,000.00) should be made for the next three (3) years, after which it should be reviewed.
- (c) recruit 5 academic staff per department for both Faculties of Education and Engineering; that is 20 for Faculty of Education with four departments and 15 for Faculty of Engineering with three departments. In addition, 6 technologists (2 per department) should be recruited for Faculty of Engineering.
- (d) Embark on a process of rationalisation of non-academic staff to take account of the current challenge of overstaffing.



#### *5.5.2.4 Student Enrolment*

Three sets of recommendations are made in order to address the challenges of student enrolment:

- (a) The Government should provide incentives to attract female students into science and engineering programmes; higher scholarship allowance and employment at grade level 06 are good options as is the case for medical students.
- (b) The University should strengthen the policy of enrolling more students from Kebbi State. A policy of admitting 75% Kebbi State indigenes should be put in place.
- (c) There is the need for the University to encourage the enrolment of female students.

#### *5.5.2.5 Funding*

A couple of recommendations are made in respect of the funding situation of the University.

- (a) The appropriated monthly grants should be released to the University regularly to enable it operate smoothly; and
- (b) Each Local Government in Kebbi State should contribute two million naira monthly (₦2,000,000.00) monthly.

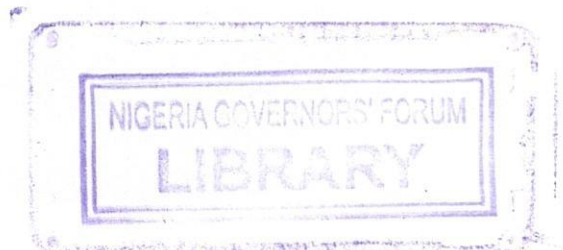
#### *5.5.2.6 Infrastructure*

A number of recommendations follow concerning the need to address the challenges of infrastructure.

- (a) For 2009 Fiscal Year, the Government should approve the:

- (i) construction of cement wall perimeter fence with gate at the Vice Chancellor's residence
- (ii) construction of a block of thirty (30) offices to ameliorate office shortage;
- (iii) construction and furnishing of 500 bed space male hostel storey building 1No;
- (iv) construction of cement block perimeter fence around the female hostel
- (v) supply and installation of Internet connectivity via VSAT and ICT Facilities(Acess Point 2-way Radio 2Nos, 24-Port Switch 1No, Wireless Radio 2No, Cables 3rolls, MS 300 Server 1No, Table PC 50Nos, Laptop 15Nos ;
- (vi) furnishing of 6Nos laboratories in Faculty of Agriculture.
- (vii) construction of a Central laboratory with adjoining Liquid Nitrogen Plant and Solvent rooms.
- (viii) supply and installation of adequate street lights in the University campus;
- (ix) supply and installation of walky-talky to the Principal Officers and strategic security officers of the university;
- (x) construction of appropriate network of drainage and landscaping around the Gate, VC's Residence, Adm. Block, Library and Faculty buildings.

- (xi) construction of 920m access road around the student hostels and the sports complex.
  - (xii) construction and furnishing of the Faculty of Education Buildings consisting of: a Deans' Office/Sec; Faculty Officer's Office/Gen. Office; Faculty Board room; H.O.D/Sec. Offices 4Nos; Staff offices 12Nos; Lecture Hall 100 seat 1Nos; Library 50 seat 1No; Stores 4Nos)
- (b) For 2010 Fiscal Year, the Government should approve the:
- (i) construction and furnishing of the Faculty of Engineering Buildings consisting of: a Deans' Office/Sec; a Faculty Officer's Office/Gen. Office; Faculty Board room; H.O.D/Sec. Offices 3Nos; Staff offices 9Nos; Lecture Hall 100 seat 1Nos; Library 50 seat 1No; Laboratories 40 Seat 3Nos; Workshops 35 seat 3Nos. The laboratories and workshops should be accommodated within the faculty building on the ground floor with appropriate safety exits and facilities.
  - (ii) construction of a block of thirty (30) offices to ameliorate office shortage.
  - (iii) construction and furnishing of 500 bed space female male hostel storey building.
  - (iv) construction of 2Nos drainage networks around the Students' Hostels and the Sports Complex to check against gully erosion.
  - (v) provision of animal house, green house and botanical garden for biological sciences.



- (vi) provision of a 100hectre farm land for Faculty of Agriculture.
  - (vii) construction and equipping of two fish ponds for the Faculty of Agriculture.
  - (viii) One (1) Educational Resource Centre should be built and furnished for Faculty of Education.
- (c) For 2011 Fiscal Year, the Government should approve the:
- (i) construction and furnishing of a block of thirty (30) offices to ameliorate office shortage.
  - (ii) construction and furnishing of 500 bed space male hostel storey building.
  - (iii) construction and furnishing of 1No Educational Resource Centre for Faculty of Education.
  - (iv) construction and furnishing of Department of Chemical Engineering building (H.O.D's/Sec Offices, Staff Offic. 3Nos, Laboratory 2Nos, Store 2Nos,).

#### *5.5.2.7 Utilities*

The Government should:

- (a) Approve and provide 6Nos Toyota Corolla saloons 1.6L 2Nos, for principal officers; 6Nos Toyota Carina station wagons for faculty and utility vehicles, 1No Canter; 1No Ambulance; 2Nos Pick-up Van; 2Nos 35-seater Buses; and 1No Tractor.

(b) direct the appropriate government agency to ensure that the contractor handling the borehole project completes and commissions the existing three boreholes.

(c) approve the supply and installation of 5Nos hand pumps as back up.

(d) direct the appropriate government agency to ensure that the existing two generators are commissioned.

#### *5.5.2.8 Nursery and Primary School*

A couple of recommendations are made with respect to the staff Nursery and Primary School.

(a) the University should endeavour to ensure that the Internet facilities and Resource Centre are completed as early as possible.

(b) the Government should endeavour to release the monthly appropriated grants to the University.

## **5.6 Kebbi State Scholarships Board**

### **5.6.1 General Observations**

#### *5.6.1.1 Introduction*

In a state with majority of inhabitants engaged in farming, poverty is endemic, and unless the Government offers financial support to young men and women wishing to proceed for study in higher institutions, enrolment will undoubtedly be very low, and the ability of the state to meet its manpower needs both in the public service and in the private sector will be jeopardized. It is in realization of this fact, and in keeping with the long established tradition of granting financial support for students of higher institutions that the Scholarships Board was created in 1991, shortly after the creation of the state itself. Headed by the Executive Secretary, the Board comprises three departments: Personnel Management; Planning, Research and Statistics; and

Finance and Supply. Thus the Board has developed an administrative structure that enable it handle the administration of scholarships to a growing number of Kebbi State indigenes.

#### *5.6.1.2 Student Statistics*

Records of the Kebbi State Scholarship Board show that during the 2007/08 academic session, there were a total of 4,401 beneficiaries. Of this number, a total of 2,099 are said to be pursuing their programmes at Usmanu Danfodiyo University, Sokoto, while the Waziri Umaru Federal Polytechnic, Birnin Kebbi has the second highest number, with 971 students of this state origin. The records also show that institutions with a sizeable number of Kebbi State indigenes include A.B.U. Zaria (286), Bayero University, Kano (130), College of Agriculture Zuru (233), Sokoto State Polytechnic (260), FUT Minna (142) and College of Preliminary Studies, Yauri (89).

As noted in an earlier section of this chapter, the Scholarship Board handles only a segment of students benefiting from the sponsorship of the state. The Ministry of Education handles the sponsorship of NCE students. It is therefore pertinent to devote a couple of paragraphs on this category of students even though the entire section is under the Scholarship Board.

Records from the Director, Higher Education at the Ministry of Education show that during the 2007/08 session, there were 4,913 students at NCE II and III in various institutions within and outside the state. Of this sum, a total of 3,244 were said to be students of Kebbi State College of Education, Argungu. The data from the Ministry also show Kebbi State indigenes totalled 765 at Shehu Shagari Collge of Education, Sokoto; 511 at FCE Kontagora, 211 at Waziri Umaru Federal Polytechnic, Birnin Kebbi. The remaining 182 students were accounted for jointly by FCE Gusau (67), FCE Zaria (47), Kaduna Polytechnic (30), FCE Garki, Abuja (29), and Niger State College of Education, Minna (9).

In addition to the figures mentioned in the preceding paragraph, the Director Higher Education also provided data on the number of students admitted to NCE (1) under the sponsorship of the state. According to the data, the NCE I students totalled 3,037, with a whopping sum of 2,280 based in the Kebbi State College of Education, Argungu. The figures also showed that there were 242 and 360 students at FCE Kontagora and Shehu Shagari College of Education, Sokoto respectively. A total of 91 NCE I students are listed under the Waziri Umaru Federal Polytechnic, Birnin Kebbi. The remaining 64 students are listed under FCE Gusau (27), FCE Zaria (23) and FCE Garki Abuja (14).

#### *5.6.1.3 Verification*

In order to verify the figures given above by the Scholarship Board, lists of Kebbi State indigenes was obtained from some of the higher institutions with significant number of students of this state studying there. By comparing the list provided by the Scholarship Board on the one hand, with those provided by some higher institutions on the other, a number of discrepancies emerged. One, some students in the list emanating from the Scholarship Board could not be traced to the lists from the higher institutions. The number of such students that could not be traced to the list of higher institutions varies from 731 in the case of UDU Sokoto, 101 for FUT Minna, 69 for BUK, and 27 for CPS, Yauri. This means that 1,368 were verified for UDU Sokoto, 41 for FUT Minna, 61 for BUK and 42 for CPS, Yauri. Two, the list from the Scholarship Board sometimes is at variance with that of higher institutions especially with respect to the courses of study. In many instances, students classified by Scholarship Board as medical students, turn out to be pursuing courses in the sciences. It may be that when they change courses students do not communicate this to the Scholarship Board, but other factors such as weak database, could still be at work to explain such discrepancies.

The data from the Ministry of Education on NCE students could not be verified not only owing to the lack of a comprehensive electronic copy of such list

from the Ministry, but also because some of the institutions themselves do not have electronic copies of Kebbi State indigenes.

#### *5.6.1.4 Weak Administrative Structures*

There are a number of observations/findings in relation to certain loopholes in the administrative machinery of the Scholarship Board. In this regard, two problems appear to weaken the administration of scholarships. One, although the board has a number of staff with relevant computing skills, it has yet to develop a comprehensive database of all students benefiting from scholarship scheme. While the records obtained from the Scholarship Board do provide some useful information (such as name, local government area, institution of higher learning, and course of study) they do not include other vital records (such as admission numbers) that could aid verification. Admission numbers are the most important means of student identification, since two or more students could bear the same name. Yet, there is a conspicuous absence of this means of verification from the data supplied by the Scholarship Board.

The second problem weakening the administrative machinery of the board is the method of payment of scholarship allowances to beneficiaries. Cash payment of scholarship allowances is made by staff of the Scholarship Board at the premises of the higher institutions where beneficiaries are studying. There are a number of disadvantages arising from this practice. Aside from the hazards associated with manual movement of cash from one institution to another, students who were unavoidably absent at the time of payment are saddled with the burden of having to travel to state capital to collect their allowances. A more worrying problem associated with this method of payment is that it is difficult to verify the figures arising from it. If such payments were made through the banks, verification would be much easier, and the entire method would be more transparent and verifiable. What is more, the travel and related costs of making such payments could be high especially if the same method is employed for the payment of those studying abroad.



#### *5.6.1.5 Scope and Category of Awards*

There are areas of strengths and weaknesses in the scope and administration of scholarships in Kebbi State, however. On the positive side, students of tertiary institutions in the country pursuing different programmes are eligible for consideration for financial support, as long as they fill in applications forms and support them with necessary documentation. Thus scholarships are offered to bonafide indigenes of the State to enable them undergo a range of courses (postgraduate, undergraduate, diploma and remedial courses) in Nigeria. It should be stressed, though, that students offering degree, diploma and certificate courses in certain institutions in the country (such as PTI Effrun, FLV Badagry, MAN Oron, NITT Zaria and NCA also offer certificate, diploma or degree programmes) are not covered under the traditional scholarship schemes. This differential treatment is uncalled for. Another weakness is that for students undergoing courses in the country's Colleges of Education, a separate department in the Ministry of Education handles all aspects of their financial support and bursaries. One is therefore left at a loss why the Board has not been given the mandate to administer all forms of scholarships since more than any other organ it has the statutory mandate to handle scholarships.

Weaknesses are also manifested in the procedure for sponsorship abroad, which is riddled with several loopholes. One, there is no documented procedure for eligibility for sponsorship abroad. In the absence of such a policy, the selection criteria are equally unclear, although in some circumstances anecdotal evidence (from the case of 49 students sent to India, for example) seems to suggest that areas of critical need (such as medicine and ICT) are often given a priority. Apart from the rather opaque selection procedure for foreign sponsorships, there are other compelling reasons why foreign sponsorships of undergraduate students may not produce the required outcomes of enhanced capacity to meet local requirements for manpower. One, award of foreign sponsorships to teenage students could be

inimical to their cultural development. Second, there is no standard mechanism to ensure the return of the beneficiaries from abroad to serve the nation. This could be attributed to the absence of a binding agreement that will ensure the return of beneficiary at the end of the programme. Third, in the absence of such a mechanism to guarantee their return, beneficiaries of foreign sponsorship tend to constitute a drain to state resources that could have been deployed to more productive purposes.

#### *5.6.1.6 Category of Awards*

The Board pays six (6) types of allowances to awardees, namely, (i) Primary allowance; (ii) Secondary; (iii) Project; (iv) Transport; (v) Tuition fees; and (vi) Registration.

#### *5.6.1.6.1 Primary Allowances*

Table 51 compares the primary allowances paid by the Kebbi State Scholarships Board and its counterparts in four neighbouring states of Kano, Katsina, Sokoto and Zamfara. There are a number of points that emerge from the figures given in the table. One, a comparison of primary allowances shows that except in the Law School, students of Kebbi State registered in all other courses receive much less primary allowances than their counterparts in the other four states do. The State achieves parity with Katsina in terms of PhD allowances but fares less in all others. Second, while the allowances are lower as mentioned above, it is striking that Zamfara State does much better than all other states. The gap is so wide that Kebbi State pays its indigenes less than 20% of what Zamafara State pays its own. In addition to points raised above, it is important to stress just how benevolent Zamfara State has been especially in respect of university lecturers undergoing postgraduate institutions – it pays PhD students a sum of ₦500,000.00, and Master's students ₦350,000.00.

There is another set of points (not derived from the figures in Table 50, but from discussions with various officials of Scholarship Boards) that are worth

making in regard to the primary allowances. First, Kebbi State pays primary allowances in two instalments, reducing the value of the allowances since by this practice, a master's degree students receives ₦4,500.00 and an undergraduate ₦3,450.00 per instalment. Second, the Board pays tuition fees (ranging from ₦10,000 for ND students to ₦45,000 for PhD) only to students studying in institutions outside Kebbi State; institutions within the state are not paid such fees, a practice that deprives them of an important segment of internally generated funds. Another weakness of this system is that it by giving a flat rate for students offering the same course but in different institution, the practice is unfair to students where such fees are higher. In contrast, Sokoto State pays tuition and registration fees directly to the institution where its students are registered, while Kano State makes a refund of registration and tuition fees that its student pay to their respective institutions.

#### *5.6.1.6.2 Other Allowances*

Table 52 shows a number of other allowances the Board pays to the awardees of Kebbi Sate Scholarship. First, secondary allowances are paid for students offering medicine, science, education, geography and agriculture. A flat rate of six hundred naira is paid to all students registered in these courses, except Medical Students for their clinical work at 400, 500 and 600 levels. Second, other allowances are paid towards the costs of undertaking research projects by undergraduate and postgraduate students; transportation, which varies from one institution to another, depending on its distance from Kebbi State. Other forms of allowances include those paid to matriculation students at Usmanu Danfoidyo Univeristy, Sokoto; Kebbi State University of Science and Technology; College of Preliminary Studies; and Federal University of Technology, Minna.

### **5.6.2 Recommendations**

#### *5.6.2.1 Policy Issues*

A number of recommendations follow from the above sets of observations:

- (a) The practice of payment of scholarships to students of College of Education should be discontinued, for it does not lay the responsibility on the most appropriate body with the statutory mandate to handle the assignment – the Scholarship Board. This recommendation implies the need to ensure that all forms of state sponsorship – barring in-service – are handled by the Scholarship Board. Thus, the relevant department in the Ministry of Education should hand over all relevant records to the Scholarship Board.
- (b) the differential treatment accorded to some tertiary institutions is a negation of the principle of fair play, it is recommended that all tertiary institutions that run courses eligible for sponsorship should be treated on equal basis.
- (c) The State Government should not award foreign scholarship or sponsorship for undergraduate studies.
- (d) There should be a clear policy on foreign sponsorship, stating eligibility criteria and terms and conditions of the award including the need for a bonding agreement for successful applicants.
- (e) The State Government should award foreign scholarship at postgraduate level to any Kebbi State indigene holding a first class degree in any discipline if he/she applies for such sponsorship.
- (f) The State Government may award foreign scholarship at postgraduate level to all Kebbi State indigenes that graduate with second class degree in disciplines that are not available in Nigeria.

#### *5.6.2.2 Allowances*

A number of recommendations emerge from the above discussions on allowances:

- (a) The primary and secondary allowances should be increased by 300%, as given in Tables 53 and 54, respectively, to take account of the current costs of living in the country.
- (b) In order to facilitate thorough research and completion of postgraduate studies on schedule, research grants of three hundred and fifty thousand naira (₦350,000.00) for masters and five hundred thousand naira (₦500,000.00) for doctoral degrees are imperative. Disbursement of the grant should be made in three instalments: First 40%, second 30% and third 30%, subject to favourable recommendation from the supervisor.
- (c) the practice of paying tuition fees directly to students should be discontinued; instead, there is the need for the Board to pay the actual amount of such fees directly to the institutions.
- (d) The payment of primary allowances by instalment should be discontinued; instead, all primary allowances should be paid in whole through the banking system at the beginning of the session.

#### *5.6.2.3 Database and Website Development*

In order to reposition the Scholarship Board and fine tune its operations to ensure efficient service delivery, the development of a database and website is imperative. Accordingly, it recommended that the Scholarships Board should:

- (a) develop a comprehensive computerised Database with the following set of information, at the minimum:
  - Full Name
  - Institutional Admission Number
  - Student Scholarship Board File Number

- Programme and level of study
  - Department of study
  - Faculty/School of study
  - Local Government Area
  - Name of bank and account number of the student
  - Student's phone number (if available).
- (b) develop an interactive website that facilitates on-line application for scholarship and registration as well as provide information to the general awardees. It should allow for on-line capture of the information in (a) above.
- (c) obtain from all institutions of higher learning the schedule of fees well before the beginning of a new term. This will enable the Scholarships Board to have an accurate figure of the financial requirements of sponsoring the students in each year.
- (d) encourage the National Association of Kebbi State Students to host a website that could provide the information given in (a) above for institutions. This should be recognised for planning subject to verification.

#### *5.6.2.4 Operational Facilities*

The Board has only two old vehicles (a Peugeot saloon and a Station wagon). The vehicles break down quite often. It is therefore recommended that the Board be provided with two (2) Carina (II) station wagons to facilitate verification.

#### *5.6.2.5 Sponsorship Abroad*

In view of the very huge financial investment in foreign scholarships it necessary for the Scholarship Board to have clearly defined policy on the entitlements of its awardees. Therefore, the following are recommended:

- (a) Return Air ticket;
- (b) Tuition and Registration fees as charged by institution;
- (c) Sustenance allowance as recommended by institution;
- (d) Research grant as recommended by institutions; and
- (e) One return air ticket for home visit (holiday) for doctoral students.

