

**Committee on the Improvement  
and Development of Education  
in Kebbi State**



**Volume IV**

**Memoranda**

**This Volume contains  
Memoranda received by the  
Committee on the Improvement  
and Development of Education  
in Kebbi State**

**February 2009**

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**A MEMORANDUM, PRESENTED TO KEBBI  
STATE IMPROVEMENT AND DEVELOPMENT  
COMMITTEE ON EDUCATION, BY JUSTICE  
USMAN MOHAMMED, ON THE  
INTEGRATION OF ALMAJIRI SYSTEM INTO  
THE UNIVERSAL BASIC EDUCATION  
PROGRAMME.**



## ALMAJIRI SYSTEM OF EDUCATION

word 'Almajiri' originated from the Arabic word 'almuhajiru.' The plural of word 'almuhajiru' is 'almuhajirun.' 'Almuhajirun' were muslims who, due to persecution and harassment from the 'Quarish,' migrated together with the Prophet Muhammad (may peace and blessing of Allah be with him) from Mecca to Medina. From this time onwards any muslim who leaves his abode and migrates to another location either in search of knowledge or in fear of persecution is called 'almuhajiru.'

Almuhajirai are so called because the Quranic teacher takes the children away from their parents to other locations during their studies of the Holy Quran.

In the beginning, the migration was from the cities and towns to the villages. It was then believed that in the villages, there were no bright lights or things that attracted the children's attention. They would devote their time to reading and recitation of the Holy Quran. You would see the children under a tree, in a state of deep concentration on their studies.

Over the years, the system has changed. The children are now taken out of their villages and brought in to the cities where, because of attractions, they spend most of their time begging for alms. One can see them all over the place in deplorable conditions begging for food. In many cases they end up joining bad gangs. Little time is given to Quranic studies for which they have been taken out of their villages.

The issue of almajiri system is a big social problem in the Northern states of Nigeria. I have written in newspapers and addressed the forum of the Governors in Kaduna, calling for their intervention to this social menace. In the Northern states, about 70% of the children are enrolled in the almajiri system. We must find a way to integrate the almajiri into our educational system.

The issue is a regional affair. The almajirai seen in Kebbi State may not all be indigenes of Kebbi State. They might have come from the neighbouring state or even from the neighbouring Niger Republic. If we seriously want to tackle this problem I will suggest two (2) ways:

Firstly, our Governor, should table the issue at the Northern States Governor's Forum at Kaduna. He should seek the Governor's agreement to legislate against the movement of children away from the domicile of their parents or guardians in the name of Quranic education. The Mallams shall be made to stay in the towns and villages where the children live together with their parents or guardians and impact the knowledge there. This is imperative because if Kebbi State alone legislates against the movement, the Mallams, would take them to the neighbouring states where there is no law prohibiting them from their traditional migration.

Secondly, Kebbi State can still go ahead and legislate against the migration of the almajiri's from their parents or guardians homes. The law shall declare movement of children below the age of 14 years from the domicile of their parents or guardians illegal unless to specific recognised schools.

The Government shall conduct enumeration of all the Quranic schools in the state. The number of Mallams and their pupils shall be known. The schools will be regrouped and renamed Islamiyya schools. Their curriculum shall be the same as the present Islamiyya schools. In other words, a little western education shall be made part of the curriculum of the school. The teachers shall be made to go for a refresher course at the college of Arabic studies and other equivalent institutions. If the Ministry of Education is satisfied that a Mallam is qualified to teach he could be employed with basic salary under Local Government Education Department. In this way, the Quranic schools shall be integrated into the conventional education system of Kebbi State.

Yes





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Hon. Chairman Committee on  
Education.

Assalamu Alaikum,

Bayan gaisuwa irin ta Addinin Musulunci, tawa shawara akan ilmi itace,

1) Gwamnati ta mayar da karfi akan gina makarantinnai na kwana wato (boarding schools). Kuma duk da wahalar da aggare su ta kashin kudi, in dai ana son ilimi ya cigaba. Dalilin da yassa nicce haka, idan ka auna tsakanin makarantar kwana da ta jeka-ka-dawo zaka ga a akwai banbanci kwari tsakaninsu ko wurin fahimtar karatu.

Bayan haka, idan ka auna makarantinnan Kuda suna da makarantar kwanan da jeka-ka-dawo, amma suna karatu sosai saboda kishin iyayen yara, da kuma sun



5  
arda da karatun boko, amma mu nan Arewa ba mu  
amu da yin haka ba.

Wannan shine hujja ta na Gwamnati ta inganta  
akarantinnan kwana.

Shawarata kuma ta gaba itace Gwamnati ta kara ma  
alaman makaranta albashi domin a kara inganta ilimi.

Bayan haka, ina son Gwamnati ta maida yin karatu  
doka, sannan kuma Gwamnati ta kafa kwamiti na masu  
ula da wannan doka, ya zama tilas ga kowa, sannan a  
amma manufar da ake bukata.

Wassalamu Alaikum, ina tabbatar maku da cewa ni  
mai samun kuskure ne a fahimta.



**Alh. Sule Basaura**  
Zarumman Gwandu.

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**THE STATE OF PRIMARY AND  
JUNIOR SECONDARY SCHOOLS  
EDUCATION IN KEBBI STATE;  
THE WAY FORWARD**

**A WRITE-UP SUBMITTED TO THE STATE  
MINISTRY OF EDUCATION, BIRNIN KEBBI**

**BY**

**KEBBI STATE UNIVERSAL BASIC  
EDUCATION BOARD {SUBEB},  
BIRNIN KEBBI**

**MARCH, 2008**

## **INTRODUCTION**

Nigeria as a nation has undergone quite a lot of changes since independence. These changes are clearly manifested in the social and political spheres of the society. The school as an institution of the society has also been changing with the changes in the social system. The educational policies have been changing; schools have been expanding both in number and in size; the number of teachers has increased, enrolment has also increased in geometric progression; more infrastructure has been provided; etc. These changes, and many others, have had serious consequences on our school system, particularly on the quality of teaching and learning.

Indeed, many people have observed that the quality of performance of pupils/students has dropped relative to that of older generation. This phenomenon is, perhaps, nationwide. However, some States are more affected than others.

Before the advent of democratic government in 1999 education has suffered serious neglect in Kebbi State. There was lack of almost all the necessary materials and infrastructure for effective teaching and learning. Infact, the situation has reached a stage that could best be described as that of "absence of everything except the pupils" in our schools. This stage has, however, changed for the better with the commitment exhibited by the past government of Alh. Muhamadu Adamu Aliero. Additional classrooms have been constructed, while most of the dilapidated ones were rehabilitated. A lot of instructional materials were supplied to schools. Teachers' welfare received a significant boost, especially with the Primary School Teachers' Pension Board in place.

While the efforts of the governments in this direction is commendable, yet a lot need to be done. There are problem that still



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militate against the smooth running of our Primary and Junior Secondary Schools in the State. As one of the educationally disadvantaged States in the federation, Kebbi State needs to accord serious priority to the education sector. Hence the need for constant re-examination and re-definition of policies, goals, objectives, achievements and issues in line with available resources vis-à-vis the needs and expectation of the people. It is this cross-examination of issues, problems and prospects of Primary and Junior Secondary Education that form the basis of this write-up, as well as suggestions on the way forward.

B. **PROBLEMS AFFECTING PRIMARY AND JUNIOR SECONDARY EDUCATION IN KEBBI STATE.**

There is no gainsaying that, despite all efforts made by government at improving the structures in our Primary and Junior Secondary Schools, these levels of education are still bedeviled or confronted with a lot of problems. These problems, if not tackled, will jeopardize governments' efforts in these sectors.

I. **PROVISION OF ADDITIONAL INFRASTRUCTURE**

Conducive atmosphere is a necessary condition required for successful teaching and learning. A lot has been done by Kebbi State Government and various other agencies (UBEC, UNICEF, ETF, etc) in recent years in the area of construction and rehabilitation of classrooms across the State. However, because of the proliferation of schools and the enhanced enrolment drive, more is required to take care of the population explosion resulting in serious congestion in most of our schools. Urban-based schools are worst hit by this phenomenon. Quite a good number of classes are still operating under shades, in dilapidated structures or in borrowed accommodation (particularly schools in the rural areas).

I. **SUPPLY OF TEACHING PERSONNEL**

Teachers are in short supply in almost all schools except, perhaps, the urban schools that are dominated by lady – teachers. The issue of teacher-quality is also at stake- quite a good number are still unqualified or untrained.

II. **CONDITION OF SERVICE/RENUMERATION**

While it is very necessary to acknowledge and appreciate the efforts of the government in the regular payment of teachers salary, a situation where teachers spend two to three or even more years without promotion and annual increment should be discouraged. If these entitlements and other fringe benefits are paid regularly to teachers, their morale will be boosted, hence optimum productivity enhanced. The State Government must, however, be commended for the establishment of Primary Schools Teachers' Pension Board.

IV. **PROVISION OF TEACHING-LEARNING MATERIALS**

These essential materials are lacking in most of our schools. They include textbooks, exercise books, chalk, charts, maps, and also other working tools and equipments for the libraries and laboratories. Those supplied are usually inadequate and could not go round the schools and the pupils/students. The supply is also irregular.

V. **TRAINING AND RE-TRAINING OF TEACHERS**

This is a very important aspect of the academic life of any teacher. In-service training aimed at acquisition of higher qualification as well as in-house workshops, seminars and conferences, are necessary to enable teachers remain academically alive. Although with the UBE program emphasis on manpower development is



pursued, more is required, especially at the grassroot level where the bulk of our teachers are.

VI. **SENSITIZATION AND MOBILIZATION**

This is recently identified as a very important but crucial tool for the smooth operation of education at all levels. Parents, Local Community, Individuals and Organizations are sensitized on their roles towards the education of their younger ones. In most of our societies and communities, parental attitudes towards schooling and education needs much to be desired. Some parents still view education as the sole responsibility of the government. This very wrong conception needs to be reversed. Individuals' and groups' complementary efforts are required. While in some areas (urban) emphasis could be on ways to decongest classes, in others (rural), it is still on enrolment drive and retention of pupils/students in schools. Mass media, traditional rulers, the PTA, SBMC and other voluntary organizations are to spearhead the campaign.

VII. **INSPECTION AND SUPERVISION OF SCHOOLS**

This is a very crucial component of school's administration and management. The importance of monitoring and evaluation of the day-to-day running of the schools can not be over emphasized, most especially these days when commitment and the fear of God is fast fading out of the minds of many. This important function is hampered by lack of logistics and finance at all levels of management (SUBEB and the LGEAs)

VIII. **STAFF ACCOMMODATION**

Teachers and even non-teaching staff in schools are expected to reside in their duty posts. This is to ensure optimum productivity and to prevent long distance journeys that usually result either in



lateness or even truancy. Staff quarters used to be a priority in the early years of Western education but seemed to be neglected nowadays. This has to be seriously revisited especially for schools in the rural areas where it used to prove difficult for teachers posted to secure accommodation. Most of those provided before have either collapsed or in dire need for serious rehabilitation. New ones need to be constructed in both our Primary and Junior Secondary Schools.

IX. **MAINTENANCE OF SCHOOL INFRASTRUCTURE**

While it is a different thing to construct, it is equally more importantly difficult to maintain infrastructure. The present scenario whereby buildings and other infrastructural facilities are provided and no adequate arrangement is made for their maintenance needs be changed. Maintenance culture need, be imbibed into our schools and communities. The days of the notion of "governments structures are nobody's structure" are gone.

X. **GAMES AND SPORTS**

The importance of this in the life of a school needs not be overemphasized. These are activities that school children are expected and encouraged to participate in. This will go along way in their physical and intellectual developments, and also helps to maintain their social co-existence in school, and even after. These and other extra-curricular activities (like drama, debate, quiz, excursions, etc) do not feature in most of our schools today. This is, perhaps, owing to lack of logistics and financial support to the schools in this regard. These activities are to be revisited and be re-activated.

**XI. ESTABLISHMENT OF RESOURCE CENTRES**

These are very important centres in the school where teaching – learning materials are usually provided and kept for immediate use by the teachers and students. Materials are also provided for the improvisation of those materials needed but not readily available. This important centre (room) is lacking in almost all JSS and the Primary Schools.

**XII. THE GIRL-CHILD EDUCATION**

Gender disparity has continued to be a very serious issue in our schools despite sensitization efforts being made by governments and even organization (like the UNICEF and the World Bank) on this issue. This phenomenon of enrolling and retaining more male than female students in schools feature prominently in the rural schools. Indeed, there are areas of the State where parents are still apprehensive of sending their female wards to school. This situation needs be checked by the government to give equal opportunities to both sexes to pursue education.

**XIII. THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT).**

The entire world is going computer in almost all human endeavours. We can not just afford to be left behind. Our children are supposed to be provided with and be made conversant with the computers right from their early lives at schools. Our Primary and Junior Secondary Schools are to be supplied with computers and all the necessary components for their operations. Teachers are also expected to be computer literate.



#### XIV. COMPLEMENTING FEDERAL PROGRAMS

In recent, the Federal Government has come out with some laudable programs that need be applauded and complemented by the States and Local Governments. Here in Kebbi, The Federal Teacher Intervention Program (FTS) is suffering a set back due to the inability to pay the beneficiaries their State counterpart allowances. These allowances, if paid, will go along way in motivating and retaining these teachers. This is necessary due to the irregular nature of the payment of allowances by the Federal Government. The participants could hold onto the State's allowance (expected to be regular) while they await the Federal Government's.

The proposed Teacher Upgrading Program also needs to be supported when it becomes fully operational. This will go along way in enhancing the standard of our teachers. The Home-Grown School Feeding Program is also laudable. The State Government needs to expand the program to cover most of our Primary Schools, if not all. Significant impact of the program on the academic performance and retention of students in schools have already been realized.

#### THE WAY FORWARD (RECOMMENDATIONS)

While it is arguable that standards are falling in our Primary and by consequence in the Junior Secondary Schools in the State, it is equally worthy of note that there are tremendous efforts made recently to tackle the myriad of problems affecting these sub-sectors. These efforts notwithstanding, we should not forget the fact that education is seriously **capital intensive**. It is a very costly enterprise whose results (profits) are mostly only realizable in the long run. Governments have to strive and persevere in their efforts at providing this very important



social service. In order to achieve the desired objectives, the following are hereby recommended:

1. Government should continue to rehabilitate existing but dilapidated structures in our schools, and also build additional ones. This is necessary in order to meet up with the challenges of population explosion in our Primary and Junior Secondary Schools and also to enhance conducive atmosphere for teaching and learning.
2. There is urgent need for State and Local Governments intervention in the supply of furniture to both Primary and Junior Secondary Schools. A situation where children sit and learn on bare-floors does not augur well for the system.
3. While the efforts of the State Government at establishing the Primary School Teachers' Pension Board is commendable, there is need to ensure increased and regular funding of the board to address the current delay in payments of benefits.
4. While teachers' salary and allowances are paid as and when due, their promotions and annual increments are not regular. The Local Government Councils are to be mandated to ensure smooth release of funds to the LGEAs for these.
5. There is need for adequate funding of the SUBEB and the LGEAs to enable them cope with their statutory responsibilities. Inadequate funding has hindered their effective performance, particularly in the area of inspection and supervision of schools. Added to this, logistics (Vehicles and Motorcycles) are also urgently required.
6. The task of educating the child should be a collective responsibility. Like, the UBE has it as its slogan "Education for

ALL is the Responsibility of ALL". Parents, Guardians and the Voluntary Organization in the State are to be mobilized to complement the efforts of the government in this direction. Also, the PTAs and the School Management Committees must be mobilized to rise up to their responsibilities and participate actively.

7. Home-Grown School Feeding and health Programme should be implemented in all the Primary Schools in the State. The tiers of Government should continue to sponsor the programme. Communities, International development partners and organized private sectors should be mobilized to support and contribute toward sustaining the programme.
8. The issue of staff quarters (more importantly in the rural schools) should attract urgent attention by both the State and Local Governments.
9. Professionally qualified teachers should be provided in our schools. This can be done by training and re-training of those in service and the recruitment of new ones. There is also the need for the State Ministry of Education to compile a statistics of all the teachers in the State to ascertain the areas where teachers are mostly needed. Currently, teachers for the core-subjects:- English, Mathematics, Social Studies and Agric Science are lacking. The College of Education and the Polytechnic could be made to use the statistics as a guide to their future admissions aimed at meeting up with the areas of need.
10. In order to enhance productivity and motivation, there is need for the government to extend its gesture of additional 30% pay package (now being enjoyed by Secondary School Teachers only)



to the Primary School Teachers. Other packages, inform of soft loans (like furniture, housing, motorcycle and motor Vehicle loans) should be given to teachers. This will save them from the scourge of middlemen and the higher interest rates of the Banks.

Promotion of pupils and students from one class to another, and from one level to another should be strictly on merit. This is, however, without prejudice to the UBE Law on smooth transition from Primary to JSS.

Adequate funds (most especially at LGEA levels) for the maintenance of existing infrastructure and furniture should be provided and strictly monitored.

Gender parity should be observed in admissions in our schools and retention of girl-child in school be made a priority. Also, the admission of under-aged pupils into our primary schools should be discouraged. The ECCD Classes are there for them.

Computer education should be vigorously pursued in both our Primary and Junior Secondary Schools. Also computers be provided for record-keeping at the SUBEB and LGEA Headquarters.



**KERC**



**BLUE PRINT ON SETTING UP KEBBI STATE**

**EDUCATION RESOURCE CENTRE**

**BIRNIN KEBBI**

**KERC**

**KERC**

**BLUE PRINT ON SETTING-UP OF KEBBI STATE EDUCATION  
RESOURCE CENTRE. A CONTRIBUTION TO THE POSITION  
PAPER ON THE STATE OF EDUCATION IN KEBBI STATE**

The National policy on education gives a conspicuous section to the development of Education resource center throughout the country. Each state is advised and encouraged to establish a center because efficient and effective management of Education resources is viewed as crucial to the implementation of the National policies.

**(A) Aims and Objectives:-**

The following objectives for the establishment of ERC's have been identified:-

These objectives include broad objectives by the National policy on education (NPE) and specific objectives.

The third edition of the National policy on education (1988) page 40-41, has clearly stated the broad objectives of ERC as follow: -

- (i) To develop , assess and improve educational programmes
- (ii) To enhance teaching and improve the competence of the teacher
- (iii) To enhance learning experiences more meaningful to the learner.
- (iv) To make education more cost effective
- (v) To develop and promote an effective use of innovative materials in schools.
- (vi) To promote in-service education.

**(B) To achieve the specific objectives, the function of the State ERCs shall include:-**

## 2

- (a) Designing and reviewing curriculum content in all Pre- Primary, primary and post primary subject areas.
- (b) Organizing in conjunction with other interested bodies, in-service training for practicing teachers on areas like production and utilization of instructional materials.
- (c) Organizing in-service training for practicing teachers on the current methods of instructions.
- (d) Organizing short- courses, workshops seminars and conferences for teachers and Educational administrators.
- (e) Selection, procurement, designing and production of different types of instructional materials for distribution to schools
- (f) Providing facilities and creating a healthy environment for teachers to produce instructional materials
- (g) Serving as a center for educational research, evaluation and dissemination of current information and innovations.

### **(C) Organizational structure:**

In line with the civil service structure , and for effective discharge of functions and activities which ERC is outline below:-

- (i) Each ERC should be headed by a Director, and assisted by deputy directors
- (ii) Minimum Divisions should be :-
  - a. Curriculum development unit
  - b. Science and Technology unit
  - c. Measurement and evaluation unit
  - d. Guidance and counseling unit.

However, as result of a committees report set-up by the Ministry of Education Kebbi state in 1996 to go round some selected states to study



the nature and structure of their ERCs ,identified that ERCs in states like Kanc Kwara ,Katsina and sokoto have the following units in addition to the above mentioned:-

1. Special Education unit ( Education for the Handicapp)
2. Women education unit
3. Examination and Continuous assessment ( instead of Measurement and evaluation)
4. Junior Engineers Technicians and scientists ( JETS ) instead of Science and Technology unit.
5. Computer education unit
6. Continued education unit
7. Schools sports unit.
8. Resource education media

**(iii) Minimum roles /activities should be as follows :-**

**a. Sports Unit .**

This refers to school sporting activities like:-

- organizing Inter and intra school foot ball , Volley ball ,Hokey, Tennis competition etc.
- organizing athletics events, like 100m,200m,400m 440,1500m, rela ,shot put ,discus and javelin throw.
- Organizing coaching camps for both staff and students
- Representing the state during any National schools sporting activities.
- Liaising with other interested bodies to conduct any sporting activities within the state that involve schools.

**a. Guidance and counselling :-**

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- organizing career talks to students and teachers in schools and Colleges.
- Designing various counselling activities to all categories of students from primary to secondary schools.
- Participating in school inspection to oversee how well counselling programmes are going on in schools and colleges.

**b. Junior Engineers Technicians and scientists (JETS ).**

- The unit is responsible for organizing and conducting all kinds of academic competitions ranging from quiz ,debates, dram, and essay by primary or secondary school students in the state.
- Organizing and co-ordinating local research and fabrication in the areas of science and technology at primary and post primary schools.
- Organizing and co-ordinating science and technology fair/exhibition within the state.
- Organizing training activities for repairs and maintenance of science equipment/apparatus install in schools.
- Representing the state during any National events like ,Quiz, science or technology fairs/exhibition, mathematics Olympia etc.

**c. Examination Unit**

The unit is responsible for organizing and conducting :-

- Local Examination within the schools like , promotion examination, Qualifying examination to SS3 and JSS3 in the



- state, Common entrance examination to class 6 pupils of primary schools in the state.
- National Examination like:- National Common entrance examination into Federal Government Colleges, WASSCE,NECO,JLSCE etc.

**d. Arts and Audio Visual aids Unit.**

- the Unit is responsible for procurement and distribution of any Audio Visual Aids to schools , Primary and post primary.
- Locally designing and producing carts, maps , slides film strips etc and other teaching aids to schools.

**e. Special Education Unit ( Education for the Handicapp)**

- the unit is responsible for inspecting all the educational activities going on in any such school within the state like academic, and sporting activities.
- Procurement and distribution of special teaching and learning aids to staff and students of such institutions.
- Conducting yearly census for the handicap persons and children with a view of establishing more handicap schools and centers.

**f. Resource education Media (REM )**

- the unit is responsible for procurement and distribution of all electronic teaching aids in schools like:- Projectors, Video machine and camera, steel camera, education or documentary films.
- Servicing of all school teaching aids/apparatus like:- Projectors, Typewriters, duplicating machines Cameras etc.

- Organizing train the trainer programme for school laboratory attendants/technicians on the mode of
- operation of various electronic apparatus/equipment found in schools.

**g. In-service training Unit.**

This unit is responsible for on the Job training for all category of staff (teaching and non-teaching) found within the education system e.g:-

- In-service training for classroom teachers
- Organizing TVC and T-Sep programme.
- Organizing refresher courses for all categories of workers within the educational sector.

**i Continue Education Unit.**

This unit is responsible for organizing and conducting the following :-

- Extra-mural evening/weekend classes for workers wishing to further their education, but are deficient in one or two major O – level papers. This is done in some selected centres of Birnin Kebbi Argungu, Yauri and Zuru.
- Organize coaching lesson for our secondary school graduate wishing to write examinations like JAMB.
- Organise coaching lesson for grade II referred candidates before re-setting their examinations.



**J. Computer Education Unit.**

As a result of development in science and technology it is becoming compulsory for every body to literate in computer usage and application.

For the above reason the center is now organising the following programmes.

- An in-service training programme for teachers and workers who wants to computer literate .
- Diploma certificate awarding progamme that runs for eight months period covering soft wares like:-  
M-S Dos, Microsoft word, Excel, Page maker and Corel draw.

**k. Evaluation of curriculum implementation.****L. Co-operation among ERCs.****(D) Funding of ERCS**

ERCs require adequate and sustained funding in order to carry out their functions. Funds are to be provided by the government for ERCs to Take off before thy start to generate their own revenue.

In line with above , it is recommended that:-

- i. Adequate annual budgetary allocation should be provided for ERCs to function effectively.
- ii. In order for ERCs to control their projects, they should become self-Accounting.
- iii. ERCs should be encouraged to render services that will lead to revenue generation
- iv. Professionally trained and experienced staff should be posted /employed to serve ar ERCs

- v. All ERCs staff should be given given the opportunity of under going training and re-training.
- vi. ERCs staff should be retained for reasonable period of time to allow for continuity and maximum productivity.
- vii. Suitable offices should be allocated to ERCs to include provision for workshop rooms, conference halls and research laboratories and library.

**D(ii) Other possible areas of ERCs include the full utilization of the educational technology and the curriculum development sections through:-**

- a. Reprographics  
Photocopying  
Typing  
Duplicating  
Word- processing , e-mail's , Inter- Net Browsing etc.
- b. Production of Audio- Visual materials to be:-  
Slides  
Transparences  
Film strips  
Maps  
Charts etc.
- c. Maintenance of Audio visual equipment
- d. Provision of photographic services including the processing of slides and film strips.
- e. Recording and dubbing of video and radio functions
- f. Provision of painting services



- g. Rental of Educational materials and equipment to schools and training institutions
- h. Offering of consultancy services such as textbooks review and assessment.
- i. Organization of school courses, seminars, workshops and conferences for school teachers and educational administrators or any other interested bodies.
- j. Production of improvised educational equipment and materials.
- k. Production of instructional materials such as texts
- l. Development of continuous assessment forms and other related forms used in schools.

### **PROBLEMS.**

Statistics available revealed a number of problems associated with the setting up and running of educational resource centers. These include:-

1. Lack of understanding of the laws/decrees/NCE resolutions on the setting up ERCs by states.
2. Frequent posting of ERCs personnel without due regard to professionalism
3. Frequent posting of staff to and from ERCs
4. Poor location of ERCs and inadequate provision of facilities
5. Inadequate budgetary provisions.

**KEBBI STATE****EDUCATION RESOURCE CENTRE ORGANISATIONAL  
STRUCTURE;**

In line with the civil service structure, and for effective discharge of functions and activities which ERC's are established, the structure for each ERC is hereby outlined.

1. Director
2. Deputy Director
3. Heads of Departments.
  - a. H.O.D Educational Technology
  - b. H.O.D Tests and Measurement ( Exams)
  - c. H.O.D Curriculum Development
  - d. H.O.D In-service
  - e. H.O.D Computer ( Coordinator Computer)
  - f. H.O.D Guidance and Counselling
  - g. H.O.D JETS ( Coordinator JETS)
  - h. H.O.D School Sports
  - i. H.O.D Special education.
  - j. H.O.D Women Education



## SCHEDULE OF DUTIES

### 1. **Director**

Has overall responsibility for the smooth running of the center. Besides the general administration of the center, the director also controls:-

1. Accounts
2. Stores
3. Security

### 2. **Deputy Director**

He assists the Director in the day today management of the center and acts for him in his absence. He is also responsible for

1. Transport
2. Personnel matters.
3. Accommodation ( office and Residential)
4. Furniture.

### 3. **Heads of Departments**

#### 1. **H.O.D Educational Technology (DD ARTS)**

He is responsible for printing, Fine Arts, Graphics, Lithography and Educational Technology.

-Designing and producing teaching aids local for our schools.

He is to be assisted by:-

- (a) A.D Arts

### 4. **H.O.D Tests measurement and Evaluation ( Exams) is responsible for:-**

- a. MOCK SSCE and GCE Examinations
- b. Junior secondary school leaving Certificate Examinations.
- c. WAEC/NECO examinations
- d. SSS II Qualifying examinations
- e. Continuos Assessment

f. States Common Entrance examination.

**5. H.O.D curriculum development**

- (a) General curriculum development
- (b) Curriculum review and development for teachers, pre- primary and primary education.

**6. H.O.D In- service training**

Conduct of seminars, workshops, induction courses and conferences for teachers, educational Administrators, planners, inspectors and supervisors in the State.

**7. H.O.D Computer. ( Coordinator Computer)**

He is responsible for :-

- i To see the day today running of computer center or laboratory.
- ii Organizing Holiday computer camp to students
- iii. Organizing in-service training program for workers with and outside the Ministry to be literate in computer usage and application.
- iv. Organizing computer repairs and maintenance for our school computer departments.
- v. Supervise school computer education program
- vi. Train the trainer program for school computer teachers
- vii. To see the possibility of all Senior secondary schools to have computer laboratory and also connected to the net.

**8 H.O.D Guidance and Counselling.**

He is to :-

- 1. Co-ordinate Guidance and Counselling programme in the state.
- 2. Inspect Guidance and counselling activities in our schools.



**010**

**DRAFT**

**NATIONAL TEACHER EDUCATION  
POLICY**

**November, 2007**

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20 27

- C II Short Form of Teacher Grade II Certificate
- EDP Teacher Education Development Plan
- ESCOM Teaching Service Commission
- EFA Teacher Education Fund Account
- RCN Teachers' Registration Council of Nigeria
- SS Teachers Salary Scale
- P Teaching Practice
- UNESCO United Nations Scientific and Cultural Organization



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## 1.0 INTRODUCTION.

*"In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in all educational planning and development."*

National Policy on Education, 2007.

Access to basic and post-basic education continues to expand in Nigeria, a hopeful sign of increasing confidence in the possibilities and promise of the Nigerian education system. Yet ensuring consistent quality of teaching and learning remains a significant challenge. One area in which this challenge is most evident is that of teacher education: while various policies exist to ensure the provision of quality teacher education, these policies are often inadequate or simply not well implemented. Moreover, there are few teacher education policies that link pre-service teacher education and in-service teacher education (PSTE and ISTE) in any coherent way, or that fully recognize the role of ISTE in teacher motivation or improving instruction quality over time. While teacher education policies are important, complementary ones are necessary if quality education is to be assured in Nigeria

### 1.1 SITUATION OF TEACHER EDUCATION IN NIGERIA

Numerous studies have found in recent years that significant areas must be addressed if teacher education is to meet the goals identified in the NPE. These areas include:

#### **1.1.1 PSTE recruitment, admissions and graduation requirements:**

In Colleges of Education (COEs) current admission and graduation requirements are not sufficiently rigorous; admission requirements are often ignored; few incentives exist to recruit top talents, especially amongst women; graduation examinations are not sufficiently rigorous or reliable.

Admission into undergraduate teacher education programs in universities does not fare better either. Few candidates choose to study Education; majority of admitted students are those who could not be admitted into any of the more lucrative courses.

#### **1.1.2 Curriculum and instruction:**

PSTE course content in the NCE and the university undergraduate programmes tends to be insufficient for the demands of a knowledge economy; general, theoretical, summarized in list form rather than providing details (e.g., syllabi) for lecturers. The mastery of content knowledge in teaching subjects, especially in science, mathematics and technology is poor; emphasis is on content memorization and use of the lecture method instead of training in and acquisition of critical and analytical as well as problem solving skills. Communication skills of student teachers are poorly developed. Few or no teaching and learning materials exist, many of the lecturers rely on old notes they had been using over the years. There is little or no skill development in the application of ICT and modern media in teaching. In the COEs, the focus of the



curriculum is mainly on secondary school teaching; PES curriculum is inadequate and delivery of the curriculum in the COEs tends to be transmission-based rather than active, while in the degree programmes there is an over-emphasis in the curriculum on core education courses close to 33%.

### **1.1.3 Teaching practice and induction:**

In the NCE and more especially in the degree programmes, the duration of practical teaching is short. Little or no time is devoted to classroom observation prior to teaching practice. Quality of lesson preparation and delivery by student teachers is low. Student teachers demonstrate poor knowledge of content and poor skills in the use of teaching/learning materials as well as the application of instructional technologies in teaching. Quality of supervision is poor. No formal induction process exists for student teachers prior to teaching practice.

### **1.1.4 Conditions of study at COEs, NTI study centers and universities:**

*Institutions* are characterized by dilapidated infrastructure and furniture; overcrowded lecture halls; insufficient equipment and materials (e.g., library books, computers). There is insufficient teaching practice opportunities and student support (e.g., scholarship, medical, housing, counseling).

### **1.1.5 Training, qualification and support for Faculty/Institute of Education and COE staff:**

Lecturer recruitment requirements in the COEs are not rigorous enough. Lecturers are often untrained or inadequately prepared to teach in the areas to which they are assigned, especially PES. There is lack of professional development opportunities for lecturers.

Even though most of the lecturers in the Faculties/Institutes of Education are well-trained with many having the required PhD qualification in Education and are expected to be exemplary in teaching, many of them have been described as the 'worst teachers'. They lack opportunities for continuous professional development especially in the area of modern methods of teaching like in the application of ICT.

### **1.1.6 ISTE curriculum and programmes:**

ISTE for basic education teachers consists primarily of programmes to provide for upgrading or certification through distance "sandwich" courses.

### **1.1.7. Funding, monitoring and evaluation:**

The funding of PSTE remains inadequate to create the minimal conditions for successful learning in the universities, COEs and NTI study centers; in spite of the 15% provision to the SUBEBs for continuing professional development of basic education teachers. Few programmes exist for the professional development of post basic teachers. There is also poor monitoring and evaluation of quality in teacher education by the various government agencies.

## **1.2 POLICY ENVIRONMENT.**

As a signatory to numerous international conventions and agreements on the provision of quality education for all, Nigeria has ensured that its education



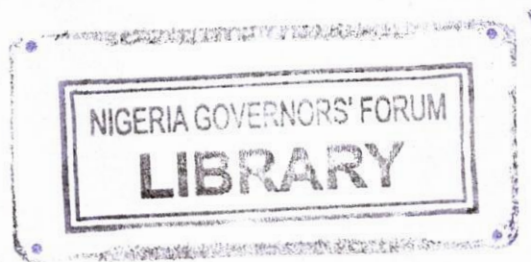
Nigeria. This policy aims to complement these and other efforts already underway by ensuring that key aspects of quality teacher education are implemented. The key aspects include:

- The use of standards in the design of teacher education programmes, with a focus on outcomes and teacher performance.
- The recruitment of capable candidates,
- The training of teachers both in subject mastery and subject-based methodologies.
- The training of teachers in strategies for collaboration, reflection on enforcement of ICT practice and action research.
- Literacy in teacher preparation programmes.
- Authentic assessment of teacher learning.
- Linking pre-service and in-service teacher education curricula and programmes.
- The provision of increased opportunities for training and support of teachers on an ongoing basis, especially at the local or school level.
- Recognition of prior learning or experience in professional development programs and advancement decisions.
- The creation of opportunities for continuous teacher promotion and recognition.
- Continuous interactive session across board (national and international)
- Encouragement of continuous teacher participation in relevant professional bodies/ associations.
- Introduction of reward system for hard working teachers.
- Improved conditions of service.

### 1.5 APPROACH

The approach of this Policy is to ensure that competent teachers are recruited and retained to be able to teach to world-class standards, and to continue to develop their competencies over their entire careers. The approach entails the following:

- **Comprehensive:** This policy incorporates key components of PSTE and ISTE in order to ensure coherence and continuity of training opportunities throughout the career of each PS, JSS and SSS teacher in Nigeria.
- **Standards-based:** This policy focuses on standards to be implemented in PSTE and ISTE programmes, with a focus on evaluation of teachers' performance – i.e., what they should know and be able to do – and means of verification of policies based on these standards.
- **Focus on life-long learning:** This policy promotes ongoing professional development for all teachers throughout their careers, coupled with the recognition they have earned, be it through certification upgrades, salary increments or other mechanisms.



Scholarships for tuition, feeding, book allowances and monthly stipends for general up-keep

2. Special consideration will be given to prospective primary school teachers willing to be posted to rural or disadvantaged schools.
3. More incentives will be provided for candidates studying ECE, Primary Education Studies and the following other areas: Science, Technology, and Mathematics (STM), English language and French.
4. Student teachers benefiting from scholarship schemes shall be bonded – for three years after their graduation for NCE and four-years for degree programme.
5. The Federal Teachers' Scheme, which guarantees employment for a minimum of two years for qualifying NCE graduates, shall be sustained.
6. The proposed Teachers Salary Scale (TSS) shall be implemented forthwith. by both the Federal and State Governments.

**Principle 2: In order to produce capable teachers, admission and graduation requirements must be sufficiently rigorous and consistently applied.**

### ***Admission requirements***

1. The minimum requirement for admission into the NCE program shall be:
  - a. Credit passes in a minimum of 5 subjects, including English and Mathematics, passed at Credit level in the GCE/TC II/SSCE, NTC and NBC at a maximum of two sittings.
  - b. A minimum score of 50% of the total score on the JAMB M/PCE.
2. For admission into NCE I, pre-NCE candidates must:
  - a. Satisfy the 5-subject minimum requirement cited in 1(a) above and
  - b. Obtain a minimum score of 40% of the total on the JAMB M/PCE.
3. The minimum requirements for admission into the five-year B.A./B.Sc. Ed. or B.Ed. program shall be:
  - a. Credit passes in a minimum of 5 subjects, including English and Mathematics, passed at Credit level in the GCE/SSCE at a sitting.
  - b. A minimum score of 50% of the total on the JAMB UME.
  - c. A Pass mark in the post-UME screening exercise.
4. For admission into the 3-year degree programme designed for holders of NCE and four year programme for holders of GCE A/L, ND Diploma/Foundation Course Certificate, NTC and NBC or any other certificate acceptable for Direct Entry in Nigerian universities, candidates must:
  - a. Meet the General Requirements for the 5-year programme.
  - b. A minimum of merit obtained at the NCE level in education and a teaching subject, credit level in GCE A level or ND and the Diploma/Foundation course.
  - c. NCE holders having below the minimum requirement for a 3year degree programme could be admitted for the four year degree programme.



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NCCE/NUC to monitor the regularity and quality of instruction in each institution.

- a. All curriculum evaluation instruments developed shall be available to the public, and will be used by the NCCE or NUC as part of its accreditation and re-accreditation procedures in the COEs, NCE awarding institutions, NTI study centers and universities.
- b. Adequate library space and stock shall be provided. Facilities for and access to the virtual libraries shall be provided in each institution.
- c. A standard instrument shall be developed and administered to assess the use of authentic exercises (e.g., development of lesson plans, case studies, position papers, development of instructional materials, demonstration lessons) in continuous assessment and final examinations.

### **Teaching practice and induction**

**Principle 5: Successful student teaching is a result of structured, effective and supportive supervision provided to the student teacher by a variety of actors.**

#### ***Teaching practice***

1. Every student teacher shall be exposed to professional training in the school system through the Teaching Practice (TP) exercise.
2. At least one course will include a minimum of 30 hours of micro-teaching, to be carried out before TP begins (2 credits).
3. The duration of the TP for NCE shall be for a total of two (2) terms; one at 200 levels and the other at the 300 level. The TP shall begin with guided classroom observation, followed by instruction assisted by the classroom "cooperating teacher" and ending with assumption of full responsibility for teaching with the cooperating teacher remaining in the classroom.
4. For the Bachelor's degree programme, the duration of the TP shall be for a total of two academic terms, one at the 300 level and the other at 400 level.
5. The period between the two exercises shall be devoted to a critical analysis and enrichment of TP experience.
6. Each student teacher shall be supervised and assessed by different personnel at least six (6) times during each TP exercise. As much as possible student teachers shall be supervised by subject specialists.
7. Standardized TP assessment forms and procedures shall be developed for supervisors of TP: university/COE/NTI academic staff, head teachers/cooperating teachers and external moderating agencies.
  - a. Assessment scores given by university/COE/NTI staff shall account for 40% of student teacher's overall TP score.
  - b. Assessment scores given by head teachers and cooperating teachers shall account for 20% of student teacher's overall TP score.
  - c. Assessment scores given by external moderating teams or relevant government agency (FME/MOE) shall constitute 40% of the student teacher's overall TP score.



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## **ISTE curriculum and programs**

**Principle 7: If teachers are to stay motivated, they must have opportunities for continuing professional development, advancement and improvement in their chosen career.**

### ***Up-grading Programs (Certification)***

1. All policies relating to full-time PSTE programs (e.g., infrastructure requirements) shall equally apply to the NTI's distance learning and the universities/COEs part-time or sandwich programs leading to the award of the degrees/NCE, except for policies on infrastructure and funding.
2. A formula for awarding credit for previous education or experience shall be developed and applied for teachers who are upgrading from TCII or Grade II to NCE or from NCE to Bachelor's status.
3. The universities, COEs' and NTI's ISTE- Bachelor's/NCE programs shall only be for serving teachers.
4. Teachers' licenses shall be renewed every 5 years by the TRCN.
5. A professional career ladder shall be developed and linked to the Teacher Salary Structure (if passed), taking into account seniority as well as results of performance-based evaluations (e.g., tests, observation of teaching, assessment of teacher products, etc.) in order to provide rationale for advancement.

### ***Continuing academic and professional development (CPD)***

**Principle 8: Like all professionals, teachers must constantly upgrade their knowledge and skills if they are to remain relevant in a rapidly changing world.**

1. The universities, COEs, NTI, SUBEB/TESCOM and TRCN shall provide continuing professional development (CPD) opportunities for all teachers.
2. Every teacher shall be required to participate in at least one CPD programme of at least 4-day duration once every two years in order to maintain his/her professional status.  
The TRCN shall develop and implement a standardized instrument for assessing CPD activities to be approved for renewal of teachers' professional status.
3. CPD opportunities shall be based on needs assessments conducted by relevant agencies and other collaborating institutions.
4. Strategies that promote training closer to the school, such as school-based and cluster-based formats, shall be encouraged.
5. School-Based Management Committees (comprised of parents, teachers, community leaders, etc.) shall be established in each primary, JSS or SSS and provided with standardized instruments and training in order to monitor CPD activities.
6. Incentives to teachers on CPD shall be in the form of:

- a. Linking of CPD to career development such as promotion and renewal of TRCN licenses and
- b. Sponsorship by UBEC/SUBEBS/TESCOM and LGEAs.

#### 4.0 FUNDING.

Teacher education policies are only useful if financing mechanisms exist to ensure their implementation.

The UBEC shall provide twice yearly monitoring reports to the FMoE on the SUBEBs' use of the 15% UBEC Intervention Funds earmarked for CPD programs for education personnel in the basic education system.

#### *Teacher Education Program Development Plans.*

1. Universities, COEs, NTI study centers, SUBEBs/TESCOM and LGEAs, as well as the TRCN, will be authorized to submit funding proposals for a Teacher Education Development Plan (TEDP).
  - a. TEDP grants will be provided by the UBEC every two years to qualifying candidates.
  - b. Each TEDP will take into account the recommendations included in this policy and other teacher education policy documents in order to develop a coherent PSTE and ISTE program for its institution.
  - c. Each TEDP will include goals, objectives, a description of proposed activities, time line, budget and proposed accounting and program monitoring procedures.
  - d. Proposal schedule: In a given year,
    - i. By May 31, an institution may submit a TEDP proposal for consideration to BSEC/UBEC for funding for the next two years.
    - ii. By October 30, each institution shall be advised of the status of its TEDP proposal for the coming two-year period, with recommendations for revision if necessary.
    - iii. By November 30, revisions shall be submitted for final consideration.
    - iv. By December 31, funding shall be made available to qualified institutions for the coming 2-year period.
  - e. A template shall be provided to institutions to facilitate the submission of standardized TEDP proposals.
  - f. Universities, COEs, NTI study centers, SUBEBs/TESCOMs, LGEAs and the TRCN shall be eligible for funding of ISTE activities.
  - g. LGEAs shall submit their TEDPs directly to their SUBEBs for incorporation into statewide submissions.
  - h. This funding shall be made available to institutions in addition to funding already being received by these institutions from Federal and State governments.



1. LGEA inspectors shall prepare annual reports specifying the number of CPD activities held in their areas, duration, subjects treated and participant lists and submit them to the SUBEB and TRCN.
2. These reports shall incorporate the reports of School-Based Management Committees.
- ii. At the state level, SUBEB inspectors shall make periodic M&E visits to CPD events, rate these events using standardized instruments, and submit reports twice yearly to the UBEC.
- iii. At the national level,
  1. The TRCN, through its States and Zonal Offices, shall enter teacher CPD participation data for use in classification of teacher certification status.
  2. These data shall be made available to FMOE, MOEs and SUBEBs.
  3. The UBEC shall analyze M&E data to make decisions about future CPD programming and funding recommendations.

#### **Teacher education policy manual**

In order to ensure policy implementation, funding is not enough; policies must also be understood by key actors and implementable.

1. A Teacher Education Policy Manual that summarizes all teacher education policies, both contained in this and other policy documents shall be developed into one easy-to-use volume for all key actors to use as a guide.
2. The NUC, NCCE, NTI, NBTE, TRCN, UBEC and other relevant agencies shall ensure the development and dissemination of this manual as well as orientation to its use and provisions.

#### **6.0 CONCLUSION**

The approaches and principles contained in this teacher education policy reflect both the promise and the difficulties of instituting a comprehensive teacher education policy in Nigeria. While many worthwhile policies have already been created, implementation is at times uneven and policy gaps remain to be filled. This policy aims to address these problems by providing a comprehensive approach that also ensures that standards are established and that lifelong learning is assured through a process in which programmatic procedures are laid out, actors are proposed and funding mechanisms are identified – a process whose aim, in the end, is to ensure a better teacher education system for all.

At the same time, the complexities of the federal structure of government in Nigeria, reflected in the varying roles and responsibilities of actors at the federal, state and local levels, will no doubt create challenges to policy implementation unforeseen in the policies in this document. It will therefore be important to remember that these policy proposals, as with all human endeavors, must continually be revised and updated if they are to be effective.



**A WORKING PAPER ON EDUCATION SUBMITTED BY**  
**ALHAJI UMAR ISAH, MAJIDADIN ZURU TO THE COMMITTEE**  
**ON IMPROVEMENT AND DEVELOPMENT OF EDUCATION**  
**IN KEBBI STATE.**

**PREAMBLE:**

The adage which states that “if education is viewed as expensive, try ignorance”, confirms to us that no matter the cost of educating our children, we are duty bound to give our children the best education possibly affordable. This is because education is regarded as the bed-rock of human development all over the world. As a matter of fact, the situation of education in Kebbi State has reached an alarming and basement level of decay that warrants the ‘declaration of state of emergency’ to remedy the situation. Since we now have people oriented Government, this is the right time to <sup>the</sup> do right thing no matter the cost. We can no longer afford to play on our children’s future or maintain the status quo just because education is expensive. The challenges are enormous but we must stride to move forward for the bright future for our children.

**INTRODUCTION:**

The setting up and inauguration of a Committee on Improvement and Development of Education in Kebbi State is a welcomed development. In fact, it was long over-due after the creation of the State. I must say that the calibre of members of this Committee leaves no one in doubt of their capability, competence, integrity and commitment in charting a way forward towards salvaging the collapsed system of our education.

