



**MINISTRY OF EDUCATION, DAMATURU
YOBE STATE**

**BRIEF BY THE MINISTRY OF EDUCATION ON THE ACHIEVEMENTS
OF YOBE STATE GOVERNMENT IN THE DEVELOPMENT OF EDUCATION
– WAY FORWARD AND MAJOR CONSTRAINTS –**

SUBMITTED TO:

**PEER REVIEW TEAM FROM NIGERIA'S GOVERNORS'
FORUM**

ON A WORKING VISIT TO YOBE STATE

21ST – 25TH JUNE, 2010.

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INTRODUCTION:

In realization of the role of education in accelerating the economic and social growth, the Present Administration has since its inception been pursuing programmes aimed at providing quality education to its citizens despite its meagre resource. You may be aware that provision of qualitative education is number one priority of this Administration of Governor Ibrahim Gaidam of Yobe State. The Executive Governor of Yobe State deserved our sincere appreciation and absolute loyalty for consistently allocating 26% of the State's Total Annual Budget to the Education Sector in accordance with the UN recommendation on resource allocation.

This country's ability to realize its vision of becoming one of the twenty largest economies in the world by the 2020 is solely dependent on its capacity to transform its population into highly educated and competent citizens. The development of educating sector is therefore pre-requisite to the actualization of this current national policy objectives. The Ministry of Education in collaboration with UNICEF 'D' Field office Bauchi is currently developing a Ten (10) year Education Sector Plan with a view to revamping the sector in the State. All stakeholders in education will be involved in the development plan.

ACCESS AND EQUALITY:

Though complete access to education for all the school aged is yet to be fully attained, access to education below the tertiary institutions has greatly improved. More children of school going age have been provided with opportunity to go to School. Each and every child in Yobe State has equal opportunity to be admitted

and trained in our schools free from Primary to Tertiary Institutions. Payment of scholarship, teaching and provision of accommodation and other facilities by the Government cannot be overemphasized in this regard.

DATA ON PRE-PRIMARY SCHOOL ENROLMENT:

With increased Government attention and regular sensitization by the stakeholders on education, communities are becoming aware of the importance of formal education. For this reason, parents are more sensitized on the need for early stimulation of their children to learning. Therefore, increased access is created in this category of early childhood education. The data on Pre-primary enrolment indicates that there is increase in the enrolment from 12,850 in 2009 to 16,792 in 2010. A significant improvement.

BASIC/PRIMARY SCHOOL DEVELOPMENT:

The level of literacy in the State is below expectation. For this reason, special emphasis was put on Primary as the basic education most Nigerian youths receive. If such youths are to function effectively as progressive citizens in a democratic Nation, this formal education which they receive should be encouraged. It is also at this level that the success and failure of all continuous education level depends. No amount of investment at this level of education should be considered too much because the benefit is enormous.

Considering the need for acquisition of qualitative primary education, this administration of Governor Ibrahim Gaidam FCNA re-introduced Boarding Primary Schools in all the 17 Local Government Areas of the State. Towards the end of 2008, the State Government released the sum of N2.1 billion as part of the counterpart funding to the State Universal Basic Education Board with the view to strengthening the sector. Access to Primary education has therefore greatly improved. The data on enrolment indicates an increase from 625,766 in 2009 to 693,859 in 2010. More children of school age are provided the opportunity to go

to school. Education at this level is free and compulsory. Access to junior secondary schools in the State has also improved. The data shows that there is an increase in the enrolment from 42.25% to 45.47% in 2009 and 2010 respectively.

In the senior secondary school sector, this Government in its bid to provide qualitative education has embarked on rehabilitation of some schools across the State. In 2009, four (4) senior science secondary schools were renovated and the Laboratories equipped with reagents and chemicals. In this financial year, six (6) Girls Secondary Schools across the State are currently undergoing complete rehabilitation and facelift to produce conducive atmosphere for learning.