#### *5.6.2.6 Payment of Scholarship Allowance through Bank*

In order to ease the difficulties, hassles and risks associated with cash payment of allowance to awardees, it is recommended that the Monitoring Committee should ensure that:

- (a) Accurate and up-to-date data about the awardees are obtained through the students' website and that of the Scholarship Board;
- (b) The data obtained from the two websites mentioned in (a) are reconciled and verified from the respective institutions; and
- (c) All verified awardees are paid their allowances through designated banks.

## **CHAPTER SIX : CROSS-CUTTING ISSUES**

### **6.1 Introduction**

Although vital for the improving and developing education, there are a number of issues that affect nearly all levels of education, and therefore could not be discussed under any one of the previous three chapters discussed above. Their cross-cutting nature dictates that they be considered in a separate chapter to enhance clarity. The issues are discussed in turn.

### **6.2 Affirmative Action for Women and the Girl Child**

If there are recurring themes that emerged in many parts of this report, the yawning gender disparities (as manifested in low enrolment of the girl child, and low participation of women) appears the most poignant. This trend co-exists alongside a realisation that participation of women in all aspects of human endeavour holds the key to achievement and maintenance of sustained economic and social progress of any society. Moreover, international conventions (such as CEDAW) to which Nigeria is a signatory make an unequivocal call for concerted actions on all fronts to address the gender imbalances. It is for these reasons that it is thought that despite a number of recommendations made in earlier chapters concerning the need to improve the enrolment of the girl child and affirmative action to encourage the participation of women in teaching, additional emphasis is required on the need for those actions. Some states in the federation have got flourishing programmes under their centres for continuing education in which women are given opportunity either to get back to their formal education, or to register and benefit from it for the first time. Thus, the experience of other states has demonstrated just how important such centres are as a means of redressing the gender gaps in education. A related recommendation is the need to develop Women Centres whose activities will include not only academic programmes but also the development of skills vital for self employment.



### **6.3 Computer Literacy and ICT**

There is no gainsaying that knowledge of the computer is needed for all. Yet the level of computer literacy in the state is at a very low ebb, although this is a challenge facing the entire federation. There is the need to address this challenge since information and communication technology (ICT) plays a pivotal role in all aspects of national development. ICT allows for astonishingly fast flow of information at modest costs, so any nation or part of a country that is left on this bandwagon will fail to take advantage of the tremendous opportunities that it offers in an increasingly globalised environment. There are encouraging signs of a growing resolve from the highest authorities in the state to encourage the development of ICT, given the growing numbers of computers and related accessories already supplied to various categories of schools in the state. There are areas of compelling need, though, such as a whole range of ICT activities in which there are significant shortages of expertise. Such areas range from the very basic skills required for computer hardware maintenance to the more sophisticated aspects of installation and maintenance of internet facilities and connectivity.

### **6.4 Quality Control**

That the quality of education nationwide is in decline is not in contention, and the need to step up measures to ensure quality assurance is therefore a very urgent one. As quality assurance and control is an all-embracing activity, covering all levels of education, the enormity of the challenge is therefore overwhelming. What is required is the recognition that staffing, funding and monitoring the entire process are quite indispensable means of overcoming the challenge. Although they are important means of facing the challenge, the issues of staffing, funding and monitoring are by no means sufficient for the achievement of this noble goal – granting of autonomy to the body responsible for quality control is equally required.

## **6.5 Exploiting the Opportunities Available at the Federal Level**

Intervention funds are available from UBEC for every state of the federation, but there are conditions under which such funds can be accessed. Apart from counter-part funding as a requirement, channelling those resources into the approved set of planned activities is another. The Ministry of Education needs to ensure that SUBEB is directed to tap upon these resources whenever they are available, and to pursue with steadfastness the need for the state government to fulfil its own part of the bargain. Also required is the need to examine the recommendations made in chapter three of this report, and see how they fit into the activities SUBEB plans to undertake in order to promote collaborative efforts required to achieve economy of resources and synergy. It is important to state that a couple of other facts should be borne in mind in order to ensure speedy utilisation of such funds. One is that in order for such funds to be harnessed, the planned activities must devote resources in the following ratios: 5% for ECCE, 60% for primary and 35% for JSS. A second requirement is that of the total cost of planned activities must be assigned in the following proportions: infrastructure, 70%; textbook/working materials, 15%; and professional development, 15%.

## **6.6 Welfare of Staff and Students**

The welfare of teachers and students as a means of improving and developing education in the state is quite critical. The current state of affairs leaves a lot to be desired, as mentioned in many parts of this report. However, it is important to stress that the poor welfare of students and staff is manifested in many areas such as absence of beds and mattresses (with many students sleeping oddly on bare floor), poor remuneration for teachers as well as weak mechanisms for promotion, training and retraining of teachers, low performance of students in national examinations appear amongst the most daunting. It is therefore important that the recommendations made in several areas in this report concerning the welfare of staff and students should be taken with all the seriousness they deserve.

There is also a recommendation that the professional staff of the Ministry of Education and Boards should equally enjoy the 30% salary increment in order to enhance welfare and boost efficiency.

In addition, it is recommended that key responsibility allowances should be doubled, to provide additional motivation, as follows:

- (a) Principal from ₦1000 to ₦2000/month;and
- (b) Vice Principal from ₦500 to ₦1000/month

### **6.7 Tsangaya Schools**

As seen in earlier sections of this report, more than half of the school-age children in the state are out of school. The Almajiri system, whereby Arabic Mallams take children to cities and towns in apparent quest for Islamic knowledge, is a factor contributing to low enrolment in schools. In memoranda sent to this Committee, a number of prominent people with interest in the development of education in the state, wrote to proffer suggestions on ways to curb the Almajiri phenomenon and thereby increase the tempo of integration.

Although the symptoms of the problem are many and varied, the memoranda received in this regard are unanimous about the contribution of the Almajiri system not only to the low enrolment patterns in schools, but also to the growing numbers of child beggars in the major towns and villages in the state. The involvement of children in street begging is a marked contrast to the proclaimed motive behind their forceful eviction from their parents to the neighbouring towns and cities – quest for Islamic knowledge. Efforts to curb this trend should therefore be seen not only as means of promoting school enrolment, but also fostering the acquisition of Islamic knowledge.

During the interactive session held in June 2008, and judging by the content of the memoranda, there is a unanimous call on the need to integrate the Almajiri system into the mainstream primary and secondary school systems. There is no unanimity, though, on how to achieve this. While some have called for the constitution of a supervisory body or Commission to oversee the entire process of integration, others are of the view that the Northern Governors should legislate against the movement of children below the age of 14 to towns under the Almajiri system. Each of this couple of suggestions has its own merits and drawbacks. While a Commission could provide the necessary administrative mechanism for integration, it might gulp a huge amount of financial resources, and if not carefully implemented, bureaucratic delays and red tape could defeat the objectives for which the Commission was established. While a legislation to guard against the system could have little financial implications, its enforcement especially in the democratic dispensation will be hard. The political costs of enforcement could be high, given the political clout in the hands of beneficiaries of the Almajiri system. Lasting solutions to this problem are hard to come by if they are imposed from above. The Arabic Mallams must be involved in all stages of projects aimed at eliminating the menace – from conception, planning and implementation. It is therefore recommended that a well-funded project that puts the Mallams in the driving seat should be initiated at pilot levels. The experience gained from such pilot projects could help in efforts to upgrade them to cover wider areas. It is important to stress, however that as the provider of technical backup on educational projects, the Ministry of Education should continue to play that function in this regard.

Additionally, the Committee wishes to make the following recommendations:

- (a) The Abdullahi Fodio Islamic Centre should be upgraded to discharge the role of supplying a pool of teachers for the Tsangaya schools by providing training for Diplomas in Islamic studies for selected Qur'anic mallams.

(b) The 5 Arabic schools should also be expanded to discharge a similar role recommended for the Abdullaahi Fodio Islamic Centre.

(c) The Arabic schools should also be upgraded to offer SIS in addition to JIS

(d) The allowances of students in the Arabic schools currently undergoing JIS should be increased to ₦2000

(e) The State government should take advantage of the matching grant from ETF to establish model Tsangaya schools.

(f) The Jamaatu Nasril Islam (JNI) should be encouraged to set up girls schools, which focus on Arabic and Islamic studies for the girl-child.

### **6.8 Extra-Curricular Activities**

Extra-curricular activities are those aspects of school activities not commonly conducted in the classroom. They include sports, debates, quiz competitions and related events. Such activities have many advantages that include reinforcing academic excellence, but also strengthen their health and physical fitness. Thus, the dismal state of such activities is a source of concern, and actions are required to improve the involvement of children in such activities. A range of activities can be mapped out for regular involvement of students so as to revive the past glories for which many schools used to be known. Take the case of inter-secondary school hockey competition, for which GSS Yauri used to earn accolades; or athletics for which GTC Zuru earned a lasting reputation. The nostalgia associated with fond memories of these examples is something that should ginger us into taking the required action.

### **6.9 Developing a Reading Culture**

One of the most important manifestations of poor standards of education in the country in general is the absurdly low standard of command of the English language in our schools. While a number of factors are to blame, the absence of a reading culture appears amongst the most important. A virile

environment for reading can be developed if state libraries are well-equipped and adequately funded to attract the youths in particular and the general public to achieved the required command of the language. It is in the light of the declining standards and the need to reverse them through the development of reading culture that in an earlier section in this report, recommendations were made on the need to strengthen the support of government to the State Library Board. On its part, the Board needs to fulfil its own part of the bargain by ensuring that adequate enlightenment activities are carried out to ensure effective use of the rich collections that enhanced funding will support. In that way, the current tendency for rich collections to remain on shelves could be averted.

### **6.10 Developing the French Language**

Kebbi State shares boarder with two French-speaking countries but the teaching of French in our schools is at best lackadaisical. There are other reasons why the language should be encouraged in our schools. As a major international language, the possession of reasonable command of French opens many prospects for gainful employment in national and international assignments. What is more, with the boom in business transactions between Nigeria and our neighbouring, mostly French-speaking, countries, the advantages that knowledge of the language will offer are tremendous. It is therefore imperative for the state to explore the mechanisms by which the study of the language could be enhanced in our schools. While there are potential pitfalls that this recommendation might face (such as critical teacher shortages), avenues exist in which such difficulties could be minimised. It is therefore recommended that the state should explore ways of promoting teacher exchange programme with our neighbouring countries since this will have the additional advantage of cementing the ties between Nigeria and its neighbours.

The Committee recommends that the teaching of French in secondary schools should be encouraged.

### **6.11 Encouraging Community and Private Sector Participation**

As the number of children currently enrolled in schools is less than that outside the school system, the challenge of funding education for the purpose of enhancing enrolment as enshrined in the EFA goals is by no means an easy one. Whatever support the government might give to education, it is difficult for it to shoulder it alone without the participation of other stakeholders in the system. As mentioned in a previous chapter of this report, private sector participation is quite critical. Yet, less than 4% of schools in the state are funded by the sector. Concerted actions are required to improve private sector involvement in the delivery of educational service. However, educational policy must ensure that such participation is in the overall interest of parents and children – the curricular must take account of cultural norms and values, as well as be consistent with national needs. Government regulation should also ensure that it is not too stringent to scare willing investors but should also be forceful enough to prevent excessive exploitation through the levy of exorbitant fees.

The Committee recommends the encouragement of public-private partnerships in the development of education in the State. In this regard, it is recommended as follows:

- (a) There should be a massive public enlightenment to garner community involvement in and support for education development. Traditional and community leaders should be appropriately involved.
- (b) The establishment of school management committees should be promoted and facilitated
- (c) PTAs should be promoted and be granted active roles in the development of schools in the state.

- (d) Communities should be encouraged to build schools using counter-part funding and matching grants

Apart from private sector involvement, other stakeholders such as the wealthy and those with sterling record of service could be called upon to contribute in whatever way they can to enhance the level of funding for education. This could be done through the setting up of endowment funds into which philanthropists could contribute in support of education in the state. Those with sterling records of service could provide advice to the board of trustees whose role it is to ensure the safety and efficient utilisation of such resources. With reasonable limits, the state should explore ways in which parents might contribute to the funding of education, taking account of differential levels of incomes amongst the populace.

### **6.12 Education Resource Centre**

The National Policy on Education recommends the establishment of Education Resource Centre in every state of the federation. Some states have already implemented this recommendation. Kebbi State needs to make every effort to ensure that the centre is established at the earliest opportunity. It is estimated that a sum of three hundred and fifty million naira is required in order to enable a successful establishment of a befitting State Educational Resource Centre.

### **6.13 Adult and Non-formal Education**

In a state where over 50% of the children are out of school, the proportion of adults without education should be much higher. This implies that more than 1.5 million people in a state with more than three million inhabitants are without any formal education. Given this staggering number of people without formal education, a significant scope exists for a programme that seeks to engage the adults (who did not have the full advantage of benefiting from formal education) into a series of activities that aim to develop their capacity for reading and writing, and to acquire additional level of formal



training. A main recommendation that is that government should provide the necessary funds to give a fillip to the agency in the onerous efforts to enhance adult literacy. From a submission of the Agency, it is recommended that the facilities in Table 55 be provided at a total cost of seventy million naira.

#### **6.14 Developing Education Data Bank**

Kebbi State needs a data bank especially on education. A unit should be created in the Ministry to handle this. There are costs and benefits of doing this. On the cost side, judging by the experience of this committee in the process of data collection, financial, technical and human resources are required to secure and maintain a database. The data collected and used for the purpose of this report may not be regarded as an adequate database on education for the state, although it can be used as a stepping stone for achieving one. There are a number of reasons why the data so far collected is not adequate enough to be considered as a databank on education.

##### **6.14.1 Incomplete Response from Schools**

Information contained in the data was collected through the aid of a questionnaire. This method posed a number of problems. First, some schools did not fill up and return the questionnaire. Second, no on-the-spot visits were undertaken to cover all the schools and to ascertain the accuracy of the data supplied in the questionnaire. Third, some schools that actually filled in and returned the questionnaires did not respond to some pertinent questions in the questionnaire. For these reasons, it is safe to conclude that the methodology adopted in the process of data collection was not full proof in that it left some loopholes that made it impossible to guarantee the accuracy of the data.

##### **6.14.2 Data Quality Problems**

Data on the population of teachers obtained through the LGEAs is suspect. A major shortcoming of the data collected from this exercise is that we are

unsure of the accuracy of the information supplied to us through the LGEAs. A reliable database must have accurate census of all staff in order to remove ghost workers if there are any. This challenge is clearly outside the terms of reference of this committee. What is more, the requirements for accurate headcount of teachers in terms of materials, technical capacity, and timeframe were too overwhelming that the committee could not attempt to overcome them. In order to overcome these problems, and to develop a solid databank, there is the need for a census of staff in all educational institutions in the state. It is however, important to stress a number of challenges that may still weaken any efforts to undertake a staff census. If there are ghost workers, the main challenge that the census will face is that the culprits behind such irregularities will attempt to frustrate the efforts in order to cover their tracks. A second challenge is the paucity of technical capacity. An accurate staff census must involve people with not only the technical capacity to computerise the data, but also the impeccable quality for honesty and transparency because if garbage is fed into the computer, the outcome could not be anything other than garbage. One way to minimize fraud in the storage of census information is to employ biometric techniques. These are techniques that employ the use of finger prints as a means of verification of staff identity. Thus, it is recommended that *a biometric approach should be adopted in the conduct of staff census of all educational institutions.*

This does not mean that once a staff census is conducted and computerised, the development of educational databank is complete. A databank should be seen as a continuous process, always open to review in the light of changes affecting staff recruitment, promotion, acquisition of higher qualification, transfer, deaths and retirement; changes in student enrolment and their transition to higher levels or graduation; and changes in the number of schools through the establishment of new or expansion of existing ones. In the light of these, several recommendations have been made elsewhere in this report about the need to purchase a computer set and a generator for distribution to schools. The intension is to ensure that each secondary school

is able to maintain a computerised list of its staff and students. Such information should continuously be updated from the schools and be made available at every point that the databank officials may require.

### **6.14.3 Scope of Data Collected through the Questionnaire**

Another reason why the data collected is inadequate for consideration as a databank is that the questionnaire used for the collection of the data left a number of other vital statistics that an educational databank should contain. For example, the questionnaire did not solicit for information from the Scholarship Board on the list of students under their sponsorship and categorisation of such list by institutions, local government areas, and courses of study. Such information is no doubt of tremendous utility for planning and advice. For example, categorisation of students by courses of study could point towards areas of critical need in the future. Also, such information could provide a basis for determining the financial implication of any recommendation related to review of scholarships and allowances. It is therefore recommended that the Scholarship Board should computerise its records. For each student under its sponsorship, the computerisation should indicate the name and address of the student, the admission number and course of study, the local government of origin, age and sex of the student. It should also indicate the account number of the bank through which payments of allowances are made to the beneficiary. While computerisation is important and therefore recommended for the Scholarship Board, there should be a mechanism for verification of its records. It is therefore recommended that at the beginning of each session, the Scholarship Board should publicise in the national dailies the list of students under its sponsorship. In addition, such a list should be pasted on the notice boards in its premises. It should also ensure that for each higher institution where the beneficiaries are studying the list of students from that institution is pasted in its notice board. Apart from having the advantage of fostering transparency, this has the additional merit of alleviating the sufferings that students may encounter especially when their names are omitted.

#### **6.14.4 What is the Utility of the Data from this Exercise?**

A key question there is: in view of the loopholes contained in the data collected for this exercise, should one conclude that the outcome is of no value for the purpose of policymaking and advice? Answer to this question is clearly in the negative since although it contained some weaknesses the data collected from this exercise is so far the most comprehensive on education in Kebbi State. From the data, we have a fairly (though not perfectly) good idea of many aspects of educational data, such as enrolment classifications by sex, local government and educational zones; staff strength, classified into teaching/non-teaching categories, age, qualification, place of assignment with further categorisation by local government area and educational zones.

#### **6.15 Nomadic Education**

Currently Kebbi State has a total of 72 Nomadic schools spread across the State. Recently, the State Government had made concerted effort to improve the standard of living of Nomads through the provision of Education and other Social amenities, such as water, schools, health facilities etc.

Of the 72 Nomadic Schools spread across the State, 52 are for the Nomadic Fulani, while 20 are for Migrant Fishermen; these 72 schools are provided with minimum learning facilities despite numerous problems associated with Nomadic Education in the State, which include:

- (a) Acute shortage of teachers
- (b) Lack of working materials
- (c) Lack of mobile classrooms
- (d) Frequent movement of the Nomads
- (e) Lack of grazing grounds
- (f) Lack of health facilities
- (g) Lack of awareness campaign

### 6.15.1 Students Enrolment

The current student population in the 72 Nomadic Schools is 6,941 with a breakdown as follows: 4806 Males and 2135 Females. The figure shows clearly that the parents themselves are very ignorant of the need to send their children to school.