Going by the Interim Report of this Committee submitted to the Government, there is a ray of hope that positive results would be achieved in due course if the recommendations are implemented to the later.

As an educationalist of Kebbi State origin, I feel duty bound to air my views, observations and contributions since this topic is presently a front – burner of discourse in the Kebbi State. My submission is hereby presented under the following sub-headings:

- a. Teachers' salary and remunerations
- b. The Role of Parents/Guardians in improving the educational system
- c. The Co-curricular activities

- d. The Role of School Administrators
- e. The setting up of Quality Assurance Implementation Committee
- f. Exam-malpractice and its attendant consequences in the system

### **TEACHERS' SALARY AND RENUMERATIONS:**

The general trend of economic recession world-wide particularly in Africa has brought down living standards of the people to its lowest ebb thereby creating hardship to the people. This necessitated the call for more salaries and remunerations amongst working class particularly those classified as lowly paid which includes teachers.

To be a teacher nowadays is used as a stepping – stone to other lucrative jobs whenever there is an opportunity that comes a teacher's way. There is therefore, no gainsaying the fact that if the Government wants to retain its teachers in our schools, they deserve better pay and additional incentives.

Appointments of teachers should not be business as usual once better pay and incentives are given or approved.



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Those already in the system should be retrained and where lack of competence is noticed, such teachers should be shown the way out.

The remuneration of teachers should be in tandem with those of their counterparts in the public service such as nurses, police, customs, civil defence personnel etc. This is because to be a professionally recognized teacher one has to undergo another 3 years course after Secondary education. Some of the above mentioned personnel do not go beyond Secondary and yet earn more salary at inception or commencement of work.

The Committee on Education has earlier submitted an interim Report to the Government recommending new salary and remuneration to newly recruited NCE teachers. This recommendation, to me, is low going by the current demand for the implementation of Teachers' Salaries Scale (TSS) through out of the federation.

If we are really committed and genuinely serious to change the already decayed system, we have no alternative but to implement the TSS. The advantages being that:

- i. There will be no more exodus of teachers from teaching profession

- ii. This will attract our youths to embrace teaching
- iii. Better and qualified teachers will be readily available for recruitment
- iv. The pride of teachers in the society will be enhanced and restored
- v. Indiscipline amongst the youths will be reduced through the expertise of professionally trained teachers.

## **THE ROLE OF PARENTS/GUARDIANS IN IMPROVING EDUCATION**

Parents and guardians are among the key stakeholders of our educational system. There is the need for the Committee to organize a well coordinated stakeholders interactive sessions in all the Zonal Offices in the State. These interactive meetings are important for the following reasons:

- Help tackle the rampant indiscipline amongst students;
- Help tackle the scourge of exam malpractice's in most of our educational institutions.
- Help imbibe attitudinal change amongst parents/guardians towards positive approach to effective learning;
- Help create conducive learning environment in our schools through collaborative effort of the home and the school;



- Reduce unnecessary interference by the PTA or parents in the school administration;
- Help tackle drug addiction, thuggery, truancy, absenteeism amongst the students;
- Provision of adequate facilities, equipment and structures for effective learning.

The need for stakeholders to participate in these meetings cannot be over-emphasized because education of our children is every body's responsibilities not just to individuals.

### **CO-CURRICULAR ACTIVITIES**

The near absence of co-curricular activities in our schools has adversely affected the development of psychomotor, cognitive and affective domains of the children for ~~all~~ <sup>an all</sup> ~~an~~ – round education.

The committee report indicated the need to provide the 5 repositioned schools with adequate games and sports facilities and equipment. The provision of these facilities should be holistic in order to have impact in all schools in the State. The need to revive this aspect is long overdue.

Schools should also be assisted to mount vigorous public awareness to participate in schools' sports programmes such as

Annual Sports Competitions, Debate, Drama, Open Days, Annual Speech and Prize Giving Days, Motivational talks, etc.

Provision of designated play grounds such as football, hockey, volleyball, basket ball pitches should be enhanced. A situation where such pitches are used for construction of structures should be stopped. All aspects of child's development are very important.

### **THE ROLE OF SCHOOL ADMINISTRATORS:**

The Committee on Education should review the procedure for the appointment of the Principals and Vice Principals based on qualifications, professionalism, competence, seniority, and maturity. This is because they are the major stakeholders that can improve or mar the educational standard in our schools.

The Committee should mount series of workshops, seminars, conferences for the school administrators to realize the following:

- Carry the Principals along to know the Committee's mandate;
- Open administrative procedure/process;
- Stamping out exam malpractices through diligent and efficient service delivery of school curriculum;



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- Re-structuring of Schools Daily <sup>Routine</sup> ~~Route~~ to suit the present circumstances;
- Accountability in the school system;
- Reduce the number of Principals within the same environment for better administration of Schools.

### **QUALITY ASSURANCE IMPLEMENTATION SUB-COMMITTEE**

The Committee may wish to consider the establishment of Quality Assurance Implementation Sub-committee at zonal level with a view <sup>to</sup> fast-tracking the recommendations emanating from inspections and monitoring.

The sub-committee should comprise of Zonal Inspectors of Education, Senior retired educationists and some staff from the Inspectorate Services.

The Committee on Education should direct, guide and assist to ensure implementation of the recommendations of the Inspectors.

The committee should work out quarterly schedule of school inspections based on zones.

There may be need for additional vehicles to fast – track inspection of schools for a wide range of coverage.

## **EXAM MALPRACTICE AND ITS ATTENDANT CONSEQUENCES:**

This has become a menace and threat to the educational system in Nigeria which needs to be tackled squarely and seriously because:

- Certificates acquired are questionable;
- Quality of education acquired is of sub-standard;
- Products of these schools are semi-illiterates;
- The technological and scientific break-through may be unattainable.

To save the system from total collapse, there is need for attitudinal change of the Government, Parents/guardians, teachers, students and other stakeholders. Unhealthy rivalry for outstanding performance in examinations amongst schools should be discouraged because it promotes exam-malpractices.

- What is required is to provide books, facilities, equipment and qualified teachers to teach effectively;
- Enforce reading culture and study habit amongst students;
- Reactivate Continuous Assessment records and monthly tests and keep up to date records.



- Ensure maintenance of Reward and Punishment in the school system.

## **CONCLUSION**

I wish to commend the Kebbi State Government for initiating this laudable reform and also to say that the zeal at which the committee <sup>is working</sup> ~~was set up~~ to address the educational decay is very much appreciated by the people.

What we are looking forward to is the systematic implementation of this programme to its logical conclusion for the benefit of Kebbi State. With the political will of Dakin Gari's Government, I believe no amount is too much towards ensuring complete resuscitation of the standard of education in Kebi State. I wish to caution that, this onerous task may take some time to achieve but that should not deter us from our objectives.

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**ENHANCEMENT OF EDUCATIONAL DEVELOPMENT  
IN KEBBI STATE**

*A Paper Presented*

*By*

**FARUK ABDULLAHI MAIYAMA**

(PhD (UDUS) MBA (UDUS), Bsc (UNN))

AT-

AN INTERACTIVE SESSION ORGANIZED BY THE STATE  
GOVERNMENT COMMITTEE ON DEVELOPMENT AND IMPROVEMENT  
OF EDUCATION IN BIRNIN KEBBI.

ON

*28<sup>th</sup> June, 2008*

Mr. Chairman & Members  
Distinguished invitees,  
Assalamu Alaikum.

1) Preamble

Philosophically Nigerians were said have been bequeath with education for domestication (white collar jobs, clerical and manual works) by the colonial masters and not for self-development and progress of the nation. Unfortunately it seems 48 years after our political independence from Britain we seems to be entangled with the same form and system of education otherwise:

(a) how do we explain our failure to maintain and even improve on the standard and quality of education which some of us enjoyed during the early years of independence?.

b) Why cant we educate electrical Engineers competent and honest enough to maintain and improve our electricity supply to meet the needs of the country?

c) When are we going to educate scientists and technologists good enough to invent rather than maintain, create not just consume and produce not simply package.

These rhetorical questions were asked out of frustration with the way and manner things are deteriorating generally especially in the field of education in Kebbi State. I believed the general malaise and near comatose state of infrastructures, facilities and resources (human & material) may have informed the State Government decision to set up this very important and formidable committee comprising of reputable, credible, intellectuals and experts in the field of education.

This is because having gone through the Committee's interim report, I believe its members, deserved every accolade and not because they are Professors and Doctors, but due to the incisive, analytical and educative context of their report. However, despite their very good work the committee seems to have over looked certain relevant factors



which may help in improving the quality of education in the State. These factors cut across the three levels of education notably Primary, Secondary and Tertiary educational levels.

## 2 **Factors affecting the quality of education**

Some of the general factors affecting the quality of education but which were overlooked by the committee include:

- i) Teachers brain drain/Turnover
- ii) Non-implementation of promotion/Advancement for teachers
- iii) Preferential appointment/posting of key staff such as Head Masters and Principals.
- iv) Poor site/location and construction of schools
- v) General managerial problems.
- vi) Victimization/intimidation of teachers due to extraneous influences.

These factors affects all the three educational levels of Primary, Secondary and Tertiary education as follows:

## 3 **Primary Education**

This is the most neglected educational level in the state in terms of infrastructures planning and administration. Primary Schools were sited, located and constructed haphazardly due to political/administrative consideration/ convenience simply to appease the community in fulfilment of campaign pledge.

### a) **Need for Merger of some Primary Schools.**

Primary schools were upon constructed un like in the past without accommodation for Teachers, with no furniture or instructional materials. There is need to merged some neighbouring villages Primary Schools in order to standardised and equipped them for qualitative education.

### b) **Introduction of community Accountability Committees for Schools.**

Similarly, there is need to introduced community accountability committee in the management and administration of Primary Schools through direct involvement of village stakeholders such as Village Heads, Parents Teachers Association, Religious

Leaders, N.U,T and Head Masters as **Local Management Committee** for each school. This will assist in ensuring proper and direct supervision, monitoring and evaluation of Teachers performance and Pupils enrolment and attendance which are very pathetic in some Schools.

c) **Teachers Welfare and Protection**

Appointment of Primary School Headmasters should be strictly based on merit with due respect for competence, experience and qualification. Teachers promotion/Advancement should be implemented immediately and all their salaries should be paid through Banks to prevent indiscriminate deductions. All forms of preferential posting/transfer of Teachers should be stopped and unofficial loans for teachers by whatever name should be banned in LGEA's to stop NUT from exploiting teachers through **arrangee-loan schemes**.

d) **Private Nursery/Primary Schools**

These should only be established according to clearly laid down guidelines, rules and regulations for maintenance of uniformed educational standard in the state. They should also be inspected regularly to assess their performance in terms of fees chargeable, instructional facilities, teaching staff and pupils enrolment to prevent extortion of Parents and ensure qualitative teaching and learning process.

4. **Secondary Education**

While most if not all of the afore mentioned factors affecting Primary Schools are also applicable to Secondary Schools, some of the more problematic issues affecting the quality of Secondary education includes:-

a) **Brain drain/Turnover**

A good number of meritorious Secondary School Teachers were lost to other Ministries and Higher Institutions to both State and Federal establishments due to poor pay, lack of motivation, lack of job security and un conducive working environment.

Accordingly, deliberate effort should be made to improve the situation and introduce a minimum of ten years bond before a Teacher can transfer his services to another establishment or seek job elsewhere.



b). **Managerial Issues.**

There are lots of managerial problems affecting Secondary Schools due to lack of cooperation support and encouragement from superior officers, inadequate human and material resources and lack of community cooperation, all of which could be very demoralising to a committed teacher wanting to do his job creditably.

Accordingly, there is need to introduce **Community Accountability Committee** similar to that of Primary School for each **Secondary School** to ensure total involvement, commitment and contribution of host community as key stakeholders in the management of these Schools.

5). **Tertiary Education**

The Committees interim report made very useful recommendations on Tertiary Education in respect of C.O.E Argungu, COBAS Yauri and the State University. However, the Committee didn't adopt a holistic approach in its consideration for quality Tertiary education. This is because it restricted itself (I don't know whether it was restricted by its terms of reference) to institutions under the Ministry of Education instead of including other professional Tertiary Institutions such as School of Nursing and Midwifery, Birnin Kebbi, School of Health Technology, Jega and College of Agriculture, Zuru who are equally in needs of serious attention.

If the Committee is not restricted by its terms of reference. It should visit the three professional Institutions to assess them and make recommendations on how to improve the quality of their graduates. This is because of the strategic importance of these Institutions in the provision of the much needed professional manpower in Health and Agricultural sectors of the State.

6 **State University of Science and Technology Aliero**

The Committee's observations and comments in respect of the State University did not go far enough in addressing its fundamental need such as:



a) **Transfer to the Federal Government:** -

The Committee need to look into the possibility of transferring the University to the Federal Government because of its capital intensive nature and enormous financial burden in the state which may be difficult to sustain as the University expands. The funds to be saved from the cost of managing the University could be channelled to Primary and Secondary education which are in dire need of funds.

b) **Staff Audit & Verification.**

There is need to conduct staff Audit of the University staff most especially the Bursary Department which was said to be overstaffed with about 60 staff at this early stage. This is to ensure value for money and prevent redundancy and other problems associated with over staffing which could saddle the institution with excessive un-necessary overhead cost.

a) **Merge State Tertiary Institutions with the State University**

In case it become impossible to transfer the State University to the Federal Government, the Committee should consider the idea of merging the other State Tertiary Institutions with the University as faculties. For Instance:

- College of Education Argungu as Faculty of Education
- College of Agriculture Zuru as Faculty of Agriculture
- School of Nursing & Midwifery B/Kebbi & School of Health Technology Jega as Faculty of Health Science & Technology.
- College of Basic & Advance Studies (COBAS) Yauri as Faculty of Arts and General Studies.

The advantages of this merger are numerous because it reduces duplication of resources, create opportunity for staff of these Institutions in terms of better Management improve motivation and enhance Standard and quality for teaching and learning process. It will also reduce the burden on the State funds in respect of infrastructural facilities, administrative and overhead cost as well as ease accreditation process because of the existing facilities in these Institutions.

## 7 General Recommendations

Apart from the specific recommendations made under each educational level there are other general recommendations for enhancement of the quality of education in the state as follows:

i) **Establishment of WAEC Office and Marking Centre in the State.**

The State Government should endeavour to meet the requirements of WAEC for the establishment of WAEC Office and Examination Marking Centre in the State in order not to be left behind by our neighbouring states, ease examination registration for students, minimize cases of missing papers and rampant cancellation of results.

ii) **Feeding Contracts for Schools**

Feeding contracts should be restricted to only few credible and reputable contractors to minimize abuses associated with numerous uncoordinated feeding contracts at the expense of good food for students.

iii) **Training for Community Accountability Committee**

There is need to train members of the Community Accountability Committee by a reputable Accountability and Transparency Organization on Community based School Management, School expenditure control, teaching and learning programmes, etc.

iv) **Patronization of State Public Schools by the State Public functionaries.**

The State Government should encourage its public officers and top Civil Servants to patronize the State Secondary and Primary Schools to ensure that they are Stakeholders in the management of these schools.

v) **Reintroduction of Boarding Primary Schools.**

There is need to reintroduce, well equipped boarding Primary School at least one in each Local Government Headquarter for class four and above pupils selected through competitive examinations from schools in each Local Government Area. This will drastically improve the standard and quality of education across the state.



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vi). **Teachers Salary/Motivation**

The State Government should implement CONTISS and the new Teachers Salary Scales recently approved by the Federal Government for Tertiary, Secondary and Primary School Teachers respectively. This will help in reducing Teachers brain drain in search of better pay.

Similarly, Teachers should be motivated by creating conducive working environments through the provisions of furnished housing accommodation and opportunities for key appointments. A situation in which a teacher's former student with no better qualification is appointed his Permanent Secretary while the teacher remains a Director for donkey years is very frustrating and is not encouraging to others to take up teaching as a profession and dedicate themselves to the course of quality education

vii). **Establishment of well-equipped Model Science Secondary School.**

There is an urgent need to establish at least one Science Secondary School in each Local Government Headquarter to cater for the gifted Pupils from the 1404 Primary Schools across the 21 Local Government Areas. This will create instant improvement in the standard and quality of education in the State, increase quality and quantity of teaching facilities and reduce students over population in the few qualitative schools located in the State Capital.

viii). **Reduce Fees Charged by Abdullahi Fodio Islamic Centre.**

The fees being charged by Abdullahi Fodio Islamic Centre at the rate of #60,000.00 is too exorbitant when compared to the amount being charged by its sister institution (Sultan Maccido Islamic Institute Sokoto) at the rate of #30,000.00 for indigenes of Kebbi and Zamfara States. This make the institution beyond the reach of the common man no matter how gifted, intelligent, talented and we all know that wisdom is not restricted to the children of the rich and powerful.

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(ix) **Rename some Schools**

Primary and Secondary Schools named after living multi millionaires should benefit from their continuous patronage in significant and measurable terms otherwise they should be renamed after people willing to assist and contribute towards the improvement of these schools. They should also be encouraged to send their children and wards to these schools to ensure that they are stakeholders in the management of these schools.

In conclusion, I would like to commend the decision of the State Government for setting up this committee and pray that you will have the wisdom to make useful recommendations for the enhancement of the quality of education. I also wish to express my appreciation to the committee for inviting me to this stakeholders forum which enable me contribute my own quoter towards the improvement of the quality of education in Kebbi State and the Country as a whole.

Thank you.

***Dr. Faruk Abdullahi Maiyama***



66  
The Permanent Secretary,  
MOE Headquarters Birnin Kebbi,

### **BRIEF ON MODEL QURANIC PRIMARY SCHOOLS**

The Arewa House, Centre for Historical Documentation and research, Ahmadu Bello University, in association with Education Trust Fund had chosen Kebbi State as a frontline state for piloting the model Quranic primary schools, through its letter dated 12/09/07.

The Kebbi State accepted the choice made and wrote a memo to His Excellency for his approval for the state participation and curriculum Development.

His Excellency, the Executive Governor approved the state participation and directed the ministry and relevant Agency to develop a curriculum.

Twenty one(21) schools or one for each local Government Area was recommended. A committee was set up by the ministry with the following terms of reference;

1. Pay advocacy visits to all the LGA to intimate them on the new development and seek for their assistance on the pupils enrolment and provision of permanent site.
2. visit Nizzamiyya schools and identify classes to be used as temporary sites.
3. Identify and adopt a curriculum for the schools.
4. Make appropriate recommendations on the teachers to be deployed to these types of schools.
5. Submit report.

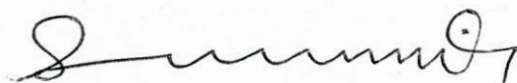
The committee went round the 21 LGAs and submitted its report.

ION TAKEN

In this year's (2008) budget, the sum of One hundred million Naira (N100 Million) only was approved for the construction of 8 No.s schools in local Government Areas i.e one in each of the Eight LGAs. And each is to be constructed at the sum of ***Five Million, Six hundred and Eighty-two thousand Five hundred and Twenty-seven Naira Fifty-five kobo (N5,682,527.55).*** x 2 blocks.

The Eight Local Government Areas include \*  
Attached here with are the followings:

1. Letter from Arewa House
2. memo to His Excellency (Approval)
3. list of schools selected to serve as temporary sites.
4. reports of the committee set up by the ministry for implementation of the programme.
5. curriculum to be adopted



**Abubakar Ruwa Bunza.**  
Director U.B.E

1. Argungu
2. Bunza
3. B/Kebbi
4. Fakai
5. Jega
6. Suru
7. Yauri
8. Zuru



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BOARD

## ARABIC AND ISLAMIC EDUCATION BIRNIN KEBBI

^

### ISLAMIC SYSTEM OF EDUCATION IN KEBBI STATE

#### INTRODUCTION

Islamic system of Education take presidency<sup>e</sup> over any system of Education in Kebbi State. The introduction of this system of Education in the state dates as far back as the 17<sup>th</sup> /18<sup>th</sup> Centuries as a result of contact with the outside world through the merchandise activities.

The system received a boost following the reformation wave of the 19<sup>th</sup> century Jihad carried out in purification of the practical aspects of the religion. Hence the Jihad of a famous scholar and jurist, Shiekh Usman Dan Fodiyo refined the Education system and left a legacy which was<sup>l</sup> inter diversified to confirm with time.

This system encompasses of the followings:-

- i. The Traditional Approach
- ii. The Formal Approach

Both approaches are rigourously being persued in the state except that the former differs from the later in methodology and slightly contrasts in content.

- i. The Traditional Approach:

This approach is referred to the informal methods employed in teaching the Holy Qur'an. This method is mainly the <sup>rote</sup> ~~role~~ learning method and is undertaken under trees, in the open <sup>and</sup> in small buildings.

This system is further divided into two:

- a. The settled approach
- b. The Nomadic Approach or the Almajiri System.

**a. The settled approach.**

This describes a situation whereby the Quranic school is located in a settled manner mostly in the House of the teacher/proprietor. The age of students here ranges from 5-70 years of ages. The curricular is designed from lower to higher levels of learning.

**b. The Nomadic Approach or the Almajiri System**

The Almajiri System of Education which is a Semi-formal, non secular education <sup>which</sup> entails the assigning of children from ages four to twenty to a (Nomadic) Mallam to Learn the Holy Qur'an and <sup>acquire</sup> require some other forms of Islamic knowledge. Under this system, students are forced to seek <sup>for</sup> alternative means of survival through begging for alms not only to feed themselves but also contribute to the welfare of their teacher. As we are all aware, the Almajiri pupil operate under hazardous conditions stewed in misery and want and also separated from their parents.



Presently, there is an estimated number of 1952 renowned Qur'anic schools in the state.

### **Government Intervention**

In protracted efforts to minimize the sufferings encountered by the proprietors/Head teachers of <sup>these</sup> these schools, past administrations through the Arabic and Islamic Education Board established a relief package for the schools as follows:-

- i. Supply of sample Book materials and;
- ii. Assistance of N2,000 which is given to each of the recognized school every year.

### **Problems**

- i. The settled Quranic study is bewildered with lack of accommodation. Most of the instructions were carried out in the open, some under the trees and some even in garages.
- ii. Enormous hardship, misery, hunger and poverty encountered by the Almajiri who, instead of setting in one place he is forced to move about in search of alms.
- iii. Lack of proper Government and societal support subjects the Qur'anic Teachers to apparent poverty and lack settled life.
- iv. Lack of standard method of imparting the knowledge of the Holy Qur'an.
- v. Lack of teachers to cater for many aspects of learning.

- vi. Lack of standard structures to prevent them from moving from one place to another.
- vii. Life insecurity of the children on transit.

### Recommendations

- a. A special forum for Qur'anic Mallams and Administrators of Islamic Education Board need to be established. This will afford opportunity to interact with the Mallams in the Almajiri system with a view to having a result oriented planning.
- b. Provision of adequate structures instructional materials and sufficient teachers to the Qur'anic schools.
- c. Payment of salaries to teachers
- d. Integration of the Qur'anic school system with the Western Education System
- e. Enacting a law that prohibits the Almajiri system (Yawon bindi)

### ii. The formal Approach:-

This approach has elements of western system of Education. It is seemingly more organized and of course more exploitative in nature. The schools that operate under this system include;

- a. The Jis/Sis school system
- b. Islamiyya School system
- c. Tahfeeze college



a. **The Jis/sis School System**

This is a system operated with a view to integrate Islamic with western Education system. The category of students under this system are admitted to study along side with the conventional students in a bid to foster the integration drive.

The students are located in five (5) government Arabic schools as follows :-

1. GAISS Argungu
2. GAISS Wasagu
3. HAASS Jega
4. GAISS Ambursa
5. GGAIS Kangiwa

These schools above have the following population:

		JIS	SIS	TOTAL
1.	GAISS Argungu	410	427	837
2.	GAISS Wasagu	595	440	1035
3.	HAASS Jega	520	697	1217
4.	GAISS Ambursa	561	535	1096
5.	SAG Sokoto	19	27	46
6.	GGAIS Kangiwa	625	300	925
7.	SAC Sokoto	-	45	45

statistics 73

On the other hand, satisfies show that these schools have the following number of teachers:

	MALE	FEMALE
Graduates	85	9
NCE	96	11
Diploma	57	9
Others	5	2
<b>Total</b>	<b>242</b>	<b>3</b>
Grand total = Male & Female		273

### Feeding

The JIS/SIS NUCLEAR form the nuclear of these schools but unfortunately *they* find themselves alienated on feeding issue. Impliedly, the students are given only N500.00 per month as a substitute to being fed daily like their junior Arabic and Senior Arabic (JASS/SAS) counterparts. A more pathetic problem is the fact that these students do not get the N500.00 allowance regularly. To crown it all, these students have to engage themselves in child labour in order to earn their daily subsistence. Sometime, this often disrupt their lessons.

### Problems

#### Jis/Sis Allowance

Jis and Sis students are responsible for feeding themselves.

Government compensate the students with migre N500.00 which <sup>is</sup> not <sub>↑</sub>



even near to being adequate. The result of this inadequacies plunged these students in a chaotic situation.

**Instructional Materials**

This section of our schools often face serious shortage of instructional materials. However, recent Government effort, in providing books has gone a long way in reducing the compounded problem of book shortage over the years. <sup>At</sup> ~~It~~ any rate more efforts in this vain are required.

**Problem of Accommodation**

One of the greatest problems faced by these students is the problem of accommodation. This category of students live outside the school premises. They only come to school <sup>in</sup> on the morning to receive lessons thereby missing all the outdoor activities of the school.

**Recommendation**

i. Owing to the streak of sufferings encountered by <sup>these</sup> there students emanating from lack of feeding alongside with the conventional students, the Board recommend the followings:-

1. That these category of students <sup>fed</sup> be along side the conventional students;
2. In the event of non implementation of nos (1) above, a substantial monthly feeding allowance of N4,000 per month be paid to them or;

- 3. Pay a minimum wage to these students to enable them sustain themselves.
- ii. Government should consider providing adequate instructional materials to this category of students.
- iii. Government should make it a policy that these students be treated equally with their JASS/SASS counterparts in lieu of Accommodate in school like JASS/SAS students.

**Islamiyya Schools**

These are more organized schools with special syllabus prepared by the National Board for Arabic and Islamic Education. They are also private schools either owned by individuals, community or Islamic organizations. In Kebbi State, we have 1860 (One Thousand Eight Hundred and Sixty) Islamiyya and modernized Qur'anic schools, with enrolment figure of 119,334 (One Hundred and Nineteen Thousand Three Hundred and Thirty Four ).

**Problem**

- i. Proliferation of mushroom Islamiyya schools.
- ii. Lack of standard syllabus in most Islamiyya Schools
- iii. Lack of adequate structures in most of <sup>these</sup> there Islamiyya schools
- iv. Lack of adequate instructional materials in these schools

## Recommendations

1. The Board recommended<sup>s</sup> as follows:-
  - i. Standardizing the structures, syllabus of these schools
  - ii. Provision of adequate structures in these schools
  - iii. Provision of instructional materials in the schools.

## ✓ TAAFEEZ SCHOOL

One of the modern ways of learning the Holy Qur'an is by tahfeez. This is an approach, which until recently people have not ventured into it. This entails the memorization of the Holy Qur'an with all the sciences involved. A recent development it is, Tahfeez has not been accorded the right mandate in the scheme of things in Kebbi State. To this end, the Board has proposed the establishing of a Tahfeez <sup>College</sup> College in the state and is awaiting approval.

The <sup>state</sup> staff had faired well in the past recitation at National meets. This not withstanding, a better performance is expected when this college come into being.

Again, the establishment of this college will foster the integration drive hence the acquisition diversified forms of knowledge especially that of the Holy Qur'an.



## Problems

The state finds it difficult to assemble the right contestants for the National meet primarily because of shoddy preparations.

- ii. The <sup>state</sup> ~~staff~~ loose most of its contestants to some states and other organizations sometimes because of greener pastures

## Recommendations

Because of the importance of Tahfeez not only to the individuals but to the state in general, we want to recommend that approval be given for the establishment of the college.

- ii. A thirty seater bus is also recommended to convey 40-50 contestants at various categories to the venue of the competition.

## General Recommendations

<sup>Board</sup>  
The recommend as follows:

1. <sup>^</sup> Integration of Qur'anic/Islamiyya Schools into western system of Education.
2. Payment of salaries to Qur'anic School Mallams
3. Immediate stop to Yawon Bindi
4. Establishment of Model Qur'anic primary schools in the state
5. Increased <sup>+</sup> ~~grant~~ in aid to Islamiyya schools
6. Payment of minimum wage to SIS/JIS students or
7. Inclusion of these categories of students in feeding
8. Provide instructional materials to these categories of students

9. Provide accommodation for these students in the school premises.
10. Establishment of Tahfeez College.
11. Purchase of 30 seater bus for reciters of the Holy Qur'an.
12. Workshop<sub>s</sub> and refresher course<sub>s</sub> should be organized for Arabic and Islamic studies Teachers in order to update them with modern teaching techniques.

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08/05/2008

**The Executive Governor**

Kebbi State.

through

**The Honourable Commissioner,**

Ministry of Education

Birnin-Kebbi

**Your Excellency**

**PAYMENT OF ANNUAL GRANT TO REGISTERED QURANIC AND ISLAMIYYA  
SCHOOLS FOR THE YEAR 2008.**

**Your Excellency** may wish to be intimated with the fact that Registered Quranic Schools were granted with Four Hundred and Fifty Naira (₦450:00) per Zaure per annum; while Registered Islamiyya Schools were grant aided with Ten Thousand Naira (₦10,000:00) only per annum.

2. Currently One Thousand, Three Hundred and Fifteen (1315) schools are registered, while organized Registered Islamiyya Schools stands at One Hundred and Six (106). Some selected Islamiyya Schools operating Ahmadu Bello University Syllabus or Arewa House Drawn Schemes as well as Nizamiyya outfit were also grant aided. In the light of the above therefore, **Your Excellency** may wish to be informed communities and individuals have hided the call by the Government for public participation in the development of Education especially in this area.



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3. **Your Excellency** is hereby invited to please consider and approve grant aiding these schools as detailed below.

i. Cash payment to 1315 with 1952 classes Quranic Schools at ₦450:00 per class per annum =  $1952 \times ₦450$  = ₦878 400.

ii. Book donation (Samam Dani) @ ₦550 x 1952 = ₦1,073,600

Islamiyya Schools @ 10,000 x 106 = ₦1,060,000:00.

**iv. Special grant to the following:-**

(a) Mad Hizburrahim Zawiya Islamitta, G/Gaji = ₦100,000

(b) Madrasatul Hidayatul Dullabi = ₦100,000

(c) Madrasatul Tarbiyul Auladil Jega = ₦100,000

(d) Madrasatul Ikhayaul Dinin B/Kebbi = ₦100,000

(e) Madrasatul Nurul Islamiyya, Lowcost, Bunza = ₦100,000

(f) Madrasatul Maljaussunna, D/Gari = ₦100,000

(g) Madrasatul Subulul Huda S/Baraya = ₦100,000

(h) Musa Fakai Madrasatul Islamiyya Argungu = ₦100,000

(i) Madrasatul Rabidatul Islamiyya, Zuru = ₦100,000

(j) Madrasatul Burhanul Islam, Zuru = ₦100,000

(k) Madrasatul Islamiyya Wal Arbiyya, Koko = ₦100,000

(l) Tsoho Madrasatul Nurul Islamiyya, Yelwa Yauri = ₦100,000

v. Contingency = 250,000:00

**Grand Total** = **₦4,462,000:00**

4. Your Excellency may therefore wish to consider and approve the release of Four Million, Four Hundred and Sixty-Two Thousand Naira (₦4,462,000:00) only as donation to the beneficiaries.

5. Submitted please.

**Alhaji A. B. Bawa**  
Executive Secretary

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TOWARDS RAISING THE STANDARDS OF EDUCATION  
IN KEBBI STATE:

A PRESENTATION TO THE COMMITTEE ON THE  
IMPROVEMENT AND DEVELOPMENT OF  
EDUCATION IN KEBBI STATE AT AN INTERACTIVE  
FORUM ON THE 28<sup>TH</sup> OF JUNE 2008.

BY MR. JAMES MAIDAWA MUSA  
NATIONAL EXAMINATIONS COUNCIL  
KEBBI STATE OFFICE.

INTRODUCTION:

There is no doubt that the standard of education has dropped not only in Kebbi state but in the nation as a whole. One can easily observe this during examinations where teachers assist students to cover up their inefficiencies and the students waiting for outside help before writing anything. Even during interview on employment, we hardly come by graduates who can speak fluently and who can write a good essay.

I would like to commend His Excellency, Alh. Saidu Usman Nasamu for taking the bold step towards uplifting the standards of education at all levels in the state by constituting such a powerful and balanced committee with experienced membership for the onerous task of making recommendations to Government.

I believe that the report this committee will present, if implemented will bear good fruits. These fruits may not be short-term, but they will be appreciated in the long run.

My presentation is broken into five areas. These are Government, principals, teachers, students and parents.

1. GOVERNMENT

Since Government has taken it upon itself to sponsor education in full at primary, secondary and even tertiary levels, the first thing that comes to mind is to create a conducive teaching-learning environment. The conducive



write WAEC and NECO SSCE, the other students are denied teaching because the classes are being used for exams.

Sporting facilities should be provided to all schools including primary schools to develop the physical and mental minds of the children.

Teachers should be provided accommodation where possible to enable them concentrate more on their primary assignments rather than thinking of how to pay the landlord.

With all these provided it is expected that teachers will deliver their best.

The second thing Government needs to pay attention to is the remuneration of teachers. Presently they are poorly remunerated to other professionals. Because of this poor remuneration, teachers usually abandon their duties to find other sources of income to sustain them. This will definitely affect the students negatively. Government should therefore consider a better pay package for teachers to stop truancy.

*Salary?*

Another aspect that Government needs to look into is employment of qualified teachers. As it is now, we have several unqualified teachers on the employment of the state and Local Governments. We also have teachers teaching subjects they have no knowledge of. We often find Hausa teachers teaching IRS, Biology/chemistry teachers teaching Mathematics, English and even Hausa. To further worsen the situation there are many teachers with NCE, ND/HND certificates issued to them by C.O.E Argungu, C.O.A Zuru and the state polytechnic Birnin Kebbi but who have not really undergone the course.

*what?*

Government should screen all the teachers before employment and ensure that they are competent enough to teach. It should also take a firm stand on certificate racketing. Their teaching subjects should also be indicated in their letter of appointment.

To ensure a good spread of qualified staff, Government should stop postings of convenience. There is no gain keeping a number of teaching staff in the state capital and other urban towns at the expense of rural schools. Such is where we find six English teachers, eight Biology teachers etc which result in redundancy. Teachers should be made to work wherever they are posted to if they really need the job. Ghost workers must be removed from the pay roll of Government. During the last accreditation exercise it was observed



that many schools had students on their staff list classified as non-teaching staff and not supporting staff. Regular teachers seeing this may not put in their best.

Teaching staff should be allowed to expand their knowledge by going for higher qualifications, attending seminars and workshops organized by professional bodies like STAN, MAN etc. the state Ministry of Education should organize regular refresher training courses to update the teachers on teaching methods, records keeping such as lesson plans, schemes of work, diaries and assessment scores. In addition, the inspectorate department of the MOE should pay more regular visits to ensure that these records are not only made but made correctly and kept.

Government should come up with legislature on the conduct of principals, teachers and students together with parents who would want to interfere with the smooth administration of the schools. Prescribe punishment to be meted for each offence and these should be implemented to the letter without exception.

The Government should end all afternoon classes by building more classrooms to accommodate all the students at the same morning session. In the afternoon both the teachers and students will have to contend with the harsh weather condition. Both the teachers and students will be exhausted having engaged in some activities during the morning hours. Another disadvantage is that during examinations all the classrooms are occupied because the two groups must write the exams at the same time thereby denying other students any teaching.

## 2. PRINCIPALS

Appointment of all principals should be based on merit and experience. Politics, regionalism and nepotism must be completely removed when appointing heads of institutions. Whosoever is found to be capable should take the post. *This should apply to the appointments of headmasters of primary schools.*

Principals should not forget their traditional supervisory role. They have to ensure that the vice principal and other staff perform their duties satisfactorily. The vice academic must check all lesson plans and diaries every week-end to ensure that teachers do their work correctly.

Some principal pay more attention to feeding and registration activities because of the financial benefits. This should be discouraged.

Principals should report major problems to ZIEs for onward transmission to the MOE.

Principals should organize workshops for untrained teachers to enable them learn some teaching skills and preparation of lesson plans. The principal of Government Girls Comprehensive Secondary School Aliero must be commended in this regard. She was the only one found to be doing this during the last accreditation exercise.

Principals should stop all forms of exams malpractice including asking subject teachers to write out answers to questions on the board, irregular admissions and promotion to the next class even when the students fail. They should also stop registering external candidates for public exams to enable the junior students continue their normal classes.

### 3. TEACHERS

Teachers should be appointed on merit and should teach subjects they specialized in.

They must be made to prepare schemes of work, lesson plans and complete diaries every Friday.

They should be accommodated and remunerated well and promptly.

They should be able to organize in-house training for their untrained colleagues.

They must shoulder the responsibility of being guardians to students. They should therefore regard the students as their children and mould their character for the better. Teachers should be encouraged to do more reading by providing well stocked libraries and newspapers as well as furnished staffroom.

They should be sanctioned according to the prescribed legislation when they engage in any misconduct.



#### 4. STUDENTS

The students must be made to know that they are students and must dress as such.

Acts of indiscipline must not go unpunished.

They must be made to know that they have to work hard in order to excel and they should not expect any assistance during exams.

A qualified guidance counselor should be posted to each school to guide the students in their choice of subjects and counsel them when in problems.

Government should stop the indiscriminate transfers of students that hitherto have been going on. Students who fail exams and are asked to repeat normally go to other schools on transfer. Using the same method, SS1 and SS2 students go to other schools to register for public exams believing that they will be assisted. For instance, this year many students of Nagari College went to register for their NECO SSCE at GDSS Jega.

The students lack parental advice, instead the parents encourage them to act irresponsibly. The parents should be reminded of their responsibilities during PTA meetings.

#### 5. PARENTS

The interference of parents in the activities of school over their wards has been the cause of most disciplinary cases of students. Students continue to misbehave and disregard their principal and teachers knowing that they have protection of their powerful parents. Take the case of a commissioner in Sokoto State who organized the beating of a teacher who lost one of his legs in the process, because his wife was flogged in group along with others who committed the same offence.

Government should come up with a policy statement that whosoever sends his ward to school should not interfere with the school's activities

Parents should attend the PTA meetings where they will be told of their wards' behaviors and to check their wards behaviors at home. On the alternative, principals can invite them whenever the need arises.



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## CONCLUSION

All the factors mentioned in this paper compliment each other. A level of each factor will have to be attained before desired results are achieved.

It is therefore hoped that Government would provide facilities for schools and principals and teachers would make judicious use of this facilities with a view to improving the quality of teaching and learning.

It is also hoped that Government would implement the recommendations of this respectable committee.

I finally wish His Excellency the best of his two-term tenure after which he will look back through his legacies and smile.

Thank you for giving me the opportunity to make this presentation. I thank His Excellency for partnering with NECO in redefining the future of the Nigerian child.

GOD BLESS KIBI STATE!  
GOD BLESS NIGERIA!!

NATIONAL TEACHERS' INSTITUTE, KADUNA  
KEBBI STATE

A POSITION PAPER PRESENTED TO THE  
COMMITTEE ON THE IMPROVEMENT AND  
DEVELOPMENT OF EDUCATION IN KEBBI STATE  
AT AN INTERACTIVE SESSION HELD ON THE 28<sup>TH</sup>  
JUNE, 2008 AT THE PRESIDENTIAL HALL, B/KEBBI

1.0 INTRODUCTION:

Education not only in Kebbi State, but in Nigeria today is in crisis. To catch a glimpse, the following data could be informative.

- ❖ UNICEF in its report in 1999 pointed out that about 4, 000,000 Nigerian children have no access to basic education.
- ❖ Majority of those that are "Lucky" to enter schools are given sub-standard education.
- ❖ As at the time UNICEF made this assertion, primary and secondary schools enrolment in Nigeria was at 23,210,576.
- ❖ Statistics shows that approximately 43% of the nation's population falls within the age bracket of 6-15- 15. This means out of 135 million in population, about 58.05 million are under the age of 15 year old i.e. school age.
- ❖ Between 1999 and 2007, the average success rate of students in JAMB Examination was 10.42%.
- ❖ In 2005, 1.5 students took the examination and 200, 000 passed. I.e. 13.3% while Universities in Nigeria could only take 147, 000.

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- ❖ Had all students passed the examination the Universities could have only accommodated 9.8%.
- ❖ The establishment of this committee by his Excellency the **Governor of Kebbi State Alhaji Saidu Usman Nasamu Dakin Gari, (Sardaunan Dakin Gari)** is a clear testimony of his total commitment towards improving the standard of education in the state. This is the first committee of its kind, full of responsible, experienced, learned and patriotic indigenes of the state and headed by an intelligent and visionary professor (prof. Attahiru Jega).

The National Teachers Institute (NTI) Kebbi State Office

is proud to associate itself with this committee and the institute is always at your service in order to achieve the committee's objectives

## **2.0 KEY ISSUES AND CHALLENGES IN THE EDUCATION SECTOR OF KEBBI STATE**

The National Teachers' Institute (NTI) has identified the following as key factors to the education crisis in Kebbi State

- ❖ Unqualified and under qualified Teachers.
- ❖ Lack of capacity building programmes for teachers.
- Inadequate instructional facilities.
- ❖ Crumbling infrastructure (inadequate classrooms)
- ❖ Lack of support from civil society
- ❖ Examination malpractice
- ❖ Fake and forged certificates with some teachers
- ❖ Moral degradation
- ❖ Dying reading culture
- ❖ Inadequate incentives for teachers



❖ Poor monitoring exercise.

Inadequate guidance and counseling programme

❖ Non involvement of federal institutions i.e. NTI TRCN and FIE in most activities by MOE and SUBEB.

### **3.0 WAY FORWARD**

The quality of teacher is paramount in any successful education policy. It is agreed by all that no education policy can rise above the quality of its Teachers. In other word, the quality of education solely depends on the quality of teachers.

Majority of teachers in our schools are either unqualified or under qualified.

They need capacity building programmes to enable them discharge their duties deli gently.

### **3.1 CAPACITY BUILDING PROGRAMMES FOR PRIMARY AND JUNIOR SECONDARY SCHOOL TEACHERS**

One of the key elements of teacher quality is the provision of adequate opportunities for personal growth and professional development through regular training. The effectiveness of teachers depends largely on the extent to which their knowledge and skills are upgraded regularly. Many countries have recognized this simple truth and invest a lot of resources in diverse teacher improvement programme that are intended to enrich the knowledge and skills of teachers, disseminate new teaching skills and prepare teachers for the challenges of the changing realities of the classroom and the current knowledge explosion. In Singapore for example, every

Objectives of the verification exercise include, determining the qualifications of primary and secondary school teachers teaching in the state, and to also identify teachers who do not possess professional teaching qualifications. It will also identify teachers working with fake or forged credentials or who do not possess the qualifications they claimed during the process of employment. The exercise will make appropriate recommendations on how to address post verification shortfalls in teacher supply.

### 3.3 SUPPORTING NTI PROGRAMMES IN THE STATE

The National Teachers' Institute (NTI) provides numerous teacher training programmes in the state. They are:

- a. NCE (DLS)
- b. Special Teacher Upgrading Programme (STUP)
- c. Advanced Diploma In Education
- d. Postgraduate Diploma in Education
- e. Continuing professional development programme for trainers of English Language Teachers'

About 99% of students currently undergoing NCE (DLS) programme are serving teachers in our public schools. The main constraint in their studies is the payment of course fees. They pay their course fees by direct deduction from their meager salaries through their various UGEAs. Presently, there are about 1300 teachers on the programme.

It is our hope that the committee will recommend to the government to take over the payment of course fees for all NCE (DLS) programmes.



teacher is expected to submit himself/herself to 100 hours of training every year.

The situation in Kebbi State as far as the professional development of primary and secondary school teachers is concerned is not encouraging at all.

There are very few and irregularly organized training workshops or seminars that aimed at enhancing teachers' knowledge and skills. Most teachers never have the opportunity to improve their knowledge of the subject matter they teach and most importantly, the practical skills for effective implementation of the curriculum, this in turn, has had a negative impact on the quality of tuition in our schools and the academic performance of pupils.

Therefore, there is the need to organize refresher courses/seminars/workshops for primary and secondary school teachers. The National Teachers Institute (NTI) is hereby proposing a capacity building programme for primary and junior secondary schools teachers. The components of the programme are:

- a. Upgrading the knowledge and skills of teachers in the teaching of core subject (English, Mathematics, Social studies, Integrated Science).
- b. Improvisation of instructional materials
- c. A training programme on school based assessment.
- d. Classroom management and record keeping.

## **VERIFICATION OF CREDENTIALS OF TEACHERS**

The Institute is also proposing for the general verification of certificates of teachers in primary and secondary schools. The



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We also need the assistance of government to allocate a plot of land to build our permanent office in the state. This will help us to operate very well.

We also forward our request for a vehicle (Van) to enable us distributes course materials to our centres across the state.

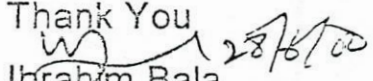
• **CONCLUSION**

Finally, I wish to register our thanks to this committee for inviting us to this crucial and important session. We at NTI are at your service. We are always prepared to provide any kind of teacher training programme. The work we have been doing all over the federation.

Looking forward to your invitation of our proposal on:

- Capacity building programme for primary and junior secondary school teachers'
- Verification exercise of teachers credentials
- Payment of course fees for NCE (DLS) students'.

Thank You

 28/6/00  
Ibrahim Bala

(Coordinator)



KEBBI STATE OF NIGERIA

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**REPORT OF THE COMMITTEE ON THE CURRENT  
SITUATION OF KEBBI STATE GOVERNMENT  
SECONDARY SCHOOLS**

APRIL, 2008

GEAA

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- iv) Workshops and Technical Drawing Room,
- v) Computer Room
- vi) Library
- vii) School Farms/Gardens
- viii) Instructional Materials
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## 1.0 INTRODUCTION

The Committee was constituted by the Executive Governor in Council, His Excellency, Alhaji Sa'idu Usman Nasamu Dakingari, to establish the current state of affairs in all Secondary Schools owned by the Kebbi State Government. In essence, the Committee was mandated to undertake a Baseline Survey of the schools, and make recommendations for appropriate policy implementation by Government.

Consequently, areas such as Administrative Practices, Personnel, Students Population and Academic Work have been examined. Other aspects looked into include Physical and Infra-Structural Facilities, Utilities and Related Activities.

These have been treated in three parts, viz:- (i) Observations, (ii) Discussions and (iii) Recommendations.