Also in order to improve every aspect of the quality education and ensure excellence so that measurable learning outcomes are achieved by all its citizens in accordance with the International standard, Yobe ultra Modern International College Mamudo was constructed. Today, the College is one of the best Secondary School in the whole of the north east geopolitical region. It is currently managed by the Nigerian Turkish International colleges (NTIC) Ltd.

Although, enrolment in senior secondary level is lower than that of Junior secondary, it is because admission into senior secondary is not automatic as that of JSS. However, there is an increase in the enrolment figure from 55,788 in 2009 to 69,443 in 2010. This indicates that access to senior secondary school had also improved.

It is only by raising the quality of tuition in the secondary schools that sufficient number of students from Yobe who want to gain admission into Universities and Tertiary Institutions can be achieved. Yobe State Government therefore recognises the necessity of expanding access to meet the State's requirement for high level manpower.

To this end, expanding and strengthening University education cannot be achieved by mere policy statement. It requires adequate planning, medium and

long term investment and carefully thought out actions. This is exactly what the administration of Ibrahim Gaidam is doing for Bukar Abba Ibrahim University. Therefore, to improve and expand infrastructures and facilities to boost intake of the BAI University, construction of major structures have been on going or completed which include:-

- | | | | |
|----|--|---|-----------|
| a) | Male and Female Hostle | - | completed |
| b) | Faculty Building | - | ongoing |
| c) | Multipurpose Halls | - | completed |
| d) | library Complex | - | ongoing |
| e) | Indoor Sports Complex | - | ongoing |
| f) | University Clinic | - | completed |
| g) | 3 Nos. Laboratories | - | completed |
| h) | Academic Staff office for Faculty of Science | - | completed |
| i) | Three (3) blocks of Classrooms | - | completed |
| j) | Computer Centre | - | completed |
| k) | Law Department | - | ongoing |
| l) | Two kilometer Road to link structure in the University | - | completed |

The National University Commission has approved the introduction of Degree programmes in the State owned Umar Suleiman College of Education, Gashua. About 169 students have so far matriculated in all the nine subjects for degree courses approved. Thus, the introduction of this programme will reduce the problems of admission into the Nigerian Universities by indigenous teachers particularly in science related subjects. The programme will also bring about educational opportunities to the doorsteps of Yobe State indigenes and afford long serving and experienced teachers attain first degree qualifications. Other Tertiary Institutions like Mai Idriss Aloomo Polytechnic, Geidam, College of Agriculture Gujba, College of Administrative and Business Studies Potiskum and Atiku

Abubakar College of Legal and Islamic Studies Nguru are also receiving proper attention, as the Government is enhancing materials and manpower resources as well as institutional capacities for them to meet the appropriate and full accreditation requirements.

NON-FORMAL EDUCATION:

Provision of uniform access to quality Adult and Non-formal Education presents a big challenge in view of cultural and demographic (urban/rural) dichotomy and other disparities across the State. Efforts have been made to ensure effective delivery of the non-formal education especially the literacy programmes. At present there are over 300 Literacy Centres and 5 Rural Development Centres across the State.

The enrolment figure in the basic literacy among male and female has significantly improved from 9,462 in 2009 to 12,250 in 2010.

The issue of the integration of the Almajiri/Tsangaya Education to the modern system of education is also a major challenge. However the increased impetus by the ETF, UBE non-formal education agency to tackle this thorny issues is a welcome development. However, for it to be effective, it is better for this issue to be tackled by one agency rationally rather its present allcomers affairs.