### 6.15.2 General Recommendations

In order to remarkably expand the scope of nomadic education in the State, the Committee recommends as follows:

- (a) Sensitization campaigns
- (b) Provision of more Schools
- (c) Provision of working materials
- (d) Employment of trained teachers
- (e) Provision of social amenities
- (f) Provision of adequate funding, etc

### 6.15.3 Recommendations on Funding

For the effective provision of education to this category of people, there is need for the State Government to make adequate financial provision for the following items:

Teaching Aids	-	₦20,000,000.00
Water Supply-Hand pumps/wells -		
20 Hand pumps	-	₦ 13,000,000.00
20 Wells	-	₦ 1,300,000.00
<b>Total</b>	<b>-</b>	<b>₦ 4,300,000.00</b>

(a)	Provision of Transport for teachers and supervisors at LGEA level i.e. 28 motorcycles, 20 First Aid Boxes at ₦5,000 each making ₦300,000.00; Motorcycles	-	₦1,800,000.00
(b)	Sporting facilities	-	₦ 400,000.00
(c)	One Vehicle (Hilux) at	-	₦7,500,000.00
(d)	Science Teaching kits for 20 selected schools	-	₦ 600,000.00
(e)	Provision of Tents for 20 selected schools	-	₦4,210,000.00
(f)	Teachers furniture; 20 sets of tables and chairs-	-	₦ 400,000.00
(g)	Construction of fish ponds at 20 selected areas at the cost of ₦200,000.00 each	-	₦4,000,000.00
(h)	Provision of 4 boats for migrant fishermen at 150,000.00 each	-	₦ 600,000.00
	<b>Grand Total-</b>		<b>₦ 100,237,775.00</b>

#### **6.16 Education Trust Fund for the State**

In order to generate additional resources for the funding of the education sector, it is recommended that a Kebbi State education development fund should be established to replace the Kebbi State Development Fund, which is too broad and ineffective. Specifically, it is recommended as follows:

- (a) The Edict establishing the Kebbi State Development Fund should be amended to replace it with the Kebbi State Education Trust Fund;
- (b) A Board of Trustees consisting of respectable dignitaries should be constituted;
- (c) The Education Trust Fund should be funded from new taxes to be legislated by the State House of Assembly; and
- (d) The existing levy of civil servants for the development fund should be re-directed for the Education Trust Fund.

### **6.17 ICT Policy for the State**

The Committee has observed that Kebbi State does not have an ICT Policy. With the rapid expansion of the utilization of new information and communications technology, it is imperative that the State introduces an ICT Policy to enable it re-position itself for the effective utilization of ICT in its development drive.

### **6.18 Sustainability Issues**

The results of this effort need to be sustained if the investment made by government is to continue to yield fruits. Within the limits of its abilities, the committee has discharged its duties, taking account of terms of reference for its assignment. In course of its assignments, especially those related to the implementation of the recommendations contained in the Interim Report, the committee noted the tremendous investment that such activities had gulped. In order for such investment to yield the desired fruits of improving and developing education in the state, a mechanism is required to ensure that the gains of this exercise are sustained. A main problem that has tended to characterise ad hoc committees of this type is the tendency for their reports to be at best research materials on the archives. In order to ensure that this report does not suffer from the same fate, it is recommended that when the committee winds up after submission of this report, the Technical Team (alluded to in section 1.3.5 of this report), is recommended to continue its activities. It is therefore recommended that government should make funds available for continuous discharge of the duties of the technical team. One modification, however, can be recommended for the composition of the team. On its current composition, the team has 7 members, all with requisite qualification and work experience. However, it does not include a member with significant administrative experience that could serve as a bridge between the team and government. It is therefore recommended that a member of the main committee be made as the focal point through which the team will continue to communicate with the Government for the purpose of

progress report, advice, or any other issue that is related to the conduct of their assignment.



## **CHAPTER SEVEN: IMPLEMENTATION STRATEGY**

### **7.1 Introduction**

The Committee wishes to hereby recommend an Implementation Strategy for the successful execution of the Recommendations contained in this Report. It is however important to emphasize that, as shown in Appendix 10, the recommendations made in the preceding chapters of this require a sum of ₦31,435,948,706.00 over the four years 2009 to 2012. Given the enormous resource requirements of this magnitude, a strategy must be worked out for efficient utilisation of both human and financial resources.

It can be recalled that the Committee has acknowledged the existence of the work of other Committees, which had come up with various Recommendations towards the improvement of Education in Kebbi State. Unfortunately, however, not much had been achieved at the level of the implementation of the recommendations of those Committees/Reports, due largely to the absence or lack of a workable strategy. This Committee, therefore, strongly believes that the successful execution of our Recommendations can only be achieved through a well-articulated Implementation Strategy, which is designed to ensure transparency, accountability and value for money in all the projects recommended in this Report. The recommendations are divided into three, viz, general recommendations, specific recommendations and policy-related recommendations.

### **7.2 General Recommendations**

#### **7.2.1 Monitoring, Evaluation and Verification:**

The Committee strongly advocates for the establishment of a mechanism for the monitoring, evaluation and verification of the execution of all projects contained in this Report. The ultimate goal of this measure is to ensure that there is **full** compliance with the specifications of the Projects proposed,

ranging from Designs, Bills of Quantities, Models and Samples, to **actual** number of Supplies with regards to Books, Furniture and other Equipment.

### **7.2.2 Time Frame**

The Committee has proposed a Time-frame for the implementation of the Recommendations, spread over a 3-year period. The Time-frame is to provide a well-defined roadmap for the successful attainment of goals and objectives of the Report, given the capital-intensive nature of some of the recommendations. The Committee believes that a strict adherence to the time-frame will ensure that the **right** things are done at the **right** time, such that a holistic attention is given to all the sectors contained in the Report.

### **7.2.3 Budgetary Provisions and Due Process**

The Committee hereby acknowledges the establishment of the Due Process Office by the State Government in order to enhance accountability and transparency in the conduct of Government business, for which the State Government deserves commendation. The Committee, therefore, strongly recommends that Due Process continues to be observed in the award of all the Contracts contained in this Report. The Due Process Office is further advised to ensure that proper letter of certification is issued before payments are approved to Contractors and/or Suppliers for projects contained in this Report. This strategy will eliminate wastages, through over-invoicing, inflation of Quotations/Specifications, unjustifiable upward review of Contracts and other negative practices that lead to loss or diversion of public funds.

### **7.3 Specific Recommendations**

While the general recommendations can be universally applied to the over-all Report, the Committee still feels the need to propose specific recommendations which are tailor-made to suit particular aspects of some of the Recommendations:

### **7.3.1 Setting-up a Database for the Scholarship Board**

The Committee recommends the immediate establishment of a Database, as well as a Website for the Scholarship Board. The use of the above facilities will improve the efficiency of the Board, especially in line with the earlier recommendation of the Committee for the introduction of Bank payment of Scholarship Allowances to Students. Indeed, the effective use of the Database will assist the Board to keep track of the list of bone-fide Students on Scholarship, thereby eliminating wastages through "ghost students", multiple payments etc. Similarly, the Website will facilitate direct contact with the students, thereby eliminating rumours and misinformation on or about the activities of the Board.

### **7.3.2 Setting-up of a Main/Central Database on Education in Kebbi State:**

The Committee strongly advocates the immediate setting up of a Central Database on Education in Kebbi State. The Database will become the primary source of **all** kinds of information and data on educational development of the State, to which future references will continue to be made. The Database should be adequately staffed by professionally trained staff and should also be updated as occasions demand.

### **7.3.3 Prompt Settlement of Monthly Feeding Bills**

While acknowledging the conspicuous improvement of both the quality and quantity of meals being served to our Students in line with the adjustment of the rate as contained in the Interim Report, the Committee further endorses the timely payment of Feeding Bills for the Contractors. In order to facilitate this, the Committee recommends that Feeding Bills should be included in the list of "Essential Payments" by the State Government on monthly basis.

### **7.3.4 Block Payment of Scholarship Allowances and Registration Fees**

Against the background of the increase of Scholarship Allowances, as recommended in the Report, the Committee further recommends that such payments should be made in block and preferably at the beginning of each Academic Session. This measure has the added benefits of facilitating registration for Indigent students and will eliminate the current difficulties associated with staggered payments.

### **7.3.5 Autonomy of Boards & Parastatals**

In order to enhance performance in the education sector, and to also eliminate duplication of duties and schedules, the Committee recommends that the Boards and parastatals under the Ministry should be given a free-hand to operate as per the Edicts establishing them. In other words, while the Ministry should continue to be in charge of policies, standards and capital projects, issues of recruitment, discipline and posting of staff, as well as welfare and management of students and other management matters should be left in the hands of the Boards.

### **7.3.5 Maintenance Culture**

The Committee strongly recommends the application of a maintenance culture in schools. It is the absence of this culture that contributes to premature deterioration of both physical structures and other facilities in schools. The Committee, therefore, recommends that both the Ministry and the Boards should ensure that the new structures, facilities and utilities being supplied to schools, are properly maintained to last their prescribed lifespan. This measure is cost-effective, as it eliminates unnecessary expenditure on renovation, rehabilitation and/or replacement.

### **7.3.6 Quality Control/Assurance**

The Committee appreciates and emphasizes the importance of quality control in any Government activity especially education where the emphasis on

Quality assurance is paramount. The Committee, therefore, recommends that the State should ensure that Quality Control becomes the watch-word in this-process of implementation of the Recommendations in the Report. Accordingly, the following measures should be strictly adhered to:

- (i) Establishment of a strong Inspectorate Service, through an autonomous Inspectorate Unit.
- (ii) Sustained funding for the Inspectorate Unit.
- (iii) Quarterly meetings of all the agencies involved in Quality Assurance process at all levels i.e. Inspectors, MOE, LGEA Secretaries, Zonal Directors of Education, Executive Secretaries of Boards, Inspectors from SUBEB and Ministry of Science and Tech. Education
- (iv) Inspection Report and resolutions of the quarterly meetings: The Committee recommends that the resolution and decisions taken at the quarterly meetings be sent for immediate implementation. Similarly, the Inspection Report should be attended to by the policy implementers immediately they are brought to their notice.
- (v) Training and Retraining of Inspectors: This aspect of capacity building should be given prominence on all the Staff, through regular Workshops and Seminars. The Committee recommends that all Inspectors, and Senior Officers in the Ministry should be Computer literate and be given opportunity to attend Professional Conferences, Seminars and Workshops on a regular basis. The Committee recommends the provision of a substantial amount of funds for this human capacity development.

#### **7.4 Policy-related Recommendations**

In this report, there are a number of recommendations across the various sub-sectors of education that have little or no financial implications but are generally policy and management issues. Since they have no financial implications, the only strategic issue is that the government should give immediate action in order to ensure their prompt implementation. Appendix 9 is a list detailing those recommendations.

## **CHAPTER EIGHT: PROGRESS REPORT ON IMPLEMENTATION OF INTERIM REPORT**

### **8.1 Introduction**

The implementation and execution of government policy and projects in the **Education Sector** are basically the prerogative of the Ministry of education. Accordingly, the implementation of the recommendations contained in the Interim Report submitted by this Committee was done under the supervision of the Committee. Therefore, the progress of implementation of the Interim Report presented in this Main Report is based solely on the information provided by the Ministry.

### **8.2 Implementation of Interim Report Recommendation**

The progress of implementation of the interim report has on the whole been very encouraging, as many of the recommendations have actually been implemented, some are being implemented, and for a few of them closer examination is being made on the sort of strategies to adopt in order to ensure effective implementation.

#### **8.2.1 Fully Implemented Recommendations**

As seen in Table 63, a sizeable number of recommendations contained in the Interim Report have been fully implemented. While such fully implemented recommendations are detailed in Table 63, the list below provides a summary of this category of recommendations:

- (a) Appointment of Governing Councils to our Tertiary Institutions
- (b) Appointment of Competent Consultant
- (c) Evaluation and Appointment of Education Secretaries in all LGAs
- (d) Commencement of Recruitment of Teachers for Primary and Secondary Schools.
- (e) Commencement of Quarterly meeting for quality assurance
- (f) Retention of Federal Teachers (Scheme)
- (g) Schools Revised Maintenance Cost

- (h) Revised Students Feeding
- (i) Payment of both NECO and WAEC Fees
- (j) Supply of vehicles to Kebbi State College of Education, Argungu
- (k) Supply of vehicles to College of Preliminary Studies, Yauri
- (l) Supply of vehicles to Kebbi State University of Science and Technology
- (m) Release of 350million to KSUSTA
- (n) Running cost for Kebbi State College of Education, Argungu
- (o) Running cost for College of Preliminary Studies, Yelwa Yauri
- (p) Schools imprest (200,000) per technical school
- (q) Schools inspection
- (r) Release of vehicles for schools inspection (12 No. 18 seater busses and 1No Pick up van)
- (s) Running costs for Ministry of Education Headquarters (N5000000)
- (t) Running costs for Zonal Education Offices (N200,000)
- (u) Supply of 5000 mattresses

### **8.2.2 Implementation in Progress**

The following list shows the recommendations for which implementation progress has been made. The details of the progress made in the list below are given in Table 63.

- (a) Capacity Building
- (b) Scholarship Awards
- (c) Setting of machinery for relocation of Kebbi State College of Education, Argungu
- (d) Execution of Recommended projects
- (e) Up grading of 5 Key Schools
- (f) Release of vehicles to LGAs (21 No. 18 seater busses and 210 motor cycles (motor cycles outstanding) )
- (g) Supply of beds (partially)
- (h) Rehabilitation of 840 blocks of primary schools
- (i) Instructional materials (textbooks)



- (j) Construction of 50 blocks of classrooms per zone
- (k) Construction of 200 VIP toilets for secondary schools.

### **8.2.3 Awaiting Implementation**

The following shows the list of recommendations for which implementation is being awaited. However, it is pertinent to mention that contracts have been awarded for all, except the first recommendation on the list. Further details concerning this group of recommendations are given in Table 63.

- (a) College of Preliminary Studies Yelwa Yauri to relocate to its Permanent Site
- (b) Construction of 80 VIP toilets
- (c) Provision of 250 units of pupils classroom furniture
- (d) Instructional materials (textbooks)
- (e) Staffroom furniture (1,050 sets)
- (f) Construction of 50 blocks of classrooms per zone
- (g) Provision of classroom furniture (500 sets per zone)
- (h) Provision of teachers' classroom furniture (80 sets per zone)
- (i) Provision of staffroom furniture (150 sets per zone)

### Appendix 1 Membership of the Committee

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Professor Attahiru Muhammadu Jega OFR	-	Chairman
Professor Tijjani Muhammad Bande OFR	-	Vice-Chairman
Professor M. K. Abubakar	-	Member
Professor Abdullahi Abdu Zuru	-	Member
Professor Faruk Aliyu Kalgo	-	Member
Professor U. T. Muhammad	-	Member
Alh. Mai'eka Bello Mohammed	-	Member
Alh. Muhammad Kindi Zauro	-	Member
Alh. Abdullahi Kamba Kamba	-	Member
Dr. Abubakar Abdullahi Bagudo	-	Member
Alh. Abdullahi Muhammad Lamba	-	Member
Dr. Sadiq Abdullahi Yelwa	-	Member
Alh. Abubakar Hussaini	-	Member
Alh. Hussaini Aliyu Yauri	-	Member
Alh. Shehu Aliyu Sambawa Hon. Comm.	-	Member
Alh. Bala Ubandawaki Hon. Member	-	Member
Alh. Sodangi Bello Digg	-	Member
Alh. Abdullahi Umar (Wazirin Gwandu)	-	Member
Hajiya Fatima Umar Kamba	-	Member
Alh. Musa Adamu Birnin Yauri (Late)	-	Member
Hajia Maimuna M. Bala	-	Member
Dr. Ahmadu U. Sanda	-	Member
Alh. Yusuf Wade	-	Secretary

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**Appendix 2: List of Secretariat Staff**

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1	Alhaji Yusuf Wade	Secretary to the Committee
2	Abubakar U. Nassarawa	Computer Operations
3	Yahaya M. Bande	Computer Operations
4	Aminu A. Zaki	Computer Operations
5	Umar Garba Alwasa	Secretariat staff
6	Suleiman Idris Wasagu	Secretariat staff
7	Musa Lawal	Secretariat staff
8	Abubakar Dayi Zagga	Secretariat staff
9	Bala Muhammad Bunza	Photo Copy
10	Umar Muhammad Wara	Director Finance
11	Umar Sani D. Jega	DDFS/Accountant

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### Appendix 3: Membership of Subcommittees

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#### Basic Education Subcommittee

Professor Tijjani Muhammad Bande	Chairman
Professor Faruk Aliyu Kalgo	Alternate Chairman
Alh. Sodangi Bello Diggi	Member
Alh. Abdullahi Kamba Kamba	Member
Hajiya Fatima umar Kamba	Member
Alh. Yusuf Wade Sec. Main Committee	Member
Alh. Musa Adamu B/Yauri (Late)	Member
Dr. Ahmadu U. Sanda	Secretary

#### Secondary Education

Professor Attahiru Muhammadu Jega	Chairman
Professor U. T. Muhammad	Alternate Chairman
Alh. Shehu Aliyu Sambawa	Member
Dr. A. A. Bagudo	Member
Alh. Muhammadu Kindi Zauro	Member
Alh. Hussaini Aliyu Yauri	Member
Alhaji Maimuna M. Bala	Member
Alh. Umar Garba Alwasa	Asst. Secretary
Alh. Abubakar Hussaini	Secretary

#### Tertiary Education

Professor Abdullahi Abdu Zuru	Chairman
Alh. Mai'eka Bello Mohammed	Alternate Chairman
Alh. Abdullahi Umar (Wazirin Gwandu)	Member
Professor M. K. Abubakar	Member
Dr. sadiq A. Yelwa	Member
Hon. Bala Ubandawaki	Member
Alh. Abdullahi Muhammad Lamba	Member
Engr. Yahaya M. Bande	Secretary

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#### **Appendix 4: Data Extraction, Entry and Analysis Team**

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##### **Data Analyst**

Dr. Ahmadu U.Sanda

##### **Data Entry Staff**

- 1 Abubakar U. Nassarawa
- 2 Yahaya M. Bande
- 3 Aminu A. Zaki
- 4 Murtala Musa
- 5 Samuel J. Adda Dabai
- 6 Jamilu Muhammad

##### **Manual Data Extraction Staff**

- 1 Abubakar U. Nassarawa
  - 2 Yahaya M. Bande
  - 3 Aminu A. Zaki
  - 4 Almustapha Malami
  - 5 Auwal U. Haliru
  - 6 Bello A. Besse
  - 7 Shamsu Gado
  - 8 Kabiru Muhammad
  - 9 Ibrahim Sahabi
  - 10 Jafaru Umar
  - 11 Murtala Musa
- 

#### **Appendix 5: List of Technical Team**

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- 1 Mal. Sani Aliyu Zuru
  - 2 Abubakar U. Nassarawa
  - 3 Tasi'u Lawal
  - 4 Umar Y. Abubakar
  - 5 Abubakar N. Argungu
  - 6 Bashir Suleiman
  - 7 Yahaya M. Bande
-

**Appendix 6: List of Memoranda Submitted to the Committee**

SNO	Title	Author
1.	The Almajiri System of Education	Justice Usman Muh'd Argungu
2.	Improving Education in Kebbi State	Zaruman Gwandu
3.	State of Primary and Junior Secondary Education In Kebbi State	SYBEB Kebbi
4.	Blue Print on setting of Kebbi State Education Resource Centre	Ministry of Education, Kebbi
5.	Draft National Teacher Education Policy	FME
6.	National Policy on Education Executive Summary (Revised Draft 2007)	FME
7.	A working Paper on Education	Umar Isah
8.	Brief on Model Qur'anic Primary Schools	Abubakar Ruwa Bunza, DUBE
9.	Enhancement of Educational Development in Kebbi State	Faruk A. Maiyama
10.	Islamic System of Education in Kebbi State	AIEB
11.	Towards Raising the standard of Education in Kebbi State	Mr. James Maidawa Musa NECO, Kebbi
12.	Improvement and Development of Education in Kebbi State	Ibrahim Bala NTI Coordinator
13.	Development and Improvement of Education in Kebbi State (Acceptance of invitation)	Sen. (Maj. Gen) Abubakar Tanko Ayuba
14.	Current situation of Education in Kebbi State Government Secondary Schools.	GEDA
15.	Resuscitation of Educational standard in Kebbi State.	Library Board
16.	Paper on Development of Education in the State.	ANCOPSS
17.	From Yoruba Community to the Education Review Committee, Kebbi State.	Yoruba Community
18.	Northern Governors Forum Agenda for Action	Northern Governors Forum
19.	Memorandum for the acceleration of Educational Development in Kebbi State.	Alh. Umaru M. Mungadi
20.	Position Paper on peculiar problems facing Education in Kano State.	Ministry of Education, Kano
21.	Challenges of Ensuring Equity participation in Education in the Northern State.	Prof. T.K. Adeyanju
22.	Recommendation for the Improvement of Teacher Quality and Quantity.	Ministry of Education, Kebbi
23.	Royal Contribution to the Improvement of Standards of Education in Kebbi State.	His Royal Highness Emir of Zuru