In addition, detailed statistics on individual schools, are provided in print and electronic copies separately as annexures to the Report.

## 2.0 METHODOLOGY

Questionnaires were administered on, and oral interviews conducted with Principals, staff and students to obtain information on all important aspects of the schools. The data was then collated and analyzed, on the basis of which recommendations were made.

## 3.0 LIMITATIONS

Several factors impacted on the conduct and, consequently, the outcome of the survey. These limiting factors are broadly stated below:-

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- a) Delegation of proxies by some co-opted members of the Committee to collect data
- b) Delayed returns of collected data
- c) Absence of whole returns from schools in Zuru Local Government Area and the following schools:-
  - i. Junior Government Arabic and Islamic Secondary School Argungu
  - ii. Junior Secondary School, Sambawa
  - iii. Government Day Secondary School, Bagudo
  - iv. Government Day Secondary School, Lolo
  - v. Junior Day Secondary School, Dakingari
  - vi. Junior Secondary School, Aljannare
  - vii. Junior Secondary School, Zaria Kala-Kala
  - viii. Junior Secondary School (Boys & Girls) Warrah

**PART I**

**OBSERVATIONS**

Based on the analysis of the data, the Committee made the following observations:-

**4.0 ADMINISTRATIVE PRACTICES**

- a) **Management**:- The State Government has a total of 227 Secondary Schools under its ownership and management as tabulated below:-



Day Junior Secondary School	-	109
Boarding Junior Secondary School	-	31
Day Senior Secondary School	-	58
Boarding Senior Secondary School	-	29
		-----
Total	-	227
		=====

Four different Government Boards are directly responsible for the management of the schools, viz:- Secondary Schools Management Board, Science and Technical Education Board, State Universal Education Board and Arabic and Islamic Education Board.

- b) **Multiple Schools**:- Although each Board is said to have an exclusive group of schools under its jurisdiction, several schools are not so separated practically.

In a number of cases, two or four schools are sited on common premises, with two or four Principals and four or eight Vice Principals, respectively. In these instances, Junior Schools, under the management of State Universal Basic Education Board, share the same premises with Senior Schools, which are under either the Science and Technical Education Board, or the Secondary Schools Management Board.

- c) **Location of Schools**:- Several schools especially Day Junior Secondary Schools are sited in areas that cannot provide the minimum number of students intake, mainly due to distances of more than ten kilometers.

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d) **Delayed Admissions and Resumption**:- Notification of admission into both the Junior and Senior schools are released very much late in the academic year.

Students rate of return to schools after holidays is dismally low. In several schools 50% students' attendance is hardly achieved, earlier than four weeks into a new term.

e) **Schools Inspection**:- Inspection of schools by both the Ministry Headquarters and Zonal Education Offices is not carried out as a matter of routine. Schools visits are generally incidental to particular happenings.

f) **Students Feeding**: - Day students are fed on contract at the rate of N16.00 per student per day, while N48.00 is spent for a boarding student per day. Thus, N16.00 is paid for a meal. The practice is that Principals receive cash from the contractors, based on the number of students, to procure foodstuffs. In boarding schools, the food is prepared and served by Government employed cooks and stewards, while private food vendors (in many cases the Principals' family members) are engaged to prepare the food in Day Schools.

g) **Funding Overheads**:- Generally, Principals are not given funds for the purchase of vital working materials e.g. stationery items, drugs and medicines, and for payment of essential services e.g building, equipment and machinery maintenance, electricity and water supplies

etc. As a result, keeping proper records of financial expenditure by the schools, becomes unnecessary.

5.0 PERSONNEL

a) Teaching Staff:- A total of 2,292 teachers are in the service of the State Government. This includes 1,027 professionals and 1,265 non-professionals teachers. There exists an additional requirement of 3,241 teachers.

Several schools in the urban areas are overstaffed, while many rural schools are understaffed. Most of the newly opened Junior Schools have Principals as the only teachers. Majority of the teachers and many Principals are posted to schools in their hometowns, and allowed to remain there for over five years. Teachers' workshops and other forms of teacher improvement programmes, to update their knowledge and skills, are rarely conducted.

b) Non-Teaching Staff:- A total of 1,980 supporting staff have been identified. This includes Storekeepers, Laboratory Technicians/Technologists, Librarians, Cleaners, Cooks, Stewards, Drivers, Watchmen etc. Some of the Staff members are redundant, mainly due to lack of working materials. Many schools especially the new Junior Secondary Schools do not have even a watchman.

6.0 STUDENTS POPULATION

A total of 86,916 students has been recorded for all schools in the State, distributed as in the table below:-



S/NO	TYPE OF SCHOOL	NO. OF STUDENTS
1	Day Secondary Schools (Junior)	39,634 ✓
2	Boarding Secondary School (Junior)	11,914 ✓
3	Day Secondary School (Senior)	22,181 ✓
4.	Boarding Secondary School (Senior)	13,187 ✓
	<b>Total</b>	<b>86,916</b>

## 7.0 ACADEMIC WORK

- a) **Entrance Examinations**:- Majority of the children transiting from Primary Schools to Junior Secondary Schools are not prepared for any meaningful academic work at the Junior Secondary Schools.

Selection tests/examinations for admission into the Senior Secondary Schools are neither valid nor reliable. Thus, in many instances admissions are done arbitrarily, with no regard to the students' abilities.

- b) **Subjects Offering** :- A total of 33 subjects are offered by the schools, as listed below:-

- |                       |                        |
|-----------------------|------------------------|
| 1. English            | 17. Introductory Tech. |
| 2. Mathematics        | 18. Economics          |
| 3. Social Studies     | 19. Chemistry          |
| 4. Commerce           | 20. IRK                |
| 5. Computer           | 21. Agric Science      |
| 6. Home Management    | 22. CRK                |
| 7. Arabic Language    | 23. Technical Drawing  |
| 8. Physics            | 24. Fabrication        |
| 9. Integrated Science | 25. Carpentry          |
| 10. Business Studies  | 26. Building           |
| 11. Hausa Language    | 27. Motor/Auto Mech.   |
| 12. Geography         | 28. Electrical         |
| 13. History           | 29. Wood Work          |
| 14. French            | 30. Furniture          |
| 15. Government        | 31. Enterprenuership   |
| 16. P.H.E             |                        |

- c) **Lesson Delivery**:- Majority of teachers conduct lessons without the proper preparation – scheme of work, lesson plan and notes of lesson are not prepared. Assignments, home work and classroom exercises are rarely given to students. Continuous Assessment tests and examinations, Laboratory and Workshop practical exercises, are disregarded and/or compromised. Evening and night prep sessions are no more being observed in most schools.

Fifty- percent syllabus coverage in most of the subjects is hardly achieved. External examinations e.g. WAEC and NECO, SSCE are grossly compromised through several forms of malpractice.

8.0 **PHYSICAL AND INFRA-STRUCTURAL FACILITIES**

- a) **Buildings**:-

- i. **Classrooms and Furniture**:- A total of 823 classrooms have been recorded. Six Hundred and Thirty Six are in good state. The remaining 187 are in various stages of disrepair. A number of the latter are dilapidated to unusable stage. In many schools, particularly in urban areas, the number of classrooms is extremely inadequate. Presently, 550 additional classrooms are needed.

Eighteen Thousand, Six Hundred and Sixty Eight (18,668) sets of classroom furniture have been noted, out of which 14,625 are in good condition,



## INTRODUCTION

Public libraries are recognized everywhere in the world as potent instrument of education and mobilization of the masses through the provision of relevant educative, informative reading materials. Invariably people of different walks of life and varying degrees of intellectual achievement resort to them, either to widen or deepen their knowledge for as we all know very well, knowledge has no frontiers.

As we are now in a political era we must be seen to lay a firm of foundation upon which future Government would rest and develop a sound political culture which will guide the actions of the political actors, by making enough provision in our libraries with relevant and up to date reading materials.

It must be admitted that it is through Library and information service that people would understand and appreciate Government policies as well actively partake in the implementation of its programme, when they become educated and well informed citizens of the society (Kebbi State).

There is an apparent lack of understanding on the role and functions of Libraries generally in the minds of our people. There is



a feeling, erroneous I must say that libraries are meant for those who study degrees, G.C.E, N.C.E, Certificates and so on. But the Arabic scholar, the Local traders, the farmers and local historian will find his materials in his own language in the public Library.

It is quite certain that not every reader can afford to purchase all books he needs (especially during this economic depression) and therefore has to depend on public Libraries. The public Library is the only free agency that provides variety of materials for every individual, no matter his status, educational background and age. It is a poor man's university.

It is therefore, the responsibility of the Library to provide variety of all books in all fields and at all levels for its customers. It is its responsibility to provide services and materials for enlarging the mind and dispelling, prejudices and ignorance in our society. The quickest and easiest access to the world is thought best the Library. The link between Library development and national development is too glaringly manifested in this statement. "A striking characteristics of all under-developed nation is their paucity of Libraries, and a poor mind is almost an un-educated man"

## **2. ROLE OF PUBLIC LIBRARY SERVICES IN ACHIEVING OUR EDUCATION DEVELOPMENT**

That education is the engine of development is no longer in doubt in any part of the world. However, what is yet to be fully appreciated, particularly in developing areas of the world, is that without a network of functional Libraries, supported by teachers, educationist, and administrators, education cannot be expected to play, effectively its role as the prime mover of national development.

Therefore the importance of public Libraries in our educational development, more especially in the eradication of illiteracy cannot be over-emphasized. No matter the educational attainment achieved by a nation, the need for Libraries in the successful implementation of any educational system cannot be over-looked. Even in the developed Countries of the world such as U.S.A, Britain, France e.t.c. the Library is seen as an integral part of the educational system not just an outside agency. A library to a successful educational system is like a fuel, which a car needs, if it must perform its basic function satisfactorily.

Mr. Chairman, Honourable members, the very process of learning to read and write which this administration stands for,



should be made an opportunity for acquiring information that can be used to improve living standards, to increase productivity, a greater participation in civil life and a better understanding of the surrounding world. All these opportunities are very much available in a public Library.

Federal, State and Local Government are all making concerted effort to eradicate illiteracy, so that we can have informed and enlightened citizens who are easier to govern. This laudable program may not yield the desired result unless if it is back up with functional Libraries. This is because those who learn how to read and write will return back to illiteracy, unless they are provided with suitable reading materials to continue with life-long-education.

### **3. SCHOOL LIBRARY**

The school Library is the single most important facility through which children/students can be introduced to books and other reading materials at the early age. By so doing, the love for books can be developed in children as a foundation for a life long reading culture.

Library and education go hand-in-hand and are inseparable. The need for school Library is as essential as the establishment of



the school itself. A school Library therefore, is like fuel, which a car needs, if it must perform its basic function.

It is indisputable that school Library is an indispensable agent through which the main goals of the school can be meaningfully realized. The Library is the veritable fertile ground for the development of mind. For a student to become successful learner, he needs to look beyond his teacher's note and class lectures, as the time spent in the class is inadequate to acquire deep-rooted education. He has to improve on his stock of ideas by reading variety of books, journals and daily papers, which are bound in the library. A school Library is no doubt a civilizing agent and melting pot, where both teachers and students met to drink from the "Living water of wisdom".

#### 4. **NURSERY/PRIMARY SCHOOL LIBRARY**

The Library at this level of educational system should exposed children to books, such as picture books, drawing books, story telling, films e.t.c. This early contact with books and other educational materials will make them develop the act of reading and become good Library users in future.

Although it is not practically possible for all Nursery and Primary schools to have a Library, but the State Government should see that Library hours (period) are included in the school curriculum. During Library periods, books and other educational materials will be brought into the class by the teacher for the use of the children. The type of materials will depend on the ages and educational level of the children. With this exposure, the children will be able to use the nearby public Library after school and during holidays.

#### **5. SECONDARY SCHOOL LIBRARIES**

As boys and girls now moved from Nursery to primary and from primary to secondary schools, the State Government should make sure that, each secondary school in Kebbi State have a functional school Library with good stocks that will meet the academic goals and objectives of the school. The use of Library must be included in the school timetable for all classes. A good school Library will provides the students and teachers with sufficient scope of creativity, critical thinking and originality of ideas to be able to go through their course program successfully. The school Library will help the students to develop an independent

study skills and research where he or she can obtain more variety of information on any topic or lesson taught in the class.

Unlike Nursery and Primary School Libraries, secondary school Libraries should have more science books in a more science bias school, while those of Arts should have more materials on arts and Humanity.

## **6. MOBILE LIBRARY SERVICES**

Mobile Library services are a process of transporting books and other reading materials from the Library to those areas where the Library does not exist. To achieve this, the State Government should as a matter of priority purchase three number 16 seater liteace buses for this purposes.

As most of our Local Government Areas where our educational institutions are situated are without Library facilities, books can be carried to these institutions and the general public in the Local Government Areas through Mobile Library Services, till such a time when Branch of the State Library Board is established in all the Local Government Headquarters. These services when provided will stop our Youth from idleness, area-boys and also drug taking, as



they will be busy reading the books of their interest which will make them good citizens of the society.

## **7. SCIENCE EDUCATION**

Kebbi State Government should take conscious and deliberate steps to evolve policies that will encourage and promote science education and learning in our schools. The Library's role of making materials available to all its users rank among the most important contributions ever made to human culture and technology. Libraries have long stored materials that enable ideas, knowledge and experiences to pass on from generation to generation. Without this line of communication, cultural and technological developments would not be able to advance as they are today.

In this era of scientific innovations, it seems appropriate that the Library should have a good collection of materials which explain to a reader the general nature of science and the scientific method, as well as the central aspects of the several sciences. Since science is characterized by continual change, the Librarian and the Library must be up-to-date in selecting science materials for whatever level of education.

## 8. GIRL CHILD EDUCATION

Although, the State Government had made effort to improve Girls education, but in most cases, the efforts has been centered around promoting Girls access to schooling, while in actual sense, the entire State of education is deplorable. The whole system is facing lack of facilities and infrastructures, lack of qualified and adequately motivated teachers, decrease in enrolment rate and increase in school dropout. To handle these problems, the society should encourage Girl child education and shall recognize the role of female population in the society and their role in our development.

As for the State Library Board, with proper funding, the Library Board will carry on an enlightenment campaign on the need for Girl child education, not only in the primary schools, but also beyond, through the use of Radio, Television, Newspaper, Town criers, debate, quiz, discussions, film show e.t.c. These will discourage the children from hawking and other ill behaviours. The idea of early marriage should be looked into the context of our religion. The Girls themselves should be encouraged to be educated, to be better human beings. It will help them improve the quality of

their lives and that of their families and it will help them to be self-reliant and self-sufficient.

## **ACTIVITIES/ACHIEVEMENTS OF KEBBI STATE LIBRARY BOARD**

A lot of activities had been carried by the State Library Board.

Some of them are as follows:

- 1) The construction of the ultra modern Library Complex was completed and commissioned by His Excellency Chief Olusegun Obasanjo on 9<sup>th</sup> April 2006, when he paid a State visit, and the Library was named as Dr. Yusuf Bala Usman Library, it can accommodate 500 readers at any given time. It has a multi-purpose hall for 300 visitors. It is connected to Internet. It has media section among other functions of the complex.
- 2) Purchase of assorted library textbooks. Assorted library textbooks were purchased and distributed to our service points located at Birnin Kebbi, Argungu, Yauri, Zuru and Jega for the use of general public.
- 3) Furnishing of Government Girls Comprehensive Secondary School at Aliero. This Government in order to decongest the



student population at Government Girls Unity School Birnin Kebbi, established a new Girls Comprehensive Secondary School at Aliero. Among the facilities provided in the new school is a standard functional library to cater for teachers and students of the school.

- 4) The Library Board has also provided advisory services in setting up libraries at Government Girls Unity School, Birnin Kebbi, State Primary Education Board. We have also trained their staff on how to manage their libraries.
- 5) State University of Science and Technology Aliero. For a befitting library for the University of Science and Technology Library, the Board was directed to visit the site and inspect the library complex there. This directive was carried out professionally, where we recommended for some amendments within the building and submit a comprehensive list of library furniture and equipments needed for the initial take-up of the University.

## **PROBLEMS**

Some of the problems affecting the day-to-day activities of the State Library Board are as follows:

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- a) **Staffing:** The Board has serious staff shortage to manage the new Library Complex, which was opened to public use since July 2006. Comprehensive submission has been submitted to the previous administration for approval to recruit the required number of staff. Unfortunately, the approval was not given up to now.
- b) **Funding:** The over-head given to the Board is greatly inadequate to run the day-to-day activities of the Board. The Board purchase daily newspapers and magazines for the headquarters and all its branches, in addition to maintenance of vehicles, stationeries, purchase of Diesel for stand-by generator and purchase of transfer foil for processing of books. In addition, the cost of newspapers and magazines are increasing unexpectedly.
- c) Although, the previous administration has done a lot in improving the collection of our branch libraries, and newly constructed one. But as spelt out in the edict establishing the Board, the Board is expected to open its branch in all the Local Government Headquarters in the State.

Unfortunately, the previous administration didn't open a single branch library for the past eight years.

With the construction and commissioning of the State Library Headquarter, we are now appealing to the present administration to consider it, as a priority to have a branch of the State Library Board at the Headquarters of each Local Government.

#### **RECOMMENDATIONS:**

- i) **School Library:** For effective monitoring and control, the State Library Board is calling on the State Government or the State Ministry of Education to transfer the establishment, management and control of the School Libraries to the State Library Board, as enshrined in the Edict establishing the Board.
- ii) **Mobile Library:** Funds should be provided to the State Library Board to purchase 3 number 16 seaters liteace buses for the operation of mobile Library services. Each of the 3 buses will be put into our Senatorial District Areas where books will be given to educational institutions for 3 week loan period for the use of teachers, students and



general public, while the school principal, Headmaster or District Head stand as a guarantor as a case may be.

- iii) **Branch Libraries:** Government should direct our Local Government Council to build and furnished a Library at their Headquarters, base on the specifications to be given by the State Library Board. The management and running of these Libraries may then be transferred to the State Library Board as done in other States, such as Kano, Kaduna, Edo e.t.c. This is the quickest way to get a branch of the State Library Board in each of the Local Government Headquarters as enshrined in the Edict establishing the Board.
- iv) **Funding:** The State Library Board needs adequate funding to meet the information needs of our people (users) more especially in purchasing up to date books, journals, magazines and daily newspapers e.t.c.
- v) **Staffing:** With the commissioning of the State Ultra modern Library Complex, the Board has a serious staff shortage to man the new Library and other branches. We have being making effort through memo and submission to the

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Government for permission to employ additional staff since 2006, but all in vein. We hope the committee will give this and consider it as a priority in recommending to the State Government to do so.

**Zakari Musa Illo**

Director

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# ALL NIGERIA CONFERENCE OF PRINCIPALS OF SECONDARY SCHOOLS (ANCOPSS)

## KEBBI STATE BRANCH

All Correspondence to be Addressed to the Secretary Quoting our Ref No.

E-mail:

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Ref: \_\_\_\_\_

Ref: \_\_\_\_\_

Date: 18<sup>th</sup> March 2008

**THE CHAIRMAN,  
COMMITTEE ON DEVELOPMENT OF  
EDUCATION IN KEBBI STATE**

**F A O**

**THE COMMITTEE SECRETARY**

**PAPER ON THE DEVELOPMENT OF  
EDUCATION IN THE STATE**

**SUBMITTED BY**

**THE STATE BRANCH OF ALL NIGERIA  
CONFERENCE OF PRINCIPALS OF SECONDARY  
SCHOOLS (ANCOPSS), KEBBI STATE**

**MARCH, 2008**



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**PREAMBLE:**

The Kebbi State Chapter of **ANCOPSS** wishes to hereby acknowledge the tremendous improvements recorded in the Education Sector since the advent of the **Civilian Administration on May, 29<sup>th</sup> 1999**. Indeed, in recognition of the sorry state of that Sector under successive Military Administrations, and in a bold move to redress the situation, the then Civilian Administration, accorded the Sector the highest priority. This led to the allocation of the State's Annual Budget to 40% in Education, a policy that continues to be upheld up to today. This massive allocation of the State's resources resulted into massive and wholesome rehabilitation of Physical Structures in Schools, construction of additional Schools, provision of Instructional Materials and Laboratory Equipments and Staff Quarters in Schools, in virtually every corner of the State.

Similarly, the investment was not only limited to Physical Structures, but was also extended to cover the Welfare of both Staff and Students in the Secondary Schools. In order to further motivate Staff, a Teaching Allowance of 30% of Basic Salary was granted to Class-room Teachers which proportionately increased their Salaries over their Counterparts in other Ministries and Parastatals. On the part of the Students, the Government initially approved an increase in their Feeding Rates by 100%, which was further reviewed up-wards by another 100%, with Kebbi State now having the highest Feeding Rates among the Northern States. The Kebbi State **ANCOPSS**, therefore, wishes to appeal to the present Administration to sustain this laudable effort, in order to guarantee continued improvement in the Sector.

The State **ANCOPSS** has come to realize that Education is capital intensive and the State Government is investing substantial part of its Budget on Education, which led to a remarkable improvement in the Educational Sector of the State.

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### ACTIVITIES WITHIN THE PERIOD UNDER REVIEW:

The Kebbi State **ANCOPSS** wishes to use this opportunity to inform the State Government about some of the activities embarked upon by the State Chapter, as part of our contributions towards continued rejuvenation of the Education Sector in Kebbi State. Such activities include, but are not limited, to the following:

- **ANCOPSS** organised **Essay, Quiz and Debate** Competitions among Students at the **State and Zonal** Levels;
- **Zonal Workshops** for newly - appointed **Principals, Untrained Teachers** and **Corpors** posted to various Schools – conducted at Bunza and Birnin-Kebbi Zones, other Zones will follow suite soon;
- **ANCOPSS** also sponsored Zonal Sports Competitions at all the five Zones and State levels;
- Hosted **MCPT** for the North-West Zone successfully last year and equally attended a similar Workshop enmasse at **Gusau, Zamfara State** held between **19<sup>th</sup> – 22<sup>nd</sup> February, 2008** and fielded Students where Kebbi State took **1<sup>st</sup> and 3<sup>rd</sup> Positions in Essay and Written Quiz** Competitions respectively;
- Kebbi State received the 2008 Exams Ethics best National Award with the remarkable involvement and support of the Kebbi State **ANCOPSS**.

### SUGGESTIONS AND RECOMMENDATIONS

After exhaustive discussion at both the Executive level and other for a. The **Kebbi State ANCOPSS** wishes to hereby submit the following Suggestions and Recommendations to the State Government towards improving Secondary Education in the State:

**ANCOPSS** has observed the shortage of required Technical and Vocational Schools to produce the needed skills for the state. More of such schools should be established. The Technical and Vocational Education is the backbone of any meaningful development which should be given priority in our school system. Vocational Training Centres should be equipped to cater for the teaching number



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of our students who should not possibly continue with the current academic challenges, where they are not in existence, new ones should be established.

Teachers should be adequately taken care of, where untrained teachers are recruited by the government they should be given adequate training before they are posted to schools.

- ANCOPSS commend the giant steps of the Ministry of Education, particularly the Inspectorate Division, by paying scheduled and unscheduled inspection to schools.

- The Inspectorate division of Ministry and the Zonal Offices should be adequately funded, vehicles and other logistics be provided.

- ANCOPSS is of the opinion that the government should try through its relevant agencies to establish the Almajiri Boy Child Education by introducing Modern Education in Malam's Schools, with financial assistance to the Malams to be monitored by Education Ministry.

- Similarly, the street hawking which is at an alarming rate be sanctioned. The community schools be empowered through Primary Education Programmes.

- The Resource Centre of the Ministry of Education should be constructed and equipped to be able to perform its primary duties of training and re-training of Teachers during Vacation, as was the practice previously.

- To keep teachers abreast with modern method of teaching. There is need to organize Workshops and Seminars for both continuing teachers and newly recruited ones.

- **ANCOPSS** observed that there is need to eliminate the Shifting System in our Schools, which hinders the normal School's Routines i.e. reduction in length of learning Periods and absence of Extra-curricular activities in the affected Schools;



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- In the opinion of **ANCOPSS**, Community Participation is a necessary tool for the improvement of the standards of Education as Government alone cannot shoulder all the responsibilities involved in funding Education;
- In order to promote Professionalism, **ANCOPSS** is vehemently advocating for the re-establishment of at least two Teachers Colleges under whatever name—one for Boys and one for Girls, for this will assist in providing remedy for the present shortage of qualified Teachers in our Schools.

### STUDENT'S FEEDING

From time immemorial, Students' Feeding has been a controversial issue. Contractors were doing the Feeding but were found wanting by the then Military Government, which handed over the Feeding affairs to the School Principals. Since then, there were no cases of Students' unrest over Feeding. However, with the advent of the Civilian Administration in 1999, Feeding of Students was handed over to Food Contractors. Since then, the Principals' role has been reduced to give Contractors list of Food Items to be supplied, as well as preparing Payment Vouchers for the Contractors.

**ANCOPSS**, therefore, is appealing to the Ministry of Education to reconsider its stand as regards to Feeding of Students, with the view of maintaining the present System. Despite lapses, we still consider the present system much better. In addition, Zamfara State, at one time handed over the Feeding of Students to '**Hizba Group**' alone, without the participation of Principals. This system failed woefully and has been reverted to the Principals. Similarly, **Jigawa State** Government and some Northern States entrusted the Feeding affairs with total control to the Principals.

**ANCOPSS** is vehemently appealing to the State Government to make prompt payment of feeding bills at the end of each Month as a measure to save schools from food crisis.

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### PAYMENT OF STAFF SALARY

As the Chief Accounting Officers of their respective Schools, Principals should be further empowered by reverting to the **old way** of paying of Salaries, whereby Principals submit bona fide list of staff who are physically present at the end of every month before salary is paid as a result.

This system if applied, will give total control, check fraud and enhance productivity and efficiency among others.

### SCHOOL IMPREST

- **ANCOPSS** has observed that only some Senior Secondary Schools do enjoy School Imprest monthly, at the exclusion of the Junior Secondary Schools and upgraded Senior Secondary Schools. We are, therefore, appealing to the Ministry of Education to assist in ensuring that the aforementioned Schools are provided with the Imprest.

- The current Imprest granted to Schools is grossly inadequate and should be reviewed in line with the current realities

The State **ANCOPSS** wishes to draw the attention of the State Government that the Imprest is expected to cover **all** the School Expenses, ranging from Medical Bills of Students, Payment of Electricity Bills, Purchase of Chalk, Water for cooking etc., as well as Transport Expenses for Staff on official assignments. The current rates are too inadequate, with such negative results as withdrawal of Students from Schools on Medical grounds, Disconnection of Electricity to Schools and a near total absence of Extra-curricular and Sporting activities in Schools.

Consequently, the State **ANCOPSS** wishes to recommend an upward review of the Rates as follows:

- 1) All Boarding Secondary Schools - ₦50,000.00 monthly.
- 2) All Senior Secondary Schools - ₦30,000.00 monthly.
- 3) All Junior Secondary Schools - ₦20,000.00 monthly.

On behalf of our State Chapter, we hereby pledge to make judicious use of the Funds for the betterment of our Schools in particular and the over –all benefit of the State in general.



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STAFF WELFARE

**ANCOPSS** commends the Kebbi State Government for granting 30% of Teachers Basic Salary as Teaching Allowance and pray to have this good gesture extended to our Colleagues in the Primary Schools Sector. In the same vein, other Allowances such as **Science Teachers, Mathematics, Responsibility, Games** etc. should also be reviewed upwardly. For instance, Principal responsibilities should be given the sum of **five thousand naira (N5000.00)** monthly, while other allowances for teachers should be given the sum of **three thousand naira (N3000.00)** monthly.

Similarly, incentives such as **Car Loan, Housing Loan, Motorcycle Loan, Furniture Loan**, etc should also be extended to Teachers.

In conclusion, the State **ANCOPSS** Branch commends the initiative and foresight of *His Excellency, the Executive Governor of Kebbi State, Alh. Saidu Usman Nasamu* for the Courage, Concern and sincere commitment to Service.


The concerted efforts of the Honourable Commissioner of Education **Alhaji Shehu Aliyu Sambawa**, the Permanent Secretary, **Hajiya Maimuna M. Bala**, Directors of the Ministry and Chief Executives of the Boards, are also acknowledged and appreciated.

It is our humble and sincere believe that the implementation of the Suggestions and Recommendations highlighted above will lead to better performance and productivity on the part of the Principals, Staff and Students in our Secondary Schools. In this way, we shall continue to produce good-quality Products, who will fill our Quotas in Post-Secondary Institutions, thereby guaranteeing the production of required qualified Manpower for the State in different spheres of human endeavour.

Thank you.

SIGNED

**Muhammad A. Abdullahi**  
President



**Aminu Umar B.**  
Secretary General



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Date: 10/4/2008

**FORM YORUBA COMMUNITY  
TO THE EDUCATION REVIEW COMMITTEE KEBBI STATE**

First of all we have to thank Allah that gave the Governor courage to think about how the standard of Education in the state will be better of than the present condition.

1(a) The foundation of Education <sup>in</sup> ~~of~~ the state is not good.

(b) The Teachers that would <sup>lay</sup> ~~be~~ <sup>the</sup> ~~following~~ <sup>foundation</sup> have no job satisfaction e.g. when the former Governor increased the secondary school teacher's <sup>Salary</sup> by 30% nearly all the teachers in the primary schools tried all their possible best to go to secondary schools.

(c) Those who are Headmasters prefer to teach at polytechnic staff primary school as class teachers because of better salary.

(d) Federal teachers that were employed <sup>were</sup> ~~where~~ not paid regularly even for two or three months somebody who never get salary for months how do you expect the best from him or her.

(e) For the past five years primary school teachers did not enjoy promotion and salary yearly increment.

2. Employment of non-professional teachers into the teaching field. It is only in teaching service that such things occurs

3 (a) Lack of supervision either from the U.B.E Board even Ministry of Education and also the committee on Education in the House of Assembly

(b) The commissioner of Education has never pay any surprise visit to schools in the state capital talk less of schools in other towns.

(c) Lack of seminars for teachers periodically to bring them up.

4(a) Some secondary schools has no laboratories and some that has not well equipped

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- b) Subjects that can help secondary school leavers to gain admissions to higher institutions should be adhere much to in S.S.C.
- c) P.T.A are no more active as before when they usually visited schools at least two times in a term to see how both the teachers and children are performing.
- d) Furniture: Some three or four students are sitting on a chair

From the points mentioned above we want both the parents, teachers, children and the government to wake up and allow standard of Education to be better than before since Education is the best legacy that Government can lay for progress of the country as a whole.

Thanks.

Yours faithfully,

**Elder H.O Fowowe**  
Chairman  
Yoruba Community B/Kebbi



9 copies

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**Northern Governors' Pre-Summit Workshop on Repositioning Education in the Northern States: Challenges for the 21<sup>st</sup> Century**

**Arewa House  
14<sup>th</sup> – 15<sup>th</sup> April 2008**

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**Challenges to Ensuring Equity Participation in Education in the Northern States**

by

**Professor Thomas K. Adeyanju**

**1.0 What is Equity Participation?**

The word “equity” collocates with “justice” to bring out it’s meaning powerfully as in “equity and justice”. But it would be wrong in the context of education to imagine that any set of persons or groups alone are to ensure “equity and justice” in education. Equity is the joint -responsibility of all who have any interest or stake in those demanding to be educated. Yes, there are so-called “Government Schools” but no one calls the students in them government children, and when those children become engineers, doctors or professors, as the case may be, no one in his rightful mind would call them government engineers, doctors or professors. Indeed, one mistake politicians make is to want to call everything “government” this or that. The public attitude is if that is the case, then government should never complain when people sit back and wait for government to do even what they can do for themselves. Try it, in your family. Tell everyone to come to you alone for everything. What all of these mean is that, **ensuring equity participation is everybody’s responsibility: parents, government, teachers, the pupils, NGOs, philanthropists, donor agencies, etc.**

More directly, and officially, the definition of ensuring equity in participation must be seen in the light of the specifications of such significant national documents as the **National Policy on Education** (5<sup>th</sup> edition, 2007), the **Child’s Right Law** (2005), the **UBE Act** (2001), and even the National Constitution (1999). Of course, there are also several international documents to which Nigeria was signatory, eg. Jomtien (1990), EFA, etc. All of the above and more, call for equity in the provision of education. But once again, if everybody is made aware of the lasting deficiencies that lack of modern education can lead to in the nearest future and more positively, what difference it can make regarding social,



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conomic, and intellectual empowerment, as cited in our opening quotation, there can hardly be any difficulty in pursuing it with commitment.

However, equity means much more than formal access or entry into the beginning level. It is also the opportunity to transit from one level of basic education to another as well as to post-basic education, up to senior secondary school and tertiary level of all kinds, according to the individual's aptitude. Ideally, such access should begin with early childhood education right to the university for both boys and girls as well as for children in need of special education, i.e. the handicapped as well as the gifted.

We must also quickly add that ensuring equity participation cannot mean just **access to schooling** alone. It must also mean **access to quality education**, which is relevant to not only surviving respectably and usefully in the twenty-first century, but also being able to influence others educationally and to move an underdeveloped country like Nigeria forward scientifically and technologically.

### **Equitable Empowerment through Education**

*Completing primary education makes a big difference between being poor and non-poor in Nigeria. Those with secondary or higher education have half the poverty incidence of those with no education. Attending primary school reduces the probability of being poor by almost 50 percent, attending secondary by another 20 percent*

*(World Bank, 1996: 10).*

A fundamental problem in Nigeria, especially in the North is lack of adequate appreciation of the pivotal role of education, both for human resource development and guaranteed dignified survival. Consequently, in spite of UNESCO's stipulation of as high as 26% of the national budget going to education, Nigeria, at Federal, State, and Local government levels, continues to allocate scandalous funding to it as evidenced by the

Table 1 and 2 below.

**Table 1: Share of FGN Budget of Education in Nigeria (1990-2005) (nb)**

Year	Federal Govt. Annual Budget	Total Allocation to Education	Education Allocation as %
1990	40.70	2.20	5.41
1991	38.70	1.80	4.65
1992	52.10	2.40	4.61
1993	111.60	8.00	7.17
1994	69.20	10.30	14.88
1995	111.50	12.80	11.48
1996	121.20	15.40	12.71
1997	188.10	16.80	8.93
1998	246.30	23.70	9.62
1999	249.0	27.80	11.16
2000	675.10	56.60	8.38
2001	919.20	62.47	6.80
2002	1612.80	69.03	4.28
2003	1679.40	78.54	4.68
2004	2035.60	93.84	4.61
2005	1799.90	120.04	6.67

For a nation that claims to be rich in all forms of natural resources, the comparison with other African countries as stated in Table 2 below leaves much to be desired.

**Table 2:**

**Allocation to Education as a Percentage of Country's GDP for some African Countries**

Countries	Percentage
Angola	4.9
Cote d' Ivoire	5
Ghana	4.4
Kenya	6.5
Malawi	5.4
Mozambique	4.1
Nigeria	4.2 (Federal-0.7 states-3.5) (Excludes ETF and UBEC intervention )
South Africa	7.9
Tanzania	3.4
Uganda	2.6



the result of the gross under-funding seen in the tables above can simply be summarized as:

Inadequate facilities at all levels, resulting in poor standards generally.

Pervasive low school quality nationwide evidenced by low achievement in key subjects such as English and mathematics among other things, and especially by Northern states candidates. Rather than ensuring a sound and qualitative primary and secondary education, many states are even redirecting funding significantly towards higher education. Consequently, low funding has reduced basic education to mass mediocrity, especially when combined with massive mismanagement and lack of accountability. What can we learn about efficiency, accountability, and singleness of purpose from donor agencies who are able to manage various far-flung projects promptly and competently around the world, where we fumble and dilly-dally about in very local matters that touch the lives of millions of young persons.

There is also the need for greater commitment to equity in participation becomes quite urgent, especially in the Northern States where poor educational statistics stare at us in the face, for example:

- (i) Primary school enrolment in conventional schools across the nation is 53%, i.e. 22.3m out of 42.1m of the school age group. There are 19.8m children out of school. The majority of them are in the Northern States. Among those in school, there is a drop out rate of 40%. The transition rate to the JSS among those who completed primary education is 34%.
- (ii) More than 80% of secondary school-age children roam the streets mainly in the Northern States.
- (iii) Primary school completion rates are 91% and 83% for the South-West and South-East respectively, while they average only 40% in the North-East and North-West respectively. (World Bank, 2004:31).
- (iv) Low transition rate to the Junior Secondary School of only 34%
- (v) Male literacy rates are 74% and 82% respectively in each of the southern zones, but only 32% in the North-West and North-East Zones respectively. Literacy rates average 60% for females in the South as compared with 11% and 9% in states such as Kebbi and Yobe, in the North, for example. (Ibid, p. 32)



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- (vi) While the South is approaching universal basic education (including the JSS,) the North is only striving at universal lower basic education. Secondly, household data survey shows that whereas 63% of 20-29 year olds in the South-West have completed the JSS, only 20% of the same age-group have done so on the North-West (World Bank, 2004).
  - (vii) There is low enrolment and retention of girls in basic education.
  - (viii) Children with special needs, adult and nomadic population also lack access to basic education.

The causes of these depressing statistics are not only those of lack of educational opportunities, as well as so-called cynical attitude to Western education, but also those of sheer neglect, lack of sincere commitment, misplaced values, and corruption, among others.

### **Parents and Communities**

Parents themselves can be an obstacle to ensuring equity in participation when they lack awareness of the importance of modern education as quoted above or when their priorities are elsewhere. Consequently, they prefer sending their children to the farm, to herd cattle, or to hawk about dangerously. Even some parents appear to appreciate education, they may withdraw the child mid-stream for such reasons as early marriage or fail to meet their responsibility to the child's schooling respect of proper feeding, punctuality, school uniform, supply of instructional materials such as textbooks and notebooks and other school requirements.

Parents may also display a non-challant attitude by their failure to attend PTA meetings, lack of involvement in the provision of labour and simple issues such as the provision of affordable amenities, such as pit toilets for boys and girls, bore holes, playground for children, the construction of school fences, among others. Parental involvement can manifest itself, even in the protection of school property and in motivating their wards to attend school regularly and promptly.

Of course, families, like governments, also do have obvious financial limitations, especially where there are many children to cater for. Family problems such as broken homes, single parenthood, etc may also affect children's focused attention and effective learning or even attendance, especially where there is the additional factor of insecurity, as in the case of growing female children. School distance and the absence of female teachers as role models can generate insecurity in both parents and girls leading to drop out.

Similarly, where ab initio, local school authorities made no effort to involve the community in any serious manner in the education partnership in any specific way, parents are likely to merely stand

side and watch. Schools named "government schools" tend to encourage the idea that government has come to do everything free and occasionally governments have themselves tended to boast about doing everything, including those the community can do, even though they may never fulfill their promises. The writer has seen communities which built several classroom blocks and employed PTA to augment those employed by the state government. After all, these communities also built their own local churches and mosques from their communal efforts.

Clearly, in some of the obvious cases of parental inadequacies, research has shown that education authorities can and should step-in to ensure full and healthy participation in education, for example, by providing boarding schools, school feeding, transportation, scholarship, supply of instructional materials, the employment of female teachers, all of these in addition to what would normally be beyond parental or community financial possibilities. All of these minimize the cost of schooling to parents, while enabling their wards to give their best in a healthy body. Minimizing the cost of schooling not only encourages enrollment and checks drop out rate, but it also ensures school completion and possibly quality performance in academic achievement. Even in Egypt, "the cost of schooling was the reason most often cited by parents for not sending their children to school". (World Bank, 1990: 34). This is equally genuine among many Nigerian parents.

### **Equity in Quality Education**

This means among other things, quality of values education, teachers, instructional materials, adequate time on task, a healthy child-friendly school environment, etc. In respect of tone of school, for example, there has been a serious erosion of values education and an increase in indiscipline in schools, colleges and tertiary institutions, including cultism, possibly due to:

- lack of good parental guidance, popularly referred to as "home training"

- lack of a serious attitude to religious and moral instruction in schools beyond the routine of rituals;

- Failure to actualize the values and attitudes (character education) contained in the national policy on education in the school curricula.

- Poor role-models in schools and in the wider society respectively.

### **Equity and Quality Teachers**

In respect of quality instruction a critical aspect of equity is that pupils benefit from quality education provided by teachers who are both soundly qualified professionally and well-disposed to take pupils



through the curriculum effectively. However, there must also be equity in all matters related to teachers themselves to enable them do this. This leads us to their education or production, their retention, and the removal of all major impediments to teacher education, quality, and performance. Some of these include:

- low status of the teaching profession and consequently unattractiveness of teacher education
- poor teacher quality and performance raising doubt about Colleges and University Faculties of Education.
- neglect of continuing professional development of teachers by ministries of Education, State UBE Boards, LGEAs, and private Institutions.
- poor teacher motivation and retention due to poor condition of service.
- shortfall in teacher supply in English, Mathematics, Basic Science, and Technology, Technical and Vocational Education, and Nigerian languages.
- absence of specialist teachers especially those of biliteracy in English and Nigerian languages.
- Absence of teacher-friendly schools conducive to teaching.

### Equity, Retention and Completion

Access must be closely monitored to ensure retention and ultimate completion of the basic education cycle guaranteed when pupils experience success, rather than failure. Over the years, however, nationwide achievement results in key subjects have been scandalous, especially for the Northern states pupils because the language policy has been very poorly implemented to the detriment of pupils' learning. See Table 3 below

Table 3. National Assessment of Learning in Primaries 4, 5, and 6 in 2003

	Grade 4	Grade 5	Grade 6
English language	25	25	21
Mathematics	37	37	36
Primary Science	40	39	40
Social Studies	25	26	21

### Recommendations

There must be sincerity of purpose and commitment this time around (some call it political will), if the recommendations below are to be meaningfully actualized.

- There is the need to **make participation in education a community responsibility**, involving all leaders at that level, in order to ensure the kind of parental and communal responsibilities outlined earlier in this paper.





- **Governments** at all levels, federal, state, and local, must be seen to **shoulder** the **responsibilities** articulated in all significant, relevant, national and international documents **that enjoin them to ensure equity provision of quality education and mass participation in it.**
- As much as seventy percent of the child's success in education is attributed to teacher quality. Placing the teacher at the heart of the education system. It is, therefore, imperative that **no effort should be spared in providing quality teacher education** which is relevant to the present-day needs of learners at all levels as stipulated in NPE (2007). For now, the majority of teachers, especially those in key subject areas may have to be recruited and those on the job **updated in knowledge and professional training**, if they are to meet the qualitative demands of the twenty-first century. The Federal Ministry of Education has set up various committees to work out ways of improving the quality of teacher education in the country. We need to monitor progress in this direction to ensure that the emerging blue print reflects the best and most relevant output that addresses pupils' needs in schools.

In respect of continuing teacher professional development, 15% of UBEC Intervention Funds are earmarked for that purpose.

- Teachers at all levels should be mandated to acquire ICT knowledge and skills to enhance their performance on the job. To this end, adequate arrangements should be made for collaboration between the Ministries of Education and those of Science and Technology in each state in order to acquire ICT skills.
- There is also the urgent need to **produce three or four times as many female teachers as we see today**, if the girl-child education and adult women literacy projects are to take off effectively.
- **School facilities, workshops for technical and vocational education, various equipment, machines, laboratories and libraries are grossly deficient across all states and at different levels of education.** They must be provided together with regular power supply to enable most of these systems remain constantly productive.
- Existing **infrastructure must be greatly expanded in order** to accommodate the millions of children waiting to enter the education system. It is vital to ensure that all street children of all types are brought into the education system at the appropriate level and with specialized curriculum where feasible.

Several solutions have been floated on some of these already, eg.

- (i) the model tsangaya schools earmarked for integrating Quar'nic children into conventional system or vice versa.
  - (ii) informal and non-formal literacy education and skills acquisition centres for hawking girls and street boys, etc. Years ago, Sokoto State adopted a multipronged approach involving non-formal education, girl-child model centres with assistance from UNICEF in order to eradicate literacy among youths and out-of-school children. Such initiatives are called today across the North.
- **Child-friendly**, especially girl-child, friendly schools are urgently needed, if growing girls are to freely participate and to stay right through the cycle.
  - **New schools** planned, should be **within acceptable walking distance** from the community.
  - **School feeding**, when provided early in the school day, enables children to concentrate fully on their learning effort throughout the day.

**Conclusion**

This presentation has been very general in nature and simply aimed at generating discussion more than anything else. Each subtopic mentioned requires much greater elaboration. Practical solutions are always called for, and beyond them, a genuine desire to actualize them, if we are to begin to demonstrate equity in ensuring that "no child is left behind."

Thank you.

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# P

## POSITION PAPER ON THE PECULIAR PROBLEMS FACING EDUCATION IN KANO STATE AND THE POSSIBLE SOLUTIONS

### PRESENTED AT

### MEETING OF THE HONOURABLE COMMISSIONERS OF EDUCATION OF THE 19 NORTHERN STATES:

#### 1.0 PREAMBLE

The State Ministry of Education is directly vested with the core responsibilities of evolving and translating into action approved Government policies and programmes on education at basic and secondary levels. These roles also extend to ensuring that quality is maintained through effective supervision and inspection. The newly created Ministry for Higher Education performs similar role in the tertiary institutions.

The State Ministry of Education operates through five organs viz:

- i) Senior Secondary Schools Management Board (SSSMB),
- ii) Science and Technical Schools Board (STSB),
- iii) State Universal Basic Education Board (SUBEB),
- iv) Agency for Mass Education (AME), and
- v) Kano State Library Board



The decentralization was embarked upon in order to create an appropriate environment devoid of too much encumbrances for effective delivery of education to all the citizenry.

In the 2006/07 academic year, Kano State had a total of 4,478 public schools comprising of 3,724 Primary Schools, 518 Junior Secondary Schools and 236 Senior Secondary Schools. Their corresponding enrolments show that there were 1,509,336 pupils in primary schools, 525,481 students in Junior Secondary Schools and 217,894 students in Senior Secondary Schools.

## 2.0 PROBLEMS:

The problems facing education in the state are enormous and cut across all levels.

## 2.1 INFRASTRUCTURE:

2.1.1 **Provision of classrooms and toilets:** The burst of pupils/students enrolment witnessed in recent years which is as a result of the Ministry's drive for sensitization of the general public on MDGs, has given rise to remarkable improvement in enrolment figures much more than the development in physical structures could support. The resulting effect is congestion ranging from 1:100 at basic level and 1:80 at secondary level on the average.

2.1.2 **Dilapidation of school building:** Over population and wear and tear over the years have rendered school buildings dilapidated.