CURRICULUM:

The State is presently running the curriculum of the nine year basic education as well as the senior secondary school curriculum under the auspices of Nigerian educational Research and Development Council (NERDC). The following curriculum are offered in our schools:

S/ N	BASIC EDUCATION CURRICULUM	SENIOR SECONDARY EDUCATION CURRICULUM	SCIENCE, VOCATIONAL & TECHNICAL COLLEGES
1.	English Language	English Language	English Language
2.	Mathematics	Mathematics	Mathematics
3.	Hausa	Hausa	Hausa
4.	IRS/CRS	IRS/CRS	IRS/CRS
5.	Agriculture	Agriculture	Agriculture

S/ N	BASIC EDUCATION CURRICULUM	SENIOR SECONDARY EDUCATION CURRICULUM	SCIENCE, VOCATIONAL & TECHNICAL COLLEGES
6.	Home Economics	Home Economics	Home Economics
7.	Basic Science and Technology	Physics	Physics
8.	Social Studies	Chemistry	Chemistry
9.	Cultural and Creative Arts	Biology	Biology
10.	Physical & Health Education	Geography	Geography
11.	Computer Studies	History/Government	Economics
12.	Civic Education	Economics	Commerce
13.	French	Commerce	Computer
14.	Arabic Language	Arabic Language	Carpentry & Joinery
15.	Business Studies	Further Mathematics	Business Studies
16.	Introductory Technology	Woodwork	Metal work (fabricating & welding)
17.		Fine Arts	Fine Arts
18.		Technical Drawing	Technical Drawing
19.		Financial Accounting	Financial Accounting
20.			Automobile (Motor Vehicles Mechanic Works)
21.			Furniture Making
22.			Block Laying, Brick laying & Concreting
23.			Catering, Craft Practice
24.			Office Practice
25.			Typewriting
26.			Electrical Installation & Maintenance
27.			Arithmetic
28.			Mechanical Engineering Craft

INFRASTRUCTURE AND LEARNING ENVIRONMENT:

At the inception of this Government, learning environment in most schools both public and private were not child friendly or conducive. Normal accommodation for regular students was often missing. Instructional facilities were grossly inadequate. The State Government in its bid to provide qualitative education embarked upon rehabilitation of some senior secondary schools across the State. Construction of Classes to accommodate basic education schools are being vigorously pursued by the State Universal Basic Education Board under UBE and ETF interventions and the State counterpart funding. All classes constructed were accompanied by toilet facilities, furniture and recommended Textbooks. Special Education sector was also upgraded with adequate facilities and recruitment of teachers.

Available and adequate infrastructure as well as conducive environment are essential pre-requisite for effective teaching and learning. However, as of today, available data and statistics in our Schools still depicts glooming picture of large students population without corresponding number of facilities. In terms of infrastructural facilities, we have the following as at January 31st, 2010.

S/N	FACILITIES	PRIMARY	JUNIOR SEC. SCH.	SENIOR SEC. SCH.
1.	Classrooms	5,192	2,910	1,561
2.	Workshops	-	41	60
3.	Laboratories	-	04	114
4.	Examinations Halls	-	-	19
5.	Library	07	05	24
6.	Toilets	1,124	118	56

TEACHING AND LEARNING:

Effective teaching and learning can only take place in an ideal location and conducive atmosphere with qualified and trained teachers. On the issue of teachers moral and motivation, despite increase in salaries and the implementation of harmonized salary structure, teachers' dedication to duty remain low. This is due to low income and lack of motivating fringe benefits. Therefore, in order to make teaching attractive and to facilitate recruitment and retention of teachers, the condition of service for teachers has been improved upon by the State Government. All professional teachers have 27.5% of their basic salary have been added to their normal Salaries as part of teachers salary structure. The Teachers Salary Scale (TSS) in the State has been implemented by the Present Administration since January 2009.

This team may also wish to note that Yobe State has so far trained 357 Mathematical Science teachers at the National Mathematical Centre Abuja in 2008. The State Government had also approved the training of 300 Grade II and SSCII Teachers of Primary Schools at Umar Suleiman College of Education Gashua. In addition, as the State Government is bent on providing qualified teachers, vigorous training and retraining of unqualified teachers are being intensified by the

National Teachers Institute (NTI), Special Teachers Upgrading Programme (STUP), and Pivotal Teacher training Programme (PTTP). This will surely meet the requirement set by the National Council on Education for all teachers to acquire NCE as a minimum teaching qualification. The table below shows the number of teachers in Primary, Junior and Senior Secondary Schools across the State.