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**Appendix 6: List of Memoranda Submitted to the Committee**

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SNO	Title	Author
24.	Development of Science and Technology in Kebbi State-an addendum.	STEBKS
25.	Report of Committee on Problems of Education in Gwandu Emirate.	Gwandu Emirate
26.	House Motion Calling on the State Government to address the problems of Primary Education in Danko Wasagu East Constituency.	Hon. Muh'd Garba Bena
27.	Kebbi State Scholarship Board, B/Kebbi	Alhaji Attahiru Zagga
28.	A Position Paper on the State of Education in Plateau State.	Ministry of Education, Plateau
29.	Recommendations on how to bring sanity IN the public schools in Kebbi State.	Alhaji A. F. Abdulkadir
30.	Falling standard of Education in Kebbi State-causes and remedy.	Abdullahi Hali Jega
31.	Action Plan 2007-2011	Alhaji Yusuf Wade
32.	Memorandum on the Improvement of Education in Kebbi State.	Odebunmi Ebenezer Sayo
33.	Memorandum on the Improvement of Education in Kebbi State.	Alabi Bashar
34.	Recommendation from Inspectorate Services on how to empower the Department.	Ministry of Education, B/Kebbi
35.	Memorandum on how to Improve Education in Kebbi State.	Zonal Education Office, Argungu
36.	Education in Kebbi State 1999 – Date	Ministry of Education, B/Kebbi
37.	Kebbi State Students Association	KESSA
38.	Memorandum on Educational Development in Kebbi State.	Muh'd Abubakar Maishanu
39.	Phase II of the Model Tsangaya School under the ETF/TSE Project.	ETF
40.	Universal Basic Education Definitions Aims, Scope and Problems.	Prof. M.J. Shu'aib
41.	Improvement and Development of Education in Kebbi State.	A.A.J. Kalgo
42.	Memorandum on the Establishment of Teachers Development Centre in Kebbi State.	Alh. Umaru M. Mungadi
43.	Goodwill Message and Memorandum on the Interactive Session of the Committee on Improvement and Development of Education in Kebbi State.	Sen. Umaru Abubakar Argungu
44.	Better Teacher Remuneration for Quality Education in Kebbi State.	Hassan Umar AFSS B/Kebbi
45.	Educational Forum	Umar Isma'ila Usman
46.	Education In Kebbi State, The Way Forward.	Ibrahim Muhammad

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**Appendix 6: List of Memoranda Submitted to the Committee**

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SNO	Title	Author
		Marafa
47.	Interim Report on the Improvement and Development of Education in Kebbi State.	Dr. Muh'd Zayyanu Abdullahi, Emir of Yauri.
48.	Presentation on the Situation of JAMB Office	JAMB
49.	Improving Education in Kebbi State	Hajiya Rabi'at Abdullahi Yari
50.	Request for Renovation of Structures at GAISS Wasagu	Wasagu Community
51.	Education Input	ANFE, Kebbi State
52.	Statistical Data on Number of Schools, Pupils enrolment, Teachers and available classroom structures in respect of Primary & Junior Secondary Schools (up to end of year 2007).	SUBEB
53.	Quality Issues in Education in the North.	Olugbemiro Jegede

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**Appendix 7: Statistical Tables and Estimates**

<b>Table 1: Pre-Primary School Enrolment</b>			
<b>Enrolment</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Aliero	324	199	523
Arewa	386	242	628
Argungu	613	533	1,146
Augie	133	51	184
Bagudo	862	559	1,421
Birnin Kebbi	1,565	1,205	2,770
Bunza	185	131	316
Dandi	152	110	262
Danko/Wasagu	430	360	790
Fakai	113	77	190
Gwandu	287	176	463
Jega	929	747	1,676
Kalgo	531	519	1,050
Koko Besse	380	266	646
Maiyama	240	104	344
Ngaski	279	168	447
Sakaba	112	81	193
Shanga	273	185	458
Suru	156	168	324
Yauri	1,756	1,423	3,179
Zuru	1,050	923	1,973
<b>Total</b>	<b>10,756</b>	<b>8,227</b>	<b>18,983</b>

**Table 2: Primary School Enrolment**

Enrolment	Enrolment			Percent	
	Male	Female	Total	Male	Female
Aliero	4,949	2,496	7,445	66.5	33.5
Arewa	26,402	14,569	40,971	64.4	35.6
Argungu	19,398	11,148	30,546	63.5	36.5
Augie	10,231	4,979	15,210	67.3	32.7
Bagudo	10,378	5,377	15,755	65.9	34.1
Birnin Kebbi	19,262	12,851	32,113	60.0	40.0
Bunza	7,961	5,012	12,973	61.4	38.6
Dandi	9,795	5,731	15,526	63.1	36.9
Danko/Wasagu	11,505	8,037	19,542	58.9	41.1
Fakai	12,007	8,363	20,370	58.9	41.1
Gwandu	9,221	4,640	13,861	66.5	33.5
Jega	11,392	7,554	18,946	60.1	39.9
Kalgo	6,323	4,183	10,506	60.2	39.8
Koko Besse	7,318	2,812	10,130	72.2	27.8
Maiyama	10,944	4,383	15,327	71.4	28.6
Ngaski	7,492	4,444	11,936	62.8	37.2
Sakaba	8,181	3,133	11,314	72.3	27.7
Shanga	6,020	2,245	8,265	72.8	27.2
Suru	8,779	4,794	13,573	64.7	35.3
Yauri	9,769	7,189	16,958	57.6	42.4
Zuru	13,851	9,683	23,534	58.9	41.1
<b>Total</b>	<b>231,178</b>	<b>133,623</b>	<b>364,801</b>	<b>63.4</b>	<b>36.6</b>

**Table 3: Availability of Primary School Facilities**

<b>Facility</b>	<b>Total No.</b>	<b>No. in good condition</b>	<b>No. in use</b>	<b>Balance required</b>
Classrooms	7,276	4,808	5,774	6,530
Classroom Furniture	120,829	42,969	46,117	140,464
Head teacher's office	1,522	979	991	2,696
Head teacher's office furniture	1,111	995	960	6,577
Staffroom (Male)	252	156	158	2,109
Staffroom (female)	114	98	97	1,815
Staffroom furniture	820	563	592	9,227
Staff housing	168	117	116	3,675
Library	57	41	42	2,358
Library furniture	216	204	207	14,295
Assembly hall	108	107	95	1,165
Stores	598	469	481	1,562
Store furniture	174	138	186	8,796
Male toilets – students	383	328	360	2,405
Female toilets – students	315	269	312	2,066
Male toilets – teachers	249	230	229	1,716
Female toilets – teachers	155	143	150	1,529
General toilets	126	102	101	1,361

**Table 4: Availability of Electricity, Water and Books in Primary Schools**

	Yes		No	
	Freq	%	Freq	%
Does your school have a book corner?	178	17.6	835	82.4
Is there electricity in the school?	96	7.3	1226	92.7
Is there water supply in the school?	495	36.6	856	63.4
Is the water supply adequate?	296	34.9	551	65.1
Does your school have a vehicle?	18	1.3	1332	98.7
Does the school have adequate textbooks?	731	50.2	726	49.8
Table 63 Summary of Recommended Policy Issues with Time Frame			703	
Does the school have adequate teacher's lesson books?	748	51.6		48.4
Does the school have adequate exercise books?	167	11.4	1292	88.6
Do pupils have adequate textbooks for all subjects?	408	28.0	1051	72.0

**Table 5: Availability of Teaching Aids in Primary Schools**

<b>Facility</b>	<b>Total No.</b>	<b>No. in good condition</b>	<b>No. in use</b>	<b>Balance required</b>
Blackboard	6,443	2,492	4,579	4,786
Charts	1,769	388	1,153	16,505
Maps	335	111	244	10,889
Diagrams	775	94	660	10,692
Pictures	971	187	871	15,514
World globes	120	156	55	6,296
Projector	30	23	29	2,860
Radio	33	22	34	2,956
TV	41	24	37	2,518
Tape recorder	43	27	42	3,138
Computers	166	48	139	3,404
Toys	441	72	424	15,824
Audio visuals	56	19	50	8,875
Display boards	67	29	59	5,084
Others	4	1	6	532

**Table 6: Availability of Recreational Facilities in Primary Schools**

	Available	Not Avail	In Good condition	In bad condition	Regularly used	Not used
Playground	994	165	721	117	729	58
Football pitch	780	128	546	108	508	55
Footballs	635	171	440	109	392	57
Athletics fields	166	344	115	34	109	25
Volleyball court	78	401	53	22	63	36
Volley balls	66	395	41	24	39	39
Handball court	48	422	26	23	26	38
Handballs	46	409	26	21	25	31
Table tennis	31	419	23	18	23	35
Swimming pool	23	451	17	16	21	30
Ladder	42	427	21	16	19	28
Slides	29	444	19	17	20	41
Sea-saw	35	446	27	20	20	40
Merry-go-round	32	447	23	17	22	27
Indoor games	44	442	38	18	16	36
Swing	32	431	21	18	18	32
Others	8	237	6	6	5	9

Record-keeping facility	Available	%	No Available	Well Kept	Not well kept
Log book	1,382	91.3	44	1,296	21
Admission register	1,362	90.0	56	1,275	43
Attendance register	1,412	93.3	47	1,338	18
Visitor's book	1,320	87.2	49	1,232	16
Diaries	1,414	93.4	58	1,331	15
Punishment book	1,269	83.8	56	1,171	25
Reward/prize giving	1,121	74.0	127	1,127	35
Continuous assessment book	1,104	72.9	103	1,403	31
Staff movement book	1,290	85.2	44	1,130	21
Inventory book	693	45.8	189	631	24
Accounts book	894	59.0	150	836	20
Staff minutes book	1,213	80.1	87	1,110	15
PTA minutes book	1,241	82.0	59	1,114	23
SBMC Minutes books	814	53.8	119	740	41
National curriculum	1,435	94.8	49	1,305	29
School timeTable	1,324	87.5	39	1,227	32
Teachers' lesson notes	1,121	74.0	32	1,321	19
Hospital book	984	65.0	148	887	49
Staff duty book	1,252	82.7	67	1,162	16
Scheme of work	1,050	69.4	24	900	16
Weekly record	1,199	79.2	43	989	32
Others	1,327	87.6	32	1,122	7

	Yes	%
Does your school provide counselling services?	250	16.5
If yes, does your school keep student records?	100	6.6
Is there provision for counselling in the school?	182	12.0
Does the school have a trained counsellor?	48	3.2
Has the school mounted any special counselling programme?	304	20.1

**Table 9: Recommendations on Primary School Amenities**

Facility	Units Recommended	Division factor	Unit Cost	Amount (₦)
Classroom Furniture	4,347 <sup>8</sup>		8,000	34,776,000
Head teacher's office furniture	1,111	1	PTA	PTA
Staffroom furniture	210 <sup>9</sup>	1	100,000	21,000,000
Staff housing	50 <sup>10</sup>	2	3,000,000	75,000,000
Library	63	1	2,000,000	126,000,000
Library furniture	63	1	500,000	31,500,000
Male toilets – students	383	3	PTA	PTA
Female toilets – students	315	3	PTA	PTA
Male toilets – teachers	249	3	PTA	PTA
Female toilets – teachers	155	3	PTA	PTA
General toilets	126	3	PTA	PTA
<b>Annual requirement in the short term</b>				<b>288,276,000</b>

**Table 10: Recommendations on Teaching Aids and other Facilities**

	Amount
Teaching aids/facilities	
Charts, Maps, Diagrams, Pictures, World globes, Toys	50,000,000
Textbooks, Teachers' lesson books, Exercise books	20,000,000
Water supply	70,000,000
Computers	31,500,000
<b>Total Cost</b>	<b>171,500,000</b>

<sup>8</sup> Each year, 23 sets of furniture should be provided in each of the 9 new classrooms in each of the 21 LGEAs, giving a total of 4,347.

<sup>9</sup> Each year, a total of 210 schools will be allocated a sum of 100,000 per school for furnishing of staffroom.

<sup>10</sup> Each year, 25 sets of LEA-type duplex be constructed to provide accommodation for 50 teachers at N3million per unit.



<b>Enrolment</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
JS 1	30,454	12,934	43,388
JS 2	27,301	11,506	38,807
JS 3	20,221	8,577	28,798
<b>Total</b>	<b>77,976</b>	<b>33,017</b>	<b>110,993</b>

<b>Facility</b>	<b>Total No.</b>	<b>No. in good condition</b>	<b>No. in use</b>	<b>Balance required</b>
Classrooms	1,018	617	788	857
Class furniture	18,738	13,102	17,576	25,371
Dining hall	21	12	16	158
Dining furniture	530	293	320	12,571
Principal's office	83	59	66	88
Principal's furniture	130	87	126	237
Staff room male	101	60	63	130
Staff room female	21	9	16	121
Staff room furniture	778	506	523	1,874
Staff housing	312	214	239	802
Computer room	10	8	10	80
Student hostel	77	50	82	161
Hostel furniture	4,032	2,444	3,451	12,596
Laboratories	12	8	11	244
Laboratory furniture	40	26	36	3,764
Workshops	35	21	33	243
Workshops furniture	265	37	46	3,356
Libraries	9	6	7	70
Library furniture	106	70	61	3,678
Assembly hall	1	1	1	55
Stores	41	35	36	115
Stores furniture	5	5	10	756
Male toilets - students	327	271	305	559
Female toilets - students	140	124	129	227
Male toilets - teachers	90	74	88	222
Female toilets - teachers	46	39	44	165
General toilets -	49	22	35	166
School farm/garden	42	33	36	75
Waste disposal -incinerators	30	24	28	176
Others	1	0	1	11

**Table 13: Number of Students per Class**

Class	Total Enrolment	Total Steams	Average number of pupils per stream
JS1	43388	469	93
JS2	38807	430	90
JS3	28798	323	89
<b>Total</b>	<b>110,993</b>	<b>1,222</b>	<b>91</b>

**Table 14: Number of Students per Class in Urban Areas**

School category	Freq	Enrolment	Streams	Average per stream
Largest 20 JS schools	20	36,734	302	122
Others	81	74,259	920	81
<b>Total</b>	<b>111</b>	<b>110,993</b>	<b>1,222</b>	<b>91</b>

**Table 15: Teaching Aids in Junior Secondary Schools**

<b>Facility</b>	<b>Total No.</b>	<b>No. in good condition</b>	<b>No. In use</b>	<b>Balance required</b>
Blackboard	962	667	248	563
Charts	784	637	141	8,786
Maps	78	71	10	3,977
Diagrams	199	187	15	3,757
World globes/atlasses	26	24	1	824
Projector	0	0	0	206
Radios	22	22	0	368
TV	17	14	6	246
Tape recorder	26	25	2	285
Computer accessories	97	83	15	838
Human skeleton	21	18	8	345
Workshop tools	172	119	74	4,022
Electronic weighing machine	6	6	1	571
Chemical balance	7	5	23	589
Microscopes	14	14	0	921
Burettes/pipettes	310	198	109	2,072
Conical flasks	234	214	10	2,514
Simple pendulum apparatus	42	38	2	1,406
Triangula prism	57	46	8	1,927
Lenses	134	128	0	2,116
Distillers	13	10	0	1,557
Magnets	21	18	0	2,595
MicrometerSG	7	7	0	1,638
Vanier Calliper	6	5	0	1,375
Others	1	1	0	153

**Table 16: Recreational Facilities in Junior Secondary Schools**

	Available	Not Avail	In Good condition	In bad condition	Regularly used	Not used
Open playground area	64	24	35	15	42	2
Football pitch	66	20	36	15	43	3
Footballs	42	45	39	7	40	6
Athletics fields	15	34	6	7	6	5
Volleyball courts	34	24	19	7	21	3
Volleyballs	30	26	13	8	17	5
Handball court	21	35	11	7	9	4
Handballs	22	28	13	3	10	4
Basketball court	8	51	1	5	4	2
Basketballs	10	41	6	1	3	6
Table tennis tables	30	28	19	3	17	2
Tennis eggs	24	30	16	2	17	3
Table tennis bats	29	28	18	3	20	3
Lawn tennis courts	21	49	5	1	5	3
Lawn tennis rackets	5	49	3	1	2	2
Lawn tennis balls	4	48	2	1	2	3
Hockey field	3	49	2	2	1	1
Hockey sticks	6	45	4	1	3	6
Jerseys	43	31	35	1	37	3
Others	1	20	1	1	1	2

Record-keeping facility	Available	Not Available	Well Kept	Not well kept
Log book	107	1	100	2
Admission register	108	1	102	0
Attendance register	109	0	104	0
Visitors' book	109	0	102	0
Diaries	109	0	109	0
Punishment book	106	0	101	0
Reward/prize giving	65	10	56	3
Continuous assessment	98	3	94	2
Staff movement book	108	1	99	2
Inventory book	80	6	70	12
Account book	76	9	66	2
Staff minutes book	107	0	100	0
PTA Minutes book	89	4	77	2
SBMC minutes book	39	26	36	3
National curriculum	90	1	81	0
School timeTable	107	0	93	0
Teacher's lesson note	105	0	92	0
Hospital book	86	8	72	1
Staff duty book	107	1	93	1
Scheme of work	104	0	95	0
Weekly record	105	0	96	0
Others	23	0	23	0

<b>Table 18 Distribution of Teachers by Subject Areas for JSS</b>		
<b>Basic Sciences</b>		<b>229</b>
Biology	16	
Chemistry	6	
Mathematics	124	
Physics	83	
<b>Other Sciences</b>		<b>366</b>
Agric Science	118	
Auto electrical	1	
Building	8	
Carpentry	6	
Computer Studies	11	
Electrical	7	
Integrated Science	91	
Introductory technology	108	
Metal Work	7	
Motor Vehicle	6	
Technical Drawing	3	
<b>Social Sciences</b>		<b>302</b>
Business Studies	121	
Commerce	1	
Economics	17	
Geography	11	
Government	3	
Home Economics	24	
Social Studies	124	
Typing	1	
<b>Arts</b>		<b>375</b>
Arabic	58	
CRK		
Fine Art	2	
French	14	
General Knowledge	2	
Hausa	145	
History	21	
Igbo	1	
IRS	132	
<b>English Language</b>	139	<b>139</b>
<b>Total</b>		<b>1411</b>

**Table 19: Facilities Required per Annum and Estimated Cost for JSS**

<b>School Facilities</b>	<b>Units per year</b>	<b>Estimated cost</b>
Classrooms <sup>11</sup>	50	280,000,000
Class furniture <sup>12</sup>	3,450	53,475,000
Dining hall	10	90,000,000
Dining furniture <sup>13</sup>	500	10,000,000
Staff housing <sup>14</sup>	90	495,000,000
Computer room	10	20,000,000
Student hostel	6	45,000,000
Hostel furniture	300	6,000,000
Laboratories and furniture	10	80,000,000
Workshops and furniture	20	70,000,000
Stores and furniture	20	15,000,000
Male toilets - students		PTA
Female toilets - students		PTA
Male toilets - teachers		PTA
Female toilets - teachers		PTA
General toilets		PTA
<b>Total cost</b>		<b>1,164,475,000</b>

<sup>11</sup> Each year, 50 blocks of three classrooms to be constructed, giving a total of 150 classrooms

<sup>12</sup> For each of the 150 classrooms to be constructed in the footnote above, 23 sets of furniture to be supplied, giving a total of 3,450 sets.