- 2.1.3 **Shortage of furniture:** Generally a considerable number of pupils/students are still sitting on the bare floor due to inadequate seats.
- 2.1.4 **Other facilities:** Shortage of equipped Science Laboratories, Introductory Technology Workshops, Computer rooms, Technical Workshops, Libraries and other Workshops. Very few schools maintained the desired standard.
- 2.1.5 **In sufficient portable drinking water:** Few schools have factional boreholes/pipe bourn water.
- 2.1.6 Shortage of sporting facilities and equipments in most schools.
- 2.1.7 **Fencing:** Most schools are not fenced which leads to the problem of encroachment on school land.
- 2.1.8 Shortage of staff quarters particularly in rural schools, which makes accommodation difficult for teachers posted to such schools.

## 2.2 SCHOOL PERSONNEL MATTERS AND DEVELOPMENT:

- 2.2.1 **Inadequacy of Teachers:** The current school enrolment greatly exceeds the availability of teachers largely due to shortage of funds to recruit more teachers and inadequate teacher production institutions. At basic level shortage is mainly created by large number of unqualified teachers within the system while at secondary level its adverse effects is more on core subjects. The prevailing teacher pupil/student ratio averages 1:70.



2.2.2 **Shortage of qualified teachers:** One of the major problems our schools are facing is that a significant percentage of teachers that are unqualified.

2.2.3 **Insufficient funding:** This hinders full implementation of teacher's welfare schemes such as promotion, training and retraining etc.

### 2.3 SHORTAGE OF INSTRUCTIONAL MATERIALS AND TEXT BOOKS:

These items are used on daily basis with the teaming school population meeting the desired goal is very difficult. The shortage is particularly severe in elective subjects.

2.3.2 Insufficient specialized equipment and materials in classrooms, workshop and laboratories for children with special needs.

### 2.4 WEAK COMMUNITY PARTICIPATION IN EDUCATION DELIVERY:

Financial support is grossly inadequate. Government takes care of almost every aspect of funding as per as education is concerned. This may be largely due to low public awareness.

### 2.5 POOR FAMILY ECONOMIC BACKGROUND:

This leads to frequent pupils/students weak academic performance and even drop out. It also affects access, retention and completion of pupils/students especially girls. Low enrolment in some rural schools is not unconnected with the parent's poverty, traditional practice and sometimes distance to and from school.



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## 2.6 AREAS OF SPECIAL NEEDS:

These include Special Education for the physically challenged, Qur'anic schools integration, technical and vocational education as well as nomadic education that have proved too huge for the government to shoulder alone. Negative attitude of major stake holders in the funding of educational programmes and services poses more problem to this and even other sector of the industry.

## 3.0 POSSIBLE SOLUTION AND RECOMMENDATION

- 3.1 Massive and planned construction of classrooms and supply of accompanying furniture to satisfy immediate needs and expansion plans for the future. This should apply to all other physical structures in the schools.
- 3.2 Implementation of articulated programmes addressing teacher needs in terms of number, quality, training, retraining, welfare and recruitment policy.
- 3.3 Adopt and implement a clear guideline on the provision of textbooks.
- 3.4 Support and encourage the role and function of School Based Management Committees.

**MINISTRY OF EDUCATION, KANO.**

21.02.2008

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NASSARAWA II  
BIRNIN KEBBI

The Director,  
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Ministry of Education,  
Kebbi State,  
BIRNIN KEBBI.

## MEMORANDUM FOR THE ACCALARATION OF EDUCATIONAL DEVELOPMENT IN KEBBI STATE.

Reference to the request by the state committee set up by Kebbi State Government to advise it on the above subject, I hereby submit my memorandum on accalaration of Educational development of Kebbi State.

I hope this memorandum will assit the committee in its assaingment

### **MEANING OF EDUCATION**

According to chambers twentieth century Dictionary, education means "bringing up of a child, strengthening of the powers of the body or mind, culture. In other words, education means physical, intellectual and moral development of the child.

### **AIMS OF EDUCATION**

Education is an investment in the development of human resources. Individuals and States invest in education with aim of producing qualified manpower for economic, social and cultural development. Of all the investments any.



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individual or nation can make, the most important investment is in the development of its human resources i.e. in the education of its citizens. The main reason for this is that no nation can ever develop or progress without <sup>manpower because the economic, social and</sup> qualitative and qualified cultural development of any nation depends on its educated citizens.

3. **THREE ASPECTS OF EDUCATION**

As mentioned earlier, there are three important aspects of education, which must be catered for if an individual is to receive balanced education. These aspect are: -

(a) **PHYSICAL DEVELOPMENT**

This means the development of healthy body and healthy mind. In order to be able to learn and acquire knowledge, an individual must be healthy physically as well as mentally. This can be achieved through the provision of necessary facilities in schools. These facilities include living accommodation for the students, clean and conducive environment, facilities for sports and games, sufficient and qualitative food, clean water for drinking and other domestic uses.

(b) **INTELLECTUAL DEVELOPMENT**

This means the development of the intellect and the reasoning power, which will enable individual to learn, acquire knowledge and reason rightly and positively. This can be achieved through the provision of requisite educational facilities such as textbooks, laboratories for the teaching of sciences and other related subjects, decent classrooms, teaching equipment and materials as well as qualified and trained teachers.

(c) **MORAL DEVELOPMENT**

This means the development of good moral behaviour. It can be achieved through the teaching of religion, ethics, social values, guidance and counseling as well as personal example of good moral behaviour from the teachers and strict discipline by the school authority. These mill enable students to imbibe good moral behaviour so as to grow up with fear of God in whatever they do, be



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able to serve their community and country in general, have respect for parents, elders and the constituted authority.

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A. PRIMARY EDUCATION

A. OBSERVATION

1. This is the foundation of any educational development. It is designed to prepare children for their future educational pursuits. It also lays the foundation of physical, intellectual and moral development of the child. The defunct Northern Nigeria Native Authorities were fully responsible for primary education. They received grants from the Northern Nigeria Government. During that period, these schools were well staffed and provided with the required infrastructural facilities. They were inspected regularly to ensure that teachers perform their duties in accordance with the regulations. Admission into these schools was strictly controlled so as to ensure that they were not over populated and only those who were fit were admitted. As a result of those, the products of these schools were of good academic standard. In order to maintain this standard, expansion of primary schools went hand in hand with the expansion of middle schools, which were also owned by the native authorities at that time. The middle schools were later converted into full secondary schools.

When the Northern Nigeria Government took over the native authority's secondary schools, it ensured that these schools were staffed with qualified graduate teachers as well as provided with all their requirements. There were also regular inspections of these schools. The government also adopted a policy of proportional expansion of primary, secondary and teacher training colleges. This was designed to maintain standard, to ensure that the available resources and teacher supply <sup>are</sup> commensurate with the expansion of these institutions. It also ensured that the products of these institution after qualifying from institutions of higher learning <sup>were</sup> gainfully employed. It was also designed to reduce waste and material resources

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2. With the increase in the number of secondary school graduates, Northern Nigeria Government established Ahmadu Bello University Zaria with a view to provide courses of study for those who are qualified to undertake studies in various academic disciplines and qualify for the award of degrees with a view to provide high level manpower for the services of the state and Federal Government as well as the private sector.

This policy worked very well and was very successful up to the time when Universal Primary Education was introduced.

3. The introduction of the Universal Primary Education after Northern Nigeria was broken into states by the then Federal Government brought about collapse of the policy being pursued by the former Northern Nigeria Government. It marked the beginning of the falling standard of education in the Northern states. The main reasons for this are due to the fact that the new education policy (UPE) was haphazardly implemented without due regard to: -
- (a) Availability of teachers, classrooms and other necessary infrastructures;
  - (b) Necessity to expand facilities in secondary schools, polytechnics and universities to absorb the products of the newly established and expanded primary schools.
  - (c) The need to provide enough qualified and trained teachers to meet the demand of the new and expanded schools both at the primary, secondary and tertiary levels.
  - (d) The capacity of the economy to provide money, teachers and other infrastructures needed to meet the demand of the expanded and new institutions.
  - (e) The need to provide gainful employment for the products of these institutions after the completion of their courses of study.
  - (f) The quality of the products of the new and expanded institutions.



- (g) The negative effect of this expansion on the social, economic and political situation not only in the Northern states but in Nigeria in general
4. Due to the factors listed in paragraph 3 (a – g), there was mass production of primary school leavers who could not be admitted into post primary institutions due to lack of necessary facilities.
- (a) Those who were admitted into post primary institutions were not of good academic standard. Due to the lack of necessary facilities in post primary institutions coupled with poor academic background of primary school leavers, there was mass failure at WASC examinations in respect of secondary school leavers and the Teachers Grade Two examinations in respect of the final year students at teachers colleges. Lack of qualified <sup>secondary school leavers and qualified</sup> teachers grade two prevented the Northern States from filling their quota of Federal Universities and other institutions of higher learning. This resulted into waste of material resources and lost of human resources, which could be utilised for the economic and social developments of the northern states because the states could not produce enough high level manpower qualitatively and quantitatively to assist in this direction.
- (b) Many of those who were able to graduate from the universities and polytechnics could not be gainfully employed because their qualifications are not in accordance with the manpower needs of the states and private sector.

## B. RECOMMENDATIONS

- (i) Educational planners should liaise with the manpower boards and economic planners so as to be able to determine the short and long term manpower needs of the states as well as the nation in general and the projected national economic growth in order to determine the projected educational development and the economy. This is to ensure that the products of educational institutions are gainfully employed with a view to prevent future social unrest and political instability.

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- (ii) Only those children who attain the age of learning readiness i.e. six years and above are admitted into primary schools. Underage children should be admitted into pre-primary classes.
- (iii) Schools are not overcrowded. Overcrowded schools are difficult to manage.
- (iv) Teachers who are to teach in these schools should be trained. Lower classes should be handled by trained and experienced teachers. This is to ensure that children are handled in accordance with their individual differences. Only trained and experienced teachers can do this. In developed countries, no one is allowed to teach unless he or she attends a teacher training institution where he or she learns the rudiments of teaching profession. This should be applied to Nigeria as well.
- (v) Pupil teacher ratio should be in accordance with the laid down regulations. This is to ensure that teachers are able to attend to students under their care and assist them with necessary advice and guidance.
- (vi) Classes should not be overcrowded because an overcrowded class is not conducive to teaching and learning and is difficult to manage.
- (vii) Enough teachers should be supplied to the schools to ensure that all subjects are catered for.
- (viii) Teachers should teach in accordance with their subjects specializations.
- (ix) The current practice of class teacher should be discontinued because no teacher can effectively teach all subjects.
- (x) Infrastructural facilities, teaching equipment and materials should be sufficiently supplied to all schools to ensure effective teaching and learning.
- (xi) Headmasters should be trained in educational management and administration so as to enable them know how to guide and handle teachers under them as well as be able to manage effectively the material resources under their care.



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- (xii) Schools should be regularly inspected so as to ensure that teachers and headmasters perform their duties efficiently in accordance with laid down regulations. This will also ensure that the schools are well maintained as well as supplied with necessary resources to enable them achieve the objectives for their establishment.
- (xiii) In as much as possible, primary schools should be established not far away from the homes of the children to be admitted into them. This is to ensure that children are not late in coming to school. It is also to ensure that they are not fatigued before arriving to the schools so that they can concentrate on their studies.



C. SECONDARY EDUCATION

A. OBSERVATION

1. This is the second stage of child's development. It marks the transition from childhood to adolescent. It is one of the most significant and difficult stage in the human academic pursuit. The main aim of secondary education is to prepare individuals to undertake courses of study, which lead to the production of middle and high-level manpower needed by the society. It is the middle stage between primary and post primary education. This period is characterised by rapid physical and mental growth of children.
2. In the past, most of the secondary school products were either able to proceed to post secondary institutions or were able to get gainful employment because their academic stand was good and could be employed gainfully. The introduction of Universal Primary Education was followed by failing standard of education and mass production of unqualified secondary school leavers who were neither able to get admissions into post secondary institutions nor get gainful employment. This was as a result of unplanned and uncoordinated expansion of secondary schools not purely based on the manpower needs of the state, but for other reason best known by those who established them.
  - (a) Secondary schools are still being established without consultations with the manpower planning boards of the states where these exist, the state Economic Planning Ministry and <sup>its</sup> counterparts at the Federal level so as to determine the future manpower needs of the states, Federal Governments and the private organisations.
  - (b) The infrastructural facilities, teacher supply, teaching equipment and materials, regular feeding and financial support for these schools are inadequate.

- (c) Most of the teachers employed to teach and handle the students in these schools though academically qualified are not trained in the teaching profession.
- (d) The principals entrusted to administer these schools are not trained in educational management and administration, which will enable them to know how to administer their schools and manage the material resources entrusted to them efficiently and effectively.
- (e) The schools are not regularly inspected due to lack of vehicles as well as enough fund to pay the allowances of the inspectors. This affects the performances of those schools due to the fact that principals and teachers are not closely and regularly supervised to ensure that they perform their dues efficiently.
- (f) Most of the public secondary schools in urban centers and other big towns are overcrowded. This makes it difficult if not impossible for the principals of these schools to supervise them efficiently. This affects the performance of teachers and leads to absenteeism by many students.
- (g) There is a large number of junior secondary schools established in rural areas with inadequate teaching staff, educational equipment, materials and necessary infrastructures for effective teaching and learning. A lot of the students admitted in these schools have to walk long distances from their homes in the surrounding villages to their schools. As a result of this, most of the affected students do not attend schools regularly. In most cases, the products of these schools hardly get admitted in senior secondary schools because of poor academic background.
- (h) In almost all-urban centers, day secondary schools are established. Most of these schools are over populated. This necessitated the introduction of shift system in which some students attend schools in the morning and others in the afternoon. Students admitted in these schools have to walk long distances from their homes to schools. This led to the situation in



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which many of them get to the schools late or do not attend regularly. In almost all these schools only art subjects are taught because there are no provisions for the teaching of science subjects. This makes it impossible for products of these schools to undertake courses leading to professional careers in science, technology or medicines.

- (i) Another important aspect, which affect the future academic and professional prospects of secondary school students is lack of guidance and counseling teachers who are to advise the students on their various personal problems and on the choice of courses of study in their schools in accordance with their aptitudes and interests with a view to prepare them for their future academic and professional careers at the institutions of higher learning. Guidance and counseling play a vital role not only in solving the personal problems of students but also in reducing wastes by ensuring that students are guided to choose courses of studies not only based on what they want but also based on what they can actually cope with in accordance with their mental capacities.

## **B. RECOMMENDATIONS**

1. There should be consultations and co-ordination between educational planners, manpower boards and economic planning ministries before establishing and expanding of secondary schools. The main reasons for this are: -
  - (a) To ensure that there are sufficient infrastructural facilities, teaching equipment and materials as well as qualified teachers to meet the demands of these schools.
  - (b) Steps are taken to provide employment opportunities for the products of these schools at the completion of their education.
  - (c) The products of these schools are tailored to acquire middles and high level academic and professional qualifications in accordance with the needs of the state and the nation in general.



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- (d) To reduce to barest minimum the wastages of materials and human resources.
2. Facilities for the training of teachers at the N. C. E., graduate and post graduate levels should be expanded so as to ensure that enough qualified teachers for both primary and secondary schools are produced within the shortest possible time. Guidance and counseling should be made a compulsory subject for all those who are to take up teaching as a career.
  3. A law should be promulgated making it mandatory for all those wishing to be teachers to acquire teaching qualifications before they are employed to teach at primary or secondary schools. This is to ensure that they have necessary professional qualifications not only to teach academic subjects but to guide the children's <sup>intellectual,</sup> physical and moral development.
  4. Guidance and counseling unit should be established in all secondary schools so as to take care of the problems of maladjusted students as well as to guide the students in their choice of their future academic pursuit and future careers at the end of their studies.
  5. Facilities should be provided not only for the training of teachers but also for their re-training so as to ensure that the professional qualifications of teachers are updated in accordance with modern educational trends and innovations.
  6. Facilities should also be provided for the training of headmasters, principals and other educational administrators on planning, management and administration where applicable. This is to ensure that these officials have the professional qualifications to enable them know how to perform their duties efficiently.
  7. Inspectorate divisions at the Primary Education Boards and State Ministries of Education should be strengthened. <sup>ed</sup> Money and roadworthy vehicles should be made available so as to ensure that schools are regularly inspected with a view to ensure that headmasters, principals and

Teachers perform their duties efficiently and the schools are well maintained and equipped with adequate equipment and Materials necessary for effective teaching and learning.

8. Oversized schools should be de-congested by opening new ones. This is to ensure that headmasters and principals are able to supervise their schools effectively.
9. Day secondary schools in urban centers should be opened within the walking distance of their students. They should also be of medium size to allow for effective teaching and supervision. Shift system should also be discontinued. All students should attend at the same time. Facilities for the teaching of science subjects should be provided in these schools, as is the case in boarding schools. This is to ensure that all students have the opportunity to study science subjects.



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**D. MIDDLE LEVEL AND HIGHER EDUCATION**

**A. OBSERVATIONS**

1. Institutions responsible for the production of middle level manpower are polytechnics, Colleges of Education and other similar ones. Courses of study at the colleges of education are designed to produce teachers for the lower classes of secondary schools and other similar institutions. Those at the polytechnics are designed to produce technicians and artisans needed for the technological and other aspects of the economic and social developments. There are states and federal colleges of education as well as states and federal polytechnics. There is need to expand the colleges of education to meet the growing need of teachers brought about by the expansion of primary education. There is also the need to review the courses of study at the polytechnics to ensure that these courses of study are designed towards the production of manpower needed by the country. As at now, there are so many graduates of these polytechnics who are jobless either due to the fact that what they have studied is not in accordance with the need of the public and private sectors or they are too many to be offered gainful employment.
2. In respect of higher education i.e. university education, the types of manpower currently produced by the Nigerian universities is not based on the manpower needs of the country. There are areas with over production of graduates especially in art and social sciences. There are also areas with under production of graduates especially in sciences and technology. This is brought about due to lack of co-ordination between the universities, manpower boards, economic planning, ministries at states and federal levels. This has resulted in unnecessary waste of human and material resources and retard the economic growth of the country. The establishment of state universities is in most cases <sup>is influenced</sup> ~~influenced~~ by political

man power 159

rather than ~~economic~~ consideration. They do not serve the purpose for the production of required manpower for the states, which established them. They only drain the scarce state resources and produce graduates who cannot be gainfully employed either in the public or private sector.

## **B. RECOMMENDATIONS**

1. There should be co-ordination between the ministries of education, manpower boards, economic planning, ministries at states, and federal levels as well as the national universities commission. This is to ensure that: -
  - (a) Institutions of higher learning in the country review their courses of study in accordance with the short and long term manpower needs of the country. Those courses of study, which do not meet such requirements, should be abolished.
  - (b) States, which have not yet established their own universities should concentrate on the consolidation and improvement of their primary and secondary schools so as to ensure that these institutions produce quality students for admission into the federal universities to fill the quotas of their respective states. The affected states should ensure that secondary school students are guided to choose and study courses, which are relevant to the manpower needs of their states and the nation in general. State polytechnics and college of education as well as those of the federal government should also be directed by their monitoring bodies to review and adjust their courses of study to ensure that only those courses of study, which are designed to produce the required manpower now and in the future are taught in these institutions. Those courses of study, which are not relevant to the manpower needs by the public and private sector and which do not lead to self employment should be abolished. This is to prevent the unnecessary waste of human and material resources and to



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ensure that the scarce available resources are applied to those areas, which are beneficial to the society.

**E. GENERAL OBSERVATIONS AND RECOMMENDATIONS**

**1. FUNDING**

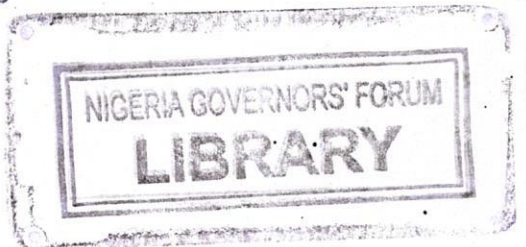
One of the main factors responsible for the falling standards of education in Kebbi State, is inadequate funding. In order to overcome this problems, State Government should increase its budgetary allocations for the education sector for the provision of infrastructural facilities, teaching equipment and materials, teacher' salaries and allowances, students maintenance and facilities and regular inspections of schools.

**2. PARENTS TEACHERS ASSOCIATION (P.T.A)**

Parents should be enlightened and encouraged to take more interest in the education of their children at all levels. They should, through the P.T.A. play active role in the management and administration of schools by contributing materials and otherwise to the needs of the schools as well as in solving some of the schools problems. In developed countries, parents work hand in hand with the school authority by supplying the schools with some of their basic needs such as teaching equipment and materials and some infrastructural facilities. They also offer useful advice to teachers and heads of the school through their regular meetings with them. They are also always abreast with the problems and progress of their children. If this is done, it will help greatly in reducing the problems of schools as well as improve the achievements of schools and update their standard

**3. PRIVATE INDIVIDUALS AND ORGANIZATIONS**

Due to lack of awareness and knowledge on the part of some wealthy individuals and organizations or the significant and the role of education in the economics and social transformation of societies, wealthy individuals and organizations in the Kebbi State do not play active roles in the development of education as their counter parts do in the southern states. Kebbi State should mount enlightening campaigns to get wealthy individuals and organizations





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Contribute voluntarily for the educational development because government cannot shoulder the enormous cost of education all alone.

#### 4. SCHOOLS MANAGEMENT BOARDS

Currently there exists Primary and secondary schools Management Boards in Kebbi State. The chief functions of these boards include the day to day management of these schools in areas of:

- (a) Teacher supply – recruitment, promotion and discipline among others.
- (b) Admission of students
- (c) Supply of teaching materials and equipment.
- (d) Regular inspections
- (e) Other matters delegated to the Boards.

Ministry of education should avoid interference in the running of these boards. They should be allowed to function in accordance with the laws establishing them.

#### 5. SCHOOLS ADVISORY BOARDS

These boards have been in existence ever since. They are for individual schools especially at post primary school levels. Their main function is to deal immediately with matters affecting the daily running of their schools especially on matters of discipline in respect of both teachers and students and other local matters. They advise the head of their schools and recommend to the Management Boards on matters needing immediate action. They play important role in maintaining peaceful atmosphere in their schools, which makes it possible for the schools to be run effectively. These Boards whose function is advisory in nature should be established in all schools

ALHAJI UMARU M MUNGADI

APRIL 2008

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# HIGHER EDUCATION DEPARTMENT

## RECOMMENDATION FOR IMPROVEMENT OF TEACHER QUALITY AND QUANTITY

### PREAMBLE

Higher Education Division serves as an intermediary organ between the Federal and the State owned tertiary institutions. It channeled all requests for both the federal and State tertiary Institutions to the Ministry of Education for necessary actions.

It is responsible for seeing matters affecting students of Kebbi state and indigene undergoing courses in the tertiary institutions in State and other part of the country:

The Department has the following staff strength: The Director, Deputy Director, Assistant Director, Chief Education Officer and a messenger.

It is directly dealing with the State tertiary institutions like Adamu Augie College of Education Argungu, College of Basic and Advanced Studies, Zaria.

In addition the department is currently responsible for the provision of physical structures and infra-structure for the take off of the university of Science & Technology Aliero. Initiates and advises the permanent Secretary on policy matters relevant to High Education. Represents the Permanent Secretary at the Governing Council of all the tertiary Institutions in the State and other institutions outside the state.



ADAMU AUGIE COLLEGE OF EDUCATION  
PROBLEMS

Staff & Students population

The College has a staff strength of 300, both academic and non-academic, and 4,000 students.

Accommodation

The College has 10 housing units only for staff and 4 hostel for students. Three for the females and one for males. There is only one lecture hall while 2 are under construction. No laboratory complex to the College.

They operate at the temporary laboratory. The College has no administrative block. The position of the school is dual ownership, with Primary School and Government Arabic Secondary School in the same place. Utility vehicles are not available.

Financing

The College is receiving monthly over-head cost of Nine Hundred Thousand Naira (N900,000.00) only from 1999 to date. This is grossly inadequate. The college is responsible for researches, conferences, workshops and sponsoring of teachers to further their education and also meant for field work and maintenance of vehicles.

The recommended admission policy is 60/40% in favour of Science courses. The consolidated salary structure for the Tertiary Institution is not implemented for the staff of the college.

The students maintenance allowance is one thousand five hundred Naira (N1,500.00) per month is given to students of Kebbi State.

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The students are paying registration fees by themselves ranging from ten thousand Naira (N10,000.00k) only to Twenty – Five Thousand Naira (N25,000.00k) only.

## RECOMMENDATIONS

- ▶ The College needs at least 100 Housing units to cater for both academic and non-academic staff and provide at least 6 blocks of Hostels for students in order to cater for the significant increase of students admitted.
- ▶ Lecture Halls under construction to be completed immediately.
- ▶ Laboratory complex and admission block to be provided plus laboratories for science subjects.
- ▶ The issue of dual ownership is to be resolve once and for roll.
- ▶ The institution is to be provided with utility vehicles and official vehicles to Provost and other key officers.
- ▶ The college over-head cost is to be reviewed to either two million Naira (N2,000,000.00) or three million Naira (N3,000,000.00).
- ▶ Screening of students before admission should be introduced. This will enable the college to admit students with sound knowledge.
- ▶ The students maintenance allowances of one thousand five hundred Naira (N1,500.00) per month is grossly inadequate. In order to boost the moral of the future teachers. The maintenance allowance is to be review to five thousand Naira (N5,000.00) only.
- ▶ The government is to shoulder the responsibility of paying students registration fees as done in other neighbouring states.
- ▶ Special incentive to be given to students studying sciences and languages, in order to boost the moral of students.
- ▶ Adamu Augie College of Education to introduce B.Sc. Education in order to cater for science education in the State.
- ▶ University of Science and Technology Aliero should introduce Department of Science Education for the production of qualitative and quantitative teachers.
- ▶ Payments of registration fees should also be free for all undergraduate students pursuing teaching profession courses.



COLLEGE OF BASIC AND ADVANCED STUDIES  
YELWA - YAURI

COLLEGE POPULATION

The College has a population of 177 both academic and non academic staff. It also has students population of 650 students.

PROBLEMS

The College was established in 1991. Since then it is on temporary site. A plan to move to its permanent site is still not realistic, because of the structures that are not provided:

- (a) Lack of electrical installation
- (b) Lack of road network and drainage
- (c) Lack of students hostels
- (d) Lack of staff quarters
- (e) Lack of administrative block,
- (f) Lack of lecture theatre
- (g) Lack of library textbooks
- (h) Lack of science equipments
- (i) Lack of furniture

The followings are provided at the permanent site:

- (a) Laboratory complex
- (b) Laboratories
- (c) Lecture halls

FINANCE:

The College receives monthly overhead cost of five hundred thousand Naira (N500,000.00) only since its inception to date. This amount is grossly inadequate for the smooth running of the institution.

## RECOMMENDATION

The College was established basically to prepare students for admission to Universities through matriculation, IJMB and remedial courses and prepare students for Senior Secondary Certificate examinations.

The college also has other courses, such as Diploma in Law, Diploma in Hausa and Islamic Religious Studies and Diploma in Hausa and Arabic.

The College was set as a middle manpower production, in order to cater for the state middle manpower needs.

## GENERAL RECOMMENDATION

The state government is to provide those things mentioned that are not physically available at the permanent site, for the smooth move to its permanent site.

With the establishment of State University of Science and Technology Aliero, the College should expand its cope to produce qualified students in Science Courses for Admission into the Universities.

**FINANCE:-** The monthly overhead cost of five hundred thousand Naira (N500,000.00k) only is grossly inadequate to an institution of such nature. There is need to revisit and review the college overhead cost. The sum of two million Naira is N2,000.000 ~~also~~ recommended.

Official vehicles should be provided to Provost and other key officers of the college, in order to boost their morals.



Process payment of NCE allowances of students admitted into Collages of Education in the State and other part of the country.

Processing and procurement of application forms for admission into tertiary institutions in the country.

Coordinates all matters from State and Federal Tertiary Institutions.

### **UNIVERSITY OF SCIENCE AND TECHNOLOGY ALIERO**

The University was established in January 2008, with all necessary facilities.

It has two faculties, that of Science and Agriculture.

Initial Admission of the College started with 500 undergraduate students and 1000 matriculation students.

### **RECOMMENDATION**

Like all other Universities, Federal under Federal Ministry of Education and State under State Ministry of Education.

The law establishing the Kebbi State University of Science & Technology should be amended to make it directly under the operational control of the Ministry of Education.

The University should open the Department of Science education to cater for the production of teachers in Science education for the State.

### **FUNDING**

The University is currently under-funded. The situation as obtained now whereby the university is given monthly (net) salary only devoid of any operational component does not auger well for a nascent university in the process of taking off.

This point is the more relevant because academic and technical staff recruitment should be on-going for now to place the university in good stead to meet the requirement of NUC for accreditation.

The recurrent budgetary provision of the university should be released to the university, preferable in quarterly basis, in order for the university to meet the daunting challenges of take-off.

The State government should also facilitate the payment of outstanding contract to enable contractors complete the supplying of equipments and other infra-structure to the university.

The University should be part of the manpower development of the State. The requirement of the state in terms of manpower needs especially in Science and Technology should be addressed to the University in particular for high level manpower needs.

The Vice Chancellor should produce his programme of action, so that the Ministry can have a vision of where the university is heading to what it was focus before take-off and what if focus after taking-off.

The composition of the staff and students should be local national and international to make the university be recognized at international standard.



**WAYS OF GETTING STUDENTS TO BE ADMITTED  
INTO THE UNIVERSITY**

To equip Science and Technical Secondary Schools in the state and if possible to increase the number of such schools, in order to produce students that can be admitted into State University of Science and Technology and beyond.

All admission into the Science and technical Secondary Schools must be of Kebbi State indigenes only.

The best selected teachers of the state should be sent to these science and technical colleges.

The State Government should equip such schools with all necessary requirements to warrant conducive learning atmosphere for both staff and students.

Re-organization of the students should be carried out. Only the best students should be admitted into Senior Secondary Schools and the Junior Secondary Schools should work hard to produce eligible students for admission to Senior Secondary Schools.

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# SCIENCE & TECHNICAL EDUCATION BOARD

P. M. B. 1079, BIRNIN KEBBI, KEBBI STATE

In reply please quote  
Ref: Numbers and Date



**H**

Ref. No.....

Telephone Office: 068-320064.

Telegram: KECTECHBOARD

Date.....28-4-2008.....

## RE: DEVELOPMENT OF SCIENCE AND TECHNOLOGY IN KEBBI STATE - AN ADDENDUM

### NEED FOR THE ESTABLISHMENT OF 3 VOCATIONAL TRAINING CENTRES IN THE STATE



## NEED FOR THE ESTABLISHMENT OF 3 VOCATIONAL TRAINING CENTRES IN THE STATE

The need for the establishment of Vocational Training centres in the state had for long been overdue as the importance of such centres cannot be over-emphasized due to the very glaring mass youth unemployment with its attendant economic social and political problems. Currently, there are thousand of able-bodied secondary schools drop-outs who have failed to proceed to high institutions and at the same time, they are not able to lay their hands on any useful venture due to either lack of the pre-requisite skills or financial empowerment. To worsen the situation, due to their long attachment to the school system, they have been completely detached from the occupations of their parents or communities. Hence, as the devil is always willing to find job for the idle hands, such youth have become a big problem to the society by engaging in all sorts of anti-social behaviours.

2. Doubtless enough, if this unfortunate trend is not tackled sooner than later, then the entire society stands the risk of having a lawless society. More unfortunately it will be the same "deviant-idle" youth that will become the leaders of tomorrow.

3. Hence in order to avoid this potential dangerous repercussion mentioned above, there is the need for the Government to set the necessary machineries in motion towards curbing the menace and one of the best of such machineries is to empower these youth to become self-employed, independent and pre-occupied thereby having no window for the devil to manipulate them. This is where the idea of establishing Vocational Training Centre comes to mind.

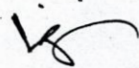
4. As indicated earlier, the potential beneficiaries to the centres will be the secondary schools drop-outs or any youth in the society who may so desire. For a start, three of such centres could be established, one in each of the three Senatorial Districts of the state. As a proposal, the centres could specifically be located at Birnin Kebbi, Kamba and Yauri.

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5. The course duration could be between six to nine months for the following areas.

- A. Electrical installation for electricians and battery chargers.
- B. Fabrication and welding for welders.
- C. Auto-mechanics for panel-beaters, vehicles maintenance and alignment.
- D. Carpentry and joinery for furniture makers and carpenters.
- E. Block laying and Bricklaying for masons and painters

6. At the end of the duration of the course, the participant will be awarded with a Trade Test Certificate to be issued by the Federal Ministry of Labour. And in order to guarantee the independence of the graduates, the Government should assist them with some basic tools and equipment as well as a soft loan where necessary.

  
**Alhaji. Bello Magaji Kalgo**  
Executive Secretary  
Science & Technical  
Education Board



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I

## **HIS ROYAL HIGHNESS**

*Major General (Dr.) Muhammadu Sani Sami mni LLD.*  
*Sami Gomo II*  
**EMIR OF ZURU**

Reference:

Professor Attahiru Muhammadu Jega  
Chairman  
COMMITTEE ON EDUCATION.

Date:

30 Apr 2008

### **ROYAL CONTRIBUTION TO THE COMMITTEE ON IMPROVEMENT OF STANDARD OF EDUCATION IN KEBBI STATE.**

Thank you very much for your letter dated 8<sup>th</sup> April, 2008 but received only on 28<sup>th</sup> April 2008. A subject matter of this great importance will require more than two days to prepare a meaningful memo. However, I commend His Excellency for showing concern and worries in this field and also for assembling a team of experts in education to look into our continually falling standard in education

However, in consultation with my experts, I have the following contributions:

#### **1. EDUCATIONAL POLICY**

- a. That primary education should be under a particular tier of government i.e Local Government while the State Ministry of Education oversees the supervision and standard.
- b. That the current system of 9, 3, 4 system of education should be changed back to 6, 3, 3, 4 system of education.
- c. For the secondary school level, the system of three years of Junior Secondary and three years of Senior Secondary should be maintained under the leadership one Principal in the same school.
- d. Remedial classes should be arranged in all tertiary Institutions to improve the quality of the students.
- e. Re-introduction of Teachers Training Colleges – at least one in each Emirate of the State.

2. **CURRENT EDUCATIONAL INFRASTRUCTURES**

- a. It is clear that there are inadequate infrastructures i.e. classrooms, laboratories, workshops, libraries, furniture, hostels, staff quarters, sporting facilities, clinics, water and power supply. There is therefore the need to upgrade all teaching and school facilities to provide the proper environment for learning.

3. **RECOMMENDATIONS ON HOW BEST TO DEVELOP EDUCATION IN THE STATE.**

In order to develop education at all levels in the state the following are hereby recommended.

- a. The government should ensure that primary schools should be under one tier of government i.e. the Local Government.
- b. Provision of adequate infrastructure and equipment i.e. classroom and furniture, library, students, hostels, sporting facilities, teachers accommodation, clinics water and power supply
- c. There should be unified salary structure for all teachers at all levels of education in the state.
- d. Teachers at all levels should be given opportunities for further studies.
- e. Provision of qualified and enough teachers for all the Schools and Institutions. Unqualified teachers should be removed.
- f. There should be restoration of common entrance examination and interview of primary school pupils going into secondary schools after their primary six.



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- g. Promotion and demotion of students from one class to the other should be properly conducted and should be based on performance of students.
- h. The zonal offices should be upgraded and be given mandate to oversee all schools under their zones.
- i. There should be vehicles for all Institutions to help in the conduct of affairs in these Institutions.
- j. Students feeding should be revised to be in line with the current situation for all secondary schools. There is no need for feeding in Day Secondary Schools.
- k. The government should restore and increase the A.I.E to all secondary schools for their maintenance.
- l. Improve general overhead funding of tertiary Institutions.
- m. The government should show concern for general staff welfare of teachers through regular promotions implementation to deserving teachers. Salaries of teachers should be looked into. Recent increment of 30% is not enough.
- n. There should be no political interference on educational matters and policies.

It is my sincere belief that if the state adopts these suggestions and recommendations, it will go a long way in improving the standard of education in Kebbi State.

  
**His Royal Highness**  
**Maj. Gen. (Dr) Muhammadu Sani Sami CON, Mni, FICEN**  
**Sami Gomo II**

*Emir of Jema*

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AB

**REPORT OF THE COMMITTEE**

**ON**

**PROBLEMS OF EDUCATION  
IN GWANDU EMIRATE**

**SUBMITTED TO**

**HIS ROYAL HIGHNESS  
THE EMIR OF GWANDU**

**MARCH, 2008.**



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**REPORT OF THE ADVISORY COMMITTEE ON THE  
PROBLEMS OF EDUCATION IN GWANDU EMIRATE**

1. **MEMBERSHIP OF THE COMMITTEE**

Alhaji Idirisu G. Illo (OON)	-	Chairman
Prof. Faruku Aliyu Kalgo	-	Member
Prof. A. A. Gwandu (CON)	-	Member
Dr. M. M. Bunza, Sarkin Bunza (MON)-		Member
Alhaji Bello Magaji Kalgo	-	Member
Alhaji Sodangi Bello Diggi	-	Member
Hajiya Buzuwa Umar	-	Member
Hajiya Aishatu M. Shehu	-	Member
Alhaji Abubakar Hussaini	-	Member/Secretary



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## **2. TERMS OF REFERENCE:**

- a) To study the educational situation in Gwandu Emirate and suggest best ways to improve the standards of education in the emirate at all levels.
  
- b) To recommend effective roles to be played by private organizations or individuals towards the general improvement of education in the emirate.
  
- c) To co-opt any other person to assist the committee in carrying out its assignment.

(8)

3. **PREAMBLE:** The Committee was inaugurated by His Royal Highness, Major General (Rtd), Muhammad Iliyasu Bashar, OFR, mni, the Emir of Gwandu and Chairman, Kebbi State Council of Chiefs , on 24<sup>th</sup> January, 2008 at the Abdullahi Fodio Palace, Birnin Kebbi. In his address at the occasion, His Royal Highness highlighted the circumstances that led to the establishment of the committee. According to him, he had set up the committee to review the case of the deplorable state of the Gwandu Emirate Development Association (hereafter referred to as GEDA) Primary School Birnin Kebbi, following persistent reports and complaints on the falling standards in the school. His Royal Highness went on to add that, though the primary school was the first emirate school to be established in Kebbi State, it has now fallen far behind her counterparts. Indeed, he admitted that virtually all the public primary schools in the emirate are not faring any better. He had therefore decided to set up an Advisory Committee, with the mandate to come up with proposals for

redressing the deplorable state of education not only with reference to GEDA primary school, but also throughout the State. He further added that his selection of members of the committee was based on their personal merit, as well as their cumulative experience as professional educationists. Responding on behalf of the committee, the Chairman, Alhaji Idirisu Illo thanked His Royal Highness for finding them worthy of appointment into this all-important committee and pledged, to do everything possible to justify the confidence reposed in them.

After the inauguration, the committee proceeded to hold its maiden meeting in the Council Chambers. The focus of the meeting was to assess the challenge before the Committee and to work out the relevant strategies to be adopted for the successful discharge of the assignment. The meeting also provided an opportunity to the Committee to thoroughly analyse the Terms of Reference given to



it as well as to set a target date for the completion of the assignment.

### **ISSUES DISCUSSED**

(1) **GEDA Primary School**: The issue of GEDA primary school attracted a lot of contributions from virtually all the members. In all, the discussions centered on the type of school to be preferred, either boarding or day; the site/location for the school; funding; size of classes; infrastructure and instructional materials, staffing, etc. After exhaustive discussions the committee came up with the following findings:

- a. that the school lacks adequate space for expansion;
- b. that the school does not have sporting facilities, thus hampering pupils participation in sporting and other core-curricular activities;
- c. that the present location of the school constitutes a danger to the lives of both staff and students;
- d. that the status of the school as a day school does not allow for an equitable representation of the entire emirate, thus creating feelings of marginalization not only among parents living far away from the school

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- within the town but also among other indigenes of the emirate outside Birnin Kebbi;
- e. that the present financial base of the school is very weak and cannot therefore sustain the school adequately;
  - f. that there is paucity of standard instructional facilities and materials, to guarantee high academic standards in the school.

Currently the quality of the staff in the school is very low because most of them are either unqualified or untrained as seen from the table below.

### SCHOOL DATA – GEDA PRIMARY

*Table 1*

No. of Pupils			No. of Qualified Teachers			No. of Unqualified Teachers			Qual. Teacher/ Student Ratio
Boys	Girls	Total	Male	Female	Total	Male	Female	Total	
609	548	1157	3	23	26	4	6	10	1:45

Source: GEDA Primary School, Birnin Kebbi

**RECOMMENDATIONS:** After a careful deliberation on the above findings, the committee makes the following recommendations to the Emirate Council with regard to the future of the GEDA Primary school;

- a. That the school should be converted into a boarding primary school with effect from 2008/2009 academic session;
  
- b. That the school should be relocated to another site that has adequate land for expansion. In this regard, the Committee under-took a search visit to some potential sites such as the City Campus of the Waziri Umaru Federal Polytechnic, as well as the new Primary School near the B/Kebbi Eid Ground. In addition, the Committee received a report on the Junju Primary School which has additional space for expansion and is endowed with other amenities, such as water and electricity.
  
- c. After the visit, the Committee recommends that the Emirate Council should approach the State Government for the release of the new primary school near the Eid Ground for the relocation of the GEDA primary school there because the site has adequate space for boarding facilities. It is further expected that additional space can be provided for the School in future, with the possible relocation of the neighboring Eid Ground to another site.



- d. That the school should be up-graded to a full-fledged UBE school, with the addition of a Junior Secondary School section.
- e. That admission into the school should be strictly based on **Merit** and on the basis of 2 Pupils (One Boy and one Girl) from each District of the Emirate.
- f. That the number of Pupils in a class should not be more than 35.
- g. That admission into the school should be from Class 4 through a competitive selection procedure;
- h. That the school should be furnished and equipped to the highest modern standards, with particular preference for Science and Information and Communication Technology (ICT);
- i. That the School's Governing Board should be given enough powers to effectively supervise the affairs of the School;

## (2) STATE PRIMARY EDUCATION

**Preamble:** The Committee observes that the introduction of the Universal Basic Education (UBE) Intervention Funds for the purpose of complementing the funding of Primary Education, had led some States to shirk their responsibilities with regards to this vital sector. The Committee further notes that the introduction of the UBE by the Federal Government was initially informed by the need to ensure that Nigeria meets the goal of *Education for All* (EFA) by the year 2015 as outlined by the United Nations.

In this Report, the Committee is sensitizing Kebbi State Government on the herculean task ahead. Indeed, the situation of Primary Education in the State is quite deplorable in terms of infrastructural facilities, provision of qualified teachers, instructional materials and remuneration for teachers.

A glance at the Table 2 below reveals the precarious situation of primary schools in the State, especially the acute shortage of qualified teachers. Indeed, the case of Bagudo Local Government for example is a pointer in

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- j. That appropriate school fees should be charged in order to strengthen the financial base of the school.
  
- k. That subject to availability of financial resources, more GEDA Boarding Primary Schools should be established to cater for other sections of the Emirate.
  
- l. Each local government should sponsor its pupils who gained admission into the school. Geda should facilitate the local government to award sponsorship.



this direction, where there are only 144 qualified teachers out of a total of 608 teachers to service 107 primary schools, with a cumulative enrolment of 25,011 pupils. A similar situation exists in Bunza Local Government with 78 qualified teachers out of a total of 546 serving in 72 Schools, with an enrolment of 14,117 pupils. Similarly, Maiyama Local Government, has 97 qualified teachers out of a total of 528, with an enrolment of 15,401 Pupils. Therefore, the general picture that emerges from the data is that pupils in our primary Schools are being taught by a majority of untrained and unqualified teachers, a situation that is unacceptable by any standard.



- b) that classrooms are heavily congested and most of the physical infrastructure are dilapidated and unconducive for teaching and learning, especially in rural and semi-rural areas;
- c) that Kebbi State is yet to fully comply with the National Policy on Education which has directed that the NCE should be the minimum teaching qualification for primary school teachers;
- d) that lack of accommodation in rural areas, especially for non-Indigenes, hampers the deployment of teachers to primary Schools. This accounts for the disproportionate distribution of Primary School teachers in favor of urban and semi-urban areas, at the expense of rural areas;

**RECOMMENDATIONS:** The committee makes the following Recommendations towards enhancing Primary Education in the State;

- a) massive recruitment of qualified and professional teachers for primary schools, i.e. those with the



minimum NCE qualification as contained in the National Policy on Education;

- b) Training and retraining of both qualified and unqualified teachers presently in the service for improved delivery and performance. This recommendation is in conformity with the UBE guideline, which stipulates that 5% of the intervention funds should be devoted to human capacity building;
- c) Staff accommodation should be provided in rural and semi-rural areas, in order to attract and retain teachers posted to primary schools in those areas;
- d) Provision of adequate instructional materials and other learning aids in the primary schools;
- e) Immediate conversion of 21 primary schools, at the rate of 1 in each Local Government, into Special Model Primary Schools which ought to be adequately staffed and equipped to the highest possible standards in the 1<sup>st</sup> phase. This initiative

should be repeated in 2<sup>nd</sup> phase until most of the primary Schools are standardized for qualitative education;

- f) Conducting vigorous sensitization campaigns by Royal Fathers, District and Village Heads, as well as Community Leaders for moral re-awakening and mass mobilization in the society, so that those entrusted with the management of primary education discharge their duties responsibly for the benefit of future generation:
- g) Insulation of issues of education from any overriding or extraneous political considerations, such that only qualified, competent, honest and responsible people should be appointed to manage education at all levels;
- h) Need for the State Government to ensure as much as possible, that primary schools in the state are transformed into "Child-Friendly Centers"

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- i) Introduction of a policy by the State Government that admission into Primary One should be for pupils who have attained the minimum age of 6 years;
  
- j) Enhancement of Monitoring and Inspection of Schools at the primary school level as a further guarantee for Qualitative Education, rather than the present tendency towards Quantitative Enrolment



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### (3) STATE SECONDARY EDUCATION

**FINDINGS:** The following findings seem to characterize Secondary Education in Kebbi State, going by the data obtained from the 3 Boards namely Secondary Schools Management Board, Science and Technical Education Board and the Arabic and Islamic Education Board as contained in Tables 3, 4 and 5 below.