TYPE OF SCHOOL	NO. OF SCHOOLS	STUDENTS ENROLEMENT FOR THE YEAR JANUARY 2010.				TEACHERS			
		Classrooms	Male	Female	Total	Male	Female	Others	Total
Primary Schools	1,017	5,192	449,180	244,669	673,859	6,566	2,420	745	9,731
Junior Secondary Schools	158	NA	32,580	22,357	54,967	913	313	-	1,226
Senior Secondary Schools	48	NA	35,826	20,420	56,246	1,576	1,016	263	2,855
Business and Engineering Skill Training Centres (BEST-C)	8	NA	813	1,556	2,369	164	127	-	291
	1,231	5,192	518,399	289,032	787,441	9,219	3,876	1,108	14,103

The above data on teachers shows inadequacy of teachers compared to students' enrolment of 673,854 in the Primary School and 54,967 in the Junior Secondary School and 56,246 in the Senior Secondary Schools as at January, 2010.

However, it is interesting to note that His Excellency the Executive Governor of Yobe State Alhaji Ibrahim Gaidam FCNA has in February 2010 approved the employment of 129 University graduate teachers and 250 NCE graduate respectively into the service of the State Teaching Service Board. Equally it should be noted that recently this June 2010, His Excellency again approved the employment of 210 graduate and NCE Holders who are now currently being posted to Schools by the Science and Technical Schools Board.

Yobe State Government has also approved the payment of promotion of Primary School Teachers from 2004 to date with an annual increment and arrears

MONITORING AND EVALUATION:

In order to justify Government investment and ensure quality control, the Inspectorate Service Division of the Ministry of Education has been upgraded to a status of full-pledged Directorate. Although the State will be commended for making effort to put in place a Directorate of Inspectorate Services, monitoring and supervision leave much to be desired when compared to the poor performance of Candidates in the WAEC and NECO for the previous years. However, plans are now on top gear to provide them with the functional vehicles to enable them carry out full function of the Inspection.

Data on Examination performance for the last two years:

Year	No. of Candidates who sat	WAEC No. of Candidate that obtain 5 Credits and above.	NECO No. of Candidate that obtain 5 Credits and above.	WAEC Credit % Pass	NECO Credit % Pass
2008	12,656	183	8,263	1.4	65.20
2009	13,356	46	1,247	0.34	9.33

The above analysis of the academic performance in the SSCE (WAEC and NECO) shows that students did not perform well in 2009 public examinations. The office of the Head of the State Civil Service has recently set up a Committee under the Chairmanship of the Permanent Secretary Ministry of Education to look into the circumstances that led to mass failure of students in the external examinations. They should also recommend appropriately on measures to be taken by the Government so as to curtail future mass failure of students in the Examinations.

EMERGING ISSUES:

a) ICT Education:-

Currently the teaching of ICT education in schools is going on in all the three zones of the State. Quite a number in schools are now connected with internet facilities for the teaching of ICT education in Yobe State.

b) HIV/AIDS Education: -

- The Ministry of Education and its Parastatals have HIV/AIDS Desk Officer;
- All Schools have HIV/AIDS Clubs and Patrons;
- Some Schools are teaching the components of HIV/AIDS as designed in the curriculum;
- Workshops were conducted for HIV/AIDS Desk Officers and School patrons of HIV/AIDS Clubs.

c) In 2008, N122 million has been accessed from Education Trust Fund (ETF) Intervention Fund and work is still in progress. In 2009 and 2010, respectively, the total sum of N479 million is yet to be accessed. The precondition is completion of 2008 projects.

d) Policy standard set up for establishment of Private Schools: - all interested Proprietors may establish private schools in the State and where the Proprietor is non-indigene, the Principal partner shall be indigene of the State. The Proprietor should apply to the Ministry of Education accompanied by:

1. Evidence of adequate working capital,
2. Certificate of occupancy of land for the school,
3. A copy of the Partnership Agreement,
4. Name of the School,
5. A bank draft of the sum of N20,000:00, N15,000:00 and N10,000:00 for Nursery, Primary and Islamiyya Schools respectively as registration fees payable to the Ministry of Education, Damaturu. The Ministry in turn, oversees the curriculum, course duration and school calendar as they operate under the Nigerian Educational Research and Development Council (NERDC) curriculum.