<sup>13</sup> As 10 schools each year are recommended for provision of dining halls, an estimated 500 sets of furniture will have to be supplied, giving an average of 50 sets of furniture per dining hall.

<sup>14</sup> At the rate of N5.5million per unit, it will cost 49.5million to provide 90 housing units per year.

**Table 20: Estimated Costs of Providing Facilities for the School for the Handicapped**

	Amount (₦)
1 Two blocks of 3 classrooms @₦5.6million/block	11,200,000
2 2 No. Hostels of 500 bed capacity @N7m/Hostel	14,000,000
3 1 No Borehole with overhead tank	10,000,000
4 1 no 18-seater bus	7,500,000
5 Toilet facilities for boys, girls, and staff	2,100,000
6 Landmass construction	1,500,000
7 School maintenance allowance (100000 per month)	1,200,000
8 Recruitment of special teachers (4)	1,440,000
9 Seminars and workshops	750,000
10 Mattresses	2,000,000
<b>Total</b>	<b>51,690,000</b>



**Table 21: Equipment Required for the School for the Handicapped**

	Item	Unit cost	Quantity	Amount (₦)
1	Index Everest Braille Printer	850,000	1	850,000
2	Perkins	200,000	20	4,000,000
3	Hand Frames	10,000	50	500,000
4	Stylus	1,000	200	200,000
5	White Cover	5,000	50	250,000
6	Abacus	3,000	200	60,000
7	Portable Typewriter	75,000	50	3,700,000
8	Taylor's Frame	10,000	50	500,000
9	Braillon	2,000	50	10,000
10	Tape Recorder	7,000	50	350,000
11	Talking Calculator	2,000	50	100,000
12	Jaws for Window	750,000	2	1,500,000
13	Braille Dictionary	50,000	30	1,500,000
14	Braille Primer	2,000	50	100,000
15	Audio Meter	860,000	1	860,000
16	Speech Trainer	950,000	1	950,000
17	Hearing Aid	80,000	50	4,000,000
18	Joy and Singing	10,000	50	500,000
19	Dictionary of Singing	11,300	25	282,500
20	Overhead Projector	150,000	1	150,000
21	Tricycle / Wheel Chairs	25,000	25	625,000
22	Crutches / Braille	5,000	25	125,000
23	Mobility Seat	5,000	25	125,000
24	Physiotherapy Machine	300,000	2	600,000
	<b>Total</b>			<b>21,837,500</b>

	Frequencies			Percent	
	Male	Female	Total	Male	Female
<b>SS1</b>	14,420	6,205	20,625	70	30
<b>SS2</b>	11,797	5,526	17,323	68	32
<b>SS3</b>	11,913	3,883	15,796	75	25
<b>Total</b>	<b>38,130</b>	<b>15,614</b>	<b>53,744</b>	<b>71</b>	<b>29</b>

**Table 23: Secondary School Teacher Distribution by Sex and Subject Groups**

<u>Distribution by sex</u>	Freq	%
Male	1780	81
Female	423	19
<b>Total</b>	<b>2,203</b>	<b>100</b>
<u>Distribution by subject groups</u>		
Basic Sciences	465	21
Other sciences	332	15
Social Sciences	515	23
Arts	665	30
English	226	10
<b>Total</b>	<b>2,203</b>	<b>100</b>

<b>Table 24 Secondary School Distribution of Teachers by Subject Areas</b>		
<b>Basic Sciences</b>		<b>465</b>
Biology	120	
Chemistry	47	
Mathematics	199	
Physics	99	
<b>Other Sciences</b>		<b>332</b>
Agric Science	208	
Building	1	
Carpentry	1	
Computer Studies	6	
Electrical	1	
Food and nutrition	2	
Integrated Science	50	
Introductory technology	54	
Technical Drawing	9	
<b>Social Sciences</b>		<b>515</b>
Accounting	4	
Business Studies	82	
Commerce	13	
Economics	133	
Geography	94	
Government	67	
Home Economics	29	
Social Studies	93	
<b>Arts</b>		<b>665</b>
Arabic	142	
CRK	2	
Education	3	
Fine Art	3	
French	20	
General Knowledge	10	
Hausa	227	
History	52	
Igbo	1	
IRS	202	
Literature in English	2	
Tajweed	1	
<b>English Language</b>	226	<b>226</b>
<b>Total</b>		<b>2203</b>

<b>Table 25: Facilities in Secondary Schools</b>				
<b>Facility</b>	<b>Total No.</b>	<b>No. in good condition</b>	<b>No. in use</b>	<b>Balance required</b>
Classrooms	1,133	704	948	570
Class furniture	21,755	14,789	16,898	20,870
Dining hall	25	18	22	54
Dining furniture	1,382	955	960	11,316
Principal's office	89	66	76	163
Principal's furniture	182	128	152	283
Staff room male	69	51	60	139
Staff room female	30	21	25	214
Staff room furniture	936	670	754	2,921
Staff housing	618	424	438	993
Computer room	32	23	29	107
Student hostel	1,218	111	152	3,136
Hostel furniture	10,965	7,236	8,996	19,207
Laboratories	81	43	54	246
Laboratory furniture	637	488	522	8,937
Workshops	38	23	25	358
Workshops furniture	89	63	64	3,380
Libraries	21	15	18	151
Library furniture	285	183	216	5,948
Assembly hall	9	7	7	65
Stores	69	49	60	107
Stores furniture	21	14	15	723
Male toilets - students	267	173	181	472
Female toilets - students	195	106	133	230
Male toilets - teachers	106	80	87	236
Female toilets - teachers	66	47	52	153
General toilets -	119	92	105	179
School farm/garden	41	34	35	82
Waste disposal -incinerators	32	27	25	204
Others	1	1	1	512

**Table 26 Laboratory, Water and Electricity Facilities in Secondary Schools**

	Freq	%
How often are practicals conducted in your school?		
Daily	7	10
Weekly	31	45
Fortnightly	6	9
Monthly	9	13
During Exam	10	15
Not at all	6	9
How often are laboratory consumables supplied		
Weekly	3	5
Fortnightly	3	5
Monthly	7	11
During Exam	23	37
Not at all	27	43
How adequate are the consumables?		
Adequate	8	14
Fairly adequate	25	44
Inadequate	24	42
Is there electricity in the school?		
Yes	54	70
No	23	30
Is there water supply in the school?		
Yes	47	84
No	9	16
If yes, from what source?		
Pipe	5	12
Tanker	1	2
Well	16	38
Borehole	12	29
Stream/river	1	2
Hand pump	7	17
Is the water supply adequate?		
Adequate	20	29
Fairly adequate	24	25
Inadequate	23	34
What type of communication facilities are used in your school?		
Telephone	6	9
Email	2	3
Notice board	57	85
Others	2	3
Does your school have a vehicle?		
Yes	5	7
No	69	93

<b>Table 27: Teaching Aids in Secondary Schools</b>				
<b>Facility</b>	<b>Total No.</b>	<b>No. in good condition</b>	<b>No. In use</b>	<b>Balance required</b>
Blackboard	1,050	770	283	539
Charts	1,247	1,009	211	4,796
Maps	488	316	101	2,547
Diagrams	533	361	178	3,404
World globes/atlasses	26	23	8	1,199
Projector	3	2	1	846
Radios	3	2	2	288
TV	12	12	5	200
Tape recorder	9	2	1	253
Computer accessories	224	163	67	987
Human skeleton	77	65	22	270
Workshop tools	53	25	1	1,512
Electronic weighing machine	18	12	3	324
Chemical balance	47	37	16	446
Microscopes	340	316	265	1,590
Burettes/pipettes	1,154	1,028	448	6,886
Conical flasks	1,041	872	142	6,590
Simple pendulum apparatus	125	104	24	3,652
Triangular prism	311	233	58	2,719
Lenses	188	168	11	4,623
Distillers	44	22	2	3,347
Magnets	87	73	10	4,181
Micrometer SG	24	21	2	1,877
Vanier Calliper	31	28	2	2,212
Others	0	0	0	6,418

**Table 28: Recreational Facilities in Secondary Schools**

	Available	Not Avail	In Good condition	In bad condition	Regularly used	Not used
Open playground area	64	24	35	15	42	2
Football pitch	66	20	36	15	43	3
Footballs	42	45	39	7	40	6
Athletics fields	15	34	6	7	6	5
Volleyball courts	34	24	19	7	21	3
Volleyballs	30	26	13	8	17	5
Handball court	21	35	11	7	9	4
Handballs	22	28	13	3	10	4
Basketball court	8	51	1	5	4	2
Basketballs	10	41	6	1	3	6
Table tennis tables	30	28	19	3	17	2
Tennis eggs	24	30	16	2	17	3
Table tennis bats	29	28	18	3	20	3
Lawn tennis courts	21	49	5	1	5	3
Lawn tennis rackets	5	49	3	1	2	2
Lawn tennis balls	4	48	2	1	2	3
Hockey field	3	49	2	2	1	1
Hockey sticks	6	45	4	1	3	6
Jerseys	43	31	35	1	37	3
Others	1	20	1	1	1	2

<b>Table 29: Record-Keeping Facilities in Secondary Schools</b>				
Record-keeping facility	Available	Not Available	Well Kept	Not well kept
Log book	107	1	100	2
Admission register	108	1	102	0
Attendance register	109	0	104	0
Visitors' book	109	0	102	0
Diaries	109	0	109	0
Punishment book	106	0	101	0
Reward/prize giving	65	10	56	3
Continuous assessment	98	3	94	2
Staff movement book	108	1	99	2
Inventory book	80	6	70	12
Account book	76	9	66	2
Staff minutes book	107	0	100	0
PTA Minutes book	89	4	77	2
SBMC minutes book	39	26	36	3
National curriculum	90	1	81	0
School timeTable	107	0	93	0
Teacher's lesson note	105	0	92	0
Hospital book	86	8	72	1
Staff duty book	107	1	93	1
Scheme of work	104	0	95	0
Weekly record	105	0	96	0
Others	23	0	23	0



**Table 30 Distribution of Academic Staff of Kebbi State College of Education, by Area of Specialization**

<b>Area of specialization</b>	<b>No. of Staff</b>	<b>%</b>
Agriculture	7	4.1
Education	28	16.4
Arabic	14	8.2
English	7	4.1
Hausa	10	5.8
French	1	0.6
Social Studies	12	7.0
Islamic Studies	12	7.0
Biological Sciences	8	4.7
Chemistry	9	5.3
Computer Science	2	1.2
Mathematics/Statistics	6	3.5
Physics	10	5.8
Geography	10	5.8
PHE	12	7.0
PES	8	4.7
GSE	7	4.1
Others	8	4.7
<b>Total</b>	<b>171</b>	<b>100</b>

**Table 31 Student Population by Course and Sex for Kebbi State COEA**

<b>Course:</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Arabic Medium	234	0	234
Arabic/Hausa	8	0	8
Arabic/Islamic Studies	17	0	17
Agric/Educ	64	10	74
English/ Soc. Studies	143	9	152
English/PES	47	31	78
English/Hausa	176	27	203
English/Islamic Studies	76	22	98
Hausa/Soc Studies	348	101	449
Hausa/Islamic Studies	298	112	410
Hausa/PES	112	50	162
Islamic Studies/PES	50	35	85
Physics/Maths	33	3	36
Physics/Chemistry	50	3	53
Chemistry/Maths	20	4	24
Maths/PES	225	61	286
Biology/Chemistry	51	19	70
Geography/Biology	295	16	311
Geography/Soc. Studies	109	9	118
Geography/English	34	3	37
Geography/Maths	94	6	100
PHE	33	3	36
SOS/PES	218	147	365
PRE NCE	122	35	157
Remedial	120	33	153
<b>Total</b>	<b>2977</b>	<b>739</b>	<b>3716</b>

**Table 32 Students/Staff Ratio for Kebbi State COEA**

<b>Subject</b>	<b>No. of staff</b>	<b>No of students</b>	<b>Students/staff ratio</b>
Arabic	13	259	1:20
Agriculture	7	74	1:11
Education	28	3851	1:138
English	5	497	1:99
Hausa	7	1021	1:146
Islamic Studies	12	615	1:51
Physics	9	89	1:10
Chemistry	8	147	1:18
Mathematics	6	446	1:74
Biology	7	381	1:54

**Table 33 Infrastructural Facilities in Kebbi State COEA**

<b>Facility</b>	<b>No. Available</b>	<b>No. required</b>	<b>Balance required</b>
School building	0	5	5
Staff Offices	75	101	26
Staff Common-room	1	5	4
Staff Toilets	16	35	19
Classrooms	18	35	17
Lecture Theatres	1	5	4
Lecture Hall	8	12	4
Laboratories	8	15	7
Workshop	4	6	2
Student Hostel (male)	5	7	2
Student Hostel (female)	2	3	1
Student Common room	1	5	4
Student Toilets	45	70	25
Main Library	0	1	1
School Library	0	5	5
Clinic	0	1	1

**Table 34: Available and Required Utilities in Kebbi State COEA**

<b>Utility type</b>	<b>No. Available</b>	<b>No. Required</b>	<b>Balance Required</b>
<b>Motor vehicles</b>			
Principal officers' vehicle	2	8	6
Utility vehicle	2	3	1
School vehicles	0	5	5
School Van	0	1	1
Ambulance	0	1	1
Pick-up	0	1	1
Buses	0	5	5
Tractors	0	2	2
Water tanker	0	1	1
<b>Water</b>			
Borehole	0	2	2
Hand pumps	0	5	5
<b>Electricity</b>			
Generator	1 (100KVA)	2	1 500 KVA
Transformers	0	2	2
<b>ICT Facilities</b>			
Internet facility	Not available		
Website	Not available		
Computer centre	Not available		
Resource centre	Available		
Computers	Had 60 but only 15 are functional		

**Table 35 Student Enrolment by Course and State of Origin at COAZ**

Course	Total	Frequency		%		Kebbi State	
		Male	Female	Male	Female	Freq.	%
Agric. Technology	191	178	13	93.19	6.81	169	88.5
Agric. Engineering Technology	158	157	1	99.37	0.63	141	89.2
Animal Health and Production	281	257	24	91.46	8.54	214	76.2
Home and Rural Economics	168	76	92	45.24	54.76	149	88.7
Forestry	24	24	0	100.00	0.00	24	100.0
Agric. Extension and Management	118	83	35	70.34	29.66	90	76.3
Crop Production Technology	54	48	6	88.89	11.11	46	85.2
<b>Total</b>	<b>994</b>	<b>823</b>	<b>171</b>	<b>82.80</b>	<b>17.20</b>	<b>833</b>	<b>83.8</b>
Pre-ND (Science)	454	391	63	86.12	13.88	402	88.5
<b>Grand Total</b>	<b>1448</b>	<b>1214</b>	<b>234</b>	<b>83.84</b>	<b>16.16</b>	<b>1235</b>	<b>85.3</b>

**Table 36: Staff/Student Ratio at COAZ**

Programme	Frequencies		Staff/Student Ratio
	Staff	Students	
Agric. Technology	8	191	1:24
Agric. Engineering Technology	26	158	1:06
Agric. Extension and Management	15	118	1:08
Animal Health and Production	15	281	1:19
Crop Production Technology	13	54	1:04
Forestry	8	24	1:03
Home and Rural Economics	12	168	1:14
General Studies	11	994	1:90
Pre-ND (Science)	15	454	1:30
<b>Total</b>	<b>123</b>	<b>2442</b>	<b>1:20</b>

**Table 37: Available and Required College Infrastructure at COAZ**

<b>Facility</b>	<b>Available</b>	<b>Required</b>	<b>Balance</b>
School building	1	4	3
Departmental offices	18	50	32
Staff offices	53	153	100
Staff common room	3	13	10
Classrooms	16	28	12
Lecture theatres	1	3	2
Laboratories	10	46	36
Student hostel - Male	1	4	3
Student hostel - Female	0	2	2
Student common room	3	8	5
Main Library (300 seats)	1	1	0
Clinic	1	1	0

**Table 38: Actual and Required Quantities of Utilities for COAZ**

Utility type	No. Available	No. Required	Balance required
<b>Motor vehicles</b>			
Principal officers' vehicles	0	9	9
Division Vehicles	0	5	5
Canter Van	0	3	3
Ambulance	0	1	1
Pick-up van	0	2	2
Buses	2	4	2
<b>Water</b>			
Borehole	0	2	2
Hand pumps	2	6	4
<b>Electricity</b>			
Generator	1	2	2
Transformers	1	2	1
<b>ICT Facilities</b>			
Internet facility	1	2	1
Website	0	1	1
Computer centre	0	1	1
Resource centre	0	1	1
No. of computers	15	70	55
No. of printers	15	70	55

**Table 39: Academic Staff Data by Rank, Qualification and Area of Specialisation for CPS**

	Frequency	%
<b>Rank</b>		
Chief Lecturer	1	1.2
Principal Lecturer	3	3.6
Senior Lecturer	17	20.5
Lecturer I	38	45.8
Lecturer II	11	13.3
Lecturer III	12	14.5
Asst. Lecturer	1	1.2
<b>Total</b>	<b>83</b>	<b>100.0</b>
<b>Qualification</b>		
Bachelor Degree	54	65.1
Masters	28	33.7
Doctoral	1	1.2
<b>Total</b>	<b>83</b>	<b>100.0</b>
<b>Specialization</b>		
Accounting/Management	3	3.6
Agriculture	7	8.4
Arabic	2	2.4
Biological Sciences	5	6.0
Chemistry	7	8.4
Common/Islamic Law	8	9.6
Economics	4	4.8
English	5	6.0
Geography	6	7.2
Hausa	4	4.8
History	3	3.6
Islamic Studies	9	10.8
Mathematics/Statistics	6	7.2
Physics	4	4.8
Sociology	4	4.8
Library Science	3	3.6
Home Economics	1	1.2
<b>Total</b>	<b>83</b>	<b>100.0</b>



**Table 40: Distribution of Students by Course for CPS**

Programmes	Frequencies			% of total population	
	Male	Female	Total		
Accounting/Management	8	4	<b>12</b>	1.1	0.6
Agriculture	-	-	-	0.0	0.0
Arabic	3	1	<b>4</b>	0.4	0.1
Biological Sciences	12	3	<b>15</b>	1.7	0.4
Chemistry	16	8	<b>24</b>	2.3	1.1
Economics	26	8	<b>34</b>	3.7	1.1
English	9	2	<b>11</b>	1.3	0.3
Geography	14	2	<b>16</b>	2.0	0.3
Hausa	39	8	<b>47</b>	5.5	1.1
History	3		<b>3</b>	0.4	
Islamic Studies	43	9	<b>52</b>	6.1	1.3
Mathematical/Statistics	5	1	<b>6</b>	0.7	0.1
Physics	4		<b>4</b>	0.6	
Sociology	17	5	<b>22</b>	2.4	0.7
Government	31	12	<b>43</b>	4.4	1.7
Library Science	-	-	-	-	-
Home Economics	-	-	-	-	-
<b>Total (IJMB)</b>	<b>230</b>	<b>63</b>	<b>293</b>	<b>32.7</b>	<b>8.9</b>
Diploma Arabic					
Diploma Civil law	166	19	<b>185</b>	23.6	2.7
Diploma Hausa	-	-	-	-	0
Diploma Islamic Studies	27	2	<b>29</b>	3.8	0.3
Diploma Sharia	14	2	<b>16</b>	2.0	0.3
<b>Total Diploma</b>	<b>207</b>	<b>23</b>	<b>230</b>	29.4	<b>3.3</b>
Matriculation	134	25	<b>159</b>	19.0	3.6
Remedial	19	3	<b>22</b>	2.7	0.4
<b>Grand Total</b>	<b>590</b>	<b>114</b>	<b>704</b>	83.8	<b>16.2</b>