#### SSMB - SCHOOLS DATA PER ZONE

Table 3

ZONE	NO. OF CLASSES	AVE/ CLASS	NO. OF TEACHERS	NO. OF QUALIFIED TEACHERS ✓	NO. OF QUALIFIED TEACHERS <i>Sex X ✓</i>		UNQUALIF. TEACHERS	NO. OF STUDENTS	STUDENT / QUAL. TEACHER RATIO
					MALE	FEMALE			
Kebbi	213	71	590	274	192	82	316	14713	1:53
Argungu	121	77	313	211	159	52	102	9336	1:44
Alkura	74	110	140	80	75	5	60	8492	1:106
Aluru	135	51	352	196	166	30	156	7569	1:38
Alunza	119	70	170	100	94	6	70	8305	1:83
<b>TOTAL</b>	<b>662</b>	<b>73</b>	<b>1,565</b>	<b>861</b>	<b>686</b>	<b>175</b>	<b>704</b>	<b>48,415</b>	<b>1:56</b>

Source: Secondary Schools Management Board, B'Kebbi, March, 2008

Table 3 shows preponderance of teachers who are not qualified in our Secondary Schools. There is also high student-staff ratio as against 1:35-40 as stipulated in NPE(2004). Going by the data, there is paucity of teachers as compared with the number of students in the school.

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**SCIENCE AND TECHNICAL EDUCATION BOARD  
SCHOOLS DATA**

Table 4

S/N	SCHOOL	NO. OF STUDENTS	TOTAL NO. OF TEACHERS	NUMBER OF TEACHERS						TEACHER/STUDENT RATIO
				QUALIFIED TEACHERS			UNQUALIFIED TEACHERS			
				M	F	T	M	F	T	
1.	Nagari College B/Kebbi	1550	82	32	5	37	37	8	45	1:19
2.	G.S.C. Zuru	843	59	31	2	33	21	5	26	1:14
3.	G.S.T.C. Bunza	745	84	34	2	36	46	2	48	1:09
4.	G.S.T.C. Zuru	1107	81	41	4	45	34	2	36	1:14
5.	G.G.S.C. Yauri	750	50	28	8	36	13	1	14	1:15

Source: Arabic and Islamic Education Board, Birnin Kebbi.

Table 4 shows the same trends i.e. lack of qualified teachers. However students-staff ratio in Arabic and Islamic board schools is a little better but below the national target of 1:35-40.

**ARABIC AND ISLAMIC EDUCATION BOARD  
SCHOOL DATA**

Table 5

S/NO	SCHOOL	NO. OF STUDENTS	NO. OF CLASSES	AVE/ CLASS	NO. OF TEACHERS	QUALIFIED TEACHERS	UNQUALIF. TEACHERS	STUDENT/ QUALIF. TEACHER RATIO
1.	HAASS Jega	1289	12	107	59	18	41	1:71
2.	AISS Argungu	1033	22	47	67	32	35	1:32
3.	AISS Wasagu	1057	16	66	55	19	36	1:55
4.	AISS Ambursa	879	18	48	52	10	42	1:88
5.	GAISS K/Giwa	1004	13	77	44	26	18	1:38
	<b>TOTAL</b>	<b>5,262</b>	<b>81</b>	<b>65</b>	<b>277</b>	<b>105</b>	<b>172</b>	<b>1:50</b>

Source: Science and Technical Education Board, Birnin Kebbi

Table 5 shows that schools in science and technical education board have fair student-staff ratio and equally low number of unqualified teachers.

**FINDINGS**

- a) Lack of qualified teachers, especially in the key Science and Technical subjects.

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- b) There is serious congestion in classrooms, laboratories and hostels, due to insufficient physical infrastructure;
- c) Lack of adequate educational materials, especially with regards to laboratory and workshop consumables for Science and Technical Colleges;
- d) Lack of regular training and re-training of teachers;
- e) Indiscriminate posting of Principals, Vice Principals and even teachers on political grounds;
- f) Absence of core-curricular and sporting activities, which should normally complement the academic work of the students.
- g) Disproportionate distribution of Teachers in favor of urban and semi urban areas.

**RECOMMENDATIONS:** In order to redress the deplorable state of Secondary Education in the State, the



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Committee makes the following recommendations to the State Government:

- a) Elevation of the Inspectorate Department of the Ministry of Education into a full-fledged and autonomous parastatal. Indeed, one of the major challenges in our Educational system at Federal, State and Local Government levels is our failure to improve the quality assurance in the sector. Lack of regular restructuring and revamping the capacities and effectiveness of the Inspectorate Division at all levels of Education constitutes one of the causes of the high degeneration of the quality of the Nations Educational system, which has for too long remained comatose. Unless this sector is given the attention it deserves, any effort to address the challenges of the Educational system in this country will only make little impact. There is need for the articulation of policy guidelines on standards, procedures, strategies and co-ordination of various roles to ensure and sustain the delivery of qualitative Education.

- b) Continuous recruitment of qualified teachers, who have professional bias ie B. Ed, B. A. (Ed), B.Sc. (Ed). Degrees, NCE and Others who have acquired a Post-graduate Diploma in Education;
- c) Issue of training and re-training of teachers to be accorded high priority as was recommended for primary school Teachers, there is also the need for restoration of Higher Scheme for NCE Holders.
- d) Continuous provision of adequate consumable educational materials and equipment for practicals especially in the Science and Technical Subjects;
- e) Construction of additional class-rooms and hostels in day and boarding schools respectively, in order to reduce congestion;
- f) Construction of staff quarters, especially in Schools located in rural and semi-rural areas, in order to attract and retain teachers;



4. **STATE TERTIARY EDUCATION:** Findings by the Committee indicate that Tertiary Education in Kebbi State is characterized by deficiencies, as can be seen in the data contained in Table 6 below:

**KEBBI STATE STUDENTS IN USMANU DANFODIO UNIVERSITY  
SOKOTO**

Table 6

	Account	Adult Edu	Agric	App. Chem	Arabic	Arts & S/Sc	Bio. Chem	Botany	Zoology	Biology	Bus. Adm	Chem	Econs	Educ	Eng	Geo	French	Hist	Isl. Std.	Law	Liter	Maths	Computer	Mic Bio	Hausa	Physics	Pol. Sc	Prim. Edu	Pub. Adm	Sociology	B. Ed	Total	
Aliero	1	2	1	2	1	1	2			1	10	2	1		2	3	2		1	1	4	1	1	2	1	2						44	
akaba		3	1	1	1	1		3	2	1		7					5	3	2	2	1	2				2		2	1			40	
Jega	3	3	3	5	3	1	1	1	2	5	4	9	25	7	3		9	7	3	8	2	1	2	3	3	2	1	6	5			127	
auri	2	2	4	6	2	2	4	4	5	4	4	6	30	4	10		9	7	1		7	3	4	5	1	7		6	5	1		145	
akai	1		3	2		2	1		2	1	3		14	3	1		3		1	1	4	2	1		1	1	1		2			50	
B/Kebbi	13	4	11	13	6	5	10	3	1	7	17	7	15	99	17	8		15	22	17	18	16	9	7	8	6	15	8	7	13	6		403
uru	2		5	1	3	2	1		1	1		1	25	2	11		4	4	2	6	2	1	2	2		4	2	2	3	1		90	
Zuru	2	3	14	8	7	2	4	7	2	6		8	7	64	15	2		4	6	14	9	22	5	8	4	4	10	1	3	5	3		249
agudo	5	1	4	3				3	2	2	1	4	32	6	3	1	8	5	5	3	6	2	3	1	2	7	2	10	7	2		130	
unza	3	1	6	2	2	2	1		1	1		2	26	5	1		13	9	2	1	3	2	1	3	1	2	1	4	5	2		132	
K/Besse	1	2	2	4	7		5	1	1	1	2	1	2	26	6	3		7	5	1		4	1	2	6	3	1	1	4	4	1		104
algo	1			3			1		2	1		3	15	2			2	6		3	4	1	3			2	1		2	1		53	
Arewa	1	2	5	6	2		1		2	2	3	7	30	7	1		8	5	2	4	1	2	2	5	2	7	1	4	1	1		114	
rgungu	5	4	7	6	3	2	4	2	1	1	1	8	8	65	8	9		14	17	12	10	7	4	4	13	6	9	6	4	11	1		225
Dandi	1	1	4	1		1	1		2		1	2	11	5	1	1	3	3	1	2	1	3					1	1	1	2		50	
wandu	2		2	3		1	1		1	1	2	1	16	4	3		2	10	3	2	2	2	5	5	1	2	2	3	3	1		130	
aiyama			1		2	1	2						10	2	1		2	2		2	1	1	1					2		2		32	
Augie		2	3	1	1		2				1		17	1			2	1				2	1	1	1	1	1	1	2			41	
gaski			7		1				2	6		1	17	2	3			6		1	3	4	1		1	4	2	6	2			69	
Danko		1	6	2		1	6	4	1	2	1	3	2	36	4	5		1	5	3		3	1		2	2	2		4	4	3		104
hanga			1		1					1	1	1	8				1	1		1				1		1		4		3		25	
																																2357	

Source: Usmanu Danfodio University, Sokoto

Table 6 above contains data on the number of Kebbi State Indigenes studying various Courses at Usmanu



Danfodio University, Sokoto. A close examination of the data reveals glaring disparities, not only with regard to enrolment in the Courses, but also between Local Governments. For example, whereas only 2 students of Kebbi State origin are registered for a Degree in French, there are over 583 students enrolled in different Education Courses. Similarly, while Birnin Kebbi Local Government has 403 students, Shanga Local Government has only 25 students in UDUS.

Another worrisome observation is that only 35 students are studying Primary Education, while another 20 are enrolled for Adult Education. This situation confirms our earlier observation that Primary Education in Kebbi State continues to suffer from inadequacy of qualified Teachers. The Table further confirms that Kebbi State which constitutes the largest catchment area for the University has a total of only 2357 students in UDUS.

It is the view of the Committee that the State Government can afford to approve the recommended upward review of scholarship allowances for indigenes of the State in Higher institutions. Furthermore the poor enrolment for such strategic courses as Mathematics, Computer, Physics, Bio-

Chemistry, and Geography provides justification for the restoration of special allowances in order to serve as incentives for students qualified to pursue such courses.

The committee wishes to emphasize that the following factors are also responsible for low admission of Kebbi state indigenes in tertiary institutions:

- a) Unqualified Candidates admitted
- b) Absence of practicals for Science and Technical Subjects;
- c) Inadequate hostel accommodation;
- d) Near total absence of Sporting activities
- e) Unsuitably qualified teachers/lecturers;

**RECOMMENDATIONS:** In view of the deficiencies outlined above, the Committee recommends:

- a) Substantial enhancement in the quality of both Staff and Students of Tertiary Institutions in the State;
- b) Sponsorship of the Academic Staff in the Tertiary Institutions for Higher Degrees;

- c) Introduction of Special Remedial Courses for Kebbi State indigenes wishing to be admitted into the Tertiary Institutions;
- d) Immediate movement to the permanent sites for both College of Advanced and Basic Studies, Yauri (COBAS) and the Adamu Augie College of Education Argungu (AACOE)
- e) Provision of additional physical infrastructure, such as Hostels, Classrooms, lecture halls, laboratories and workshops in the tertiary institutions;
- f) Construction of sporting facilities as well as the introduction of competitions as part of core-curricular and recreational activities in the institutions;
- g) Up-ward review of the general scholarship allowances, as well as the restoration of the policy of special allowances for such courses, as Medicine, Law, Engineering, ICT;



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- h) Need to harmonise the award of Scholarships to students whose Courses are in consonance with the actual manpower needs of the State. To achieve this, the Committee further recommends a closer synergy between the schedule of the State Manpower Committee and the State Scholarship Board;
- i) Urgent need to equip and standardize the State technical colleges adequately in order to produce good-quality Students, who will be eligible for admission into relevant tertiary institutions.

- g) Promotion of core-curricular and sporting activities in schools through the construction of sporting facilities, as well as provision of sport materials. In addition, competitions and trophies should be introduced to promote core-curricular and sporting activities at both Zonal and State levels.
  
- h) Submission of copies of Inspection Reports to His Excellency, The Governor of Kebbi State, for his direct intervention, where applicable.

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A MOTION CALLING ON THE STATE GOVERNMENT TO ADDRESS  
THE PROBLEMS OF PRIMARY EDUCATION IN DANKO/WASAGU  
EAST CONSTITUENCY

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Mr. Speaker, Hon. Members.

Education is generally believed to be the backbone of every positive development in any society. In fact, no society the world over can achieve any meaningful strides in its development in the absence of education. The future of our young state in terms of development depends largely on the quality and quantity of education; we now give to our children. This is in line with the popular adage which says "the feature of the future is in the present." Any society or family which does not care about the educational development of its children is indirectly or directly enslaving the future of that society or family. This is because analysts believe that despite the abolition of slavery and slave trade long ago, the easiest way to enslave a person nowadays is to outweigh that person educationally.

During the last administration of His Excellency, Alhaji (Dr) Muhammad Adamu Aliero, education received a boost throughout the State. Before 1999, pupils used to sit under trees for learning but the situation changed with the remarkable achievements recorded by the administration in the sector. However, with continuous increase in population and awareness, the problems of education cannot be solved fully by any administration and hence the need for continued effort to ensure quality education for our children.

Mr. Speaker, Hon. Members, Primary education is also the backbone of every educational development. Indeed for education to succeed at all levels, and in all disciplines, primary education **Must** succeed.

It is in line with the foregoing conclusion, that I deemed it not only wise and desirable but necessary to present the problems of primary education in my constituency (Danko/Wasagu East Constituency), for careful deliberations and subsequent passage of resolutions to the State



Government for the good and quick attention of the State Universal Basic Education Board (SUBEB).

There are four major problems affecting Primary education in my Constituency that are seriously militating against rapid educational development in the area:-

1. Lack of enough teachers;
2. Lack of enough classrooms and furniture,
3. Over congestion of pupils in some schools,
4. Lack of enough schools in the area.

In order to showcase the above stated problems, I took time to collate data from all the primary schools in the area and came up with the following tabulated facts that will serve as pointers to the gravity of the problems stated above.

### **DANKO/WASAGU EAST CONSTITUENCY**

S/NO	NAME OF SCHOOL	No. of Classes	No. of Teachers	No. of Arabic Teachers
1.	Model Primary School Bena	10	10	3
2.	Dan-Inna Pri. Schol, Bena	6	9	2
3. *	<b>Dan-Ummaru Primary School</b>	6	3	2
4. *	<b>Tumburku Primary School</b>	5	2	2
5.	Shadadin Tumburku Pri. Sch.	2	1	1
6.	Malekachi Primary School	7	1	2
7.	Mai Rairai Primary School	2	1	1
8.	Dan-Makarwa Pri. School	2	2	2
9.	Tudun Wada Primary School	5	2	1
10. *	<b>Musuru Primary School</b>	5	2	-
11. *	<b>Yar'Maitaba Primary School</b>	5	1	-
12. *	<b>Jambali Primary School</b>	5	1	1
13. *	<b>Ayu Primary School</b>	7	4	4
14. *	<b>Sakawa Primary School</b>	5	1	-
15.	Lugga Primary School	2	1	1
16.	Kibiya Primary School	2	1	1
17. *	<b>Sawade Primary School</b>	5	1	1
18.	Bakin Gulbi Primary School	2	1	1
19. *	<b>Ramuna Primary School</b>	3	-	-
20.	Tsirinda Primary School	2	-	-
21. *	<b>Unguwar Gada Primary School</b>	2	-	-
22.	Model Primary School Wasagu	18	28	5
23. *	<b>Muh'd Tanko Pri. Sch. Wasagu</b>	6	12	2
24.	Rakah Pri. Sch. Wasagu	7	7	3
25. *	<b>Tudun Bichi Pri. School</b>	6	6	2

26.*	Kurmachi Primary School	3	3	1
27.	Tangaram Primary School	3	3	2
28.*	Kawo Primary School	2	2	1
29.	Gandu Primary School	5	3	2
30.*	Kuka Primary School	3	3	1
31.	Sabuwar Tunga Pri. School	3	1	1
32.	Binoni Primary School	4	2	1
33.	Dadin Kowa Primary School	3	2	1
34.	Tsintsina Primary School	5	2	1
35.*	Madami Primary School	3	1	1
36.*	Auda Pri. Sch. (Annex to T/Bichi)	3	1	1
37.	Unguar Nayaya Pri. School	3	1	1
38.	Ung. Saidu/Mai'inwa Pri. Sch.	-	2	1
39.	Udechi Primary School	-	2	1

Mr. Speaker, Hon. Members, I believe the table above requires no further explanation regarding some of the problems stated above. However, it is important to add the following:-

That the people of the area are very much interested in the educational development of their children because all the schools with the label (\*) have a block of 2 or 3 classrooms constructed by either the Communities or the PTA with the assistance of the State Community Based Poverty Reduction Program (CPRP) which indeed is worthy of commendation, some of the classes also made from mud.

You can imagine how a community with this level of commitment will feel in a situation whereby there is only one or two teachers in the school they cared to construct for their children.

Secondly, it is worthy of mention here that communities like Ramuna, Tsirinda and Unguar Gada constructed their schools more than a year ago and are yet to see a single teacher each sent to the school from the LGEA due to their shortages.

Thirdly, Bena and Wasagu model primary schools are over congested, which necessitated the establishment of Rakah Primary School Wasagu now on temporary ground and



structure. Despite this however, Wasagu model primary school has 21 classes.

The situation at Bena model primary school is such that there are 400 pupils in class 1 splitted into

class 1A	-	150
Class 1B	-	100
Class 1C	-	150

290 pupils in class 2 splitted into

Class 2A	-	110
Class 2B	-	180

180 pupils in class 3 not splitted due to lack of classes.

248 pupils in class 4 splitted into

Class 4A	-	120
Class 4B	-	128

180 pupils in class 5 not splitted due to lack of classes.

89 pupils in class 6 not splitted due to lack of classes.

Fourthly, Mr. Speaker, Hon. Members, there are communities in the areas working towards constructing other schools with the assistance of the CPRP that is about to commence its Second batch of operation. These communities include:-

- i. Bakin Gulbi in Ayu ward
- ii. Rikwa in Ayu ward
- iii. Shadadin Tumbarku in Dan-Umaru
- iv. Danlayi in Bena ward.

Mr. Speaker, Hon. Members, in line with the forgoing problems tabulated or stated, I believe I strongly deserve the symphasy and kind support of my colleagues, Hon. Members, in order to free my people from future slavery and lack of development.

I therefore pray to this honourable House to resolve as follows: -

That the State Government be called upon to address the problems of primary education in Danko/Wasagu East constituency by:-



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- (a) *Providing additional teachers to all the primary schools in Danko/Wasagu East constituency through recruiting indigenes of the area to teach in primary schools in the area as this will reduce the problems of teachers not willing to accept posting to remote areas;*
- (b) *Opening and staffing of Ramuna, Unguwar Gada and Tsirinda Primary schools since the people of the area have constructed classes to signify their interest in having schools for their children;*
- (c) *Establishment of additional primary school in Bena town in order to decongest the model primary school Bena;*
- (d) *Construction of Rakah primary school Wasagu and further decongestion of Wasagu model primary to ease the suffering of the students and staff of the school;*
- (e) *Constructing additional classrooms in all the primary schools in the area.*

Bye and large, it is my sincere hope that the State Government through the SUBEB will take necessary measures to answer the prayers of my people by tackling the above problems and others not stated here. May Allah guide and protect us. Amen.

**Mover:** Hon. Muhammad Garba Bena – (D/Wasagu East) ✓

**Co-Sponsors:** Hon. Bala Danbaba Waje (D/Wasagu West)

Hon. Muhammad D. Dantani (Shanga)

Hon. Sambo Yusuf Zogirma (Bunza)

Hon. Muhammad Rabi'u Sallah (Dandi)

Hon. Ahmad Danjuma Kadnho (Sakaba)

Hon. Shehu Aliyu Yauri (Yauri)

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**KEBBI STATE SCHOLARSHIP BOARD  
BIRNIN KEBBI**

**A MEMORANDUM**

**PRESENTED**

**TO**

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

**PREPARED  
BY**

**KEBBI STATE SCHOLARSHIP BOARD  
BIRNIN KEBBI**

**APRIL 2008**

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**KEBBI STATE SCHOLARSHIP BOARD BIRNIN KEBBI**

**1. INTRODUCTION:**

Kebbi State Scholarship Board is one of the parastatals of Kebbi State Ministry of Education. The Board was primarily established to award scholarship to qualified indigenes of the State to enable them study in institutions of higher learning both within and outside Nigeria in fields relevant to the manpower needs of the State in particular and the nation in general. The Board is headed by Executive Secretary assisted by three (3) Directors in charge of the following Departments: -

- i. Department of Personnel Management
- ii. Department of Planning Research & Statistics
- iii. Department of Finance & Supply

In addition to awarding scholarship to indigenes of the State, Kebbi State Scholarship Board also offer guidance and counselling services to students for the success of their educational pursuits. The Scholarship Board also liaises with relevant bodies e.g Civil Service Commission, other Ministries and organisations to obtain information on manpower needs or job opportunities.

**2. CURRENT APPROVED RATE OF STUDENTS ALLOWANCES**

There was an upward review of student's allowances by 100% in January 2006 and the current approved rate is as follows: -

**A. PRIMARY ALLOWANCES**

S/No	COURSE	OLD RATE (N) P.A	CURRENT RATE (N) FROM 2006 PA	MODE OF PAYEMENT
i.	Ph. D	7,500	15,000	Once a year
ii.	MSC./PGD	4,500	9,000	Two Instalments
iii.	BSc	4,500	9,000	Three Instalments
iv.	B.Ed/BA.Ed/B.Sc /Ed	3,450	6,900	Three Instalments
v.	BA	3,450	6,900	Three Instalments
vi.	HND (Science)	3,000	6,000	Two Instalments
vii.	HND (Arts)	2,250	4,500	Two Instalments
viii.	ND (Sci)Matric/IJMB	2,100	4,200	Two Instalments
ix.	ND (Arts) Cert	1,800	3,600	Two Instalments
x.	LAW SCHOOLS Abuja, Enugu, Lagos, Kano	160,000	316,000 (from 2007)	Once a year



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**B. SECONDARY ALLOWANCES**

i.	Clinical Allowances	7,500.00	15,000	Medical Stds only UG 4-6
ii.	Rural Posting (Pre-Clinical)	300.00	600.00	Medical Stds only UG 2-3
iii.	Industrial Attachment	300.00	600.00	Science Courses
iv.	Teaching Practice	300.00	600.00	Educ. UG 3
v.	Field Course	300.00	600.00	Geog & Agric

**C. PROJECT ALLOWANCES**

i.	Post Graduate	900.00	1,800	Included In 1 <sup>st</sup> Paym
ii.	Under Graduate	600.00	1,200	Included In 1 <sup>st</sup> Paym

**D. TRANSPORTATION**

i.	Sokoto, Kebbi & Zamfara	300.00	600	Included In 1 <sup>st</sup> Paym
ii.	Neighbouring States	600.00	1,200	Included In 1 <sup>st</sup> Paym
iii.	Far North/Southern States	900.00	1,800	Included In 1 <sup>st</sup> Paym

**E. Tuition Fees**

This is paid to the following categories of students studying in universities and polytechnics outside the State: -

S/No	COURSE	AMOUNT	MODE OF PAYMENT
i.	PhD	45,000	Once per year
ii.	MSc/MA/MBA/MPA	35,000	Once per year
iii.	PGD	25,000	Once per year
iv.	HND	20,000	Once per year
v.	ND	10,000	Once per year

**3. MATRICULATION AND REMEDIAL (SCIENCE) PROGRAMME (1 Year)**

Kebbi State Scholarship Board is currently paying registration fees to indigenes of the State admitted for the above programmes in the following institutions: -

S/N	Name of Institutions	Amount (N)
1.	Usmanu Danfodio University Sokoto	25,000
2.	Uni. Of Science & Technology Aliero	25,000
3.	College Of Basic & Advance Studies Yauri	20,000
4.	Fed. University Of Technology Minna	70,200

**4. SPECIAL FINANCIAL ASSISTANCE**

The State Government gives sponsorship/Financial assistance depending on the demand by the candidate admitted in the following Institutions: -

- i. Petroleum Training Institute, Efurun Delta State.
- ii. French Language Village Badagry Lagos State.
- iii. Maritime Academy of Nigeria Oron, Akwa Ibon State.
- iv. Nigerian Institute of Transport Technology, Zaria.
- v. Nigerian College of Aviation Zaria.
- vi. MA/MSc and PhD students (both in and outside the country)
- vii. Sponsorship of physically challenged.

**SPONSORSHIP OF FOURTY NINE (49) KEBBI STATE INDIGENES TO READ MEDICINE  
AND INFORMATION TECHNOLOGY IN INDIA.**

The Kebbi State Government under the able leadership of former Governor His Excellency Muhammad Adamu Aliero, sponsored forty nine (49) students of Kebbi State origin to study in India. This programme started in September 2005 and the break-down of the courses offered and number of students is as follows: -

**DEGREE COURSES OFFERED**

Medical Students

MBBS	12
Dental Surgeon	10
Pharmacy	4
Physiotherapy	3
MSc	<u>1</u>
	<b><u>30</u></b>

**INFORMATION TECHNOLOGY**

Bachelor in Computer

Technology	<u>19</u>
	<b><u>49</u></b>

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**6. CURRENT APPROVED RATE OF ALLOWANCES PAID TO STUDENTS BY SOME NORTHERN STATES ARE AS FOLLOWS: -**

**A. SOKOTO STATE**

**PRIMARY ALLOWANCE**

S/No	COURSE	NEW RATE PER/YEAR	MODE OF PAYMENT
i. 1.	Sciences	21,200.00	Per annum
ii. 2.	Mang/ Science	17,400.00	"
iii. 3.	Education	24,200.00	"
iv. 4.	Soc. Sciences	20,200.00	"
v. 5.	Arts	21,200.00	"
vi. 6.	Matric	27,200.00	"
vii. 7.	MSc.	37,400.00	"
viii. 8.	MA	34,400.00	"
ix. 9.	PGD	34,400.00	"
x. 10.	PhD	50,000.00	"
xi. 11.	HND Science	25,200.00	"
xii. 12.	HND Arts	24,200.00	"
xiii. 13.	ND Science	20,200.00	"
xiv. 14..	ND Arts	19,200.00	"
xv. 15.	C. I. S	10,200.00	"
xvi. 16.	D. I. S	15,200.00	"
xvii. 17.	Remedial	8,200.00	"
18.	IJMB/MT Sci.	10,200.00	"

Sokoto State Government is currently paying registration fees to all categories of students as the rate charge by the Institutions, this is in addition to payment of above primary allowance.

**B. ZAMFARA STATE**

Zamfara State is paying their students allowances on monthly basis as per the following courses and rate: -



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No	COURSE	NEW RATE PER/YEAR	MODE OF PAYMENT
	Medicine/Pharmacy	7,000.00	Every Month.
	Engineering	7,000.00	"
	All undergraduate courses	5,000.00	"
	HND Courses	3,000.00	"
	NCE	3,000.00	"
	Diploma	2,000.00	"
	Stds of Arabic Schools	2,000.00	"
	IJMB./Matric	3,000.00	"

*Policy \**  
 The State Government gives financial assistance to State indigenes that are undergoing their Post Graduate courses in various Universities within the country. These students are those who are serving in different universities as lecturers but when permission to go on study leave without course allowance.

The State Government considered assisting them because they enjoy only their salaries with the universities, they are serving; hence, they cannot cope with the financial demands of their courses, e.g purchase of stationeries and the research commitments. The financial assistance is given as follows: -

Masters Degree (MSc/MA)	350,000.00
PhD	500,000.00

KATSINA STATE

PRIMARY ALLOWANCE

No	COURSE	NEW RATE PER/YEAR	MODE OF PAYMENT
	Degree/HND	8,000.00	Once a Year
	Med & Architecture	11,000.00	"
	NCE/ND	6,000.00	"
	IJMB/Matric/Rem.	5,000.00	"
	PG Studies	15,000.00	"

*Reviewed*  
*2008*

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Secondary allowances

TRANSPORT ALLOWANCE

- a. Transport within North. Zones 1,400.00 “
- b. Transport Outside North Zones 2,000.00 “

1. MAINTENANCE ALLOWANCE

- a. Degree/HND 10,000.00
- b. NCE/ND 8,000.00
- c. PG Fellowship (Sci) 30,000.00
- “ Fellowship )Arts) 20,000,00

2. TUITION FEES

- a. Degree/HND 3,000.00
- b. NCE/ND 1,500.00
- c. PG 5,000.00

3. PROJECT ALLOWANCES

- a. Degree/HND 3,000.00
- b. PG 5,000.00

0 SPECIAL ALLOWANCES

- a. Degree/HND Sci. 3,000.00
- b. Degree with Sci Ed (BSc Ed) 4,000.00
- c. DegreeArt with Ed (BA Ed, B. Ed) 2,000.00
- d. Degree in Math/Ed 6,000.00
- e. Degree in English 5,000.00
- f, NCE/ND Sci 15,000.00
- g. Consolidated allowance (DVM, Arch) 5,000.00
- h. Summer Course Allowance (Degree in Agric) 1,000.00
- i. Female Allowance (Degree/HND) 2,000.00
- “ “ (NCE/ND) 1,000.00

5. Law School Students 217,000.00

6. MBBS students are placed on GL 06 under the care of Hospital Services Management Board.

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KANO STATE

Primary allowances

<u>No</u>	<u>COURSE</u>	<u>NEW RATE PER/YEAR</u>	<u>MODE OF PAYMENT</u>
	<u>UG/HND</u>		<i>Once a year</i>
	Sciences, Agric Tech & Eng.	15,000.00	"
	Arts, Social & Mgnt. Sci.	12,000.00	"
	<u>ND/NCE</u>		
	Sciences, Agric Tech & Eng.	9,600.00	"
	Arts, Social & Mgnt. Sci.	7,200.00	"
	IJMB, Matric & Uni. Rem.	6,000.00	"
	DVM, Architecture MBBS & Bio/chem.		
	Level 1 – III	5,000.00	"
	Levels iv - vi (DVM)	29,125.00	"
	Levels v and iv (ARCT)	18,750.00	"
	B. L at Law Schools	300,000.00	"
	Aviation	2,500,000.00	"

OTHER ALLOWANCES

Project	UG, HND	2,100.00	"
	Arch & DVM	2,100.00	"
	Clinical Med. Students. Only Monthly salary GL 07		
	Field Course	1,500.00	"
	Transport Outside Kano	1,500.00	"
	Refund of Tuition fees as approved by the Institutions		
	Refund of Exams Fees as approved by the Institutions.		
	BRS Funtua, Tuition/Exams fees	25,000.00	

Medical students were paid normal allowances up to level III at their level IV – VI they will be placed on salary GL 07 step 1.

We wish to call on the members of this Committee to have an overview of a allowances paid by Kebbi State and other States with the view to making further and appropriate recommendations to the Government.



7. RECOMMENDATIONS /SUGGESTIONS ON ALLOWANCES TO BE PAID TO STUDENTS  
IN UNIVERSITIES AND POLYTECHNICS

The Scholarship Board commends the efforts of the present ~~civilian~~ Government for upward review of students allowances by 50% and 100% in 2001 and 2006 respectively. Payment of registration fees to indigenes of the State admitted for Matric and remedial programmes in Universities is also another right step in the right direction. Similarly, with an allowance of N316,000 for Law school students, indigenes of the State have more advantage (i.e to settle down to do their work) over their colleagues from other States.

In view of the foregoing the committee may wish to note and observe that our undergraduate students in universities and HND/ND students within the State are at serious disadvantage compared with the above categories of students (Matric & Remedial) and those receiving tuition fees. Therefore to alleviate the suffering of undergraduate students and bridge the gap between those being paid tuition fees, the Scholarship Board wishes to recommend the payment of registration fees annually to them in addition to personal allowances as per the following details: -

1.0

S/No	Course	Proposed amount (Reg. fees)	Remarks
1.	MBBS/Vet	25,000	
2.	Sciences/Engr.	23,000	
3.	Educ (Science)	23,000	
4.	Educ (Arts)	22,000	
5.	Soc. Sciences	20,000	
6.	Man. Sciences	20,000	
7.	Law	21,000	
8.	Other (Arts)	20,000	
9.	HND (Science)	20,000	
10.	HND (Arts)	18,000	
11.	ND (Science)	15,000	
12.	ND (Arts)	12,000	
13.	PhD	50,000	
14.	MA/MSc/MBA/MPA	40,000	
15.	PGD	25,000	

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Members of this Honourable Committee may wish to also note that our sister State Sokoto, pay their students registration fees as charged by the Institutions depending on the course. This is in addition to payment of Primary allowances paid on quarterly basis.

### UPWARD REVIEW OF PRIMARY ALLOWANCE

In addition to payment of Registration fees to students, the Board may also recommend, further upward review of primary allowance at least by 200%. This movement would encourage and motivate students to learn and as well serve as complements to the efforts of parents in maintaining their children while in school.

COURSE	CURRENT RATE (N) FROM 2006 PA	New Proposed rate (N) Per annum 200%
Ph. D	15,000	45,000
MSC./PGD	9,000	27,000
BSc	9,000	27,000
B.Ed/BA.Ed/B.Sc /Ed	6,900	20,700
BA	6,900	20,700
HND (Science)	6,000	18,000
HND (Arts)	4,500	13,500
ND (Sci)Matric/IJMB	4,200	12,600
ND (Arts) Cert	3,600	10,800
LAW SCHOOLS Abuja, Enugu, Lagos, Kano	316,000 (from 2007)	316,000 (Recently Review 2007)

In view of the current shortage of qualified teachers more especially in the area of English, Mathematics and other science subjects, the Scholarship Board wish to recommend payment of special allowances of N20,000 and N10,000 to science/arts education related courses to be paid to our students.

Similarly, in order to encourage our female students to take-up teaching profession, we wish to recommend a special allowance of 10,000 to all female students undergoing Education courses in our Universities and Colleges of Education.



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## SECONDARY ALLOWANCES

In view of the demanding nature of research project and other field work the board also recommends an upward review of the following allowance as per the details below: -

No	Category	Current Rate (₦)	New Prop. Rate (₦)
i.	Clinical Allowance (Medical stds)	1500	15000 Already under Employment
ii.	Pre-clinical Allowances	600	6000 UG 2 & 3
iii.	Industrial Attachment	600	6000 Sciences & Engr UG 3
iv.	Teaching Practice	600	6000 Edu UG 3
v.	Field Course	600	6000 Agric/Geo UG 3

BBS/DVM students from level iv – vi are already on employment on GL 6 by Ministry of Health & Ministry of Agric respectively

## PROJECT ALLOWANCES

Students should be paid project allowance separately and during their final year of studies as against the tradition of including such allowance during 1<sup>st</sup> payment.

No	Category	Current Rate (₦)	New Prop. Rate (₦)
i.	Post Graduate	1,800	10,000
ii.	Under Graduate	1,200	5,000

## TRANSPORTATION

The Scholarship Board does not recommend an upward review of the above allowance because it is usually paid with personal allowance during the first payment.

No	States	Current Rate (₦)	New Prop. Rate (₦)
i.	Kebbi, Sokoto & Zamfara	600	?
ii.	Neighboring States	1,200	.
iii.	Northern & Southern States	1,800	

## MODE OF PAYMENT

The Scholarship Board may wish to suggest that Primary Allowances used to be paid in three instalments can now be paid in two instalments that is during the first and second quarter of the year. Payment in two instalments would enable students to receive more reasonable amount and reduce travelling risk.



Secondary Allowances such as project, teaching practice and field work also to be paid during the third quarter of the year of studies. Similarly, payment of all other allowances to be continued as has been in practice.

The Committee may wish to note that the number of Kebbi State indigenes currently on sponsorship under the Scholarship Board is 4674 students. To implement the proposals made in respect of payment of students allowances it is estimated that it will cost the State Government Two hundred and ten million three hundred and eighteen thousand six hundred naira (N260.318,600) as per the following details: -

S/No	Category	Amount (N)
i.	Personal/Primary Allowance	146,868,600
ii.	Reg. Fees	91,375,000
iii.	Project Allowances	12,855,000
iv.	Others	9,220,000
	<b>Total</b>	<b>260,318,600</b>

### 13. PURCHASE OF UTILITY VEHICLE

The Scholarship Board has two (2) vehicles (Peugeot Saloon and Wagon) which are old and overused, hence cannot travel overlong distances. the services of these vehicles are always needed for the following activities: -

- a.) Conduct of interview/verification exercise of fresh students for the award of scholarship across the Country.
- b.) Payment of students allowances across the country.
- c.) Conduct of interview/screening for the award of Federal Government overseas scholarship.
- d.) Attending coordinating committee meeting of Federal and State Scholarship Boards of the ~~(19) Northern States~~ etc.

The Scholarship Board is ~~sometimes~~ handicapped and had to resort to the use of commercial or private vehicles, which is very risky and unsafe most especially when

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going for students' payment. Hence the need for the Scholarship Board to have two (2) additional functional vehicles (1 No.15 Seater Bus and 1 No. Peugeot Wagon).

**14. FUTURE PLAN:**

The Scholarship Board in collaboration with Manpower Board, Civil Service Commission, Establishment and Service Matters and other related stake holders would organise stake holders meeting to review the training policy in Kebbi State to conform with current social and economic challenges.

Finally, the Scholarship Board has a budgetary provision of Four hundred million (400 m) in this years budget (2008) to accommodate the proposals made.

The Scholarship Board is wishing members of the Committee God's guidance and success in carrying out their duties.

**Alhaji Attahiru Zagga**

**Executive Secretary.**

*A. K. Kobi*

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A POSITION PAPER ON THE STATE OF  
EDUCATION IN PLATEAU STATE

Submitted By

THE MINISTRY OF EDUCATION  
PLATEAU STATE



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## 1.0 PREAMBLE

The Education Sector Analysis (ESA), a collaborative project of the Federal Ministry of Education and Several development partners, was an empirical analysis of the problems and constraints on the education sector with a view to generating solutions and to articulating a strategic plan to serve as a road map to drive the sector reform process.

In Plateau State, there had been no deliberate effort to produce an education sector plan for the past 15 years in order to inform policy formulation and ways of facilitating planning in order to guide the implementation of educational activities towards the desired goals. The efforts currently put in place to produce a workable education sector plan to guide educational activities in the state is a welcome development in the right direction.

The Education Sector Plan is a diagnostic approach that enables identification of challenges, develop strategic plans in the development of short, medium and long term state policy and strategic orientations as well as improve the institutional capacity for policy formulation, planning, implementation and monitoring/evaluation of state and Local Government institutions including these of Voluntary Agency/private concerns for quality control.

The recent thrust on the need and use of an Education Sector Plan (PESP = Plateau State Education Sector Plan) is a product of commitment, "enthusiasm, drive and desire to make a difference in the educational system of the state. Further to this, the Plateau State Education Sector Plan entails a critical assessment of the past and current measures and the sector's general performance, thereby identifying the problems, defining them, assessing their magnitude, the needs, priorities and the system's capacity to institutionally manage them scientifically and politically".

The success of the implementation of the state's Educational Sector Plan is made possible by the political will of the government of the day, the sense of

purpose of the educational technocrats and the goodwill of all other stakeholders/partners in the education enterprise.

This synthesis report is a pool of challenges characterizing the state of education in Plateau State as well as the efforts being made as a way forward for improved quality of education in the state.

### 1.1.0 STATISTICS

It is generally acknowledged that meaningful development can be achieved only when detailed information required for articulating and evaluating policy implementation is readily available and properly documented.

Before present, data had not been available and in their accurate reliable useable and timely form thereby creating bottlenecks in programme plans and implementation. Efforts put in place through the use of school censuses, post data collection verification efforts, and the Educational Management Information System (EMIS) have helped tremendously in data capture on educational activities in Plateau State.

### 1.1.1 ENROLMENT:

The Enrolment figures of the schools in Plateau State as at the last school census (2007) year stands as presented below:-

Table 01: **ENROLMENT IN PRIMARY AND SECONDARY SCHOOLS:**

S/N	INSTITUTIONS	NO	M	F	T	REMARK
1.	ECCE	336	8,314	7,185	15,499	
2.	Primary Public	1,959	422,530	398,492	821,027	
3.	Primary Private	415	-	-	-	Quantity Nil
4.	Nomadic	116	15,507	14,284	29,791	
5.	Jnr. Sec. Sch. Private	-	-	-	-	Quantity Nil



6.	Snr. Sec. School Public	279	48,967	28,666	77,633	
7.	Snr. Sec. Sch. Private	247	14,288	11,826	26,124	
8.	Snr. Sec. Sch. Public	263	31,840	12,148	53,988	
9.	Relevant Technology	6	880	366	1,242	
	<b>TOTAL.</b>	<b>3,621</b>	<b>542,362</b>	<b>472,967</b>	<b>1,015,329</b>	

Source: MOE/SUBEB Schools Census data (2007) (PVD)

These enrolment figures stand to be improved upon with further provocative advocacy on the need for parents to send children to school.

### 1.1.2 **INFRASTRUCTURE:**

Plateau State's Educational Infrastructural status as at the 2007 school census exercise show that schools in rural areas have land space monopoly over those in townships with less greivous school land encroachment problems as compared to what obtains in urban areas.

The school mapping initiative of NEMIS (National Educational Management Information System) put in place by the Federal Ministry of Education and assisted by UNICEF will go a long way in arresting the menace of schools land encroachment by land speculators which in turn disturb other infrastructural facilities.

Directors at Ministerial, Zonal and Area levels as well as Principals are undergoing training in schools mapping using the UNICEF donated Garmin Manufactured GIS/GPS 60 instrument to map all public schools in the state for a start. The Ministry will require just 10 more of the GIS/GPS 60 machines and the entire problems of infrastructure would be issues of the past.

### 1.1.3 **STRUCTURAL (FACILITIES, UTILITIES):**

The dearth of facilities and utilities in public schools in the state require deliberate government intervention and political will towards direct funding and

mobilization of stakeholders/partners to redeem the situation and attain quality facilities and utilities.

The relatively low socio-economic condition of majority of the population contributes to insufficient provision of funds to run the education sector, and the immediate provision of infrastructural facilities.

This observation by EFA Action Plan report (2005) show that the condition described above contributes to low enrolment rates in the education sector. high incidences of out-of-school children which also result in a significant level of illiteracy in the state.

A sample of the availability of facilities as they are currently available show as follows:-

Table 02 **CLASSROOM RATIO T ENROLMENT:**

S/N	INSTITUTION	NO.	M	F	T	CLASS-ROOMS	RATIO	REMARK
1.	ECCE	336	8,314	7,185	15,499	310	1:46	Large Class
2.	Primary (Govt)	1,959	422,530	398,492	821,027	10,667	1:419	Shortage of 9.756
3.	Nomadic (Govt)	116	15,507	14,284	29,791	371	1:257	Shortfall of 662
4.	Tech Schools (Govt)	6	880	366	1,242	13	1.96	Crowded classes
	<b>TOTAL</b>	<b>2,417</b>	<b>447,239</b>	<b>420,337</b>	<b>927,559</b>	<b>11,361</b>		

Source: MOE/SUBEB 2007 School Census Data (PVD)

The shortfalls are a threat to the quality of education in the state since the acute shortfall in classrooms mean that lessons are conducted under unacceptable conditions in some places. The ratios show that all the levels of schools above are overcrowded in terms of classrooms and that also reflects on

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teacher availability. There is the urgent need to provide more classrooms furniture and teaching staff.

#### 1.1.4 INSTRUCTIONAL MATERIALS:

Data available (2007) shows that the instructional material status of schools both in terms of quality and quantity has appreciated considerably but that there still leaves much room for improvement. Text books in the core and popular subject areas of the Primary and Junior Secondary sectors that were procured have been distributed to all the beneficiaries in the state. More need to be done in the area of charts, educational posters, models and other IIC materials for use by individuals within and out-of-school's settings.

Effective Teaching learning are dependent upon the availability and use of appropriate instructional materials that concretize baring. There is the urgent need to make these materials available for use.

#### 1.1.5 STAFFING:

The shortage of teaching staff involved all schools at their different levels but they are more critical with some particular core and popular subject areas

Table 03: **PRIMARY SCHOOLS TEACHING STAFF DATA:**

S/N	CATEGORY	M	F	T	REMARKS
1.	Graduate + T.Q	633	635	1,268	
2.	N. C. E.	4,761	9,634	14,395	
3.	Diploma	570	323	313	
4.	A.C.E.	63	16	79	
5.	T. C. Grade I T. C. Grade II T. C. Grade II Ref: Instructors	8,297	4,414	12,711	
	<b>TOTAL</b>	<b>14,324</b>	<b>15,022</b>	<b>28,766</b>	

Source: MOE SUBEB School Census 2008.



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The large number of the sub qualified teachers as shown above (12.711) is a matter of grave concern. Although efforts are being made to upgrade these sub-qualified teachers (i.e those less than NCE) government needs to put deliberate plans in place to retain the good teachers and to attract the very best into teaching service.

**GOVERNMENT SCHOOLS TEACHERS QUALIFICATION BY SEX**

Grade + T.Q			Grade + T.Q			N C E			OTHERS			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
643	205	848	279	45	324	395	74	469	19	2	21	1,336	327	1,663

**PRIVATE SCHOOLS TEACHERS QUALIFICATION BY SEX**

Grade + T.Q			Grade + T.Q			N C E			OTHERS			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
425	194	619	453	133	586	483	145	628	104	29	133	1,465	997	1,966

**Grand Total Teachers in Plateau State**

Graduate + T.Q	=	1,467
Graduate - T.Q	=	910
N.C.E	=	1,097
Others	=	154
<b>Total</b>	<b>=</b>	<b>3,629</b>

These 3.629 teachers are handling a total number of 193,869 students. This gives a ratio of one teacher handling students. The need for more teachers is even more demanding in view of this alarming ratio.

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2.0 **INSTITUTIONS:**

2.1.1 **EARLY CHILD CARE AND PRIMARY EDUCATION:**

The State runs a total of 336 Early Child Care Education Centres (E.C.C.E.) and 1,959 Primary schools while Voluntary Agency Organization and Private individuals run a total of 415 Nursery/Primary Schools most of which are located in townships. These institutions are captured in table 01 of this report.

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### 2.1.2 NOMADIC EDUCATION:

Government runs 116 nomadic schools spread all over the state with a population of 29,791 pupils in the schools.

These are no nomadic schools operated by private organization but private nursery and primary schools operated in Nomadic areas of operation provide education for nomadic children (See table 01). There are still very many migrant farmers, children, wards of pastoralists and children of other nomadic populations that lack access to schools. Government advocates machinery is yet to enforce the UBE Act of (2004) effectively.

### 2.1.3 SECONDARY EDUCATION:

There are 279 and 263 Junior and Senior Secondary Schools respectively as owned by government. These schools have a total population of 103,757 on the enrolment. (See Table 01). The demand for more schools by Communities is in the increase. These demands should be respected by government on fulfillment of stringent measures. The approval of schools without the attendance quality control measures is the planting of problems for the education sector.