- e) Physically Challenged: - In early 2006, provision has been made and over 150 tricycles were distributed to physically challenged. Also one of the Special Education Centre in Goniri was equipped with adequate facilities.
- f) Girl Child: - The State Government, the Ministry of Education and the Ministry of Women affairs and other stakeholders such as SUBEB, Traditional Rulers, Opinion Leaders, Women Representatives and NGOs have so far put on ground structures to eliminate gender disparity. Emphasis has been on provision of Girl Child Education Centres, employment, retraining of female teachers and provision of second chance to girls who drop out from schools or could not continue for one reason or the other. At present, there are only two Girls' only schools at Sayo, Gadaka and Sabon Garin Kanuri at Nguru Local Government Area. The issue of VVF is yet to be publicly declared in Yobe State, if there is any.
- g) The Education Resource Centre in the State is responsible for provision of all educational materials needed as recommended by the NERDC and Federal Ministry of Education. The Centre is also in charge of all Examinations (Internal and External) conducted in Schools.
- h) On women empowerment programme: - in its efforts to bridge the gap of gender disparity, the State Government has embarked on the sensitization and advocacy at the grass root level by elites to enlighten parents on the importance of education of Girl Child. Other strategies include provision of scholarship and appointment of women into higher positions in the State Civil Service. This effort has greatly contributed to the improvement of girls' enrolment into Schools, retention and completion.

PUBLIC AND PRIVATE SCHOOLS/INSTITUTIONS IN YOBE STATE

S/N	SCHOOLS	Number (As at 2010).
1.	Early Child Development Centres	57
2.	Public Primary Schools	1,017
3.	Junior Secondary Schools	158
4.	Senior Secondary Schools	40
5.	Science Secondary Schools (Comprehensive)	08
6.	Business and Engineering Skill Training Centres (BEST-C)	08
7.	Registered Private Schools (Primary and Secondary)	73
8.	Special Education Centres	05
9.	Nomadic Education Centres	57
10.	Rural Development Centres	05
11.	Adult Education Centres	374
12.	Integrated Tsangaya Schools	105
13.	Civil Child Education Centres	41
14.	Tertiary Institutions	05
15.	University	01

CHALLENGES:

1. Lack of adequate funds:
 - a) Hampers rehabilitation of existing dilapidated structures in the schools that have long suffered neglect;
 - b) Delay in accessing UBE Matching Grants according to schedule for expansion of facilities.
2. Facilities are overstretched due to increase in school population.
3. Teachers:
 - a) There are inadequate instructional materials coupled with unqualified teachers especially in some core subject areas in some of the schools despite huge Government efforts to curtail this;

- b) Flight of teachers to 'greener pasture' has greatly led to shortages of qualified teachers;
 - c) Teachers who have gone for in service to tertiary institutions change courses from teaching line due to lack of prospects in the profession.
4. Lack of provision of adequate Staff Quarters to teachers posted to rural schools discourage their retention in the service.
 5. Monitoring and Supervision -- manpower in this sector is available but the Directorate of Quality Assurance lack vehicles for regular monitoring, supervision and inspection of schools across the State.

UPGRADING OF 6 NO. SENIOR SECONDARY SCHOOLS - JUNE 2010.

GRAND TOTAL SUMARY:

1. GGSS Gadaka	-	N	218,648,328:31
2. GGSS Buni Gari	-	N	203,424,358:76
3. GGASS Dagona	-	N	147,114,004:44
4. GGSTC Potiskum	-	N	256,997,089:91
5. GGSS Ngelzarman	-	N	263,483,002:24
6. GGSTC Dapchi	-	N	<u>274,513,848:46</u>
Grand Total	=		<u>N1,364,180,632:12</u>