**Table 41: Staff/Student Ratio for CPS**

<b>Specialization</b>	<b>Staff No.</b>	<b>No. of Student</b>	<b>Ratio</b>
Accounting/Management	3	34	1:11
Agriculture	7	0	1:00
Arabic	2	26	1:13
Biological Sciences	5	174	1:35
Chemistry	7	183	1:26
Common/Islamic Law	8	230	1:29
Economics	4	56	1:14
English	5	192	1:38
Geography	6	38	1:06
Hausa	4	69	1:17
Pol. Sci/Govt.	2	65	1:33
History	3	25	1:08
Islamic Studies	9	74	1:08
Mathematical/Statistics	6	165	1:28
Physics	4	163	1:41
Sociology	4	44	1:11
Library Science	3	0	3:00
Home Economics	1	0	1:00
<b>Total</b>	<b>83</b>	1538	1:19

**Table 42: Available and Required Infrastructure for CPS, Yaur**

<b>Facility</b>	<b>Available</b>	<b>Required</b>	<b>Balance</b>
Division building	0	2	2
Departmental offices	0	5	5
Staff offices	11	30	19
Staff common room	1	2	1
Classrooms	8	12	4
Lecture theatres/hall	0	2	2
Laboratories	4	8	4
Student hostel - Male	0	2	2
Student hostel - Female	0	1	1
Student common room	0	3	3
Main Library (250 seats)	1	1	0
Faculty library	0	2	2
Clinic	0	1	1

**Table 43: Available and Required Utilities for CPS**

<b>Utility type</b>	<b>No. Available</b>	<b>No. Required</b>	<b>Balance required</b>
<b>Motor vehicles</b>			
Principal officers' vehicles	2	8	6
Division Vehicles	0	3	3
Canter Van	0	1	1
Ambulance	0	1	1
Pick-up van	0	1	1
Buses	2	4	2
<b>Water</b>			
Borehole	1	2	1
Hand pumps	0	5	5
<b>Electricity</b>			
Generator	1	2	1
Transformers	0	2	2
<b>ICT Facilities</b>			
Internet facility	0	1	1
Website	0	1	1
Computer centre	0	1	1
Resource centre	0	1	1
No. of computers	5	50	45
No. of printers			

**Table 44: Academic Staff Data by Rank, Qualification and Area of Specialisation**

	<b>Frequency</b>	<b>Permanent and pensionable</b>
<b>Rank</b>		
Professor	8	1
Reader	4	1
Senior Lecturer	22	5
Lecturer I	8	0
Lecturer II	15	10
Assistant Lecturer	14	10
Graduate Assistant	46	45
<b>Total</b>	<b>117</b>	<b>72</b>
<b>Qualification</b>		
Bachelor Degree	47	45
Masters Degree	35	21
Doctoral Degree	35	6
<b>Total</b>	<b>117</b>	<b>72</b>
<b>Specialization</b>		
Agriculture	8	4
Biochemistry	15	6
Biology	4	3
Botany	4	2
Chemistry	14	12
Computer Science	7	5
Engineering	1	1
Mathematics/Statistics	16	6
Microbiology	2	2
Physics	10	8
Zoology	8	4
Others	28	0
<b>Total</b>	<b>117</b>	<b>53</b>

**Table 45: Distribution of Non-Teaching Staff by Department for KSUSTA**

<b>Department</b>	<b>Senior</b>	<b>Junior</b>	<b>Total</b>
Registry	88	136	224
Bursary	42	20	62
Library	8	41	49
Physical Planning	45	46	91
Health Services	14	29	43
Internal Audit	8	2	10
Security Division	12	41	53
Environmental Unit	14		14
Laboratory Technologists	23		23
Faculty Offices		22	22
Primary School		1	1
Cleaners		53	53
Gardeners		38	38
<b>Total</b>	<b>254</b>	<b>429</b>	<b>683</b>

**Table 46 Distribution of Students by Courses and State of Origin at KSUSTA**

<b>Programme</b>	<b>Total</b>	<b>Kebbi</b>	<b>Sokoto</b>	<b>Zamfara</b>	<b>Others</b>	<b>%</b>
Agriculture	33	17	3	1	12	7.4
Applied Chemistry	31	16	5	1	9	7.0
Botany	12	3	0	1	8	2.7
Biochemistry	55	33	2	3	17	12.4
Chemistry	30	12	1	3	14	6.8
Computer Science	78	48	6	2	22	17.6
Information Technology	61	48	4	2	7	13.8
Mathematics	78	57	3	3	15	17.6
Physics	51	18	1	7	25	11.5
Zoology	14	4	0	0	10	3.2
<b>Total</b>	<b>443</b>	<b>256</b>	<b>25</b>	<b>23</b>	<b>139</b>	<b>100.0</b>

**Table 47: Distribution of Students by Sex and Department at KASUSTA**

<b>Programme</b>	<b>No. of Students</b>	<b>Male</b>	<b>Female</b>
Agriculture	33	30	3
Applied Chemistry	31	30	1
Botany	12	11	1
Biochemistry	55	39	16
Chemistry	30	25	5
Computer Science	78	75	3
Information Technology	61	58	3
Mathematics	78	64	14
Physics	51	46	5
Zoology	14	11	3
Matriculation	654	553	101
<b>Total</b>	<b>1097</b>	<b>942</b>	<b>155</b>

**Table 48: Staff to Student Ratio at KASUSTA**

<b>Programme</b>	<b>No. of Staff</b>	<b>No. of students</b>	<b>Staff:Stud. Ratio</b>
Agriculture	9	33	1:4
Biochemistry	13	55	1:4
Biological Sciences	19	26	1:1.4
Applied Chem/Chem	15	61	1:4
Computer Sci/Inform. Tech.	8	139	1:17
Mathematics/Statistics	15	78	1:5
Physics	9	51	1:6
General Studies	22	443	1:20
Matriculation	2	654	1:327
Library	5	0	1:0
<b>Total</b>	<b>117</b>	<b>1097<sup>15</sup></b>	<b>1:9</b>

<sup>15</sup> The total does not include the figure of 443 for General Studies. All students offering courses from General Studies also offer courses in other Departments, so the inclusion of 443 would have amounted to double-counting.

**Table 49: Available and Required Quantities of Infrastructure at KASUSTA**

<b>Facility</b>	<b>Available</b>	<b>Required</b>	<b>Balance</b>
Faculty Buildings	2	4	2
Dean's with Secretary Office	2	4	2
Faculty Officer's Office	2	4	2
H.O.D's with Secretary Office.	0	16	16
Staff Offices	112	201	89
Staff Common-room	2	4	2
Classrooms	44	44	0
Lecture Theatres	2	4	2
Laboratories	16	32	16
Student Hostel (male)	4	6	2
Student Hostel (female)	2	3	1
Student Common rooms	6	9	3
Main Library	1	1	0
Faculty Library	2	4	2
Clinic	1	1	0



**Table 50: Available and Required Utilities at KASUSTA**

<b>Utility type</b>	<b>No. Available</b>	<b>No. Required</b>	<b>Balance required</b>
<b>Motor vehicles</b>			
Principal officers' vehicles	2	8	6
Utility vehicles	1	3	2
Faculty Vehicles	0	4	4
Canter Van	0	2	2
Ambulance	0	1	1
Pick-up van	0	2	2
Buses	0	2	2
Tractor	0	1	1
<b>Water</b>			
Borehole	2	5	3
Hand pumps	0	5	5
<b>Electricity</b>			
Generator	2	2	0
Transformers	4	4	0
<b>ICT Facilities</b>			
Internet facility	Under construction		
Website	<a href="http://www.ksust.com">www.ksust.com</a>		
Resource centre	Under construction		

**APPENDIX 8: SUMMARY OF RECOMMENDED EXPENDITURES AND RELATED OBSERVATIONS**

**Table 51: Primary allowances**

S/No	Programme	STATE						
		Kebbi Year	Per	Kano Year	Per	Katsina Per Year	Sokoto Per Year	Zamfara Per Year
1	Ph.D Arts	15,000				15,000	50,000	
2	Ph.D Science	15,000				15,000	50,000	
3	MSc/M.Engr.	9,000				15,000	37,400	
4	MA	9,000				15,000	34,400	
5	PGD	9,000				15,000	34,400	
6	MBBS (100-300 levels)			5,000		11,000		84,000
	MBBS (400-600 levels)	15,000		GL 07/1		GL 06/1		84,000
7	DVM (100-300 levels)			5,000		11,000		84,000
8	DVM (400-600 levels)			29,125		11,000		84,000
9	BSc/B.Engr	9,000		15,000		15,000	21,200	84,000
10	B.Ed/BSc.Ed/BA.ED	6,900		12,000		10,000	24,200	60,000
11	BA	6,900		12,000		8,000	21,200	60,000
12	HND Science	6,000		15,000		8,000	25,200	36,000
13	HND Arts	4,500		12,000		8,000	24,200	36,000
14	ND Science	4,200		9,600		6,000	20,200	24,000
16	ND Arts	3,600		7,200		6,000	19,200	24,000
17	NCE Science			9,600		6,000		36,000
18	NCE Arts			7,200		6,000		36,000
19	Matriculation/IJMB	4,200		6,000		5,000	27,200	36,000
20	Remedial Science	4,200		6,000		5,000	8,200	36,000
21	Certificate	3,600					10,200	
22	Law School	316,000		300,000		217,000		

**Table 52: Other Allowances**

Type of Allowance	Eligible courses/students	Amount
Secondary Allowance	Medicine (Clinical)	15,000.00
	Medicine (pre-clinical)	600.00
	Agriculture	600.00
	Science	600.00
	Geography	600.00
	Education	600.00
Project Allowance	Undergraduate	1,200.00
	Postgraduate	1,800.00
Transport Allowance	Students in institutions based in Kebbi, Sokoto and Zamfara	600.00
	Students in institutions in other neighbouring states	1,200.00
	Students in institutions in the far North, or Southern States	1,800.00
Tuition Fees	PhD	45,000.00
	Masters	35,000.00
	Postgraduate Diploma	25,000.00
	Undergraduate courses, HND	20,000.00
	ND	10,000.00
Matriculation	Students at:	
	Usmanu Danfodiyo University, Sokoto	25,000.00
	Kebbi State University of Science and Technology	25,000.00
	College of Preliminary Studies, Yauri	20,000.00
	Federal University of Technology, Minna	70,200.00

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**Table 53: Current and Recommended Primary Allowances**

<b>S/No.</b>	<b>Programme</b>	<b>Current Rate (N)</b>	<b>Recommended rate (₦)</b>
1	Ph.D Science	15,000	60,000
2	Ph.D Science	15,000	45,000
3	MSc/M.Engr./M.ED	9,000	36,000
4	MA	9,000	27,000
5	PGD	9,000	27,000
6	MBBS/DVM (100-300 levels)	9,000	27,000
7	MBBS/DVM (400-600 levels)	15,000	GL 07/1
9	BSc/B.Engr	9,000	25,000
10	B.Ed/BSc.Ed/BA.ED	6,900	27,600
11	BA	6,900	20,700
12	HND Science	6,000	18,000
13	HND Arts	4,500	13,500
14	ND Science	4,200	12,600
16	ND Arts	3,600	10,800
17	NCE Science		12600
18	NCE Arts		10,800
19	Matriculation/IJMB	4,200	12,600
20	Remedial Science	4,200	12,600
21	Certificate	3,600	10,800
22	Law School	316,000	316,000

**Table 54: Secondary Allowances – Current and Recommended Rates**

Type of Allowance	Eligible courses/students	Current	Recommended
Secondary Allowance	Medicine (Clinical)	15,000.00	60,000.00
	Medicine (pre-clinical)	600.00	2,400.00
	Agriculture	600.00	2,400.00
	Science	600.00	2,400.00
	Geography	600.00	2,400.00
	Education	600.00	2,400.00
Project Allowance	Undergraduate	1,200.00	4,800.00
	Postgraduate	1,800.00	7,200.00 ✓
Transport Allowance	Students in institutions based in Kebbi, Sokoto and Zamfara	600.00	
			2,400.00
	Students in institutions in other neighbouring states	1,200.00	
			4,800.00
	Students in institutions in the far North, or Southern States	1,800.00	7,200.00

**Table 55: Facilities Required by the Adult and Non-formal Education.**

Basic Literacy	6,500,000
Instructional Materials	11,500,000
Motorcycles	1,200,000
Advocacy	1,380,000
Skills Acquisition Materials	2,700,000
Primers	300,000
Reflect and Life Communities Support	10,500,000
Radio Literacy	10,000,000
Capacity building – staff, advocacy and mobilisation	6,000,000
Women Empowerment (Revolving Loan)	20,000,000
<b>Total</b>	<b>70,080,000</b>

**TABLE 56: ACTION PLAN FOR BASIC EDUCATION**

Primary schools	Strategy	Implementer	Year/Amount	
			2,009	2010
Boosting school enrolment - 3 blocks of classrooms per year per LGEA	Contract	State Govt	357,999,264	286,399,411
Home-grown feed and health programme	Contract	State Govt	120,000,000	96,000,000
Boosting nomadic education/migrant fishermen programme	Contract	State Govt	104,118,000	83,294,400
Awareness creation	SUBEB	SUBEB	50,000,000	40,000,000
School Facilities (See Table 9 in the main report)	Contract	State Govt	288,276,000	230,620,800
Teaching aids and other facilities	Contract	State Govt	171,500,000	137,200,000
Recreational Facilities and sports development	Contract	State Govt	75,700,000	60,560,000
Record-keeping facilities - cabinet	Contract	State Govt	15,140,000	12,112,000
Data bank	MOE	State Govt	2,000,000	1,600,000
<b>Junior Secondary Schools</b>				
Awareness creation to boost enrolment, with a focus on girls	SUBEB	SUBEB	2,000,000	1,600,000
Financial support, including journey money for girls	SUBEB	State Govt	90,000,000	72,000,000
Recruitment of 200 female teachers per year	MOE	State Govt	72,000,000	57,600,000
Recruitment of 50 science teachers per year	MOE	State Govt	18,000,000	14,400,000
Supporting 200 teachers per year to acquire or update skills	SUBEB	SUBEB	12,000,000	9,600,000
				229,119,529
				76,800,000
				66,635,520
				32,000,000
				184,496,640
				109,760,000
				48,448,000
				9,689,600
				1,280,000
				1,280,000
				57,600,000
				11,520,000
				7,680,000



**TABLE 56: ACTION PLAN FOR BASIC EDUCATION**

Primary schools	Strategy	Implementer	Year/Amount		
			2,009	2010	2011
School facilities (see Table 19, main report)	Contract	State Govt	955,390,000	764,312,000	611,449,600
Hand pump 2 x 20 schools x N350,000	Contract	State Govt	14,000,000	11,200,000	8,960,000
Integrated science laboratory equipment and chemicals	Contract	State Govt	22,200,000	17,760,000	14,208,000
Teaching aids (200,000 x 111 schools)	Contract	State Govt	22,200,000	17,760,000	14,208,000
Recreational facilities (250,000 x 111 schools)	Contract	State Govt	27,750,000	22,200,000	17,760,000
<b>Data storage and retrieval :</b>					
1 unit of computers x 111 schools	Contract	State Govt	16,650,000	13,320,000	10,656,000
One 2.8KVA generator x 111 schools	Contract	State Govt	6,660,000	5,328,000	4,262,400
Three steel file cabinets	Contract	State Govt	1,110,000	888,000	710,400
<b>School for the Handicapped</b>					
Facilities and staff recruitment (see Table 21 in the main report)	Contract	State Govt			
Equipment requirement	Contract	State Govt	21,837,500	17,470,000	13,976,000
<b>Sub total - Basic Education</b>			<b>2,466,530,764</b>	<b>1,973,224,611</b>	<b>1,578,579,689</b>

**TABLE 57: ACTION PLAN FOR SECONDARY EDUCATION**

Description of Project	Strategy	Implementer	Year/Amount		
			2009	2010	2011
1	73 blocks of three classrooms to be constructed at N5.6 million per block	State Govt.	Contract	478,515,000	550,292,250
2	Rehabilitation of 28 senior secondary schools at 5million each	State Govt.	Contract	408,800,000	185,150,000
3	803 sets of teacher classroom furniture for all schools @ 20,000 each	State Govt.	Contract	140,000,000	21,239,350
4	1903 sets of staff room furniture for all schools at N25,000 each	State Govt.	Contract	16,060,000	62,917,938
5	219 sets of teacher classroom furniture for all schools at N16,500 per set	State Govt.	Contract	47,575,000	4,778,854
6	Provision of staff housing for teachers: 50 units per year	State Govt.	Contract	3,613,500	
7	6,600 sets of dining hall furniture @20,000 per unit	State Govt.	Contract	350,000,000	462,875,000
8	3 blocks of 3-pit latrines for 78 schools each @ N500,000 per block	State Govt.	Contract	132,000,000	174,570,000
9	Rehabilitation of 25 multipurpose halls at N3million each	State Govt.	Contract	117,000,000	154,732,500
10	Construction of 15 multi purpose halls, 3 in each education zone at N9 million each	State Govt.	Contract	75,000,000	99,187,500
11	Rehabilitation of all 21 existing libraries at N2,000,000 each.	State Govt.	Contract	135,000,000	178,537,500
12	Construction of 20 additional libraries, 4 in each zone @N6million each	State Govt.	Contract	42,000,000	55,545,000
13	Nine 18-seater buses for the 9 girls schools @N7.5m each	State Govt.	Contract	120,000,000	31,740,000
14	4 18-seater buses for 4 boards: SSMB, AIEB, STEB and ANFE @ N7.5 million each	State Govt.	Contract	67,500,000	0
15	Provision of an 18-seater bus to each of the following 10 relatively distant schools: GAIS Wasagu, GSS Iilo, GSS Wara, GSS Ka'oje, GSC Yauri, GSS Koko, GST Zuru, GSS Yeldu, GSS Kamba, GSS D/Gari, each at N7.5m	State Govt.	Contract	30,000,000	39,675,000
16	Rehabilitation of the 12 existing boreholes at N2,000,000 each.	State Govt.	Contract	82,500,000	99,187,500
				24,000,000	31,740,000

**TABLE 57: ACTION PLAN FOR SECONDARY EDUCATION**

Description of Project	Strategy	Implementer	Year/Amount		
			2009	2010	2011
17 Construction of 30 additional motorized boreholes with 50,000 litres overhead tank in the boarding schools at ₦6,000,000 each.	Contract	State Govt.	180,000,000	69,000,000	79,350,000
18 Construction of a sick bay in all the 9 girls schools at ₦5,000,000 each	Contract	State Govt.	45,000,000	51,750,000	59,512,500
19 Construction of an additional sick bay in each of the 10 boarding schools	Contract	State Govt.	50,000,000	57,500,000	66,125,000
20 10,000 beds to be provided in addition to the 1000 provided to special schools in the Interim Report at ₦20,000 each.	Contract	State Govt.	200,000,000	230,000,000	264,500,000
21 20,000 Mattresses to be provided at ₦5,000 each	Contract	State Govt.	100,000,000	115,000,000	132,250,000
22 A sum of ₦2million each for the 78 schools for teaching aids	Contract	State Govt.	156,000,000	179,400,000	206,310,000
23 A sum of ₦3million each for the 78 schools for sports development	Contract	State Govt.	219,000,000	251,850,000	289,627,500
24 ₦60,000 each for the 78 schools for purchase of 2.8kVA generator for data entry and retrieval	Contract	State Govt.	4,680,000	0	0
25 2 Sets of Computers to be purchased for each of the 78 schools.	Contract	State Govt.	21,840,000	0	0
26 Purchase of 5 steel cabinets for each of the 78 schools at ₦7,000 each	Contract	State Govt.	2,730,000	3,139,500	3,610,425
27 ₦5million for each of the 78 schools for purchase of science equipment	Contract	State Govt.	390,000,000	448,500,000	515,775,000
28 Monthly subvention of 3m for the Ministry of Education.	MOE	State Govt.	36,000,000	41,400,000	47,610,000
29 Monthly subvention: SSMB-₦2million; STEBKS, ₦1.2million; AIEB, ₦1million; Library Board, ₦800,000; Scholarship Board, ₦500,000	MOE	State Govt.	75,600,000	86,940,000	99,981,000
30 Setting up of EMIS at ₦5m in the Ministry Headquarters.	MOE	State Govt.	5,000,000	5,750,000	6,612,500
31 Construction of 3 new Day schools in Zuru, Argungu and Yauri to abolish the shift system. Schools in Zuru, Argungu, Yauri at ₦250m	Contract	State Govt.	750,000,000	0	0