### 2.1.4 SCIENCE AND TECHNICAL EDUCATION:

There are 6 Relevant Technology Centres in the state, two Colleges of Health Technology, A College of Arts Science and Technology, a College of Agriculture, a Technical College, and a Polytechnic to mention but the major science and technical education related institutions. Pilot Science Primary Schools feed the Technical Colleges and Science Secondary schools who in turn feed the tertiary institutions. As soon as the State University comes on board it would also offer science and technical courses.



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Plateau State is one of the states that has not benefited from the Federal Government policy of a Federal Science Technical College and Polytechnic in the state. This is an area of concern that the FMOE should consider urgently.

Table 05: SCIENCE-TECHNICAL RELATED INSTITUTIONS:

S/N	INSTITUTION	ENROLMENT			Gender Ratio
		M	F	T	
1.	Govt. Science Schools in the State (3 No)	1,785	771	2,556	1:2
2.	Govt. Tech. College (1 No)	1,403	23	1,426	1:61
3.	Relevant Technology Colleges (6 No)	Yet to verify quantity	Yet to verify quantity	Yet to verify quantity	Yet to verify quantity
4.	College of Education (1 No)	624	296	920	1:2 for Science & Tech. courses
5.	Coll. of Arts Science and Tech. (1 No)	216	123	339	1:117 or 1:2 for Science & Tech. courses
6.	College of Agriculture (1 No)	Yet to verify quantity	Yet to verify quantity	Yet to verify quantity	Yet to verify quantity
7.	Polytechnic (1 No)	847	226	1,173	1:3.7 or 1:4 for Science & Tech. courses
8.	College of Health & Tech. (2 No)	768	1,688	2,456	0:7
	TOTAL	5,616	3,127	8,743	Ration of 1 boy to 6 girls

Apart from the gender disparity shown in the table above, the figure represent the fraction of students who pass out of secondary schools and are offering

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Science and technical subjects is quite negligible. This has to be step up immediately through campaigns.

Table 06: **ADULT AND NON FORMAL EDUCATION:**

S/N	CATEGORY	NO. OF CLASSES	ENROLMENT		
			M	F	T
1.	Adult and Literacy	811	5,895	10,895	16,780
2.	Post Literacy Class	89	1,192	1,312	2,504
3.	Voc. Institutions	158	3,028	3,375	6,403
4.	Girl-Child Education	44	18	1,130	1,182
5.	Qoranic Education	274	11,282	8,315	19,497
	<b>TOTAL</b>	<b>1,376</b>	<b>21,405</b>	<b>25,027</b>	<b>46,366</b>

This table shows a significant gap in enrolment in favour of the feminine gender especially in the Post Literacy and Vocational Education. The 18 boys in the Girl-Child education centres have gone there to acquire skills in aspects like tailoring, soap making, restaurant management dyeing etc.

### 3.0 QUALITY CONTROL:

#### 3.1.1 SCHOOLS LAND AREAS:

Schools land areas are being mapped for demarcation especially in township/urban areas where 70% of all the schools are currently located. This is being carried out with the use of Garmin GIS/GPS 60 instrument on the advice of UNICEF.

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### 3.1.2 SBMC (SCHOOL-BASED MANAGEMENT COMMITTEE)

The Federal Ministry of Education Operation Reach All Secondary Schools (ORASS) have been adopted and used in running schools. It has the advantage of stakeholders' participation in the running of schools. Its membership includes the school authority, staff, parents, community members, government officials, community based organization, youth, women and students in decision making about the running of its schools.

### 3.1.3 BOOKS REVIEW:

Curriculum reviews at the local level is a periodic activity as examination syllabi are changed by examining bodies. Such changes call for review of text books in order to select and approve texts that are appropriate and meeting the needs of students and teachers for the particular courses of studies and the certification exams.

Books reviewed were several and variable but the core and popular subject areas for which books were reviewed were 67 assorted texts in 18 subjects of the Junior Secondary level by SUBEB and 246 assorted text books in 26 subjects of the Senior Secondary level by the Ministry of Education Headquarters.

### 3.1.4 SCHOOLS INSPECTIONS:

Various types of inspections are carried out by the trio namely the Headquarters, Zonal and Area directorates aimed at quality assurance. The aspects of inspection common to all levels of Basic and Senior Secondary Education that were carried out include inspections for Establishment, schools resumption, upgrading from Junior to Senior, Routine, Follow-up, SSCE Recognition, Full Advisory, Site Boards Meetings, Advisory Board Meetings, SBMC Meetings and several others aimed at quality assurance in education. The acute shortage of vehicles in the Ministry and the lack of vehicles in some



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of the Zonal and Area offices make inspection impossible and the quest for quality assurance turned into a dream.

### 3.1.5 SCHOOLS MAPPING:

Precise, accurate, error-free, reliable and timely data on schools are essential for policy and planning purpose. Schools mapping and the use of EMIS (Educational Management Information System) centre in the state are being carried out to computerize data captured from schools as directed by the FMOE in compliance with decisions of the National Council on Education.

In view of the foregone necessity, the Zonal Directorates and later, the Area Directorates of Education in the state should be hooked to the internet and their EMIS centres established to facilitate data capture and analysis with greater ease and accuracy. The training of these groups of officials in school mapping with require adequate funding as field experiences in the exercise are often quite demanding and avoidable by staff being trained

### 3.1.6 EXAMINATIONS MALPRACTICE:

As at 2006, Plateau State was rated the 10<sup>th</sup> Examination Ethics friendly state in Nigeria as reported by the West African Examination Council.

The cardinal cause of Examination malpractice at the SSCE level is identified as Principal's and proprietors' registration of External Candidates for school-based Examination. Such candidates are under pressure and must pass their papers by all means hence the prevalence of malpractice accorded to the group.

Others that perpetrate examinations malpractice are examining bodies through supervisors and examiners and custodians, teachers during examinations proper or through continuous assessment scores, parents and associated members of the public. These groups require to undergo the

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## RECOMMENDATIONS ON HOW TO BRING SANITY TO THE PUBLIC SCHOOLS IN KEBBI STATE

### Introduction Of The Organization

The above progress Education services (Consultancy Unit) provides programmers for up-grading the quality of education in the primary and secondary schools so that the product of the system will be Well-equipped gain-ful employment or higher education for especially in the science and technology. The organization had organized workshop & seminars for teachers, Principals, Vice Principals Libratory assistants, Librarians etc at Katsina, Zamfara, Kwara and Kebbi State. —

The Executive Director is Alhaji I. A. F. Abdulkadir who had been a principals of GSS B/Kebbi, Nagarta college Sokoto, GSS Kaura Namoda, GSS Suleja and chief Examiner and president of ANCOPPS in the North Western State, Sokoto State & Kwara State.

We are happy that <sup>His</sup> the Excellency has appointed a highest power committee to bring the state educational system out of wood.

We submitted ~~ed~~ our observations and recommendations on how to improve the standard of education in the state. ✓

### PRESENT SITUATION

It is noticed that generally, the WAEC, NECO examination results have been very poor especially in English, Mathematics and in the science subjects. Many reasons may be postulated for these poor scholaristic achievements.

- a. The inevitable employment of non-professional teachers with out the basic element of psychology of teaching and pedagogical principals <sup>ls</sup>
- b. Inadequate teachers (trained and <sup>less</sup> trained).  
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- c. Insufficient of infrastructural facilities like building, laboratories/workshop, library etc.
- d. Non-professional and uncompromising attitude of some principal, and vice principals.

In view of the colossal amount of money expended on education, coupled with the need for each state to meet its quota in the Nigerian Universities but enhanced by the fact Kebbi State needs to plan to catch up with other states in the technological industries, efforts should be made to investigate the problems and causes.

### **OBSERVED REASONS FOR POOR PERFORMANCE**

#### **a. TEACHERS**

- 1) Lack of adequate corp. of qualified teachers.
- 2) Lack of dedication and commitment of some teachers
- 3) Teachers employ inappropriate teaching techniques
- 4) Most teachers possess low cognate ability.
- 5) Ill-preparation for the examination. The syllabi for all subjects not completed in SS 2 there- by leaving no room for revision in SS. 3.
- 6) The students are NOT exposed to past questions which will provide them the inkling into how questions are framed.
- 7) Teachers NOT involved in marking external examinations which will give them the insight on how to help the students on the techniques of answering questions.
- 8) Some teachers take up the job for want of a better thing to do. For this reason, they do not put up their best and are ready to jump ship at the earlier opportunity. ✓



## STUDENTS

Students generally manifest

1. Low level of literacy and numeracy
2. Poor attitudes to learning particularly as a result of misplaced social values.
3. Poor verbal and problem solving abilities
4. Low moral/ethical standards
5. Engage in deviant behaviours
6. Search for short-cuts during examination which leads to cheating & examination mal-practices.

## RECOMMENDATIONS

A. Without a sound foundation for primary education, how can we get well-groomed and competent teachers? This is simply because the relatively half-baked products of the primary schools are shifted into secondary schools and tertiary institutions only for those institutions themselves to produce ¼ baked graduates.

1. Leadership at all levels must be honest, purposeful and committed to the task of nation-building devoid of selfishness and greed.
2. We must strive to reposition primary education to its past glory when pupils of class four were literate and numerate. How do we do so? We must train teachers properly, we must provide the teachers with a conducive operational environment such as moderate-size classrooms of 40 students, and the motivation including better salaries and welfare.
3. Primary teachers should be supervised to ensure that they perform as expected.

4. Parents must be alive to their responsibility of child upbringing. The maintenance of the family is the responsibility of parents, according to the Sharia. Children deserve proper feeding, shelter and education. They deserve love, care and attention of parents, communities and societies.

More work should be done in preparing primary school pupils for Secondary education and this improving the quality of in takes.

Necessary remedial work should be done in English and Mathematics in Jss1 secondary schools Education.

Efforts should be made to change the present class-teacher arrangement in the primary schools to subject teacher arrangement and teachers should teach the subjects that they are specialized in.

#### B. **TEACHER'S QUALITY**

The quality of the teacher make or mar the teaching learning process.

Thus regular training work shops to intimate the teachers on the THREE main phases of teaching.

#### **THESE PHASES ARE**

- a) PRE- TEACHING training in terms of professional ethics, curriculum, scheme of work, standard lesson plan etc.
- b) CLASSROOM INTERACTION training, in terms of teaching methodology, classroom and laboratory management etc. ✓
- c) POST-TEACHING training in terms of Measurement & Evolution, Record Keeping etc.

It is thus recommended that EXTERNAL CONSULTANTS to handle workshop and seminars should be appointed by the state Government.

Workshops, seminars, conferences should be organized by the External Consultants in collaboration with the ministry of education on a regular basis for particular categories of teachers, (non-professional and professional teachers, science teachers, technical teachers, principals, vice principals etc.) for knowledge updating skill acquisition and capacity building. Attendance at such workshops, seminars, conference etc must be a pre-condition for subsequent promotion.

In general the consultants should be responsible for the:

- i) Preparation of schedule of workshops on a yearly basis to focus on identified areas of need.
- ii) Developing a package for each workshops
- iii) Identifying relevant resource persons for each workshop seminar.
- iv) Organizing workshops and seminars as scheduled.

### **C. STAFF WELFARE**

Effort should be intensified at enhancing staff welfare and boosting staff morale.

#### **Action Needed**

- i. Prompt payment of staff salaries and allowances.
- ii. Extension of revolving loan and medicare facilities.
- iii. Regular promotion
- iv. Prompt payment of retirement entitlements
- v. Recognition and reward for exceptional performances, innovation and exemplary character.

#### **Major Actors:**

1. State Government (to provide fund).



- 2. Ministry of Education (to design appropriate tool for measuring effectiveness).
- 3. Ministry of Education <sup>SPEB</sup> SPEB, LGEA (to ensure prompt payment of salaries and allowance and administer teacher effectiveness tool).
- 4. Respective communities (to give necessary support and encouragement).

Resources Required:

Adequate funding to take care of:

- i. Prompt and stress-free payment of retirement benefits.
- ii. Annual award for excellence
- iii. Reimbursement of medical expenses
- iv. Provision of housing and vehicle revolving loan
- v. Prompt payment of leave bonus and other allowances.
- vi. Payment of running costs to primary school Head-teacher.

**D. FACILITIES AND TEACHING MATERIALS**

The ministry of education and other proprietary bodies should ensure that adequate facilities are provided in accordance to laid down standards and guidelines e.g in the area of provision of adequate classrooms, libraries toilets, resources, materials and text books.

**Action Needed:**

- i. Construction of new classrooms yearly as may be necessitated by the school population.
- ii. Renovation of dilapidated buildings/infrastructure
- iii. Adequate provision of toilet facilities, safe drinking water and good quality mid-day meals.

- iv. Ensuring that schools are I.T compliant. For a start government should provide computer facilities on a zonal basis.
- v. Provision of adequate learning materials by parents.
- vi. Sponsorship of production of relevant text books by government.

### Major Actors:

State government, ministry of education, <sup>SUBEB</sup> SPEB, LGEA and PTA and relevant international bodies.

### Time Frames

1. Construction of a block of three classrooms for each of the large schools at the rate of one per session for the next 4 years
2. Rehabilitation<sup>es</sup> of dilapidated structures at the rate of 20 blocks of class-rooms per LGA in each session.

### F. DEVIANT BEHAVIOURS

Everything must be done to eradicate all forms of deviant behaviours (cultism, exam malpractice etc) which have implications for teaching and learning outcomes.

- i. Effort should be made to ensure quality teaching to prevent all sorts of examination malpractice.

### G PROFESSIONALIZATION

Government should encourage full professionalization of teaching while the teachers themselves must take adequate actions to ensure their full professionalization.

### Action Needed:

1. Untrained personnel should not be allowed to function as teachers within the school system. For instance the policy <sup>of</sup> deploying all NYSC to schools, irrespective of their areas of specialization, should be resisted.

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2. The policy on registration of teachers should be fully implemented and appropriate ~~ed~~ sanctions should be imposed on individuals who refuse to register within the stipulated time.
3. All individuals who are currently teaching in tertiary institutions, without appropriate professional qualification should be made to go for relevant training programmes.

Finally, the progress Education services is happy and thank full that the state is blessed with Governor Saidu DakinGari's Administration that had relentless and consistently moved in the direction of peoples dreams and aspiration, and persistently keeping every promise made against all odds and largely amidst perpetual distractions of the opposition. .



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1.

Govt. Day Sec. School  
P.o Box 19 Jega  
1<sup>st</sup> May, 2008

To: The Secretary  
Education Committee  
Kebbi State.

Subject: **FALLING STANDARD OF EDUCATION IN KEBBI STATE**  
**CAUSES AND REMEDY**

1. I Refer to the above subject matter and submit here with some of the Factor responsible and recommendations on the way forward.
2. The factor are looked at from three perspectives viz.
  - i. Factors that affect the secondary school teachers in the state.
  - ii. Factors that affect the students with particular reference to Govt. Day Sec. Jega.
  - iii. Factors that affect primary schools in Jega town.
1. Factors Highlighted In (2) Above Are Enumerated Below
  - i. **Factors That Affect the Secondary School Teachers In The State.**
    - a. **Posting and Transfer of School Principals.** All known criteria of posting and transfer of schools principal have been known overboard. The decision to be transferred or to remain at a school rests with the principal. Presently quite a numbers of school principals have spent about ten years in a particular school. This has made some principal's demigods in their school and prevent them from diversifying their experiences.
    - b. **The Re-Organization of Administrative Structure Of Secondary School In The State.**

The present administrative structure of secondary schools in the state where two school principals exist side by side within the same building structure is counter productive as this can only help to create more number of redundant principals and their duties who would have otherwise been engaged in teaching important subject in their resnective schools.

2.

c. **JSS Teaching Staff Not Being Promoted As and When Due.**

Since when UBE Board was created and junior secondary schools were merged with the board, teachers from the JSS section are not being promoted in spite of meeting all the requirements.

Their counterparts in the senior secondary school sections enjoy regular promotion. In the light of this unhealthy situation teachers from the JSS section have been struggling to crossover to the S.S; section, while those to be employed are not willing to be posted to the JSS section.

d. **Delay Before the Monthly Salary Is Paid.**

Teachers depend on their meagre salary for meeting up with their daily requirement. As the saving goes an empty sack cannot stand aptly apply to teaching and learning situation. Delay in the payment of teacher's salary adversely affect teaching and learning.

e. **Delay In Teachers Promotion And Irregular Payments Of Leave Grants.**

Teachers suffer untold hardship before they are promoted even after satisfying all laid down criteria. On most occasions teachers can spend many years before promotion and when finally promoted arrears are not paid. More worrisome is the leave grant issue whose payment criteria is not being observed. This demoralize the morale of teachers and promote gossips and indolence.

f. **BRAIN DRAN OF TEACHERS**

Teaching profession has been used to be a stepping stone for any lucrative job. Most of the Teachers in secondary schools found themselves in the teaching profession because they have no alternative other than teaching.

g. **LACK OF REGULAR SUPERVISION OF INSTRUCTION**

The crual importance of this aspect of education cannot be over emphasized. Supervision of teachers has either not being done regularly or at all. Consequently, this could affect the plans and productivity of the education system.





h. **LACK OF TEACHING AND LEARNING FACILITIES.**

For a Teacher to teach effectively and at the same time enable the learners to learn at a faster rate provision of teaching aids becomes very necessary. This is total lacking in most secondary schools and need to be urgently addressed.

II. **FACTORS THAT AFFECT THE STUDENTS WITH PARTICULAR REFERENCE TO GOVT. DAY SEC. SCH. JEGA.**

a. **INADEQUATE NUMBERS OF TEACHERS.**

The situation in this respect. Of the 17 available classes meant for the JSS section only 7 have class masters while the remaining 10 are left with no class masters due to their inadequacy. Students are direct victims of this serious lapses as subjects supposed to be taught are not taught and class roll call is left unchecked.

b. **Over Crowded Classroom Situations.**

*rows* Due to increase enrolment, number of pupils from private, public and Islamiyyah schools, the few available classes are always being overcrowded with more than 100 students per class. Thus taking class attendance has always been cumbersome and tiring. In this kind of non conducive learning environment it is absolutely impossible to attend to individual students needs.

c. **INADEQUATE STAFF ROOM AND CLASSROOM FURNITURE'S**

Most of the Teachers in the school share their seats. Similarly due to large number of students per class, the few available seats in the classes suffer constant breakages and damages. Their maintenance is beyond the means of the school.

d. **Lack Of Teaching Learning Facilities In The School.**

The importance of teaching and learning aids in a school for an effective teaching can not be overstressed. These facilities are totally lacking in the school.



e. **Lack of Single Science Laboratory In The School.**

The school has been offering all the science subjects without a single science laboratory. Practical aspect which is the backbone of science is completely neglected. This is a clear failure of the school to meet up with WAEC and NECO requirements.

f. **Lack of School Library.**

A befitting and well stocked library with books and other learning materials remain the best repository of learning. In any academic environment. This important area is however, lacking in the school

g. **Trespassing.**

The school is not fenced. It is being trespassed with vehicles, Hawkers can easily be seen within the premises and classrooms. The beer parlour nearby compounded the issue as the school premises is being used as a gateway to the beer parlour. This is to say the least exposes our innocent students to the law less ness and irresponsibility exhibited by those who patronize the beer parlour.

h. **Temporary Suspension Lessons during External Examinations**

Due to large numbers of candidates who register to sit for WAEC and NECO exams, all senior secondary classes are utilized as examination rooms. SS1 and SS2 daily lessons suffer a set back, at least from **May/June** and **June July** exams season. This affects proper coverage of the syllabi and has a draw back/affect on the student's performance.

i. **Lack Of Games And Sport Events Fields.**

The only available football field that was jointly being used with model primary school was converted for constructing classroom blocks and offices. Hence, demonstration of some practical aspect of PHE lesson is grossly affected.

5.

j. **No Space for Further Expansion**

Due to lack of adequate space in the school compound classes were built very close to each other. This ugly situation coupled with large number of students per class adversely affect conducive teaching and learning environment in the school.

3. **Factors That Affect Primary Schools in Jega Town**

a. Multiple loans that have crippling ~~effect~~ on teachers, primary school teachers collect all types of loans, such as vehicle, rice and bank loans. In most cases this loan are collected simultaneously by teachers leaving them with very little or nothing at the end of the month, even when some of them refuse to go for work, their salaries must always be paid to their creditors.

b. **Fake Teachers**

It is alleged that there are reasonable numbers of fake teachers who are only seen during the payment of monthly salary and will not be seen again until next payment. Such teachers has no area of primary assignment constitute a serious financial loss to the state.

c. **Teachers with Fake Certificates.**

There is a also wide speed allegation that large number of teachers with fake certificates were employed to teach in our public schools. These teachers who have no relevant training mislead our children since they cannot impart on them any meaningful know ledge.

7.

d. **Overcrowded Nature Of Pupil's Primary Schools.**

Public primary schools in Jega are not spared of this agony and its negative consequences on effective Teaching and learning. Out of the public primary school in Jega town, 6 have been over populated with pupils.

e. **Lack Of School Supervision.**

Supervision of teachers inspite of its importance has now being relegated to the background and where done it is skeletal and unreflective due largely to the caliber of persons appointed as supervisions. Teachers are left on their



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6.

f. **NCE/DLS Centre In The State**

NCE/DLS study centre in the state are operating below standard. In most certain inadequate teaching below standard. In most certain inadequate teaching staff and learning materials is a rule rather than an exception unless urgent steps are taken to address this highlighted anomaly, its spill over effect can have a disastrous consequences on the standard of education in the state.

4. **RECOMMENDATIONS**

In the light of the foregoing it is hereby recommended that:-

- a. all secondary school principals who have spent three years and above in a particular school be transferred out. The posting should however, take cognizance of their competency, years of experience and administrative skills.
- b. New schools should be constructed across the state in towns that have dire needs for them. The situation in Jega is very relevant herer. In schools with over crowding and with space for further expansion additional classroom block and hostels should be constructed.
- c. The state government should wade into the matter of promotion in respect of JSS teachers and ensure that the discrimination them and their counterparts in SS sections is addressed.
- d. teachers should not be made to stagnate for too long over a particular salary scale. Prompt and regular payment of teacher's salaries and other benefits should be ensured.
- e. The state government should be proactive and strive not to be left behind in this age of science and information technology (IT). The absurd and bizarre situation of secondary schools offering science subjects without laboratories should be immediately addressed.



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**MINISTRY OF EDUCATION BIRNIN KEBBI**  
**INSPECTORATE SERVICES DEPARTMENT**

**ACTION PLAN 2007/2011**

S/N	GOALS	TARGETS	STRATEGIES	TIME FRAME
1.	Provision of education that caters for the total development of an individual: the Islamic perspective.	(i) 90% of all children in our Primary Schools to be functionally literate by graduation.	(a) Compulsory enrolment of all School age going Children Male and Female  (b) Reading & numeracy to be compulsory.  (c) Retraining of our serving Primary School Teachers on functional methods of teaching.  (d) Provide teaching and learning items at reduced cost.  (e) Provide libraries across the State.  (f) Popularize reading in all Primary Schools.	
		(ii) 100% Transition from JSS III to SSS.	(a) More classrooms, labs, furniture and resource materials	

			<p>etc.</p> <p>(b) Improved methods of teaching.</p> <p>(c) More Science and Technical colleges in the State.</p>	
		(iii) 50-60% of our SSS graduates should transit to tertiary institutions	(a) More lecture halls, hostels, teaching materials, recruit more teachers, and allow for inservice training.	
		(iv) Reduction or elimination of any examination malpractices by 90% or totally wiped off.	<p>(a) Autonomous Examination Board.</p> <p>(b) Strong legislation on malpractice.</p> <p>(c) Mobilization and enlightenment against the practice.</p>	
		(v) Reduce cases of cultism in our Schools by 100%	<p>(a) Through legislation.</p> <p>(b) Mobilization, moral instruction.</p>	
		(vi) 90% of our Schools should have good sporting	(a) Provision of sporting facilities.	

		programmes for health and physical development .		
		(vii) Our Tertiary Institutions should establish well sustained PHE Programmes	(a) Good recreation in facilities (b) Good PHE Teachers who are highly motivated (c) Make PHE and sports a compulsory programme on the curriculum in all our Tertiary Institutions.	
2.	Improving the quality and content of our education delivery in the State at all levels.	(i) Reduce the no of unqualified Primary School Teachers by 90% . and retraining to minimum qualification of NCE as per National requirement.	(a) Training the unqualified. (b) Register with TRC. (c) Employ only the qualified. (d) TSS to be introduced. (e) PTPP. (f) Regular inspection and supervision.	
		(ii) Within the	(a) Massive	



		<p>period under review, the number of unqualified Teachers in our Secondary Schools will be reduced by 80%.</p>	<p>retraining of the Teachers.</p> <p>(b) Recruit only the qualified ones.</p> <p>(c) Improve incentives.</p> <p>(d) Only those with TQ.</p>	
		<p>(iii) By the end of this period only 10-20% of teachers in our Tertiary Institutions will require teaching skills.</p>	<p>(a) Retraining on continuous basis on pedagogy.</p>	
		<p>(iv) Most of our Teachers would have attained an 80-90% professionalization.</p>	<p>(a) All to register with TRC</p> <p>(b) Improved conditions of service.</p> <p>(c) Training &amp; retraining exercises</p> <p>(d) Improve efficiency through motivation.</p>	
		<p>(v) Learning and Teaching friendly environments should be attained</p>	<p>(a) More Schools.</p> <p>(b) More classrooms.</p> <p>(c) Teaching items.</p>	

		by 70-90% level.	<p>(d) Learner friendly environment.</p> <p>(e) Efficient management of Schools.</p> <p>(f) Normal teacher pupil ratio 1:45.</p> <p>(g) Trained school administrations.</p>	
3.	Improving quality of life of our people through Education	<p>(i) Improved and modified curriculum in all our tertiary institutions. Education for knowledge and for a purpose.</p>	<p>(a) Encourage entrepreneurial education in all Schools.</p> <p>(b) Assist graduands with subsidized loans to be self sustaining.</p>	
		<p>(ii) In Senior Secondary Schools and Adult and Non-Formal Programmes encourage self employment</p>	<p>(a) Assist graduands with soft loans.</p> <p>(b) Supervision to discourage relapse into illiteracy.</p>	
		<p>(iii) By the end of this programme staff and all graduates from our</p>	<p>(a) Train the unemployed as instructors for adults in the Non-</p>	

		tertiary Institutions will be job creators.	formal Sector.  (b) Micro Credit schemes.  (c) Encourage farming.  (d) Encourage self independence.	
4.	Restructuring the curriculum to meet the state goals and national objectives, so that an educated person could be liberated from poverty and unemployment.	(i) Review the curriculum at both Primary & Secondary levels for its functionality.	(a) Curriculum to be job market and relevant for higher education	
		(ii) At the end 90% of our Secondary School leavers will be self employed	(a) Handicraft centres across the State.  (b) Loans for SMEs.	
		(iii) Over 80% the SSCE graduates will gain admission into higher institutions.	(a) Better exam results.  (b) Devoid of malpractices more private schools.	
5.	Mobilizing the Local Communities in the funding	(i) 40% Local Communities involvement in	(a) Massive campaign on Community and	



	management and establishment of educational institutions thereby reducing the burden on the State Gov't.	education	public sectors.  (b) Encourage community ownership of schools.  (c) LGAs to get involved in planning and management of schools on a more serious level.	
6.	Private Schools	(i) Increase number of Private Schools by 40%	Review and formulate state policy on private Schools and provide incentives.	
7.	Computer Literacy	(i) Introduce computer education in our Primary Schools where possible	(a) Incorporate in the curriculum.  (b) Provide computer training for staff.  (c) Introduce maintenance programmes and course.  (d) Interned Services at Secondary level.	
		(ii) 95% of our Secondary School graduates to be	(a) Internet Services to be a priority.	

		computer literate especially in the Urban Schools.	(b) Library Services across the State including mobile services.	
		(iii) In the Tertiary Schools, computer literacy should be a requirement for graduation.	Introduce computer studies as compulsory in the course content.	
8.	Science and Technical Education should be improved in order to move at the same speed with current changes in the Globalized World.	(i) Revise our present curriculum in the Science Schools and Technical Colleges emphasizing the teaching of Mathematics. (STM)	(a) Seminars for our Teachers on STM curriculum:  (b) Staff to attend curriculum development courses.  (c) Employ more Sciences Tech. & Mathematics Teachers.  (d) Additional incentives to motivate staff and retain staff.  (e) Admission policy should be 70/30 Science and Arts.	
		(ii) Establish two	(a) Rehabilitate and	

		more Science Schools in the State fully equipped and furnished.	<p>expand the existing ones.</p> <p>(b) Provide modern equipment &amp; facilities.</p> <p>(c) Provide resource centre for research and development.</p> <p>(d) Encourage research.</p>	
		(iii) Improve funding to Tertiary Institutions. The state to establish a state polytechnic outside the state Capital.	<p>(a) More funds.</p> <p>(b) Community involvement</p> <p>(c) Federal Assistance and Donor partners.</p>	
		(iv) The teaching and introduction of Science & Mathematics in Primary Schools to be encouraged.	<p>(a) Establish <del>of</del> more Science Primary Schools in the State.</p> <p>(b) Recruit and retain Maths Teachers with NCE qualifications.</p>	
9.	Scholarship and sponsorship to further studies	(i) Revise the present rules in favour of STM	Sponsorship will be on 80 – 20 ratio in favour of Science Tech. Mathematics.	

Prepared:

Yusuf Wade  
 Director Inspectorate  
 August, 2007



4/4/08  
Received

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MEMORANDUM ON THE IMPROVEMENT OF EDUCATION IN KEBBI STATE  
SUBMITTED BY ALABI BASHIR TO THE  
STATE COMMITTEE ON EDUCATION

Every fair-minded and just person even including the ministry knows that the non-indigenous teachers are the back bone of education in Kebbi State. The students themselves will attest to this basic fact. It is however, ironical and sad that this set of teachers are the ones marginalized more in the state.

There is a theory of sociology that says that if a person is given an assignment and we want the person in question to discharge the assignment creditably, two things are required, interest and motivation. If one is interested in doing something but that person is not motivated they will perform creditably. If on the other hand one is not interested in doing something but one is motivated, creditably is to a greater extent certain. Now imagine a situation whereby the person is interested and at the same time motivated, the creditability is absolutely certain. Now assuming that we are not interested in the job, I strongly believed that motivation will make us delivered creditably.

We are not indigenes therefore we are not permanent and pensionable staff, we are not indigenes, that is why we are not liable to promotion. Yet, we are the ones serving the state better educationally.

Just last two weeks, letters of promotion were brought to our school. All of them belongs to the indigenes, not even to a single non-indigene. Ironically many of these beneficiaries came to meet the non-indigenes. It is no doubt demoralizing.

We also know that we are on contract appointment, we are not entitle to pension under normal circumstances we are supposed to be given gratuity after three years or so. Besides, our salary <sup>'s</sup> suppose to be greater than that of the indigenes being that we are not pensionable. We are being denied all these. ~~Is~~ this also no demoralized.

With the emergency of your respectable committee filled with the intellectuals in the state, to look into the poor standard of education <sup>at</sup> all levels of education in the state, I pray that you should look into this issues <sup>as well</sup> for it contribution ~~is~~ immensely to the degeneration in the education standard in the <sup>State</sup> directly and indirectly.

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Secondly, I want your highly respectable committee to push it to the government  
ly that the above point and the points to be recommended should be stri8ctly  
mented by the government.

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**MEMORANDUM ON THE IMPROVEMENT OF EDUCATION IN KEBBI STATE**  
**SUBMITTED BY ODĒBUNMI EBENEZER SAYO TO THE**  
**STATE COMMITTEE ON EDUCATION**

I must begin by firstly commending the decision of the Kebbi state governor who deemed it fit to see to the poor standard of Education in the state.

Secondly, I will commend him for selecting the people of your caliber most especially the secretary of this committee. It is indeed a great assignment with which your name could be written in the educational history of Kebbi State. This could however be it positively or negatively.

Actually, I am a non-indigene of Kebbi State. But being a passionate educationist, I think I know to a greater extent, the problems facing education in the state. Unfortunately, these problems are multi-faceted. They emanate from the Government, the Educational Authorities, the teacher, the parent and the students. For the better understanding, I will be very brief in my presentation.

To begin with the government. It is high time the government at various levels in this country started investing the major part of their budget on education. Hardly do we find a government in the country spending up to 5% of its annual budget on education. Rather these governments spend lavishly on other projects that will immediately protect their images as well as the projects where they would easily get 10% returns on their contract awarded. Why is it difficult for government to follow the UNESCO guidelines in budgeting on education? One can imagine the whole of Birnin Kebbi with just 5 numbers of secondary schools. In each of these schools there is no a single class room with fewer than 70 to 80 students in them. Some even have more than a hundred in them. This is discernible at Nagari and Army Days Secondary Schools. Is this conducive for learning? What does it take the Government to build more schools around in order to cater for the growing number of youth who now see no alternative to education? For this to happen, more money must be committed to education.

Secondly, it is time the government should stop spending money without looking back. For the fact that the government are less concern with education, they spend the



ance and fail to look back. At the end of the day. What is obtainable is "work done". This is because the stakeholder mismanage and embezzle the money.

Moreover, there is no gainsaying that the remarkable achievement recorded in the health sector is not unconnected with the huge amount of money the doctors are being paid. Why can't the teachers have a reasonable salary scale since "no nation can grow richer than the level of its education and no education can grow higher than its teacher?"

Also some teachers were recruited two years ago by the Kebbi State government. These teachers were not given 30% increment on their salary as their predecessors. To say this is not normal enough. It is even discouraging and in no small measure, it is contributing to the poor standard of education in the state.

The second set of people responsible for the poor standard of education in the state are the authorities entrusted with the affairs of education in the state. This starts from the Commissioner of education to the officer at various educational boards. This set of people have now turned the educational institutions, most especially the primary and secondary schools into a sanctuary where their newly graduated children and relatives can start doing something before they can get a better job. At the end of the day, quack teachers are in charge of all the schools.

In most cases, these "Favoured Teacher" do not report in school because they were appointed in by their god-fathers. And since they do not have any passion for teaching, why would they report?

The third problem facing education in this state is from the educational administrator. This includes the school heads and their subordinates. Many of them lack the power to stir the affairs of their institutions effectively. They are merely there as figureheads. They can not set the ball rolling even at their back. They can not instill the necessary fear in the teacher or lecturers. This is why many teachers do not attend to their students. Then who is to teach these students? It is high time <sup>we stop appointing</sup> people appointed without administrative qualities.....

Now teachers, teachers too contribute to poor education. They do not go to their classes. When they do, they do not teach. When they teach they teach useless concepts.

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Many do not even go to school at all. Are all these ethical practices for a teacher?  
Certainly no!

Parent in Kebbi State are not very sensitive of their children education. They do not even value it. Any time their children fail to go to school they do not deem it fit to send them there. They do not ask after what were done in school. Invariably, the impression they give their children at the end of the day is that education is not IMPORTANT.

Students are the central problem. They do not know <sup>the</sup> value of education in their lives. May be it is because virtually everything is free they take their education with levity hands.

### THE PROFFERED SOLUTIONS

1. The government should invest more on education.
2. The government should monitor all its spending and make sure all its policies on education are implemented strictly.
3. Teachers salary must be reviewed upwardly and covetously.
4. The teacher denied 30% salary increment should be given their entitlement.
5. The educational authorities must be monitor closely and checked regularly.
6. School administrators must have the qualities required to head a school.
7. The teacher to be recruited must be qualified and willing to teach.
8. Teacher and lectures must be made to be diligent in their work.
9. Parent must be sensitized on the important of their children education and they should support the government in motivating the students.
10. The children must be <sup>given orientation</sup> ~~oriented~~ about the important of education in their lives. They should be made to know the value of education in a person's life. This could be achieved through the media publicity and many other means.

DDIS,  
DIS

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please send notes to the

→ sala  
PS 30/4/08

## MEMORANDUM ON HOW TO IMPROVE EDUCATION IN KEBBI STATE

### ZONAL EDUCATION OFFICE ARGUNGU

It should always be noted that the development of any community, society, state or nation is entirely dependent on the level of its educational standard and achievement.

In other words, the development and progress of a society is always in line with the levels of educational development and progress of that particular society. In order to have an entirely sound educational standard in our state we have to identify some of the most serious problems militating against our resolve towards operating our educational system right from the primary school level to other subsequent ones.

Inspite of the fact that both the state government and the universal/basic education board are making tremendous efforts towards development of education in the state, there is still need for much more additional and continuous efforts in this regard especially with respect to schools that are located in rural areas.

To mention but a few, the following are some of the problems that contribute to poor standard of education in kebbi state.

- 1) Inadequate number of trained teachers in our schools at both primary and secondary schools levels.



- 2) Overstaffing of schools in urban areas to the detriment of those in rural areas most of which are under-staffed.
- 3) Lack of adequate number of classrooms in most of the schools.
- 4) Insufficiency of classroom furniture and other school equipment in most of the schools.
- 5) Irregular supervision and inspection of schools
- 6) Lack of motivation in respect of salaries and allowances and other inducements and incentives which are instrument in maintaining the qualified teachers in our schools.
- 7) Lack of adequate standard libraries and science laboratories which are of vital importance in teaching and learning situation.
- 8) Inadequate numbers of students hostels in the boarding schools.
- 9) Too much congestion of the students in most of the classrooms in our primary and secondary schools.
- 10) Most of our secondary schools are fed with <sup>halfly-baked</sup> ~~halfly-baked~~ students from the primary schools who do not possess sufficient stock for entry in to secondary schools. It should be noted pupils that attend primary six (6) classes are pushed in to secondary schools in accordance with the new U.B.E Policy. This is with utter disregard to the pupils academic competence and aptitude.

- 11) Negative and poor attitudes manifested by many parents towards the education of their children. This contributes in no small measure in the children's poor academic motivation to schooling.
- 12) Conflicting policies and direction of education each time there is a change of government at both national and state levels.
- 13) School Shift system has created many problems in the educational development and progress in the state.
- 14) Interference and interruption in matters that are overwhelmingly educational by politicians especially those belonging to the party in power.

### **SUGGESTIONS AND RECOMMENDATIONS.**

The above mentioned points are just few of the numerous problems and issues that seriously confront educational development and progress in Kebbi state. However in order to improve on the standard of education in the state, the following suggestions and recommendations should be put into consideration.

- 1) Only trained and qualified teachers should be employed as teachers. At present many non teaching staff from other services are employed as teachers.
- 2) Primary and secondary schools teachers should be paid well i.e should be given high salaries and allowances so that people from other sectors would be attracted to join the profession. At present

many trained and qualified teachers had joined other organizations because of high salaries and allowances paid to them.

- 3) Workshops, seminars, in service trainings should be re-introduced in our schools. In those days, the above mentioned trainings were organized in schools/ministry during vocations/holidays. This would benefit the teachers greatly. At present little or non are organized.
- 4) Promotions with implementations, prompt payment of salaries and allowances should be made appropriately.
- 5) Good learning environment should be provided which includes good and adequate infrastructure, availability of learning materials of high standard quality.
- 6) The system of education should be left alone and not to be interfered with by the politicians as is currently going on in Nigeria. The system should be free from politics irrespective of the government in power.
- 7) The government is doing well in providing teaching equipments but all the same, the officials advising the government to make the purchase should make good recommendations.
- 8) Relationships that have been existing between the schools and traditional institutions should be maintained.
- 9) Schools in rural areas should be considered in posting of qualified teachers so as to maintain uniform standard all over the state.



Recommended.  
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## EDUCATION IN KEBBI STATE 1999 TO DATE

At the inception of this administration in 1999, education was in a scandalous state of decay. Physical structures and other facilities were either in very serious state of disrepair, inadequate or even non-existent. The morale of both staff and students was at its lowest ebb. Indeed, the entire sector had disintegrated to the extent that the sum of the parts could not make a whole. There was therefore the compelling need to take drastic steps to address the problem.

The first major step taken was to carry out an assessment of the extent of decay then put in place intervention structures and program. A blue print on education was produced by the Ministry of Education. The first step embarked upon was the rehabilitation of existing schools and provision of instructional materials with a view to providing enabling environment for teaching and learning. Consequently there was a massive response on the part of the public which result in over population of the existing schools. The second phase of government intervention therefore was the expansion of existing schools and the establishment of new schools to cope with massive population explosion in our schools.

To further boost primary education in the state the government supplied textbooks, rehabilitation of classrooms, ₦58,776,210.00 was spent for the purchase of instructional materials, sports development was allocated ₦12,637,993, while training and re-training of teachers got ₦5,265,198.00 within the period under review. Schools furniture worth ₦33,740,010.00 were also procured.

**PRIMARY EDUCATION**

In the Primary education sector, 1,099 Primary Schools were rehabilitated and 265 new classrooms constructed at the cost of about ₦806,000,000.00.00.331 new Primary Schools were established in all parts of the state to cater for the increased number of pupils seeking admission. Enrolment of pupils rose by about 40% (348,337) in 1999 to (484,854 in 2005) while the number of schools also increase by 35% (1,032 in 1999 to 1,397 in 2005).

**SPECIAL EDUCATION**

The objective of special education among others is to provide equal education opportunities for all children, their physical sensory, mental, psychology or emotional challenges not-withstanding.

In order to actualize the above objective the state government spent a total sum of N45, 431,655.60 for the provision of the special education/equipment, computer, rehabilitation and construction in the school for the Physically Challenged. There are now blind students who can access the internet.

**NOMADIC EDUCATION**

The Nomadic Education Commission was established to cater for all the Nigeria Nomadic population who for long has not been enjoying the provision of western education and other social amenities provided by government to other members of the Nigerian societies.

Before the coming of the present administration the number of nomadic schools was only 25, however the number has increased from 25 to 52 an



increase of 108% as at 2005. Out of this figure, 41 of the schools are for Nomadic Fulani while the remaining 11 are for the migrant fishermen.

Similarly enrolment increased from 1,600 in 1999 to 3,332 in 2005 an increase of 105%.

Male enrolment increased in these category of schools from 1,065 to 2,255 (112%) and remain<sup>?</sup> from 535 to 1,077 (101%) during the same period.

Retention, completion as well as transition rates also increased by over <sup>150%</sup> ~~150%~~. An expenditure of ₦129,746,550.00 was made to this level of education for the establishment of new schools, additional classrooms, textbooks, furniture and other facilities.

## **SECONDARY EDUCATION**

This sector received tremendous attention from the state government. All our secondary Schools have been rehabilitated to various degree and 338 new classrooms and hostels have been constructed at the cost of ₦1,301,453,644.00 and ₦1,070,524,400.00 respectively. Student future worth about ₦497,000,000.00 were purchased and distributed to schools. Science and computer education in our ~~secondary~~ schools got a fillip with the supply of science equipment and chemicals worth about ₦361,000,000.00 and computers worth ₦57,000,000.00. Textbooks costing about ₦594,000,000.00 were also purchased and distributed to our schools.

In order to ensure that all students, irrespective of their social status, participate fully in classroom activities, exercise books costing about ₦58,000,000.00 were purchased and distributed.

The state government expended nearly ₦100,000,000.00 on registration of students for the SSCE. Happily, student's performance at this



examination has continued to improve from palpable 7% in 1999 to about 61% in 2004.

The welfare of teachers, which is critical to the success of our efforts was considerably enhanced by the present administration, Salaries of teachers were increased by 30% and paid as and when due, in-service training is permissible to all teachers who meet the requirements. Loan facilities are also available; similarly student's welfare has also been addressed. When this administration took over the affairs of the State, student feeding rates were increased by 100%.

The Abdullahi <sup>Fodio</sup> centre the cost of ~~N~~480, 000,000.00. This is designed to be a research centre dedicated to the works of the legendary Abdullahi Bin Fodio which also houses an ultramodern Secondary School. The inclusion of the Secondary School is with the aim of Convincing our people that western and Islamic educations are not mutually exclusive. The sum of ~~N~~93, 000,000.00 has already been expended in the provision of furniture and instructional material for the centre. The centre will also be equipped with ~~an~~ visual library.

Four (4) New Government Girls Collage<sup>s</sup> were constructed in the State at the cost of ~~N~~2, 494,339,830.00 to promote girl-child education.

In addition to these and in consonance with the principle of the Universal Basic Education (UBE), 24 additional (new) Junior Secondary Schools have been established and 12 Junior Secondary Schools have been upgraded to the status of Senior Secondary Schools at the total cost of N1,800,000,000.00.

## **TERTIARY EDUCATION**

Kebbi State has three Tertiary Institutions under the Ministry of Education. Namely; Waziri Umaru Polytechnic Birnin Kebbi, Collage of Basic and Advanced Studies Yelwa Yauri and Adamu Augie Collage of Education Argungu. Apart from the massive expansion of physical structures going on in the institutions, the government has continued to make huge investments in the area of provision or infrastructure and the accreditation of programmes. In Adamu Augie Collage of Education Argungu, 17 courses have been granted full accreditation, 11 received interim accreditation while only one course is pending accreditation due to insufficient number of students.

Waziri Umaru Polytechnic Birnin Kebbi has also benefited from the Governments efforts to get its programmes accredited. 20 National Diploma (ND) and Higher National Diploma programmes have been granted full accreditation.

The sum of ₦290, 000,000.00 and ₦87, 000,000.00 were spent on the provision of equipment and rehabilitation/construction respectively.

## **SCOLARSHIP**

The Kebbi State Government has maintained a policy of ensuring that none of its indigenes <sup>that</sup> capable of attending School is denied the opportunity. Scholarship is therefore automatic.

The number of student on the state scholarship has increased by about 84.5%. Between 1999/2005 allowances disbursed to overseas and local students amounted to ₦164,574,725.00 and ₦178,749,255.00 respectively, bringing the total to ₦361,130,960.00. A total of ₦157, 533,673.00 was spent on payment of allowances of NCE students.



### **LIBRARY SERVICES**

The numbers of readers in the state library and its branches across the state have continued to rise. The State Library Complex has been constructed in Birnin Kebbi at the cost of about N120, 000,000.00; it has reached an advanced stage of completion. Assorted reading materials have been procured at the cost of N90, 121,794.75.

### **ADULT AND NON FORMAL EDUCATION**

This sector has also received considerable government attention in realization that the majority of our adult population as is the case in most parts of the country is illiterate. Basic literacy and numeracy classes are being organized continuously in 21 centers across the state, also, training is being given to the adults to make them join the world of work or enhance their performance in their present occupation. The sum of N57, 000,000.00~~0~~ was spent in establishment of Adult literacy centers and procurement of equipment. ✓

### **SUMMARY**

The information here is for 1999-2006 only any other information for January 2007- May 2007 is under process and is put together in the report submitted earlier.

### **REHABILITATION OF YOUTH THROUGH EDUCATION**

Campaigns on party politics have come and gone. Individual and group meetings have ended. Elections and electioneering slogans and bad and good use of language have now vanished

Our environments have been littered with Posters all over the place.