**TABLE 57: ACTION PLAN FOR SECONDARY EDUCATION**

Description of Project	Strategy	Implementer	Year/Amount		
			2009	2010	2011
32 Construction of 2 additional girls boarding schools in Birnin Kebbi and Jega to abolish shift system and widen access at ₦500m each.	Contract	State Govt.	1,000,000,000	0	0
33 Establishment of one Vocational Day School with seven Trades @ ₦100,000,000.	Contract	State Govt.	500,000,000	0	0
34 Upgrading of the five existing Arabic Colleges under the AIEB to offer Tahfeez Courses @ N2million each	Contract	State Govt.	10,000,000	0	0
35 A befitting Continuing Education Centre for women should be established at ₦100m.	Contract	State Govt.	100,000,000	0	0
36 Relocation of Abdullahi Fodio Centre to the newly established Primary School behind Gwandangaji Secretariat Complex at ₦100m.	MOE	MOE	100,000,000	0	0
37 Rehabilitation of SSMB and ANFE at ₦5m each.	Contract	State Govt.	10,000,000	0	0
38 Construction of 5 Zonal Offices at Yauri, Zuru, Argungu, Bunza and Birnin Kebbi at ₦8m each.	Contract	State Govt.	40,000,000	0	0
39 Construction of a befitting Resource Centre at ₦350,000,000	Contract	State Govt.	350,000,000	0	0
40 Special Schools: rehabilitation of Hostels at ₦5m each for 5 schools	Contract	State Govt.	25,000,000	0	0
41 Construction of 2 new hostels blocks for 4 Schools (GGC B'Kebbi, Nagari College, GGSC Yauri and GSC Zuru) each at ₦9m.	Contract	State Govt.	72,000,000	0	0
42 Construction of 3 blocks of 3 classrooms for 4 Schools at ₦5.6m for each block.	Contract	State Govt.	67,200,000	62,100,000	71,415,000
43 Upgrading of laboratories and purchase of consumables for the 5 Special Schools at ₦1,000,000 each	Contract	State Govt.	5,000,000	0	0
44 Upgrading sporting facilities for the 5 Special Schools at ₦1m each.	Contract	State Govt.	5,000,000	0	0
45 A befitting store/warehouse to be built for the Ministry of Education.	Contract	State Govt.	20,000,000	23,000,000	26,450,000
46 A sum of N200 million to be provided for the purchase of textbooks for teachers and students	Contract	State Govt.	200,000,000	230,000,000	264,500,000

**TABLE 57: ACTION PLAN FOR SECONDARY EDUCATION**

Description of Project	Strategy		Year/Amount		
	Implementer		2009	2010	2011
Sub total - Secondary education			6,531,098,500	3,726,780,275	4,285,797,317

**Table 58: Action Plan for Kebbi State College of Education, Argungu**

<b>S/No</b>	<b>RECOMMENDATION</b>	<b>COST IMPLICATION</b>
<b>Fiscal Year 2009</b>		
1	Government should approve and pay the sum of forty seven million and twenty one thousand, five hundred and twenty naira (N47,021,520.00) as compensation for structures and economic trees;	47,021,520.00
2	Government should approve the immediate complete fencing of the new site and provision of standard gates to the College;	88,000,000.00
3	Government should approve the construction and furnishing of Administrative Block Complex (Provost Office / Sec / Conf Room + 2 other offs, D/Provost /Sec 2 nos., Bursar office / sec / Conf room, D/Bursars 3 Nos., Accountants 3 Nos., Registrar's Office /Sec / Conf room, D/Registrars 3 Nos., and P.A.Rs 3 Nos. Car parks and Landscaping) on the new site;	300,000,000.00
4	Government should approve the construction of the School of Education Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 4Nos, Staff offices 12Nos, Classrooms 100 seat 4Nos, Lecture hall 200 Seat 1No, and Library 50 seat 1No.) on the new site.	500,000,000.00
5	Government should approve and provide the following official and utility vehicles to the College: Toyota corolla 1.6 (2Nos), 35-seater buses (2No), Ambulance saloon (1No), Pick-up Van (1No) and Canter van (1No);	29,000,000.00
6	Government should approve and provide 6Nos hand pumps, 2Nos new bore holes and reticulation within the new site;	33,600,000
7	Government should approve the supply and installation of one new 500 KVA sound proof Perkins generator with change over and External electrification in the new site;	30,000,000
8	approve the supply and installation of new 300KVA transformers (2Nos) in new site; and	10,000,000
9	approve the supply and installation of Internet connectivity via service providers and ICT Facilities(Acess Point 2-way Radio 2Nos, 24-Port Switch 1No, Wireless Radio 2No, Cables 3rolls, MS 300 Server 1No, Table PC 50Nos, Laptop 15Nos ;	15,010,000
10	The Government should approve the sum of seven million naira for sustained training of academic staff	10,000,000
<b>SUB TOTAL 2009</b>		<b>1,062,631,520</b>
<b>Fiscal Year 2010</b>		
1	Government should approve the construction of the Estate Department Buildings (Director's Office / Secretary, D/Director 3 nos., CTOs 3 nos., Stores 2Nos, Car parks and Landscaping);	80,000,000
2	Government should approve the construction of the School of Science Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 5Nos, Staff offices 15Nos, Classrooms 100-seats 5Nos, Laboratories 40-Seats 5Nos, Lecture hall 1No 200 seats, and Library 50 seat 1Nos, Stores 5Nos);	800,000,000
3ac	Government should approve the construction and furnishing of 500 bed space Female Students Hostel (1No);	100,000,000

**Table 58: Action Plan for Kebbi State College of Education, Argungu**

<b>S/No</b>	<b>RECOMMENDATION</b>	<b>COST IMPLICATION</b>
<b>Fiscal Year 2009</b>		
4	Government should approve the construction of 500 bed space Male Students Hostel (2Nos);	200,000,000
5	Government should approve the construction and furnishing of College Clinic;	30,000,000
6	The Government should approve the sum of seven million naira for sustained training of academic staff	10,000,000
<b>SUB TOTAL 2010</b>		<b>1,220,000,000</b>
<b>Fiscal Year 2011</b>		
1	Government should approve the construction of the School of Arts and Social Science Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 4Nos, Staff offices 12Nos, Classrooms 100 seat 4Nos, Lecture hall 200 Seat 1No, and Library 50 seat 1No.) on the new site..	500,000,000
2	Government should approve the construction of the School of Languages Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 3Nos, Staff offices 10Nos, Classrooms 100-seats 3Nos, Laboratories 40-Seats 2Nos, Lecture hall 200 seats 1Nos, and Library 50-seats 1No, Stores 2Nos).	400,000,000
3	Government should approve construction and furnishing of 500 bed space Female Students Hostel (1No);	100,000,000
4	Government should approve construction of 500 bed space Male Students Hostel (2Nos);	200,000,000
5	Government should approve construction of 3-Bedroom Senior staff houses (5Nos);	90,000,000
6	Government should approve construction of 2-Bedroom Duplex Intermediate staff houses (5Nos);	97,500,000
7	Government should approve construction of 2-Bedroom Junior staff houses (5Nos);	67,500,000
8	Government should approve construction of the Provost's Residence (3-Bedroom Main House, 2-Bedroom Junior QTRS, Garage, Car Park)	50,000,000.00
9	The Government should approve the sum of seven million naira for sustained staff training	10,000,000
<b>SUB TOTAL 2011</b>		<b>1,515,000,000</b>
<b>Fiscal Year 2012</b>		
1	Government should approve construction and furnishing of 500 bed space Female Students Hostel (1No);	100,000,000
2	Government should approve construction of 500 bed space Male Students Hostel (2Nos);	200,000,000
3	Government should approve construction of 3-Bedroom Senior staff houses (5Nos);	90,000,000

**Table 58: Action Plan for Kebbi State College of Education, Argungu**

<b>S/No</b>	<b>RECOMMENDATION</b>	<b>COST IMPLICATION</b>
<b>Fiscal Year 2009</b>		
4	Government should approve construction of 2-Bedroom Duplex Intermediate staff houses (5Nos);	97,500,000
5	Government should approve construction of 2-Bedroom Junior staff houses (5Nos);	67,500,000
6	Government should approve the construction of the School of Vocational and Tertiary Education Complex (Dean's Office/Sec, H.O.Ds Offices/Secs 2Nos, Staff offices 4Nos, Classrooms 100-seats 2Nos, Laboratories/Workshop 40-Seats 2Nos, Lecture halls 100 seats 1No, and Library 50-seats 1No, Stores 1No).	300,000,000
7	Government should approve the construction and furnishing of 1000 seat theatre	150,000,000
8	Government should approve the construction of Sports complex ( 500 seat Pavilion, Athletics tract, Long jump, Triple jump, High jump, Football field, Hockey field, Volleyball, Basketball, Squash etc.); and	120,000,000
9	Government should approve the construction of gymnasium (Basket ball court, lawn Tennis court, Table Tennis, Body building facilities)	100,000,000
<b>SUB TOTAL 2012</b>		<b>1,225,000,000</b>
<b>GRAND TOTAL</b>		<b>5,022,631,520</b>



<b>Table 59: Action Plan for College of Agriculture, Zuru</b>		
<b>S/No</b>	<b>RECOMMENDATION</b>	<b>FINANCIAL IMPLICATION</b>
<b>FISCAL YEAR 2009</b>		
1	Government should approve the sum fifty million naira (N50,000,000:00) for rehabilitation of classrooms, administrative block, toilets and hostels;	50,000,000
2	Government should approve the sum fifty million naira (N50,000,000:00) for procurement laboratory equipment, apparatus and materials;	50,000,000
3	Government should approve the supply and installation of 35 sets of staff Office and Common rooms furniture; @N15,000/Set	525,000
4	Government should approve the supply and installation 250 sets of classroom and theatre furniture; @N20000/Set	5,000,000
5	Government should approve the supply and installation of 90 sets of workshop furniture; @ N30,000/Set	2,700,000
6	Government should approve the construction and furnishing 500 bed space female student hostel (1No);	100,000,000
7	Government should approve the expansion and rehabilitation of College Clinic.	10,000,000
8	Government should approve the provision of the following official and utility vehicles: Toyota corolla 1.8 (1No), Toyota corolla 1.6 (3Nos), 35-seater buses (2No), Ambulance saloon (1No), Pick-up Van (1No), Canter van (1No); Tractors (2Nos).	41,000,000
9	Government should approve the provision of one new bore hole, Completion of existing bore hole and External Reticulation.	20,000,000
10	Government should approve the supply and installation of one new 500 KVA sound proof Perkins generator with change over and external electrification	30,000,000
11	Government should approve the supply and installation of Internet connectivity via service providers and ICT Facilities(Acess Point 2-way Radio 2Nos, 24-Port Switch 1No, Wireless Radio 2No, Cables 3rolls, MS 300 Server 1No, Table PC 30Nos, Laptop 10Nos ;	11,000,000
12	Government should approve the sum of five million naira for staff training	5,000,000
13	Government should approve and provide a virgin land to the College for demonstration farm	20,000,000
<b>SUB TOTAL 2009</b>		<b>345,225,000</b>
<b>FISCAL YEAR 2010</b>		

<b>Table 59: Action Plan for College of Agriculture, Zuru</b>		
1	Government should approve the supply and installation of 35 sets of staff Office and Common rooms furniture; @N15,000/Set	525,000
2	Government should approve the supply and installation 250 sets of classroom and theatre furniture; @N20000/Set	5,000,000
3	Government should approve the supply and installation of 90 sets of workshop furniture; @ N30,000/Set	2,700,000
4	Government should approve the construction and furnishing of 500 bed space male student hostels (1Nos);	100,000,000
5	Government should approve the construction of 2-Bedroom Duplex intermediate staff houses (5Nos);	97,500,000
6	Government should approve the construction of 2-Bedrooms junior staff houses (5nos);	67,500,000
7	Government should approve and provide funding for the upgrading of the College computer room to a Resource Centre.	10,000,000
8	Government should approve the sum fifty million naira (N50,000,000:00) for procurement laboratory equipment, apparatus and materials;	50,000,000
9	Government should approve the sum of thirty million naira (N30,000,000:00) for furnishing and procurement of ICT equipment for the library	30,000,000
10	Government should approve the construction of cement block perimeter fence to demarcate the College land	70,000,000
	Government should approve the sum of five million naira for academic staff training	5,000,000
<b>SUB TOTAL 2010</b>		<b>438,225,000</b>
<b>FISCAL YESR 2011</b>		
1	Government should approve the supply and installation 250 sets of classroom and theatre furniture; @N20000/Set	5,000,000
2	Government should approve the supply and installation of 90 sets of workshop furniture; @ N30,000/Set	2,700,000
3	Government should approve the construction and furnishing of 500 bed space male student hostels (1Nos);	100,000,000
4	Government should approve the construction of 3-Bedroom staff houses (5Nos);	90,000,000
5	Government should approve the construction of 2-Bedrooms junior staff houses (5nos)	67,500,000
6	Government should approve construction of the Provost's Residence (3-Bedroom Main House, 2-Bedroom Junior QTRS, Garage, Car Park)	50,000,000
7	Government should approve the construction of Sports complex ( 200 seat Pavilion, Athletics tract, Long jump, Triple jump, High jump, Football field, Hockey field, Volleyball, Basketball, Squash etc.); and	50,000,000

<b>Table 59: Action Plan for College of Agriculture, Zuru</b>		
8	Government should approve the sum of five million naira for academic staff training	5,000,000
<b>SUB TOTAL 2011</b>		<b>370,200,000</b>
<b>GRAND TOTAL</b>		<b>1,153,650,000</b>

<b>Table 60: Action Plan for College of Preliminary Studies, Yauri</b>		
<b>S/No</b>	<b>RECOMMENDATIONS</b>	<b>FINANCIAL IMPLICATIONS</b>
	<b>FISCAL YEAR 2009</b>	
1	approve and release the sum of one million naira (N1,000,000.00) only to the College to facilitate the relocation of facilities and equipment from the old to the new site.	2,000,000
2	Government should approve the construction and furnishing of Administrative Block Complex (Provost Office / Sec / Conf Room + 2 other offs, D/Provost /Sec 1 nos., Bursar office / sec / Conf room, D/Bursars 1 no., Accountants 1 No., Registrar's Office /Sec / Conf room, D/Registrars 1 No., and P.A.Rs 2 Nos.	200,000,000
3	Government should approve the construction and furnishing of one block of staff Office (13 staff with one H.O.D/Sec Office) in the new site;	37,500,000.00
4	Government should approve the sum of fifty million naira (N50,000,000.00) for procurement of laboratory equipment, apparatus and materials;	50,000,000
5	Government should approve the supply and installation of 50 sets of staff Office and Common room furniture;@15,000/set	750,000.00
6	Government should approve the supply and installation of 50 sets of 5-seater of classroom furniture; @N20,000/set	1,000,000
7	Government should approve the supply and installation of 30sets each of Laboratory furniture for 4Nos new laboratories;@15000/set	1,800,000
8	Government should approve the construction & furnishing of 500 bed space male student hostels Storey Building (1Nos);	100,000,000
9	Government should approve the construction & furnishing 500 bed space female student Hostel Storey Building (1No);	100,000,000
10	Government should approve the sum of thirty million naira (N30,000,000.00) for furnishing and procurement of ICT equipment for the library;	30,000,000
11	Government should approve the provision of the following official and utility vehicles to the College: Toyota corolla 1.6 (2Nos), 35-seater buses (2No), Ambulance saloon (1No) and Pick-up Van (1No).	23,500,000
12	Government should approve the provision of 5Nos hand pumps, 1No new bore hole and reticulation;	18,000,000
13	Government should approve the supply and installation of one new 25KVA/0.415KV/80Hz sound proof Perkins generator with change over and External electrification	30,000,000
14	Government should approve the supply and installation of new 300KVA transformers (2Nos) in the new site	10,000,000
15	Government should approve the supply and installation of Internet connectivity via service providers and ICT Facilities(Acess Point 2-way Radio 2Nos, 24-Port Switch 1No, Wireless Radio 2No, Cables 3rolls, MS 300 Server 1No, Table PC 20Nos, Laptop 5Nos ;	6,510,000

<b>Table 60: Action Plan for College of Preliminary Studies, Yauri</b>		
16	Government should approve the construction of Access Road: Main Gate-Staff Quarters--Academic building 5km; Main gate-Academic-building-Hostel- 5km, Drainage and parking space	100,000,000
17	Government should approve the sum of five million naira for sustained academic staff training	5,000,000
	<b>SUB TOTAL 2009</b>	<b>716,060,000</b>
<b>FISCAL YEAR 2010</b>		
1	Government should approve the construction and furnishing of College Clinic;	30,000,000
2	Government should approve the construction of 3-Bedroom staff houses (4Nos);	72,000,000
3	Government should approve the construction and furnishing of 500 seat Lecture Hall 1No	50,000,000
4	Government should approve the construction of 2-Bedroom Duplex intermediate staff houses (5Nos);	97,500,000
5	Government should approve the construction and furnishing of one block of staff Office (13 staff with one H.O.D/Sec Office) in the newsite;	37,500,000.00
6	Government should approve the provision of Mini Sports Complex : 200 seat Pavelion, Football field (1No), Hockey field (1No), Athletics field (1No), Basketball court (2Nos); Volleyball court (2Nos); Table Tennis tables (5Nos); Lawn Tennis court (2Nos).	50,000,000
7	Government should approve the construction & furnishing of 500 bed space male student hostels Storey Building (1Nos);	100,000,000
8	Government should approve the construction and furnishing of 2Nos Block of 12-Class rooms Storey building	92,500,000
9	Government should approve the sum of five million naira for sustained academic staff training	5,000,000
	<b>SUB TOTAL 2010</b>	<b>534,500,000</b>
<b>FISCAL YEAR 2011</b>		
	Government should approve the construction of the Provost's Residence (3-Bedroom Main House, 2-Bedroom Junior QTRS, Garage, Car Park)	50,000,000.00
	Government should approve the construction and furnishing of 2Nos Block of 12-Class rooms Storey building	92,500,000
	Government should approve the construction and furnishing of one block of staff Office (13 staff with one H.O.D/Sec Office) in the new site;	37,500,000.00
	Government should approve the construction and furnishing of the Estate Department Buildings (Director's Office / Secretary, D/Director 1 nos., CTOs 2 nos., Stores 2Nos, Car parks and Landscaping);	60,000,000
	Government should approve the sum of five million naira for sustained academic staff training	5,000,000
	<b>SUB TOTAL 2011</b>	<b>245,000,000</b>

**Table 60: Action Plan for College of Preliminary Studies, Yauri**

	<b>GRAND TOTAL</b>	<b>1,495,560,000</b>
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**Table 61: Action Plan for Kebbi State University of Science and Technology, Aleiro**