The worst situation left behind is that young boy who was used for the campaign and now have nothing doing. He is a school drop out or a total illiterate who cannot read nor write, he came from a rural area to the city under the guise that he came to pursue a good ~~of~~ city life or the young man who came in under the guise of Islamic Education.

Now that those weaked Politicians used him for their selfish ends and have abandoned him with nothing.

These youths abound the entire State on a local Government basis. These youths now require rehabilitation from "Drugs hang up" they need attention now or else they will go against their masters and the innocent citizens of society. How does Government assist these Jobless youths.

The Ministry of Education suggests as follows:-

1. Skills acquisition programmes.
2. Job creation and employment of those with some skills.
3. Provision of some soft loans by Government (L.G.A Level) under strict supervision.
4. Involve Local Governments in plans of how to mobilize these youths into Agriculture.
5. Extra classes/Part time Education, Continues Education Programmes.
6. Adult and Non formed Education Programmes etc.

## **KEBBI STATE IN EDUCATION**

### **Review of Educational Development before 1999.**

At the inception in 1991 the state inherited only 57 post Primary schools. Before 1990 27 post Primary Schools located in the present Kebbi State were ~~at~~ Closed down by the Sokoto State Government due to so many

factors amongst which included low enrolment and lack of enough teaching Staff.

The closure of these Schools and the transfer of the few students to the few existing schools led to too much congestion in the few schools available especially in the urban centres.

Similarly, Government also decided to Deboard some schools in some Urban areas, this automatically contributed in no small way to the problem of low enrolment, Poor attendance and retention. In some areas over congestion persisted in the few existing Schools – (in Urban centres where Day Schools flourished).

Today the situation is different. The 1990-91 situations witnessed a concentration of poor environment, poor motivation, poor welfare of staff and students.

Lack of teaching and learning materials, low motivation, low morale, high level frustration and poor results at all levels. The examination reports and records placed ~~the~~ at state at about 4% and lowest at 3% in our external and internal Examinations.

Primary Education was also very low in terms of Admission and enrolment. The pupil retention and completion was very poor. There were 994 Primary Schools by 1990/91 and by 1992/93 the number rose to 1032 Primary Schools with a pupil's enrolment of 1392 and by 1999 the pupil enrolment rose to 317381 and by 2004 the enrolment rose to 484854. Pupils while the number of teachers also rose from 6881 to 10,088.

At the Secondary level we have the details as follows:

1999 - 2005

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No. of Schools	60	-	222
No. of Students	62500	-	113,946
No. of Staff	1275	-	2490
Admission	8824	-	38647.

With the coming of this Administration in 1999 Secondary Education received tremendous attention as can be seen in the table as follows: -

Examination results within period under ~~review~~ *review*

**WAEC**

<b>YEAR</b>	<b>NO. SAT</b>	<b>PASS</b>	<b>PERCENTAGE</b>
<b>1999</b>	<b>4048</b>	<b>526</b>	<b>13%</b>
2000	-	-	-
2001	6241	2475	40%
2002	5667	2370	42%
2003	5701	2670	47%
2004	5623	3437	61%
2005	7813	3306	42.3%
2006			

**NECO**

<b>YEAR</b>	<b>NO. SAT</b>	<b>PASS</b>	<b>PERCENTAGE</b>
1999	-	-	-
2000	5359	2191	41%
2001	6105	2604	43%



2002	7098	3608	51%
2003	4055	2800	69%
2004	6527	3600	53%
2005	8686	4400	51%
2006			

**Forecast for 2007 – 2011:** In Addition to consolidating the gains of the 1<sup>st</sup> ~~and~~ Present ~~and going~~ administration ~~tenure~~, a lot more can still be done to the Secondary Education sector. Particular focus will be paid to expansion of the existing Schools, as well as the establishment of new Schools, mostly in semi-urban and rural areas. The Added Schools will thus absorb the increasing number of pupils graduating from Primary Schools. In this way, the present transition rate of about 75% can reach a target of 100% by 2011.

Another focus by the present Administration is an increased commitment towards the development of Science and Technical Education. There is need to build additional technical colleges to acquire skills that will make them more self-reliant right from Secondary Schools. At least 3 such Schools should be established by **2007/2009**.

One other area that needs additional patronage is that of extra-curricular activities and Sports in the Schools. Thus, the construction of Sports fields in virtually all Schools should be encouraged, side by side with the establishment of clubs and Societies for the promotion of <sup>learning</sup> Debates, Quiz Competitions, Drama and Cultural groups etc. In this way, Students will be gainfully occupied throughout the day, thereby complementing and improving on their academic work.

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We strongly recommend the establishment of one centre of for Boys and one <sup>for</sup> Girls. We should have a School that every one should be proud of, the Ministry is worried that these is not a single Special Secondary School in the state. R



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# KEBBI STATE STUDENTS ASSOCIATION (KESSA)

## USMAN DANFODIO UNIVERSITY

(The Most Peaceful University in Nigeria)

P. M. B. 2346, SOKOTO

Motto: God Is Our Strength

e-mail:- kessaudus@yahoo.com.



**EXCOS 2008**

**PRESIDENT**  
Abdullahi Dankasa  
08038237171

**SECRETARY GENERAL**  
Murtala A. Koko Snubak  
08033378330

Ref: \_\_\_\_\_

Your Ref: \_\_\_\_\_

Date: 1<sup>st</sup> May, 2008

The Chairman,  
Committee on the Improvement  
And Development of Education,  
Kebbi state.

Sir,

### SUBMISSION OF MEMORANDA

With high sense of respect and humility, we wish to hereby make the following submission on behalf of the entire Kebbi State students studying at Usmanu Danfodiyo University, Sokoto.

Sir, the submission is in respect of the **SCHOLARSHIP IMPROVEMENT** and the **Payment Of Registration Fee** by the state government. Which we feel will improve the standard and quality of education in the state.

Attached are our finding from various states and submission to the committee for your consideration. Thanks.

Yours Faithfully

*Abubakar A. Garba*  
**Abubakar A. Garba D/Gari**  
P.R.O I/ Chairman  
Committee on Scholarship  
080-36982616; 080-25347377

*All Correspondence to the Secretary General*

### **OTHER EXCOS**

<b>VICE PRESIDENT</b> Shafa'atu Musa Kamba 08032849033	<b>ASSISTANT SECRETARY</b> Nuhu Yusuf Kangiwa 08086530853	<b>FINANCIAL SECRETARY</b> Ashaya'u Muh'd Ladan 07037909898	<b>TREASURER</b> Abdulkareem Bello Marshal 08068107179	<b>SALES DIRECTOR</b> Faisal Abubakar Shayau 07030304930
<b>SOCIAL DIRECTOR</b> Abubakar Bello (Kusu) 08035622777	<b>WELFARE DIRECTOR</b> Yahaya G. Illo 08035144395	<b>SPORT DIRECTOR</b> Mansur Shehu Yauri 08038438351	<b>AUDITOR GENERAL</b> Daliru Na'allah Binza 080	<b>P. R. O. 1</b> Abubakar A. Garba D/Gari 08036982616
			<b>P. R. O. 11</b> Faisal Ahmed Bawa 08032827602	



**1. INTRODUCTION**

After a long research from various states of Northern Nigeria and North-West in particular which we use for analysis in regard to our submission.

The states we use as reference are sharing the some cultural, economic and political values with Kebbi State.

We students of Kebbi State are categorized into two in regard to payment of scholarship i.e **ART AND SCIENCE**, the payment is in the Following mode: -

**First Payment**

Art	-	N4,000
Science	-	N4,600

**Second Payment**

Art	-	N2,000
Science	-	N3,000

**Third Payment**

Art	-	N1,500
Science	-	N2,000

**Total Payment Per Session**

Art	-	N7,500
Science	-	N9,600

**2. FINDING**

Eight State from Northern Nigeria are paying their students the following amount: -

**Sokoto State**

Art	-	N14,000
Science	-	N16,000
Medicine	-	N20,000

Payment of registration fee for all state indigene

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**Zamfara State**

**N60,000** to all category of students

Payment of registration fee for all state indigene

**Katsina State**

Art	-	N13,600
Social Science	-	N16,600
Science/Education	-	N18,600
Medicine	-	N90,000

Above are for their **MALE** students while the **FEMALE** students receive a special consideration.

**Kano State**

Art	-	N13,500
Science	-	N16,500

**Jigawa State**

Art	-	N15,000
Science	-	N20,000

**Niger State**

Art	-	N10,000
Science	-	N15,000
Law	-	N20,000
Medicine	-	N50,000

**Bauchi state**

Art	-	N15,000
Science	-	N18,000

**Kaduna State**

Art	-	N9,000
Science	-	N11,000

Sir, all the above States are paying their indigene in one installment except Zamfara State that pays in Monthly basis.

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MAHDI ABUBAKAR MAISHAYI  
KWARA PRIMARY SCHOOL,  
AUCIE LOCAL GOVERNMENT  
EDUCATION AUTHORITY  
AUCIE.

1<sup>ST</sup> MARCH, 2008.

THE DIRECTOR OF INSPECTORY,  
KEBBI STATE MINISTRY OF  
EDUCATION,  
BIRNINI - KEBBI.

Sir,

MEMORANDUM ON EDUCATIONAL DEL-  
OPMENT IN KEBBI STATE:

Education been it, the pivot around which all sector of the development revolves. In view these, the government of Kebbi state under the able leadership Alhaji Saidu Usman Nasirun Dabangari the executive governor of Kebbi state. Engage the committee which are giving the mandates to look into the problem maintaining the education development in Kebbi state.

No doubt, the past and present government make tremendous effort in improving the standard of education in Kebbi state by providing the conducive environment for learning such as re-habilitation of old classroom and  
at new one - Building



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recently increase by the government.

Take a look sir, I start teaching career with Angie local government education Authority in 1996 and had NCE which I finish in 2000, but still now I am in grade level 07 of seven thousand five hundred and seventy four naira (7574-00) as my salary.

partaining our's leave grade, they categorically divided us into group. That is for those who are in grade level 07 to down were giving four thousand (4000-00) and for those who are in grade level 08 to above five thousand (5000-00) and for those who are in 12 and above are giving seven thousand naira (7000-00) (teacher only).

There is high rate of grossed worker which is also impediment to educational development in Angie local government which Education Secretary E.S used to wealth himself.

There is also perception by the E's that, he just came to his present office for money. So any person job under L.G & A Angie should give him money and even you want your promotion to be implemented you should give him



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**EDUCATION TRUST FUND**

Plot 433, Cadastral Zone A6 Zambezi Crescent, Off Aguiyi Ironsi Street, Maitama - Abuja  
Tel: 09-4139111, 4139112, 4139101

*Executive Secretary*

*Professor MAHMOOD YAKUBU*

**ETF/ES/CH/SUBEB/KEB/TSE/08/Vol.I**

Our Ref: \_\_\_\_\_

**8<sup>th</sup> April, 2008**

Date: \_\_\_\_\_

Your Ref: \_\_\_\_\_

The Executive Chairman  
Kebbi State Universal Basic Education Board  
Birnin Kebbi  
Kebbi State

*My Dear Chairman*

**PHASE II OF THE MODEL TSANGAYA PRIMARY SCHOOL UNDER THE ETF/TSE PROJECT**

You may wish to recall the various communications between the Education Trust Fund and Arewa House, on the one hand and the Kebbi State Universal Basic Education Board, on the other, in respect of the Tsangaya System of Education (TSE) Project.

2. The aim of the TSE Project is to broaden access to basic education through the establishment of model primary schools which integrate Qur'anic studies into the conventional school system. Several States have participated in piloting these model primary schools under the Phase I of the Project.

3. As a result of pressure from several States which did not participate in Phase I of the Project, the ETF decided to embark on Phase II of the project. States that wish to participate in piloting the model primary school of the TSE Project are expected to provide the following:

- (a) A minimum of Six (6) Standard Classrooms
- (b) Additional rooms for:
  - (i) Library
  - (ii) Computer Laboratory
  - (iii) Language Laboratory
  - (iv) Primary Science Laboratory
  - (v) First Aid Room
- (c) Recitation Hall



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- (d) Play Ground
- (e) Requisite number of teachers

For its part, ETF will provide the following:

- (a) Curriculum and textbooks which shall be used in the Model School
- (b) Funds for the purchase of:
  - (i) Furniture
  - (ii) Computer/Television and projector
  - (iii) Language Laboratory
  - (iv) Science Laboratory
  - (v) Primary school Library books
  - (vi) First Aid Equipment
  - (vii) Sports Equipment
- (c) Capacity-Building for teachers

If your State is interested in participating in the TSE Project, kindly submit a letter of commitment to us and propose a date for the completion of the requisite physical infrastructure on/or before 31<sup>st</sup> July, 2003.

Please accept the assurances of my highest regards and consideration.

  
**Professor Mahmood Yakubu**  
Executive Secretary





## UNIVERSAL BASIC EDUCATION PROGRAMME

### Definition, Aims, Scope, Problems and Prospects

The Universal Basic Education (UBE) programme was officially flagged off by President Olusegun Obasanjo on 30th Sept 1999. It was to be among the first major policy thrust and programmes of the present administration. It was greeted by our now customary skepticism and initial suspicion. People expressed the view that it was another "new wine in an old keg" the first attempt at a Universal Primary Education (UPE) which was launched in 1976 by General Olusegun Obasanjo the then Military Head of State of Nigeria, having failed. A number of reasons for this failure has been advanced by scholars and educationists, the most salient being lack of proper planning, poor management, lack of supervision and perhaps, the most plausible of all being the economic misfortune of the country. It is noteworthy that the first national policy on UPE was announced from the center by the Head of State and telegraphed to the states/provinces/local government long before educationists and other stake holders were consulted.

Soon after the launching in 1976, our fortune from the mono-economic source, the oil dwindled. The UPE programme and the promise it held similarly dwindled. The policy was revised several times before it finally fizzled out.

In 1990, a half hearted attempt at a compulsory nine-year basic education programme was conceived. Although much ground work and consultations were carried out, the nine-year programme was still born. The single most important reason for throwing out the planned programme was that by 1990, a fifteen (15) billion Naira annual average cost estimate for the nation for a ten year period was considered outrageous and inconceivable: It was against this background that the new administration's UBE programme was launched in Sokoto soon after the administration took off.

### Definition

Basic Education in Nigeria is defined in its broadest sense as "a close articulation of the formal, the non-formal and informal approaches to and mechanisms for the awakening and all round development of the human potential". The broad aim is to lay the foundation for life-long learning through the inculcation of appropriate learning- to-learn, self-awareness, citizenship and life skills.



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- (i) persons in all manners and conditions of physical, spatial and psychological existence will benefit from the programme;
- (ii) special attention to special groups would be provided, meaning that the special needs of all sectors of the population will be taken into account ;
- (iii) encouragement to the provision of facilities for early childhood care and socialization with due attention to the needs of specific social groups and geographical zones of the country, would be given, bearing in mind the need to lay a solid foundation of life-long learning right from early childhood.

### Strategies

In seeking to achieve the goals of the UBE programme, vigorous efforts will be made to improve on:

- (i) public enlightenment and social mobilization for full community involvement;
- (ii) data collection and analysis;
- (iii) planning, monitoring and evaluation;
- (iv) teachers: their recruitment, education, training and retraining, motivation;
- (v) infrastructural facilities;
- (vi) enriched curricula;
- (vii) textbooks and instructional materials;
- (viii) funding
- (ix) management of the entire process.

The details of the journey so far made using these strategies are contained in the implementation guidelines earlier referred to, a copy of which I have brought along with me .

Given the time at our disposal at this workshop, it will not be possible to recount all the details of the efforts so far made in these areas. However, three areas that are germane to the role of the participants in this workshop would be highlighted, namely:



- (e) During the nine-year "gestation period" states and local governments will progressively improve the conditions of teaching and learning in schools through:
- teacher quality improvement;
  - up-dating of infrastructural facilities;
  - enhanced availability of instructional facilities.
- (f) Similarly the first six years of the nine-year "gestation period" will be devoted to revitalizing junior secondary education through improved access, relevance and efficiency.
- (g) A sequential improved access will be undertaken so that 100% transition is attained in this order:
- |           |           |
|-----------|-----------|
| 2000/2001 | .....55%  |
| 2001/2002 | .....65%  |
| 2002/2003 | .....75%  |
| 2003/2004 | .....85%  |
| 2004/2005 | .....90%  |
| 2005/2006 | .....100% |
- (h) There will be an analytical evaluation of the nation's gains from the mass literacy and nomadic education programmes. This will lead to highlighting areas needing serious attention in the years to come. A sequential implementation plan will also be worked out and vigorously pursued to ensure an early, complete main streaming of non- formal and mass literacy programmes into UBE.
- (I) All states have agreed to establish an appropriate administrative framework for the management of UBE.

### Funding & Funding Mobilization Efforts

It has not been possible to get the actual details of budgetary provisions for the UBE programme. As of the time this paper was being prepared, the Year 2000 Budget has not been made public. Nor has a long term perspective investment plan been provided to give an overview of the level of commitment that is expected of this nation over a period of time.

However, we can from experience identify major items of cost. Given the projected annual enrolment and a reasonable estimate of unit-cost, it is possible to estimate annual budgetary requirements for the UBE programme. (Caution: Our guesses are as good as our estimates and assumptions).

In the 1990 Nine-year Compulsory Education Plan, it was evident that personal emoluments ie staff salaries and allowances including pensions account for about 70 percent of the budgetary provisions for primary schools every year. The remaining 30 percent was supposedly expended on infrastructures (maintenance of roads and school plants including buildings, provision of water and light) the provision of school furniture, instructional equipment, facilities and materials.

The unit cost of primary education in 1990 was estimated at ..... There were provisions for the up-keep and improvement of existing structures and for the construction of additional structures to cater for the additional numbers that were expected to enrol as a result of the compulsory programme. If the actual Naira value of 1990 is multiplied by a factor of 1.5 to take into account the inflationary trend and our estimated additional primary school enrolment resulting from the UBE programme is put at 1.12m, using FME estimates, then we should be looking for an additional .... billion Naira to cater for the new UBE policy.

However, I have it on good authority that the National Assembly has voted ₦12.3 billion to cater for the UBE this financial year, as opposed to a budgetary request for ₦29.1 billion (see FME- UBE cost estimates attached). Again the details of the sub-head provisions are not yet available . How far off the mark?

FME estimates for 1999 are as follows:

Total Enrolment in Primary Schools	=	14.1m
Estimated No. of Out of school children	=	7.0m
Actual Enrolment in Primary 1	=	2.35m
Year 2000 estimated additional enrolment in Primary 1	=	1.12m
" " " total enrolment	=	15.22m*

Against these figures, we must compare the May 2000 primary school statistics supplied to the new UBE Commission

Total No of Primary Schools	=	44,292
" " Classrooms	=	301,748



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formal education sector.

- 2) Inspectors must also familiarise themselves with the new goals of UBE, as these have become the new benchmark for measuring performances in the school system.
- 3) Inspectors are likely going to police communities and parents for compliance with the provisions of the UBE laws, especially those concerned with the compulsory enrolment of school aged children under their care. Inspectors must be adequately armed to apply appropriate sanctions to defaulters. Paradoxically, inspectors must be prepared to face the music and take responsibilities when informed parents/communities demand to know why their wards cannot get the educational services that they desire or those which have been promised by the National Policy.
- 4) The gradual implementation model adopted for the implementation of the UBE programmes gives the Departments of Federal ( and State ) Inspectorate Services the opportunity to gradually phase its own capacity building to cope with increasing demands that would be made by the UBE programme. The time to start action is now. Inspectors must assert themselves during this planning stage.
- 5) The scope and modes of inspection must evolve to cope with new demands for supervision, monitoring and evaluation. Quality control must henceforth be pre-emptive and not retroactive. These new roles call for additional skills that may not have been part of the armoury of inspectors. An invigorated programme to build capacities must be embarked upon immediately. In this regard, a close tie relationship with the Department of Planning, Research and Statistics with which the Inspectorate have complementary responsibilities must be cultivated and sustained.
- 6) With the growing consciousness on the rights of states in a federation, it is likely that we are going to witness increasing demands for devolution of powers. A top-down inspection strategy would soon be anachronistic. Alternative strategies must be sought. Capacity building at grassroot level enhanced by greater and greater interactions with states, LGEAs and communities is instructive.



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"bite more than we can chew" as we tag on the non-formal, mass literacy and adult education programmes to an already daunting problem of a universalized, free, nine-years, compulsory formal education programme.

- (f) Despite the expressed will to support the UBE programme, some over zealous states appear to have jump started the federal government and are not waiting to synchronize their programmes with that of the federal government. There is a potential problem with states that appear to have freed primary and junior secondary education programmes (the first nine years) all at once without adopting the graduated formula of the Federal Ministry of Education. Some states wanted to score political gains and they willingly implemented the programme without taking account of and provide all the wherewithal for the implementation of the programmes. A failure of the programme in a couple of states can have some ripple effects on the whole programme and can consequently spell doom for it. The varied adoption of the 6-3-3-4 system of education across states in the country caused a lot of mess that took sometime to clear. An even orderly implementation of the programme would offer the UBEC a timely advice to seek a nation-wide solution.

In one state of the federation, the pronouncement of a free and compulsory first nine years of formal education has driven the teachers out of the classroom because they would not legitimately teach where no provision has been made for instructional materials. The materials were supplied by parents and their children before the state made the pronouncement. The state did not provide substitutes. Because the teachers did not come to the classes, the students resorted to truancy. The classes became empty. We must avoid this.

### Prospects

In spite of all these problems, the UBE is likely to succeed because the UBEC has rightly decided to pick a few lessons from the failure of the UPE.

1. Foremost, the UBE has the blessing and total support and commitment of the federal government, especially President Olusegun Obasanjo. He seems to have tied UBE to his programme of Poverty Alleviation as an ultimate goal and all his energies are directed



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toward this goal. In addition the National Assembly has been a most willing partner in this particular programme and they support the programme with an uncommon generous budget.

2. The strategy of wide consultations with stakeholders is clearly different from that with which the UPE was implemented. These consultations have broken the communication barrier that had existed between federal establishments and state/local agencies and consequently bottlenecks are removed.
3. The sequenced and cumulative implementation model adopted by UBEC offer a great potential for the success of the UBE programme, as implementors would progressively learn from the phased implementation and make timely interventions.
4. At the helm of affairs in the UBEC is a core of technical, dedicated and experienced staff headed by Professor Pai Obanya, who is known never to have been associated with failure.

There is evidently considerable goodwill for the UBE programme, as no discerning and visible group has voiced an opinion against it. All seem to be saying, "how can we make it work?". I hope the Inspectors will identify themselves with this aspiration.

Prof M.J. Shuaibu  
Technical Adviser/Chief Consultant  
Education Sector Analysis  
Federal Ministry of Education  
Abuja.

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- *Invited paper for a Training workshops on Capacity Building for State and Federal Inspectors of Education.*



## IMPROVEMENT AND DEVELOPMENT OF EDUCATION IN KEBBI STATE

Problems, addicted to Educational development, are far and wide, as it attracts countless number of stakeholders. The problems keep perpetuating under unsummountable un-ending vicious circle; Largely due to application of deliberate human error.

(a) It calls for a clear and unambiguous sensonship by the society(community, family and individuals)in the grooming and mauldling of children from birth to school-age and beyond. That scenery of moral and ethical guidance are the basic essential ingredients for successful primary inputs. The Government therefore should endeavors to bring home absolute security to life, property and economic prosperity, to grantee and support individual families in upholding their god-given routines in the proffer up-bringing of their children.

(b) Primary institutions are grossly ill-equipped, given the perfectual poor and a falling teaching staff and the teaching aids at their disposal and for having been made to operate under that most deplorable and unpleasant learning environments. Very taken percentage of primary teachers are in possession of the required qualification. The few are being leveled up with the favored unqualified, and subjected to extreme humiliation in terms of renuemirations and general welfare packages .With local Governments at the hemp of affairs in the management of primary education, justice to situation is far from sight; Thus the prevailing nonchalant attatitudes by the participants; Culminating, not only in poor academics outcome, but in feeding secondary institutions with multitudes of unqualified inmates; talk less of countless primary dropouts with the potential of constituting a fertile ground for breaking of area boys.

(c)The politically intuition secondary schools, classified into day and boarding institutions scatted all-over, are equally grossly under-staffed and unattractively maintained except for model schools designed for the children of well-to-do members of the society. The story therefore, as far as staffing and teaching aids are concerned, remains the same as, in primaries. The a falling meagure renuemirations and welfare packages, dictates the none existence of any form of incentives to promote level of performance and on the job satisfactions. At the end of the day, the situation leads to tressend into students aspiring for means of examination leakage to get to qualify for consideration at universities and related tarticiary institutions.

(d) The planning and inspectorates departments in the ministry appears to have been deficient in their operation; They seem to have been performing distant away from what was obtained in the 50<sup>th</sup> and 60<sup>th</sup> ;by discarding their primary responsibilities and wallowing woefully in the mire of selfishness when it comes to the management of the scarce resources mandated for their operations. The wisdoms of delegations and trusts seems to have degenerated beyond expectations. The top dictates the tunes and the principles have to do with what was avail to them .Nonconformity with the quantity and the quantity enshrined in the contracts remains the back-drop of decline in discipline ,in that those involved stands not to be challenged. Appointments and placements of wrong personals to positions and locations of choice .attract silent rejection, promotes disrespect and disregards to the authority, talk less of the adjoining



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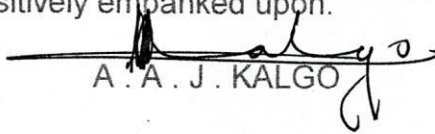
devastating effects in the delivery of goods and services as evidence by the alarming student results in examinations.

(e) Governments inability to separate civil service from politics, constitute a significant land-mark, service's pride endowed with merit, have given way to political will, which instantly determined appointments and placement, there to damaging all hopes in aspiring to a duty post on merit. Functionally, sensitive projects are seen to have single-handily been initiated, determined and executed, with no regards to criteria, priority in positioning or costs variances; which remain an eye-opener to that class of appointees and opportunists aspiring for quick and easy enrichments in their capacity as official fronts.

(f) It is to be noted that the institutional class-rating, authoritatively upheld, distinguishing between the children of the poor and the affluences appears to have a deforming effect on our educational pursuits, being hopelessly discriminatory in focus. So also is the glaring failure attributable to inability to enforce discipline, because the intervening political lusts, renders it impossible to bring to justice, the favored groups, no matter the gravity of the offence. That lofty structures and renovation of dilapidated institution is only an integral part of the requirement in the educational developments, without qualified and qualitative teachers, adequately motivated (Befitting Remunerations, and well defined welfare packages housing, vehicles loon e.t.c) the structural investments would bear no fruits:-

(i)The structures should have to be fully furnished and duly equipped with the mandated teaching aids.

(ii)Makeshift staff should be replaced with the right staff and deliberates training and retraining programmers positively embarked upon.

  
A. A. J. KALGO

secretary  
25/6/08  
[Signature]

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# ALH. UMARU M. MUNGADI

C/O SHIYAR SARAKUNA  
NASSARAWA II, BIRNIN KEBBI

DATE: 30/06/2008

The Secretary,  
Committee on the Improvement and  
Development of Education in Kebbi State.

## **MOMERANDUM ON THE ESTABALISHMENT OF TEACHERS' DEVELOPMENT CENTRE IN KEBBI STATE.**

Further to my memorandum on the improvement of education in Kebbi State submitted to you earlier, I wish to submit another memorandum on the establishment of "Teachers' Development Centre in Kebbi State". The establishment of this centre in Kebbi State becomes necessary due to the fact that the greater number of teachers currently teaching in primary and secondary schools in Kebbi State are either untrained or have not undergone re-training for many years. The primary aims of this centre should be to provide training in the form of an INDUCTION COURSE for Diploma holders and fresh graduates who are to undertake teaching as a career for a fixed period of before they undergo a formal teacher training at designated institutions. It is also to provide an avenue for those who have already undergone teacher training and are currently engaged in teaching service either as classroom teachers, headmasters, principals or subject inspectors to be RE-TRAINED for a fix period of time by means of refresher courses.

The centre is also to organize courses in Educational Management and Administration primarily for Headmasters, Principals and Subject Inspectors.



2. The type of courses and their durations should be determined by the official appointed by the government to run its affairs in consultation with INSTITUTE OF EDUCATION Ahmadu Bello University, Zaria which is the pioneer institution with the relevant experience, qualified and trained staff and necessary resources and which has been running such courses for the former Northern Nigeria Government and now for the Northern States. Other relevant organization with experience and expertise should also be requested to assist in the establishment of this centre.

3. If this centre is to achieve the purpose for which it is established, it should be made AUTONOMOUS so that it will be free from unnecessary bottlenecks and interferences either from the state Ministry of Education or any organization. The Government should promulgate an enabling law for the establishment of this centre. Among the items to be included in this enabling law are:-

- i. Aims and objectives for the establishment of this centre
- ii. Composition of the membership of the Board or council of this centre.
- iii. Tenure, power, functions and remuneration of the members of this board/council.
- iv. Principal officers to administer this centre, including their tenure power, functions and remuneration.
- v. Types of courses to be conducted at this centre and their durations.
- vi. Types of people to be admitted in for each particular course at this centre and the certificates to be issued to the participants at the end of each course.




- vii. Financial assistance or remuneration to be given to the participants of each course as decided by Government.
  - viii. Any other items which the Government feels that should be included in this enabling law.
4. It has become necessary for Kebbi State Government to establish this centre now for the following reasons:-
- i. If Government does not employ fresh graduates and post them to hospitals to serve as doctors or pharmacists or post them to Ministry of works to serve ~~in~~ engineers or to ministry of Agriculture to serve as Agricultural Officers or to Ministry of Information to serve as the Television Stations or Radio houses, THERE IS NO REASON why Government should recruit fresh graduates or Diploma holders and post them to schools to serve as teachers without teaching qualifications.
  - ii. It should be born in mind that the purpose of education is not just to train and equip an individual with academic qualifications. The real purpose of education is for the physical, intellectual and moral development of human beings. For this respect it is only those who are trained in the art of teaching who will be able to undertake this responsibility and achieve success in it. ✓
  - iii. In the developed countries with the particular reference to the Great Britain nobody, no matter how highly academically qualified he or she is, is allowed for a single day to be employed in the teaching service wither at primary or secondary school, unless he or she has successfully undergone teacher training at the designated institution. ✓  
Even after successfully completion of the teacher training, a

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teacher has to undergo a three year probation. After this period, her or she is registered as a teacher if he/she satisfies all the requirements to be a teacher. If he or she fails to satisfy these requirements he or she will be dismissed from the service. In order to ensure that our children are handled by those qualified to do so both in knowledge and character it is necessary for each and every one of them to undergo teacher training in order to be qualified as a teacher.

- iv. It must be noted that the most important investment any nation can make is in the development of its human resources. The development of human resource can only be made possible through meaningful qualitative and purposeful education. This can only be achieved through the provision of materials resources, conducive environment and above all qualified and dedicated teachers.
- v. Based on my submission in this memorandum, I strongly advise the committee to make strong recommendation to Kebbi State Government on the need to improve and develop education in Kebbi for the economic and social development of Kebbi State and Nigeria in general by establishing a "Teacher Development Centre" in Kebbi State.

  
**UMARU M. MUNGADI**



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26th June 2008

**The Chairman,  
Committee on the Improvement and Development of Education  
In Kebbi State,  
Presidential Lodge,  
Birnin-Kebbi.**

Dear Sir,

**GOODWILL MESSAGE AND MEMORANDUM ON THE INTERACTIVE  
SESSION OF THE COMMITTEE ON IMPROVEMENT AND  
DEVELOPMENT OF EDUCATION IN KEBBI STATE**

It is with due regards and deepest commitment to the development of our beloved state, that I write to felicitate with you on this occasion of the Interactive Session of the Committee on the Improvement and Development of Education in Kebbi State.

As a committed indigene and true representative of our people, I wish to re-affirm my unflinching support to this forum and its activities of developing the Education sector of our State.

I would have loved to be physically present at this all-important Conference but due to a very crucial State assignment, I regret my inability to attend the Conference due to the official exigencies of the elective office. I however prepared the attached Memorandum as my modest contribution to the Discourse on Improvement and Development of Education in our State.

Please accept my best wishes for a successful Interactive Session and highest regards and esteem always.

Yours Most Sincerely,



**Senator Umar Abubakar Argungu Tafidan Kebbi.**



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## **MEMORANDUM ON THE PLACE OF PRIMARY EDUCATION TODAY & THE WAY FORWARD**

**Senator Umar Abubakar Argungu Tafidan Kebbi.**

The expansion of primary education in Nigeria has been on the increase since the introduction of universal basic primary education (UBE) scheme in the country. Consequently, there was great increase in the number of schools and enrolments in them. The Federal Government, in its effort to make education accessible to all school-age children in the country, introduced universal Basic primary education in 1999. This scheme attracted many children to primary schools which resulted in explosive enrolment in primary schools. Today with an enrolment figure of over 20 million pupils, 80 per cent of the primary schools are located in the rural areas with inadequate infrastructural facilities.

It must, however, be mentioned that there were lots of problems that stemmed from the introduction of the UBE Scheme from its inception in the 1999. These included among others: educational imbalance in the country; acute shortage of qualified teachers; inadequate management staff to coordinate efforts in the implementation exercise; and inadequate curriculum materials and funds to run the scheme.

Presently, there are classes in Primary and Secondary Schools that are harbouring up to 70 pupils/students in a classroom which is meant to accommodate utmost 40 pupils. There is the need for the Government to provide for additional classrooms in the existing schools and also build additional schools to contain the increasing number of pupils. The Standard of the Private Schools also needs to be adequately improved and well regulated.

In relation to instructional materials and teaching staff, the story is the same throughout the country. It has been observed by the NPEC that instructional materials are grossly inadequate and that less than forty per cent of pupils have basic textbooks and writing materials. Even though the teaching staff situation is improving in quantity and quality as more teachers are being trained, the situation of the infrastructural facilities in the schools leaves much to be desired. Hence the need to rehabilitate and improve the quality of the existing schools.

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Another most daring challenge facing the Primary Education today is the increasing number of uneducated Destitute children roaming our streets.

As you may have been aware, the menace of Child Destitutes in our society has remained a disturbing problem in our major cities with their number ever growing by the day. They are looked down as vagabonds, public nuisance and social miscreants by the Society. These are children who were let-out by their parents/guardians to learn Arabic and Quranic studies, which was later referred to as the Almajiri system.

The scriptural meaning is being misconstrued by the Practitioners who by way of omission or commission engage these kids for Islamic knowledge, empowerment and good morals to become good citizens in their immediate society and country at large, some do so for their selfish economic gains which are against the tenets of the Holy Scripture and human rights.

Secondly, the poverty of the pocket and that of the mind and again, lack of the knowledge have greatly led to this ugly development in our time. Today we have a lot of under-aged less privileged children thrust into this show of shame of roaming the streets hopelessly and helplessly begging for alms to survive.

Today the Almajiri system has been corrupted and bastardized by the operators and turned millions of under-aged children into beggars who otherwise would have become useful citizens to themselves, the society and the nation.

The fact that there are millions of these under-aged children thrown into destitution calls for concern of all of us. Undoubtedly, the problem of Child Destitution has brought about profound negative impact on our cities and it may have in one way or the other added to the huge statistics of crimes and illiterates in our society. It is very sad and pitiful that the system has succeeded in inculcating negative traits and influence in those children who were shepherded into cities without proper upkeep to roam the streets begging for alms.

This ugly scenario in most of our cities will convince any person that the menace of Almajiri system (Child Destitution) has eluded the social reforms of the government, as multitude of under-aged



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children swarm shopping centres, motor parks, petrol stations, restaurants, night clubs, even beer parlors and brothels looking for pittance and handouts to etch a living. In the process, the bad influence of social vices will creep into the psyche of these children.

The resultant effect of this is that many of them end-up as social miscreants taking to thefts, pimping, thuggery and other unwholesome practices as their trade. Without basic education as a tool for survival these children are readily willing tools of selfish leaders for the destabilization of any constituted authority and let mayhem on the society.

Therefore, there is need for Kebbi State Government to look into the possibility of establishment of a body or Commission for the Eradication of Child Destitution which would facilitate the integration of the Almajiri schools into western education, while still maintaining their purposed identity. The commission should take a census of all almajiris in the state with a view to collating the necessary data to classify and integrate them variously into primary and secondary or vocational education. It will also harmonize the system with western and vocational curricular to give the destitute child a sense of belonging and purposeful future in the society.

The establishment of the Commission would provide the platform for the attainment of the goal of integrating the Almajiri schools into western education and collate necessary data to classify and integrate them variously into primary, secondary and vocational schools. The idea entails the introduction of Primary School Mathematics, English, General Science and Social studies into such schools. After the period of studies, the Almajiris would graduate into secondary schools. For those that are above school age, vocational training would be introduced to give them a sense of self-reliance.

Already a Bill to set-up similar Commission at the National level by the Federal Government is receiving final attention at the Senate.

The Commission, if established will among other things, act as an intervention programme to bridge the gap and differences arising from the misconception and misapplication of scriptural intents. Secondly, the Commission will address the ugly phenomenon of Child Destitution in our streets, towns and cities, thereby reducing the increasingly high rate of crimes.



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**The Commission again, will create an avenue for rehabilitation and resettlement in terms of educational institutions, empowerment in skills acquisition etc. for these under-privileged teenagers who find themselves in this unfortunate situation.**

**I therefore wish to use this forum to appeal to the Kebbi State Government to appreciate the necessity of this commission for the good of humanity and our future generation.**

**Senator Umar Abubakar Argungu- Tafidan Kebbi.**

**BETTER TEACHER REMUNERATION FOR QUALITY EDUCATION  
BY: HASSAN UMAR AFSS B/K**

**PREAMBLE**

Education is the greatest hope of any nation especially a developing country like Nigeria. It's the instrument for growth and development of any country.

According to Nwagu (1976), Education is a process by which every society attempt to transmit the accumulated knowledge skills and attitudes in its cultural setting and heritage in order to poster continuously the well-being of mankind and guarantee its survival from the unpredictable, at times hostile elements and forces of man and nature.

This transmission of knowledge, skills and attitudes requires the service of someone adequately trained and skilled to do the Job and that someone is a teacher.

**WHO THEN IS A TEACHER**

Teacher is a common term used for all professionals who stimulate learning, transmit knowledge and mould behaviours in schools.

But Alaezi (1990:1) described teaching as the business of all those involved in the act of changing human behaviour and transformation of society for better, particularly when their actions render them perceptibly significant, respectable and recognizable to others because of the consequences they accomplish and the unique manner they do them.

This definition portrays teacher as the single most important person in society who deserve to be respected and recognized.

A teacher is both a leader, an administrator and a counselor. He is the strong factor joining the pupils and the curriculum. Just as the success of the pupils in learning depend on the teacher, so does the successful

implementation of the curriculum depends on the teachers. The importance of the teacher therefore, in the relationship between the pupils and the curriculum can not be over – emphasized.

He is the key factor that can create a conducive teaching and learning environment that will make pupils to learn.

A teacher is saddled with the societal responsibility of “transmitting to the present generation the accumulated knowledge and values of the past and thus interprets this information with reference to the present with a view to modifying and improving the future”. Alaezi (1990)

### ORIGIN OF PROFESSIONAL TEACHERS

In the history of education, the greek sophists are regarded as the first set of teachers in the history of mankind.

This “learned” people went from place to place in ancient Greece teaching those who cared to learn and charging them money for their services.

With the conquest of Greece by Rome, the concept of teaching witnessed some changes as more and more people begun to appreciate the role of teachers in society.

Among the advocates of teachers pay was the famous Greek philosopher of repute, plato, who designed a curriculum for the ruling class who he termed “philosopher kings”.

In plato’s republic, he declared that the highest officer in the state should be the minister of education and that teachers should be paid handsome salary for their services.

According to him, teaching should be a profession with an entry qualification and code of conduct for all it’s members.



In the Nigerian context, however, teaching profession has been historically a 'low status' occupation. This 'low status' image of teachers have persisted since the nineteenth century and teachers were generally looked upon with mixed feelings of pity and respect. Adesina (1988).

### HISTORY OF TEACHERS STRIKE IN NIGERIA

The history of teachers strike dated back to 1964 when the surge for teacher militancy reached a turning point with an unprecedented teachers national strike that marred the country's fourth independence anniversary celebrations.

This nation wide strike had so much succeeded that it elevated teachers status to one of social significance ever since.

Sequel to that nation wide strike, the Federal Government constituted five high - powered commissions to tackled the problems of teachers' condition of service amongst which are Adefarasin commission (1964), Asabua commission (1965) and Udoji commission (1975).

The Udoji commission in 1975 came with the biggest wind fall because not only recommended equal treatment for teachers and civil servants, but proposed a national salary scale that increased the salaries of certain categories of teachers by over 100 percent.

Recent developments in the educational sector of the economy however, especially as it affect teachers remuneration calls for an urgent intervention to save teaching profession and education industry in general.

### THE CONCEPT OF BETTER TEACHER REMUNERATION

The concept of better teacher remuneration can be viewed from the perspective of "equal pay for equal work. Better remuneration for teachers means paying teachers a salary that is commensurate with the work they

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Teachers need better remuneration for them to be able to stimulate learning, transmit knowledge and mould behaviour.

Teachers also need to be intrinsically motivated through better remuneration for them to be able to interpret, analyse and breakdown the curriculum to the level of the students and provide the necessary motivation for learning to take place.

Public expectation on the teachers performance are numerous and are constantly increasing, and teachers can only meet this expectation if they are well remunerated, recognized and respected in the society.



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DATE: 20/05/ 2008.

**TO: The Chairman, Kebbi State Committee on Educational Reform.**

**FROM: Umar Ismaila Usman, Crusader.Sterling Pensions Ltd.**

**SUBJECT: Being a Memorandum Submitted to the Kebbi State Committee on Educational Reform.**

**Subheads:**

- 1. Providing for the United Nations Proportional Target of 20% on Education in Annual Budgets.**
- 2. Monitoring Actual Resource Allocation to achieve set goals (facilities, welfare, access to schools etc.)**
- 3. Adoption of Elements of Quality Management System.**
- 4. Teachers Welfare.**
- 5. Actively Uninfluenced Disciplinary Committee in the State Ministry of Education.**
- 6. Promotional Adverts and Rewarding Competitive Packages for Both Excelling Teachers and Students.**
- 7. Public-Private Partnership.**

It has been a quite confirmed fact that Kebbi State despite a sort of solid background in education, talking of a good number of her children who have excelled in academics and other professions, is still marking below in education in the country. Another incontrovertible proof is the numerous state government's efforts aimed at changing for higher standard quality education for the people with which yet, one can not have too much to count about. The continual sitting backward of the state in education is a thing that can not be tolerated because, talking of 'ilm' i.e. knowledge, we should teach others, having our roots from the oasis of knowledge, 'Mallam Abdullahin Gwandu and Usman Bn Fodio' may Allah be pleased with them; a snap shot of just a few.

In this purview, we the indigenes welcome this positive action, by constituting this committee to study, design and chart ways forward. I would like to personally pledge for real implementation of the collated ideas for except with this, we may still not achieve any thing in this exercise. And I am personally delighted for the grant of this opportunity to chip in ideas in respect of the work of this committee. The few areas I feel are very important are as briefed above and a little further, elaborated below.

**1. Providing for United Nations Proportional Target of 20% on Education in Annual Budgets.**

We all know that projects, whether educational or otherwise can only always be realized if adequate funds and funding is made towards it. The United Nations, having taking note of the fact that the greatest of all investments is in education, which really prepares and train the youths to face the challenges of future development, stipulates as a guide to achieving standardized global education, 20% of every country's annual budget as a demanded dedicated portion for education.

If the government provides enough percentage like this, that could avail the educational system adequate funds, it means activities on education will be hitch-free as all required facilities can be provided since enough funds is being sited. Development of education is a long-term plan but can only be attended where and when government budgetary standard is expanded and focused to accommodate education as a key to all economic, social-cum-moral and in fact, political sustainable developments. We must acknowledge the fact that even an unskilled labourer needs education to a certain level, to be able to labour effectively. Education is an experimented



foundation upon which the whole world sits and survives. It is vast and enormous, therefore, in real sense, no fund can be said to be too much to that sector. When Tony Blair, former British Prime Minister was asked on the focus of his budget, his response was: " education, education and education". What of us who have clearly identified a loop hole!

**2. Monitoring Actual Resource Allocation to Achieve Set Goals (facilities, welfare, access to schools etc.)**

Experiences have shown that funding a lone or allocation of resources without monitoring to ensure that they reach the end-users or they have been actually used for the projects meant, is seriously not enough. This is because most of the times, these resources after committing huge funds to acquiring them, are miss allocated, or wrongly applied by some influences that can not be turned-over and in the end, designed goals are not met.

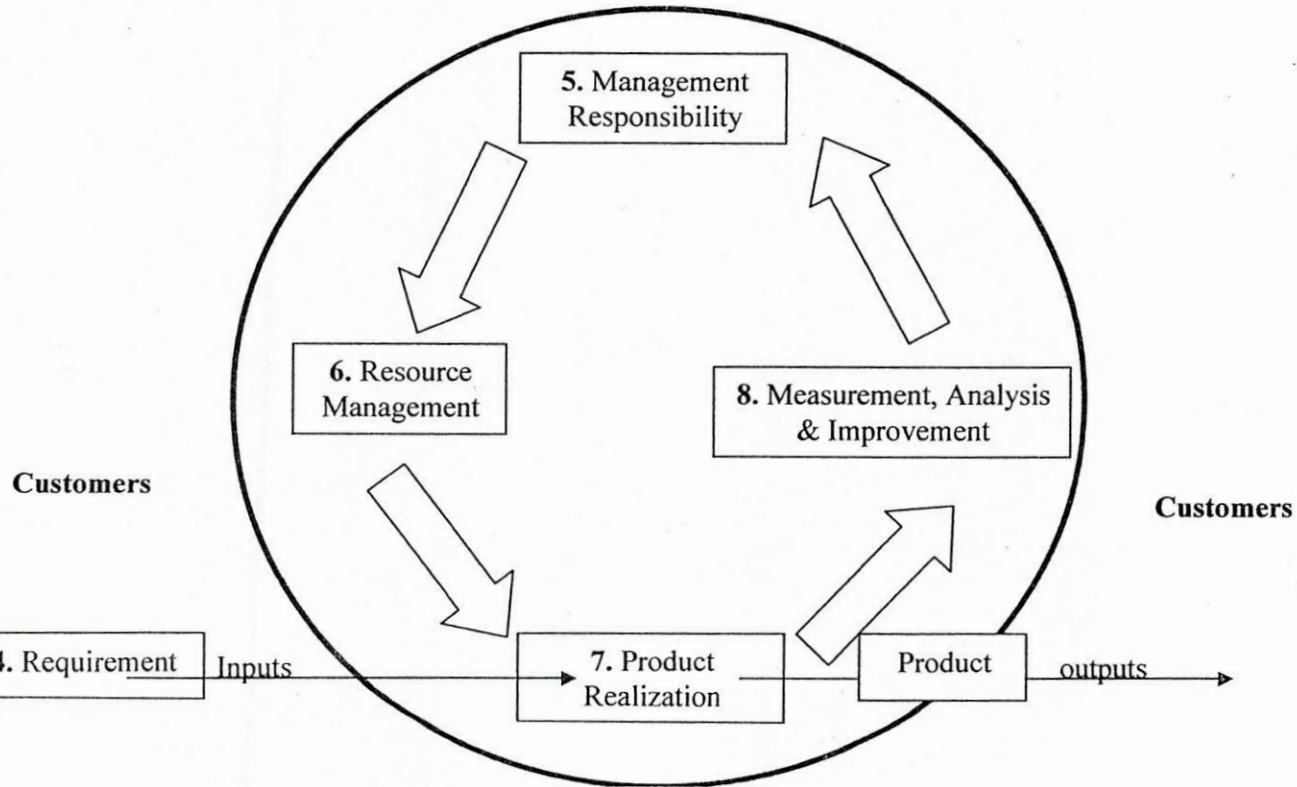
It is very vital to perfectly make sure that when facilities are purchased for the use of schools, they are really fairly distributed with proofs. And the heads of schools be apparently charged with the responsibilities of ensuring that their safeguards, care and maintenance, especially when they have to do with technical equipment. Maintenance package should be provided for this purpose. Schools should be made available and easily accessible to all children, government should as well ensure the provision of at least basic facilities to ease studies.