<b>S/No</b>	<b>RECOMMENDATION</b>	<b>FINANCIAL IMPLICATION</b>
<b>FISCAL YEAR 2009</b>		
1	Government should approve the construction of cement wall perimeter fence with gate at the Vice Chancellor's residence	10,000,000
2	Government should approve the sum of ten million naira for sustained academic staff training	60,000,000
3	Government should approve the construction of a block of thirty (30) offices to ameliorate office shortage. @N1.6m/Off	48,000,000
4	Government should approve the construction and furnishing of 500 bed space male hostel storey building.	100,000,000
5	Government should approve the construction of cement block perimeter fence around the female hostel	10,000,000
6	Government should approve the supply and installation of Internet connectivity via VSAT and ICT Facilities(Acess Point 2-way Radio 2Nos, 24-Port Switch 1No, Wireless Radio 2No, Cables 3rolls, MS 300 Server 1No, Table PC 50Nos, Laptop 15Nos ;	5,000,000
7	Government should approve the furnishing of 6Nos laboratories in Faculty of Agriculture. @N3.5m/Lab	21,000,000
8	Government should approve the construction of a Central laboratory with adjoining Liquid Nitrogen Plant and Solvent rooms.	43,000,000
9	Government should approve the sum of fifty million naira for provision of adequate practical materials and chemicals for regular conduct of practicals and research.	50,000,000
10	Government should approve and provide 6Nos Toyota Corolla saloons (1.6L) for principal officers; 6Nos Toyota Carina station wagons for faculty and utility vehicles, 1No Canter; 1No Ambulance; 2Nos Pick-up Van; 2Nos 35-seater Buses; and 1No Tractor.	56,000,000
11	Government should approve the provision and sinking of 5Nos hand pumps as back up.	3,000,000
12	Government should approve the supply and adequate street lights in the University campus;	17,500,000
13	Government should approve the provision of walky-talky to the Principal Officers and strategic security officers of the university;	7,500,000
14	Government should approve the construction of appropriate network of drainage and landscaping around the Gate, VC's Residence, Adm. Block, Library and Faculty buildings.	4,250,000
15	Government should approve the construction of 920m access road around the student hostels and the sports complex.	18,000,000
16	Government should approve the construction and furnishing of the Faculty of Education Buildings consisting of: a Deans' Office/Sec; Faculty Officer's Office/Gen. Office; Faculty Board room; H.O.D/Sec. Offices 4Nos; Staff offices 6Nos; Stores 4Nos)	300,000,000
<b>SUB TOTAL</b>		<b>753,250,000</b>

**Table 61: Action Plan for Kebbi State University of Science and Technology, Aleiro**

1	Government should approve the construction and furnishing of the Faculty of Engineering Buildings consisting of: a Deans' Office/Sec; a Faculty Officer's Office/Gen. Office; Faculty Board room; H.O.D/Sec. Offices 3Nos; Staff offices 6Nos; Lecture Hall 100 seat 1Nos; Library 50 seat 1No; Laboratories 40 Seat 3Nos; Workshops 35 seat 3Nos. The laboratories and workshops should be accommodated within the faculty building on the ground floor with appropriate safety exits and facilities.	400,000,000
2	Government should approve the construction of a block of thirty (30) offices to ameliorate office shortage.	48,000,000
3	Government should approve the construction and furnishing of 500 bed space female male hostel storey building.	100,000,000
4	Government should approve the construction of 2Nos drainage networks around the Students' Hostels and the Sports Complex to check against gully erosion. The estimates for the 2 No. drainage works	4,800,000
5	Government should approve the provision of animal house, green house and botanical garden for biological sciences.	3,500,000
6	Government should approve the provision of a 100hectre farm land for Faculty of Agriculture.	42,600,000
7	Government should approve the construction and equipping of two fish ponds for the Faculty of Agriculture	4,600,000
8	Government should approve the sum of ten million naira for sustained academic staff training	60,000,000
	<b>Sub Total</b>	<b>663,500,000</b>
<b>Fiscal Year 2011</b>		
1	Government should approve the construction and furnishing of a block of thirty (30) offices to ameliorate office shortage.	48,000,000
2	Government should approve the construction and furnishing of 500 bed space male hostel storey building.	100,000,000
3	Government should approve the construction and furnishing of 1No Educational Resource Centre for Faculty of Education.	40,000,000
4	Government should approve the construction and furnishing of Library 50 seat 2Nos, and Lecture Halls 200 seat 2Nos for Faculties of Education and Engineering	300,000,000
5	Government should approve the sum of ten million naira for sustained academic staff training	60,000,000
6	Government should approve the construction of Department of Chemical Engineering Complex (H.O.D/Sec. Offices 1Nos; Staff offices 4Nos; Laboratories 40 Seat 2Nos)	300,000,000
	<b>Sub Total</b>	<b>848,000,000</b>
	<b>GRAND TOTAL</b>	<b>1,696,000,000</b>



**Table 62: Summary of Expenditure for Tertiary Education Sector**

Institution	2009	2010	2011	2012
Kebbi State College of Education, Argungu	1,062,631,520	1,220,000,000	1,515,000,000	1,225,000,000
College of Agriculture, Zuru	345,225,000	438,225,000	370,200,000	-
College of Preliminary Studies, Yauri	716,060,000	534,500,000	245,000,000	-
Kebbi State University of Science and Technology, Aliero	753,200,000	663,500,000	848,000,000	-
<b>Total</b>	<b>2,877,118,529</b>	<b>2,856,227,010</b>	<b>2,978,202,011</b>	<b>1,225,000,000</b>

**Table 63 A: Progress from the Implementation of the Interim Report**

<b>S/No</b>	<b>CONSTITUTION /RECONSTITUTION</b>	<b>BODY RESPONSIBLE</b>	<b>REMARKS</b>
1.	Appointment of Governing Councils to our Tertiary Institutions	State Government	Implemented
2.	Appointment of Competent Consultant	State Government	-
3.	Evaluation and Appointment of Education Secretaries in all LGAs	State Government	Implemented
4.	Commencement of Recruitment of Teachers for Primary and Secondary Schools.	MOE/SUBEB	Implemented
5.	College of Preliminary Studies Yelwa Yauri to relocate to its Permanent Site	State Government	Not Implemented
6.	Commencement of Quarterly meeting for quality assurance	MOE	Implemented
7.	Capacity Building	MOE	In progress
8.	Scholarship Awards	State Government	In Progress
9.	Release of State Counter part funding	State Government	Release when due
10.	Retention of Federal Teachers (Scheme) (participation sent to the State)	State Government	Implemented
11.	Schools Revised Maintenance Cost	State Government	Implemented
12.	Revised Students Feeding	State Government	Implemented
13.	Setting of machinery for relocation of Kebbi State College of Education, Argungu	State Government	A Committee was set-up
14.	Payment of both NECO and WAEC Fees	State Government	Implemented
15.	Execution of Recommended projects	State Government	In Progress
16.	Up grading of 5 Key Schools	State Government	Task Force Constituted

<b>Table 63 B</b>				
<b>S/No</b>	<b>ITEM</b>	<b>QUALITY</b>	<b>LEVEL OF IMPLEMENTATION</b>	<b>REMARKS</b>
<b>A.</b>	<b>PRIMARY EDUCATION</b>			
i.	Rehabilitation of	840 Blocks of Primary Schools.	20%	Contract Awarded
ii.	Construction of Toilets (VIP)	80 VIP Toilets	0%	Contract Awarded
iii.	Pupils Classroom Furniture	250 Unit	0%	Contract Awarded
iv.	Instructional Materials (Text Books)	N270,000,000 Worth of Test Blocks 630 Sets.	90%	Contract Awarded
v.	Staff Room Furniture	1,050 Sets	0%	Contract Awarded
<b>B.</b>	<b>SECONDARY EDUCATION</b>			
i.	Construction of Class rooms	50 Blocks of Class rooms per Zone	30%	Contract Awarded
ii.	Class room furniture (Students)	500 Set per Zone	0%	Contract Awarded
iii.	VIP Toilets	200 VIP Toilets	10%	Contract Awarded
iv.	Teachers' Class room Furniture	80 Set per Zone	0%	Contract Awarded
v.	Staff Room Furniture	150 Sets per Zone	0%	Contract Awarded
vi.	Instructional Materials (Text Books)	N190,000,000.00 worth of Text Books	90%	Contract Awarded
vii.	Upgrading of Schools	5 Schools	20%	Contract Awarded

### APPENDIX 9: Summary of Recommended Policy Issues with Time Frame

S/N	Policy issues	Agency Responsible	Time frame
<b>Basic Education</b>			
1.	Community mobilization to Promote Girl-Child enrolment	MOE/Min. for Women/Community and Rel. Leaders	Continuous
2.	Teacher Recruitment	MOE & SUBEB	Continuous
3.	Sustained in-service Training for Teachers	MOE & SUBEB	Continuous
4.	Expansion of facilities in schools should be sustained	Government Development Partners & Communities	Continuous
5.	Provision of Teaching aids	MOE & SUBEB	Continuous
6.	Provision of sports and recreational facilities	MOE, SUBEB, Individuals & Organizations	Continuous
7.	Provision of record keeping facilities	MOE & SUBEB	Continuous
8.	Identification of Target population for physically challenged persons	SUBEB, NGOs & Communities	Continuous
9.	Change of Name of School for the Handicapped to the School for the Physically Challenged	MOE	Immediate
10.	Adequate facilities for workshop and seminars for all categories of staff in schools	MOE & SUBEB	Continuous
11.	Payment of Teachers on GL.05 and above through banks	SUBEB	Immediate
12.	A sustained verification for personnel	Governor	Immediate
13.	Establishment of additional schools in the state.	Governor	2009-2011
14.	Establishment of additional Arabic & Islamic Schools	Governor	2009-2011
15.	Establishment of a Technical and vocational school	Governor	2009-2011
<b>TERTIARY EDUCATION</b>			
<b>Kebbi State College of Education</b>			
16.	Review of law establishing the college	Governing Council	Immediate
17.	Due process for the appointment of Principal officers of the College.	Governing Council	Immediate
18.	Government to ensure that the College relocates to its new site.	Governor	2009 – 10

**APPENDIX 9: Summary of Recommended Policy Issues with Time Frame**

S/N	Policy issues	Agency Responsible	Time frame
19.	Recruitment of additional staff on visiting or sabbatical	KSCOE	Continuous
20.	Admission on 40-60 ratio Art/Science respectively	KSCOE	Continuous
21.	Increased enrolment of females	KSCOE	2009
22.	Reroute the road that traverses the new site of the College	Government	Immediate
23	College to revert to its original mandate	MOE	Immediate
24	Develop staff training policy and embark on sustained training of academic staff	KSCOE	2009-2014

**College of Agriculture, Zuru:**

25.	Review of Law	Governing Council	2009
26.	Classification of Library and workshops to as academic units	COAZ	2009
27.	Creation of students' affairs unit under the provost office	COAZ	2009
28.	The College should introduce School Structure	COAZ	2009
29.	Introduction of ND programmes in Agric Extension and Mgt and ND Crop production Technology	COAZ	2009
30.	Introduction of Agric. Tech, HND Home and Rural Economics, HND Forestry Technology.	COAZ	2009
31.	The College should endeavour to attract more staff on either sabbatical or visiting yearly	COAZ	2009
32	Freeze recruitment where there is overstaffing	COAZ	2009-2011
33	Attract more students to the College	COAZ	2009-2014
34	Develop staff training policy and embark on sustained training of academic staff	COAZ	

**College of Preliminary Studies, Yauri**

35.	The College to produce brief for the approval of the Governing council	CPS	2009
36.	Review of College Law	CPS	2009
37.	The College to re-name "administration" to "central	CPS	2009

**APPENDIX 9: Summary of Recommended Policy Issues with Time Frame**

S/N	Policy issues	Agency Responsible	Time frame
	administration", "Finance/Bursary" to "Bursary", "Estate" as "Works" and "Division" as "School".		
38.	College to explore affiliations with relevant universities	CPS	2009-2010
39.	Recruitment of staff where the need arises and freezing of recruitment where there is apparent overstaffing	CPS	2009-2011
40.	Develop staff training policy and embark on sustained training of academic staff	CPS	2009-2014
41.	Freeze employment of non-teaching staff	CPS	2009-2010
42.	Redeployment of excess staff to where they are needed	CPS	2009-2010
43.	Provision of accommodation and recreational facilities at the new site.	Governor	Continuous
44.	Increase enrolment from 1000-3000	CPS	2009-2014
45.	Increase Female Enrolment with special emphasis on Science and Technology	CPS	Continuous
46.	Government to direct the College to relocate to its new site with effect from 2008/2009 academic session	Government	2008/2009
47.	College to revert to its original mandate	MOE	Immediate

**University of Science and Technology, Aliero**

48.	Appointment of Deputy Vice Chancellor Academic	KSUSTA	2009
49.	Approve the establishment of Faculty of Education	KSUSTA	
50.	Approve the establishment of Faculty of Engineering	KSUSTA	2009
51.	The University to review its staff profile	KSUSTA	2009
52.	The University to develop a staff training policy and embark on rapid staff training at both Masters and Doctoral levels within and outside the country.	KSUSTA	2009-2014
53.	Recruitment of staff for the Faculties of Education and Engineering	KSUSTA	2009
54.	Rationalization of non-teaching staff	KSUSTA &	Immediate

**APPENDIX 9: Summary of Recommended Policy Issues with Time Frame**

S/N	Policy issues	Agency Responsible	Time frame
		Governor	
55.	Provide incentives to attract female students into Science and Engineering programmes	KSUSTA	Immediate
56	A minimum of 75% Kebbi State Admission Quota should be enforced on student enrolment	KSUSTA	Immediate
57	University to develop its financial regulations in consultation with other Universities in the Federation.	KSUSTA & Governing Council	2009
58	The University to introduce BSc Biology and BSc Micro Biology programmes.	KSUSTA	2009

**Kebbi State Scholarship Board**

59.	Payment of scholarships of NCE Students should be transferred to Scholarship Board	MOE	2009
60.	Government should continue to support students on scholarship by reviewing the allowances from time to time.	Government	Continuous
61.	There should be a clear enforcement of the recommended policy for the award of scholarship for overseas studies	Governor	Immediate
62.	Primary allowance to students should be increased by 300%	Government	Immediate
63.	Allowances and fees should be paid in bulk at the beginning of each academic year through student Bank account	Scholarship Board	2009/2010
64	Scholarship Board to develop a comprehensive Database	Scholarship Board	Immediate
65	The Board to obtain schedule of fees of all institutions of higher learning before the beginning of each term.	Scholarship Board	Continuous
66	The Scholarship Board should establish a website to enhance its database.	Scholarship Board	2009/2010

**Cross cutting Issues**

64.	Establishment of continuing Education Centre for Women	Government	2009
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**APPENDIX 9: Summary of Recommended Policy Issues with Time Frame**

S/N	Policy issues	Agency Responsible	Time frame
67	Up grading of the current women education Unit to a Directorate under Adult and non-formal Education programme	Governor & MOE	2009
68.	Government to address seriously the issue of ICT in the state	Governor	Continuous
69	Quarterly meetings of all agencies in charge of Quality control should be sustained reports to be forwarded to the Governor	MOE	Continuous
70	Government to explore all available sources of funds from international Development Partners and ensure counter part funds as and when due.	Government	Continuous
71	Integration of Tsangaya schools into the main stream of western education should be pursued vigorously.	Governor, Community, Rel. Leaders and Other Agencies	Immediate
72	The issue of Almajiri system should be addressed by Government in collaboration with other Northern State Governments.	Governor	Immediate
73	Government to sustain the provision of sporting facilities and an enabling environment for extra curricular activities in Schools.	Governor, Community & Development Partners	Continuous
74	The teaching of Arabic and French Languages in Schools should be encouraged and supported.	Governor & Community	Immediate
75	Establishment of one model Quranic Centre in collaboration with ETF.	Government	2009
76	Government to encourage and support private sector participation through the provision of enabling environment.	Governor & Private Sector	Immediate
77	Government to convert the present "Kebbi State Development Fund" to "Education Development Fund"	Government	2009
78	Government to establish a befitting Education Resource Centre for the State	Governor & MOE	Immediate
79	Government to provide necessary funds for the development of Adult Education in the State in order to eliminate illiteracy.	Government	Immediate
80	A sustained Data Bank for Education should be established.	MOE	Continuous



**APPENDIX 9: Summary of Recommended Policy Issues with Time Frame**

S/N	Policy issues	Agency Responsible	Time frame
81	Government to ensure the sustainability of the reform of the education sector a small group should be set up to monitor the issues through setting up of a mechanism that will continue to monitor, supervise and advise government on a continued/regular basis.	Governor	Immediate

Appendix 10: Financial Implications of the Recommendations Contained in the Report

	2009	2010	2011	2012	TOTAL
Boards / MOE	681,000,000.00	102,000,000.00	102,000,000.00	-	885,000,000.00
Basic Education	2,518,920,764.00	1,973,224,611.00	1,578,579,689.00		6,070,725,064.00
Secondary Education	6,531,098,500.00	3,726,780,275.00	4,285,797,317.00		14,543,676,092.00
Tertiary Education	2,877,118,529.00	2,856,227,010.00	2,978,202,011.00	1,225,000,000.00	9,936,547,550.00
<b>TOTAL</b>	<b>12,608,137,793.00</b>	<b>8,658,231,896.00</b>	<b>8,944,579,017.00</b>	<b>1,225,000,000.00</b>	<b>31,435,948,706.00</b>

## **APPENDIX 11: LIST OF OTHER VOLUMES IN THIS REPORT**

Volume 1 Main Report

Volume 2 Proceeding of meetings together with summaries of decisions taken at the end of each meeting

Volume 3 Letters, adverts and other official correspondence with various agencies and organisations

Volume 4 Memoranda received by the Committee

Volume 5 List of all schools in the state with comprehensive details


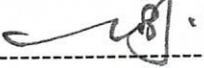



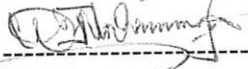

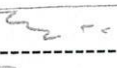
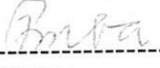
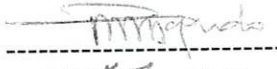
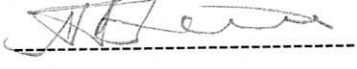





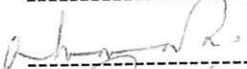
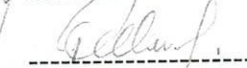


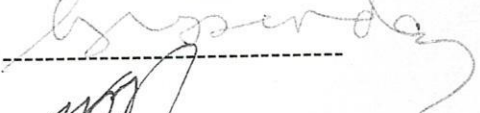
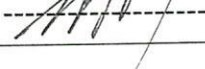
Volume 6 List of teachers in the state

Volume 7 Instruments used for data collection

Volume 8 Letters to His Excellency from the Committee on the Improvement and Development of Education in Kebbi State

Volume 9 Interim Report

## Members of the Committee

Name	Signature
Professor Attahiru Muhammadu Jega OFR	
Professor Tijjani Muhammad Bande OFR	
Professor M. K. Abubakar	
Professor Abdullahi Abdu Zuru	
Professor Faruk Aliyu Kalgo	
Professor U. T. Muhammad	
Alh. Mai'eka Bello Mohammed	
Alh. Muhammad Kindi Zauro	
Alh. Abdullahi Kamba Kamba	
Dr. Abubakar Abdullahi Bagudo	
Alh. Abdullahi Muhammad Lamba	
Dr. Sadiq Abdullahi Yelwa	
Alh. Abubakar Hussaini	
Alh. Hussaini Aliyu Yauri	
Alh. Shehu Aliyu Sambawa Hon. Comm.	
Alh. Bala Ubandawaki Hon. Member	
Alh. Sodangi Bello Diggi	
Alh. Abdullahi Umar (Wazirin Gwandu)	
Hajiya Fatima Umar Kamba	
Alh. Musa Adamu Birnin Yauri (Late)	
Hajia Maimuna M. Bala Permanent Secretary	
Dr. Ahmadu U. Sanda	
Alh. Yusuf Wade	