**3. Introduction of Elements of Quality Management System (ISO 9000)**

This tool of Standard Organization of Nigeria is evolved with internationally accepted laid down procedures, which when strict compliance is made, the general standard of education as the subject-matter here, will surely be highly, highly improved.

The application of at least some key elements of quality management system will surely help, if properly operated and maintained for continual improvement.

Consider the figure below: a **Model of a process-based quality management system.**





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A simple application of this model is stressed as follow:

quality manual will be produced to this effect to incorporate all these procedures. The Procedure **No.4 (Requirements)** is comprised of the general requirements of a system; this includes the documentation requirements so that the whole process is a well-documented stage-by-stage approach to ensure maximum compliance with all identified and enlisted quality educational requirements. All inputs come through this procedure. In the chain of process, product realization, which is procedure **No.7 (Product Realization)**, is next. Before a product/service is realized, it always has to pass a number of processes to ensure that all relevant complimentary procedures without which quality cannot be guaranteed are adequately complied with. These other numbers of procedures are procedures **No.5, (Management Responsibility)**. This denotes that job specifications, requirements, chain of authority, responsibility, and total management commitment in achieving objectives are outlined. The next is **No.6, (Resource Management)**. This procedure explicitly demands both the provision of all resources needed to aid stimulation of the process and maintenance of the work environment (educational environment). It also monitors the effective use of the resources deployed in order for optimum output, herein; 'quality education' is realized. The last of the procedural codes is **No.8, (Measurement and Analysis and improvement)**. This procedure finally keeps on monitoring of all the general processes, from inputs right to outputs, evaluation and analysis are carried out to ensure compliance. Without monitoring, evaluation, and statistical facts, there will be absence of data which could be raw materials for other inputs to process information that can be of immense benefit to our educational system.

When these procedures are installed and coordinated with defined objectives at all departmental levels, the result will in no doubt, be excellence. This **International Standard** is a key tested model in not only industrial sector, but also banking, insurance, environmental etc. It is generic and so, it is widely applicable to any system and can work successfully with any set-up especially, educational. It is important to state here that **Measurement Analysis and improvement** as the last procedure, when expanded, it will couple the practical evaluation procedures to measure-up with time, levels of attainment of these target goals. As this is done, any area that demands adjustment and improvement will be taken note of; but the prime issue is that the system is placed on working-monitoring scale that will guarantee entrenchment of both fabrications of basic equipment and facilities to help in upliftment of education in our state kebbi. The society is the customers from which inputs on how this situation can be rectified is gathered and in the end, it is also the end-user of quality education as graduates go back to work in the society as professionals hence, **customers** inputs and **customers** outputs in the figure. Quality assurance can be ultimately derived from, if inspection and monitoring is done and heeded to.

### Teachers Welfare

We still acknowledge the fact that the government has tried by increasing teachers' salary and may have many other schemes previously done, aimed at helping the system to cushion the tension. Notwithstanding this, there are still a lot needed.

The government and all of us just have to strive to change the 'I don't want to be a teacher syndrome in our youths'. An average Nigerian student may only accept teaching as a profession if s/he has to, as the last option. The question then is why people do not like teaching. A close look at this will not be unconnected with the believe, deeply in the minds of Nigerians that a teacher is more likely a poor man forever, except by other graces of God. This is because of what they daily see for themselves in teachers. How many teachers do not end up with monthly debts? Nigerians see teachers every day in economic distress; some times even psychologically disdained! Of course, nobody would like to end-up this unwarranted place in the society.

There is common conscience that with better pay and better welfare plus sound pension, teachers may look improved and attractive, this can help mitigate and eventually tarnish the odd thoughts



that dissuade potential educationist from teaching line. Not only having these packages programmed that matters, what matters more is diligent surveillance to make sure that teachers are not cheated in one way or the other. This way, I believe that teachers can display and extend their best in classes and practical fields, this same way I personally believe that there will be rapid improvement in the quality of our education.

#### **5. Let There be actively Uninfluenced Disciplinary Committee in the state Ministry of Education.**

Even if there is disciplinary committee, let there be restructuring so that their roles can be freely exercised with justice, without fear or favour from any quarter. Let there be honesty in all we do. This is 'land of equity; Allah will ask us whether equity is really done.

Sincerity of purpose and action are inevitable if we are determined to succeed. One cannot eat his cake and have it as well. There should be no reason why a class teacher will absent him self from school without genuine reason or incessantly come late without any acceptable excuses or appears at will and disappears at will. Once we cannot curb this at primary and secondary levels, let it be a foregone issue! There are as at today, multiple confirmed cases of these mentioned above and may be even more others.

If a teacher does not have the discipline to cultivate the significance of learning in our children and brothers/sisters, how can a child care about reading books even if the books are available, not to talk of comprehending contents. Let there be a transparent system whereby punishments provided for all categories of offenders will be met out to all offenders without iniquitous duress or undue influences from any quarter, politically or otherwise. A problem known is said to be half solved but when sincerity and objectivity is slackened, all these will, but only be a mirage.

#### **6. Promotional Adverts and Rewarding Competitive Packages for Both Excelling Teachers and Students.**

There is no wrong what so ever in promoting the awareness that education is almost the only means that can save and serve humanity and the world. This show can be done through television adverts and radio stations. Let the people see for themselves and hear practically, how education transforms individuals, societies, nations and the world at large. Let the people understand that no investment is too much in education as long as there is monitoring to measure-up target achievements by standards and ensure needed control measures aimed at forestalling financial malpractices or otherwise, that could mar the genuine effect of the planned activities.

When through records, teachers are found to be dedicated and outperform, let there be a clearly witnessed rewards and awards for such. Let us try to kill the slogan that 'the reward of a teacher is in heaven'. Likewise the students, let them have something as rewards when they outperform which will really boost their moral and equally, the general moral of students all over. In fact, if jobs can be guaranteed for excelling indigene students, definitely this will encourage others to follow suit. It is a simple motivational approach, which we all know that with incentives, human beings generally move positively.

We as Muslims all know that Allah's gift is not selective or partial. If a talent is discovered in children of the less privileges, please, let the government outrightly accept the sponsorship of those children so that the gift in them is not lost. We must in doing this, shun political background and affiliations! I personally know that unless politics is not considered in this project, nothing may reasonably come out of it! We must be able to accommodate sincerity and reconcile social, political, economical, philosophical, and psychologically mended means in other that we may realize this. In building a nation, sacrifice must be considered so that attention and concentration are not lost.



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## **Public-Private Partnership**

This is another idea that can work to some good extent. It is a known fact that resource is always the challenge of even the government. Lack of enough resource to government also militates against facilitating and financing of some capital educational projects.

With a public-private partnership, the private sectors, be it individuals or corporations can join hands to help elucidate resource constraints. Very many schools in the South-South, South-East, South-West etc. are community schools. Why can't we have the same conscience to help revamp our posterity? I always say that the government is really trying because; everybody knows that registrations fees for S.S.C.E. are always borne by the state government for very many years now. This is something that is not equally done in most other Northern states until of recent that few commence emulation.

Let the government initiate even if it means an incentive programme that will help attract private organizations to collaborate with the government. The benefit of education itself does not end up with the government alone. It goes along way in most situations, with most at times, the qualitative graduates serving in the private sectors. In emphatic terms, it is really truly a collective task. The task of building a learned and knowledgeable generation, vast in science and technology, capable of not only bridging the gap between the North and the other parts of Nigeria, but transforming Kebbi towards reclaiming its befitting as a fountain of knowledge.

## **Conclusion**

It is undoubted that a time has come when definitely; we all must stand-up in all our little ways to support the government in the crusade to totally change the performance of our society in education. As I said before, the task is a collective one. If parents do not help the teachers in cultivating good morals, the impact of teachers on children may still be minimal. The role of building a vibrant society is a multi-challenging one therefore, it requires, total efforts from all sectors, not only the government.

What I personally elicit and advocate for are adequate funding for education, monitoring and controlling of all activities relating to education, improvement of teachers' welfare, introduction of quality procedures and public-private partnership etc. The significance of all this may count positively and may help drive our state, a step upwards towards realizing the capital objective of sound comparable-competent education that can be harnessed to propel and prosper socio-political, economic, scientific and technological developments of our state and in all ramifications nationwide.

Thank you,

MAR ISMAILA USMAN

Crusader.Sterling Pensions Limited  
Bank Plc, Birnin-Kebbi.

## **EDUCATION IN KEBBI STATE – THE WAY FORWARD**

I feel honoured and privileged to write on the state of education in Kebbi State. It was unfortunate that I was not invited to attend the meeting or if invited, the notification did not come to me. However some days after the meeting, I got the information and also advised to write and submit for your perusal. We are grateful to be given the chance to write.

Education is knowledge, generation within the four walls of an institution, such as through schooling, this links what goes on with in the school and the out side world. We all know that learning impacts both the intellectual and the moral and transcends mere specialization, which are described ingredients in national growth.

When we talk of education we should always remember that there had been two system of education in Nigeria before the advent of Western education. These are the indigenous education system practiced mainly in the Southern parts of the country and the Islamic education practiced mainly in the Northern part of the Nation.

Education therefore, is the most potent weapon of unity since it is easier for us to consolidate our sense of National hood taking the diverse nature of Nigeria in mind. If education should be regarded or recognized as source of our unity in diversity and teach one to respect the traditions and contributions of all the others, and when one is educated in either the Western or Islamic or both, it makes the receiver live as a useful member of the society rather than being alienated from the society since the school is expected to include in the youth one set of values while the society pursues another. We have seen how education can unite us despite differences in religion and tribe.



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Since the introduction of Western education in Gwandu in 1903 when  
to and Gwandu were separated provinces and in 1904 when they  
integrated western education was introduced. It was progressing  
ally by students population, buildings and quality of teaching work. To  
me of independence. With the independence of the Nation, more  
ols and teachers were on hand doing what is expected of them, most  
ts, Emirs, Districts and Village Heads pay regular visits to school.  
e visits by Emirs and Chiefs encouraged teachers as well as the pupils  
their jobs with interest, honesty, dedication and pride. Even after the  
endence, this practice continued new schools were built, the old  
ols rehabilitated expansion was on also the enrolment of pupils was on  
ncrease more teachers, allowances were paid promptly. They were  
housing accommodation. With the coming of the Army, with coups  
counter coups development in every sector of our economic  
opment continued to give way especially in the education sector.  
n the civilians returned to power the position become worse because  
learnt the art from the army especially in Kebbi State 1999 – 2007.  
g the first republic the education sector was well organized being the  
ing-stone of all development of every nation. You need well-educated,  
ated, efficient, honest, disciplined, courageous and National  
sciousness to be able to discharge ones duties. But after the first  
lic, the military came in, the nation witnessed a lot of changes which  
me the source of developmental decay this continued from  
nment to government even after the military, corruption became on  
ncrease. The corrupt attitude of our leaders brought us where we are



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except during the U.P.E. accelerated expansion was done. This was building of new schools, recruitment of teachers, supply of books and training of teachers.

As a result of corruption, the Nation witnessed an era of poor quality of service, lack of housing accommodation, rare opportunity for teachers to receive low rent supplement, no duty or subject allowance. This demoralizes teachers, which lead them to leaving the teaching line.

In many schools and classrooms the buildings are in shambles, where there is no furniture, no text books and other working materials, in some places the buildings are not available, pupils/students sit on the floor, in some places there are no buildings, the teaching is done under trees. The teaching staff is not adequate, where they are available, they are either untrained and if trained they are not dedicated.

Their salaries and allowance if they have are never paid. Children are crowded in the classrooms where they are available. The sizes of classrooms from 30 x 20 ft to a length and breadth of every 100 ft. Most of them were built between 206 and 207. Example of one is Kikai Primary School on the way to Mahuta.

Problems in the field of education are many we can only discuss or mention a few. They are as follows:

Unplanned and uncoordinated expansion of different levels of education. This leads to over enrollment of pupils/students in classrooms and dormitories in secondary school.

Shortage of teaching and non-teaching staff, which is of lack of qualified and competent personnel.

Poor level of administration of officers with regards to control of boarding schools.

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Lack of authority by the L.G.E.A. to recruit, and disciplined; or re-train staff when there is need to do so.

Government should give a second thought about the re-establishing a grade II teachers college in each of the Emirates of the state in order to produce better quality teachers for primary and junior classes of secondary school.

At Local Government level (L.G.E.A.) for effective running of the authority a number of committee<sup>s</sup> has to be formed, such as,

- a. Local Government Education Authority Committee.
- b. District Education Committee. It will be an extended arm of the L.G.E.A. Committee to over see the performance of the education staff in the areas of the District, Acting as an adviser and a link between the staff and the parents of the children in school and the community in which they live.

Furthermore, the government and the Local Government should be able to give in house training to the untrained through work shops and seminars when the schools are on holiday.

When building more schools or classrooms they should be of standard, over crowding in schools to be minimized.

- c. Teachers <sup>shd</sup> be encouraged by paying them their salaries and allowance<sup>n</sup> in time to reduce the hardships that they face. *currently*
- ✓ d. Subject allowance<sup>s</sup> if paid to them can encourage them to be dedicated.
- e. Encourage the Local Committee to take interest in visiting schools, to see that teachers come to school regularly and performed their jobs.

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f. All private secondary/primary schools should be closed and discontinued. So that the rich, the poor or executives can send their children to public school like the common men. ✓

Educate them to know that the schools belong to them, hence they see to the physical structure to be in good form, both teachers and community understand and respect themselves.

Government and Local Governments should endeavour to provide for the teachers, Local community can as well help in this direction; or supply the accommodation.

Finally, I would like to thank you sincerely for accepting and reading contribution from me, though the quality could be substandard or some points you discussed upon earlier, permits me to give a key for the affirmed. The rate of expansion of education in our state must be maintained as our people in the state are becoming aware that they want to send their children to school. We are all involved in seeing that it is sustained, but we must not lose sight and we must aim at improvement in quality through supervision from top to bottom. However. It should be remembered always that however good your recommendations can be, success depends on those with the responsibility for taking action and implementing your recommendations.

Glory be to God.

  
**Alhaji Ibrahim Mohammed Marafa**  
Marafan Mahuta/Wanban Fakai  
ZZ 161 Zango – Zuru  
Opp. Town Hall Zuru  
✓ 6/7/2008



His Royal Highness 340

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Emir's Palace, P.O. Box 1,  
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Kebbi State, Nigeria.

Date: 3<sup>rd</sup> June, 2008

Hon. Commissioner of Education  
Alh. Shehu Sambawa  
Ministry of Education  
Kebbi State  
Birnin Kebbi.

**RE – INTERIM REPORT ON THE IMPROVEMENT AND  
DEVELOPMENT OF EDUCATION IN KEBBI STATE.**

Thank you very much for sending me a copy of the above report.

The report is very frank and to the point. I commend the committee for doing a very good job.

However, I have some comments to make as follows.

(1) **Kebbi state university of science and technology, Aleiro.**

The most urgent need of this young University is massive staff development in **RELEVANT FIELDS.**

As a University of Technology, its main mandate and priority is training future engineers. Therefore emphasis must be put in employing engineers and sending students for engineering courses.

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The committee also recommended the establishment of faculty of Education.

Faculty of Education is normally found in a conventional University as an arts – based Faculty, offering B.Ed degrees.

In a University of Technology however, Bachelor of Technology degrees (B. Tech). are offered.

So instead of establishing a Faculty of Education, I recommend that School of Science and Science Education be established whose main objectives are to offer Bachelor of Technology degrees in Biology, Chemistry, Physics, Maths and other science related courses.

This School thus produces science and technology teachers to teach the technology of production of science equipment at the sub – degree and post degree diploma levels.

### INSULATION OF TRADITIONAL RULERS FROM LEADING THE GOVERNING COUNCIL

The committee did not expand on this issue. However it is a known fact that there is hardly any profession or discipline that you cannot find in the traditional institution of Nigeria today.

There are Scientists, Academics, Doctors, Engineers, Lawyers, former Governors, former Senators, former Generals and Commissioners of Police, former legislators of both Federal and State assemblies etc. A part from their

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educational backgrounds, they also have vast experiences in their fields. That is why even at Federal level, Traditional Rulers have been and are still appointed as Chairmen of federal Parastatals.

His Royal Highness the Emir of Gwandu and several other Traditional Rulers are currently Chancellors of many Federal Universities.

The late Emir of Yauri, Alhaji Muhammadu Tukur was the first Chairman of National Universities Commission and later became the first Pro – Chancellor of University of Port – Harcourt. My humble self was the Pro – Chancellor of Federal University of Technology Minna.

For the above reasons, I see no reason why Traditional Rulers should be insulated from chairing anything if they are found so qualified.

### POLITICAL WILL AND COUNTINUITY

A number of papers were written and presented at various fora on the problems of education in the North and how to remedy them.

On the 29<sup>th</sup> January 2000 the first Northern States Education summit was held in Arewa House Kaduna entitled: ***“THE AGENDA FOR ACTION: TOWARDS THE IMPROVEMENT OF EDUCATION IN THE NORTHERN STATES OF NIGERIA”*** under the Chairmanship of then Vice-President, Alh. Atiku Abubakar.

This forum was attended by the Governors of the 19 states of the North, the then Deputy Senate President, Former Heads of State, Speaker, House of Representatives, Ministers, Royal Highnesses and others stake holders.



It discussed virtually all the problems bedeviling the education sector in the Northern States. All agreed on the urgent need to address the problem and rehabilitate, transform and strengthen the educational institutions in this part of Nigeria with a view to at least reduce the ever-widening gap between the North and the South and enable the North, thereby, to produce sufficient qualified manpower for the development of the region.

One would have expected to see clear signs of positive improvement in the educational sector in the North since then, but unfortunately, to one's chagrin, one sees even some negative developments in the quality of education provided during the period. Rather than the Northern States concentrating on strengthening the existing educational institutions by way of providing them with sufficient and highly motivated and qualified teachers, autonomous inspectorate divisions, essential science equipment, science laboratories, chemical for teaching and experiment, we see some of them, for purely political reasons, building universities which they cannot properly fund or provide with adequate staff or students.

It is also very common in this Country for new Governments to cancel or neglect programs started by their predecessors however laudable they may be. This is because our Governments generally lack good policies and continuity which greatly hinder development and progress.

It is therefore very commendable and encouraging when His Excellency Alhaji Sa'idu Nasamu Dakin gari, the Executive Governor of Kebbi State took immediate and bold action on the report of Prof. Jega's Committee on the Improvement and Development of Education in the State.

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This is what it should be. Because no amount of reports, papers, summits  
man, by themselves, be solutions to our problems. We can  
forward if the stakeholders will be serious enough, to implement the  
commendations in the various reports with all the sincerity they deserve.



**DR. MUHAMMAD ZAYYANU ABDULLAHI (CON, FNSM)**  
**Emir of Yauri.**

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# JOINT ADMISSIONS AND MATRICULATION BOARD

NATIONAL SECRETARIAT:  
Road,

189,  
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F.C.T.

00-806904-5

JAMB/KB/GC.2/VOL.II/191



KEBBI STATE OFFICE,  
No1, Justice Usman Mohd Road  
Tudun Wada,  
P. M. B. 1134,  
Birnin Kebbi  
Kebbi State

8<sup>th</sup> August 2008

Date: \_\_\_\_\_

The Chairman,  
Committee on Improvement and Development of Education,  
Kebbi State,  
Presidential Lodge  
Birnin Kebbi.

Dear Sir,

## PRESENTATION ON THE SITUATION OF JAMB OFFICE, BIRNIN KEBBI AND REQUEST FOR ASSISTANCE

On behalf of the Board, Management and Staff of the Joint Admissions and Matriculation Board (JAMB), we like to congratulate the committee on the Improvement and Development of Education in Kebbi State on its appointment and the success so far recorded. We have no doubt in our minds that the committee will consolidate on the gains so far made, during the implementation stage which you are now in. This is more so, considering the impeccable leadership of the committee and the caliber of the members of the committee, in terms of their experience, knowledge and integrity.



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Sir, we wish to inform you that the office of the Joint Admissions and Matriculation Board (JAMB) for Kebbi State was established in the year 2002 as a result of consultations and the understanding reached as an outcome. The main thrust of the understanding reached was for the Kebbi State Government to provide enabling take - off facilities to the Board as a pre-condition for the establishment of the office in the state. Such facilities are:-

1. A functional permanent office accommodation.
2. A permanent residential accommodation, at least, for the state coordinator.
3. An operational vehicle

A letter was written to His Excellency by the Registrar/Chief executive of the JAMB Board to that effect and on the need to establish the office to serve the people of Kebbi State who hitherto had to travel to Sokoto or other places to secure the services of the Board. Other benefits were also pointed out which the state has since started reaping as a result of establishing the office.

On its part, the Kebbi State Government agreed with the Board and promised to make the required facilities available. This was communicated to the Board via the state Ministry of Education. A gentleman's agreement was therefore reached at this stage.

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Meanwhile, by July, 2002, I was posted to Kebbi State to liaise with the Kebbi State Government in order to take possession of the take - off facilities and to kick - start the office as per a letter dated 19<sup>th</sup> July, 2002, copy attached.

However, on my arrival, there was really nothing on ground for the immediate take - off of the office. After a series of memos made to His Excellency, The Governor of Kebbi State by the Ministry of Education, a take -off grant of One Million Naira (N1,000,000.00) was eventually approved for the Board by the Governor (copy attached). The money was released to the Board via the then Bank of the North draft dated 7<sup>th</sup> February, 2003. (Copies of vouchers and draft attached).

With this situation, the Board had no alternative than to hire rented properties for both office and residential accommodation for the state coordinator. The sum of Five hundred and four thousand naira (504,000.00) net after statutory deductions was paid to the Landlord for the period 2003-2004 (i.e 2 years). Further more, by the end of year 2004 another rent was paid for two more years covering 2005 - 2006. That exhausted the one million naira take - off grant with the Board even making up for the difference.

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In the year 2007, an office accommodation was made available to us. This was the former Head office of the Housing Corporation at the Haliru Abdu Secretariat, Birnin Kebbi. To match this gesture positively, the Board took responsibility for the payment of rent at our present office but requested for the renovation of the new office by the Kebbi State Government. An estimate totaling N4.63 Million was prepared and presented to the Government via the office of the secretary to Kebbi State Government. Copy attached. The file has been in His Excellency's office since the beginning of this year. The rent for the state coordinators residence has been due since 2007 to date. A total of Three Hundred thousand naira is being owed to the Landlord.

In summary, we like to state that the Kebbi State Government has not kept faith with the agreement reached with the Board. It is also important to note that all states of the Federation provided these basic take - off facilities before offices of the Board were established in their states. In fact some did much more without any prompting by the Board, Katsina State Government is an excellent case study in this regard. Right now, the Government is building an ultramodern office complex for the Board's office in Katsina. The Government also provide some subvention to the office during examination session in order to enable the office carry out enlightenment campaigns in the schools throughout the state.



Finally in view of the foregoing, we like to appeal to the committee most passionately to :-

1. Persuade the State Government to keep faith with the gentleman's agreement reached with the Board on the provision of facilities .i.e renovate the office allocated to us, take responsibility for the payment of rent for the state coordinator's residence (N150,000.00 per annum) or provide alternative permanent residential accommodation. Provide operational vehicle to enable us move to all parts of the state for enlightenment campaign in schools.
2. Make the state Government understand our position as partners in the development of Education in the state. For example, when we came there were very few candidates sitting for the universities Matriculation Examination, not even enough to make-up a full centre of 540 candidate, but this year over 6000 candidates sat for the exam in Birnin Kebbi and Yauri.
3. Make Government understand the efforts the Board is continually putting in boosting its activities in the State. Recent efforts are geared towards opening-up Zuru and Argungu to serve as Examination Towns from 2009.
4. Appeal to the Government to assist us with funds even if its on a yearly basis to enable us travel round the whole state to enlighten young school leavers who are also the potential universities intakes

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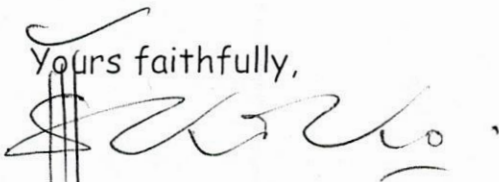
5. Persuade Government to set up Examination watch Group to monitor all National Examinations in order to curtail the menace of Examination malpractice and help in improving the integrity of the Examinations. In the past, I had personally delivered letters to the former Governor on the need for this from JAMB Board and he even thought of my advice on the mechanics of setting up the committee, which I obliged, but not much was done to our knowledge.

6. Remind Government that other National Examination Bodies such as NECO, NTI etc have had these facilities, provided by it before they established their offices. So we think that the JAMB Board equally deserves such gesture.

We wish you success in the implementation of your plans for the improvement and development of education in Kebbi State.

Thank you.

Yours faithfully,



**Musa Salihu Koko**  
(State Coordinator)

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# JOINT ADMISSIONS AND MATRICULATION BOARD

National Headquarters Suleja Road, Bwari, P.M.B:189, Garki, Abuja, Nigeria.

Tel: 09-8501756-7 <http://www.jambng.com>

Registrar/Chief Executive  
Professor Bello A. SALAM  
BA (ADM) NTA (PHD) D.Phil (Oxon)



## OFFICE OF THE REGISTRAR

JAMB/R/44/Vol.II/136

19<sup>th</sup> July, 2002

His Excellency,  
The Executive Governor,  
Kebbi State Government,  
Birnin-Kebbi,  
Kebbi State.

PS (copy)

plz treat as discussed

Dear Sir,

### LETTER OF INTRODUCTION – JAMB STATE CO-ORDINATOR

05/8/2002

I have been directed to acknowledge the receipt of your letter reference number MOE/DHE/T/1 on the above subject matter.

I was further directed to introduce to you a senior staff of the Board. He is Mr. Musa K. Salihu. He will act as the JAMB State Co-ordinator, Kebbi State.

He has the Board's approval to take possession of the facilities made available for the take-off of the office by your government. He is also to oversee the operational activities of the Board in Kebbi State and its environs.

Please kindly give him all the necessary assistance in this regard.

Thank you for your usual co-operation.

Yours faithfully,

P. U. KADIRI (MRS.)

For: Registrar/Chief Executive



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Your Excellency,

The Executive Governor,  
Kebbi State.

RE:-ESTABLISHMENT OF THE JOINT ADMISSION AND  
MATRICULATION BOARD'S OFCIE IN KEBBI STATE.

This is to intimate His Excellency that the Management of Joint Admission and Matriculation Board (JAMB) had indicated the need to establish an Office in Kebbi State, (Refer to folio 10 please).

2. His Excellency may wish to be further informed that Kebbi State is the only State out of the Nineteen Northern States that is yet to open JAMB Office. *NC*

3. Your Excellency the importance of JAMB Office in the State cannot be over emphasised.

- a. It brings the services of the Board nearer to the State Indigenes
- b. It enables the State Government to closely monitor the performance of its Indigenes in the Boards Matriculation Examinations etc.

4. Your Excellency in order to facilitate the establishment of the Board's Office in the State, the Board requires the following facilities:-

- i. Office Accommodation
- ii. Residential Accommodation;
- iii. Operational Vehicle

5. Submitted for approval please.

*HC (Edu)*  
*provide office accommodation*  
*12/11/2011*  
*ALH. MUHAMMADU AUDI AMBURSA*  
HONOURABLE COMMISSIONER

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Your Excellency,

The Executive Governor,  
Kebbi State.



**RE:- ESTABLISHMENT OF THE JOINT ADMISSION AND  
MATRICULATION BOARD (JAMB) OFFICE**

Your Excellency may wish to refer to folio 12 on the proposal to establish Joint Admission and Matriculation Board (JAMB) Office in Kebbi State.

2. We wish to acknowledge Your Excellency's approval for the provision of State Office in Birnin Kebbi, however, Your Excellency may wish to note the three conditions which has to be fulfilled before establishing JAMB Office in any State Headquarters. These include, office accommodation, operational vehicle and residential accommodation.

3. Similarly, Your Excellency may wish to note that until recently Kebbi State is the only State in the North without a JAMB office.

4. We are happy to inform Your Excellency that as a result of the improved teaching and learning facilities from the take - off of your administration, there exist remarkable improvement of the performance of our State Indigenes in WAEC, NECO and IJMB examinations. Therefore, the establishment of JAMB Office in the State will not only facilitate the filling of State Admission quota in our tertiary institutions but will reduce the tension of both parents and students in travelling outside the State seeking for admission.

**PRAYER**

5. Your Excellency in order to facilitate the smooth take - off of the office in the State, we recommend the sum of One million, five hundred thousand Naira (**#1,500,000:00**) only to be given to the JAMB Headquarters in Lagos.



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6. This is in line with what is obtained in other States in the federation before obtaining approval to open JAMB Office in their State Headquarters.

7. Your Excellency may wish to direct the State Ministry of Finance to release the fund directly to the JAMB Headquarters in Lagos.

8. Submitted, passionately for your consideration and approval please.

*Alh. Muhammadu Audi Ambursa*  
**ALH. MUHAMMADU AUDI AMBURSA**  
HONOURABLE COMMISSIONER

24-10-02

HC(Finance)

Release one million waira  
(#1,000,000) to JAMB office  
for immediate take off of the  
State office pte

~~Alh. Muhammadu~~  
24/10/2002.

PS  
PIS refer to the above  
and lease with the  
MOF for the direct release  
of the approved amount  
to the Jamb office.  
The State ~~Board~~ ~~Director~~  
will provide details.  
*Alh. H.C.*

DES  
pls. liaise with  
MOF *Shel*  
*Mr*  
2/11

DES  
Process with  
MOF  
*Alh. H.C.*  
2/11



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MOE/CC/P/1

124

1773

B/E.

THE GOVERNMENT OF

KEBBI STATE JOINT ADMISSION & MATRI BOARD

JAN 2005

0003

Being payment to the above named officer for the establishment of JAMB Office in Kebbi State as per A.E.'s approval attached.....K1,000,000.00

358 416

112

*Bankhe*

DEPT. SECRETARY

GENERAL SECRETARY

*[Signature]*

FINANCIAL OFFICER

MUSA HAN

356

BANK OF THE NORTH LIMITED

BIRMINGHAM - 2 - 2003



HEBRAN SECURITY PRINTING AND MINTING COMPANY LIMITED LAGOS

Pay against this draft to the order of THE REGISTRAR, F.A.M.B.  
OFFICE LAGOS.

The sum of ONE MILLION NINE HUNDRED ONLY =

₦1,000,000.00

To THE REGISTRAR 1430534

For BANK OF THE NORTH LIMITED

MANAGER OF THE ACCOUNT

LAGOS BRANCH

*Kallos*

B925

VALID FOR PAYMENT IN NIGERIA ONLY

⑈0072667⑈ 005272008⑈ 0000000205⑈ 02

Proposed Repairs/Renovation

At Allwood 5413 Street

At Bulman 10000 Street

DEMOLITION WORK

Carefully remove existing roof  
Complete with ceiling and cantenary  
debris as directed.

Item 30,000

Carefully remove existing temporary  
partitions and cantenary debris as  
directed.

Item 10,000

Carefully remove existing  
bume windows and doors  
framed flush doors and cantenary  
debris as directed.

Item 15,000

DEMOLITION WORK

Carried to Summary

# 55,000



CONCRETE WORKS -

358

Reinforce. in situ concrete 1:2:4/  
 20mm gauge for developing 110mm<sup>2</sup>  
 work strength at 28 days in.

Lintel

2 m<sup>3</sup>

} 18.000

72,000

Roof beam

2.4 m<sup>3</sup>

Reinforcement

2mm diameter bar in lintel

219 kg

2mm diameter bar in Roof beam

141 kg

3mm diameter bar in ditto

75 kg

3mm diameter bar in lintel

81 kg

522

} 150 =

93,960

Formwork:-

Common wood formwork to

3.7 m<sup>2</sup>

Sides and soffit of Lintel

2.5 m<sup>2</sup>

Sides and soffit of Roof beam.

57

} 800

45,600

CONCRETE WORK

Carried to Summary

#

211,560

389

Block work

Hollows in block  
laid in cement and sand (1:4)  
Mortar with usual fluted joint  
on both sides.

450 x 225 x 225mm thick Partitions	208	m <sup>2</sup>	21500 =	374,400
150mm thick ditto	14	m <sup>2</sup>	1500 =	21,000
	<del>222</del>			

Block work

Came d to Summary

~~374,400~~ 395,400

360

ROOF AND ROOF COVERINGS

ROOFWORK:

Planted Sawn hardwood in the following roof trusses:

50 x 150mm Bottom chord	177	m	350 =	142,450
70 x 150mm Top chord	230	m		
50 x 100mm Struts	407	m	300 =	122,100
50 x 75mm Purlins	434	m	200 =	86,800
25 x 300mm Fascia Board	51	m	800 =	40,800

ROOF COVERINGS:

55mm Aluminium long span roofing sheets laid in accordance with Manufacturers instructions	329	m <sup>2</sup>	100 =	32,900
Ditto Soft Ridge Cap	28	m	570 =	15,960
Angle iron Flashing	51	m		

ROOF AND ROOF COVERINGS

Carried to Summary

~~AF~~ 739,160 =

149



DOORS AND WINDOWS - 361

EXE WORKS -

Apply and fix the following Central  
to standard door frame including  
fitting and pinning lugs to concrete  
block work.

Door frame type DIA 33	13	NO	} 6000 =	90,000 =
Door frame type DIA 30	2	NO		

Apply and fix the following  
factory made Aluminium glazed  
windows including cutting and  
pinning lugs to concrete blocks  
etc.

Sliding window type 12m12	19	NO	12,000 =	342,000 =
Sliding window type 10m6	6	NO	12,000 =	72,000 =
Sliding window type 6m6	2	NO	9,000 =	18,000 =

Straight hardware

6mm thick solid core flush door  
with (Polished)

Door size 900 x 2100mm	13	NO	} 15,000 =	225,000 =
Door size 750 x 2100mm	2	NO		

LAKING -

6mm thick clear sheet glass and  
fitting to metal with putty in frames

Non-magnetic	4	m <sup>2</sup>	2100 =	8400 =
Steel hope iron door lock	2	NO	3000 =	6000 =
penis quality mortice lock	15	NO	1800 =	27,000 =

WATER PROOF

make the sum of at  
Banglow proof to all windows

			Sum	120,000 =
			#	908,400 =

DOORS AND WINDOWS

Carried to Summary

FLOOR, WALL AND CEILING FINISHES		562		
<u>FLOOR FINISHES:</u>				
Back and chisel screeding down floor. Graded bed to provide level and to allow drainage.	174	m <sup>2</sup>	700 =	121,800
30mm thick concrete and sand mortar re-flowing in steel reinforced concrete finish.	174	m <sup>2</sup>	700 =	121,800
<u>WALL FINISHES:</u>				
Remove old plaster and finish surface to provide key.	15	m <sup>2</sup>	100 =	1500
15mm thick finish plaster (fill) mortar filled in cracks and made up.	15	m <sup>2</sup>	450 =	7500
Make up cracks.				
15mm thick finish plaster (fill) rendering on new partitions.	444	m <sup>2</sup>	450 =	199,800
Paint renewals	195	m	135 =	26,325
<u>CEILING FINISHES:</u>				
Treated sawn timbered in				
50 x 50mm Noggins	894	m	100 =	<del>107,280</del>
13 x 40mm Battens	894	m	50 =	44,700
Hardboard ceiling fixed to hardw. noggins measured separately.	223	m <sup>2</sup>	650 =	144,950
FLOOR, WALL AND CEILING FINISHES				
Carried to Summary			<del>*</del>	670,955



# SUMMARY

Preliminaries	200,000
DEMOLITION WORK	55,000
CONCRETE WORK	211,560
Block work	395,400 =
ROOF AND ROOF COVERINGS	730,160 .
DOORS AND WINDOWS	908,400 =
ELECTRICAL SERVICES	250,000 =
MECHANICAL SERVICES	300,000 =
FLOOR, WALL AND CEILING FINISHING	679,500 =
PAINTING AND DECORATION	399,000 =
Contingency sum	300,000 =
<u>AND</u> %      VAT	4,409,535 =
	220,476 75
<u>TOTAL</u>	<del>AA</del> 4,630,011



# 364 IMPROVING EDUCATION IN KEBBI STATE

The committee on the improvement and  
Development of Education in Kebbi State,  
27<sup>th</sup> June, 2008.

With reference to the invitation for interactive session with the committee on development and improvement of Education in Kebbi State.

It is my honour and privilege to reply back to the committee concern on the development of Education, and at the same time, show my appreciation and concern to the Kebbi State Government about this positive initiative.

I would like to start by saying praise be to Allah, as well as the Executive Governor, Kebbi State, Alh. Saidu Usman Nasamu Sardaunan Dakingari for his effort and foresightedness as well as his committee on the development on Education.

First, my advise on the development of Education in Kebbi State are as follows:

1. Return Back teachers colleges
2. Women Teachers Colleges should also be reactivated
3. Eliminate private schools
4. Provide working materials to schools
5. Repair dilapidated school structures
6. Incentives to teachers should be kept up to date.
7. Ensure conducive atmosphere in school.
8. Continuity of Teachers promotion and implementation
9. Yearly increment of teachers salary
10. Employment of qualified and enough teachers by their professional field

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11. Enrolment of children of top official into public schools.

Some of the problems of teachers mention above have been considered by the Government as a result of committee effort, so they deserved to be praised and thank through their good deeds.

I would like to say they should continue to show their serious concern about it. To my thinking, this my little contribution will help in moving the standard of Education forward in Kebbi State, as well as Nigeria as a whole, with hope this my contribution will be giving a special consideration.

Thanks

Yours Faithfully,

**HAJIYA RABI'ATU ABDULLAHI YARI,**  
**Birnin Kebbi, Kebbi State.**

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**WASAGU PROGRESSIVE UNION  
KUNGIYAR CI GABAN WASAGU**

قنڟيخبره نڟيخبره و نڟيخبره

No. .... Wasagu  
P. O. Box 77,  
Zuru

Date: 30/6/08

ur Ref:.....

Your Ref:.....

**The Honorable Chairman**  
Committee on the Improvement  
And Development of Education  
In Kebbi State

Sir

**REQUEST FOR THE RENOVATION OF STRUCTURES AT**  
**GAISS WASAGU**

The Government Arabic And Islamic Secondary School Wasagu, formerly Government Teachers College Wasagu (G.T.C) Was established in 1975 in order to train grade II teachers.

At present dispensation the school has two section:ڟ .

1. Arabic or Kuliya Section whose course are purely in Arabic.
2. Regular Section just like any other secondary school.

The school within the SS and JSS Section has a population of about one thousand six hundred students, (1600).

The Honorable Chairman Sir, the school has been endowed with many structures and facilities that are conducive for learning situation, but which are dilapidated and ramshackle and thus seriously in need of rehabilitation. Sir, we also wish to draw your attention here that all schools that were established in 1975, and even after were fenced and rehabilitated except ours.

It is in view of this that, the entire people of Wasagu Chieftdom in collaboration with the Wasagu progressive Union and the politicians are earnestly soliciting for the Honorable Chairman to look into this problem with mercy.



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There is no doubt that this government has good intention towards education. We therefore beg the Honorable Chairman to include GAISS Wasagu in this present rehabilitation of schools embarked upon by this good government.

Attached is the summary of the areas needing rehabilitation. We wish our request would be considered, please.

Thank you

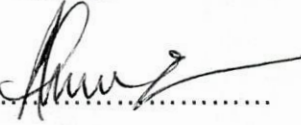
Chairman

Alh. Abubakar Bawa Takoka

Sign.  .....

Secretary

Alh. Abdullahi Garba

Sign.  .....

CC

The Hon. Commissioner,

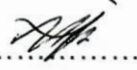
Min. of Education

Kebbi State,

We are soliciting your ministry's support for this gigantic request and project please

Chairman

Alh. Abubakar Bawa Takoka

Sign.  .....

Secretary

Alh. Abdullahi Garba

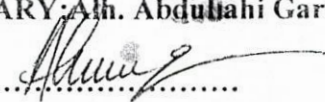
Sign.  .....

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S/N	SRUCTURE	NO.TO BE REPAIRED	RENOVATION REQUEST
1a	CLASS ROOMS	3 Blocks of 4 Class Room	Completely Blown up Need General Renovation
b.	CLASS ROOMS	3 Blocks of 4 class Rooms	Renovation
c.	CLASS ROOMS	3 Block of 4 class Rooms	Construction
2.	LABORATORY	2 in one	General renovation
3.	LIBRARY	1.	Completely blown up -need general renovation
4.	KITCHEN	1.	General renovation
5a	HOSTELS	4 block of U type	Completely blown up need general renovation
b.	HOSTELS	4 block of U type	Renovation
6.	GENERATOR PLANT	2 PLANT	Repairmen
7.	HAND PUMP	5	Construction
8.	STAFF QUARTERS		
a	Doctor's type	4	General renovation
b.	Doctor's type	8	Renovation
c	H.-Type for principals	2	Renovation
d.	H-Type	1	Reconstruction
f.	Headmaster's type	3.	General renovation
g	Headmaster's Type	2.	Reconstruction
h.	Boys Quarts	20	General renovation
i	Boys quarts	3.	Renovation
9.	Mosque	1.	completion
10.	Fencing	School premises	construction
11.a	SS Administrative block	1.	renovation
b	JSS Administrative block	1.	construction
8e	Intermediate Quarters.	9 duplex	General renovation

CHAIRMAN:Alh. Abubakar Bawa takoka

SECRETARY:Alh. Abdulahi Garba

Sign  .....Sign  .....

KEBBI STATE AGENCY FOR ADULT AND NON-FORMAL  
EDUCATION INPUT SUBMITTED TO THE STATE EDUCATION  
ADVISORY COMMITTEE. THURSDAY 27<sup>TH</sup> MARCH 2008

The Agency for Adult and Non formal Education was established in June 1993 by law. With a view to: -

Plan, implement, monitor and control adult and Non-Formal Education activities in the State. Serve as an agent for mass mobilization, self reliant development through learning. Establish Non-Formal Literacy classes for the less privileged masses who for one reason or the other could not attend the formal schooling system, as well drop outs from the formal set up and pure illiterate adults. To enable the Adult graduates to mainstream into the formal system.

#### **PROGRAMMES ON GROUND**

The following are the programme currently run by the Agency: -

1. Basic and Numerous programme
2. Women basic Literacy/Functional and vocational skills acquisition programme
3. NFE Quranic Basic Literacy Programme
4. NEF Girls Basic Literacy Programme
5. Functional/Vocational Basic Programme
6. Arabic/Ajami Basic Literacy Programme
7. Literacy by Radio Project.

#### **PLAN ON GROUND**

1. The State needs to conduct a census of illiterate Adults both male and female in the State as well as the out of School to ascertain the total number of illiterates.



Recruitment of Adult literacy facilitators on full time basis not on part time to enhance quality assurance.

The Government to construct at least 42 permanent basis literacy centers 2 each in 21 local government for dual purpose basis literary/programme, functional skills and vocational skills as well as viewing centers.

Rehabilitation and equipping the existing women centers in (5) zones, Birnin Kebbi, Argungu, Yauri, Bunza and Zuru as well as constructing 16 new additional ones to cover the entire state.

Expansion of the existing 10 NFE Qur'anic centers to 42 centers (2) each in the 21 local government area.

Expansion of the 6 existing NFE Girl Child centers to 21 centers to cover the whole state.

Expansion of Literacy by Radio programme to cover the entire state by providing radio sets to at least 25,000 adult participants in the state annually.

#### FUTURE PLANS

8. Hopefully; targeted 25,000 adult illiterates to be made literate annually both male and female which by the 2015 A total number of 275,000 people will be made functionally literate.

#### STAFF STRENGTH

The Agency for Adult and Non-Formal Education has a staff strength of 104 both male and female, statewide.

## DEPARTMENTS/UNITS

1. Planning, Monitoring, Research and Evaluation.
2. Basic Literacy ~~and~~ unit
3. Post Literacy worker Education
4. Staff training
5. Women programme/Functional and vocational skills acquisition.
6. Literacy Radio programme.

## ZONAL OFFICES

There are five (5) zonal adult education offices under the Agency and each zone is headed by a zonal officer who over sees 3-7 local government areas the zones are as follows:-

1. Birnin Kebbi
2. Argungu
3. Yauri
4. Zuru
5. Bunza

However, there exist twenty-one (21) Local Government area Council in the state in each Local Government Headquarters there is an area coordinator with (3-8) schemes under his supervision and (2-3) organizer.

Classes/centers are also located at the grass root level in each of the local government area, they operate at their own convenience due to their nature flexibility of the programme. In most cases the classes are conducted in the evening. Apart from the aforementioned units which are technical/professional, there also exist two (2) departments finance and administration. All the departments operates as follows:

## **PLANNING MONITORING, RESEARCH AND EVALUATION**

This unit/department is charged with the responsibilities of planning, monitoring, implementing and evaluating the Agencies programmes and activities. It is also duly bound to arrange for the supervision of basic literacy classes at the grassroots.

## **ADULT LITERACY UNIT**

This unit is in charge of enrolling Adult participants. This year the Agency enrolled 53,500 Adult participants both male and female consisting of 47,570 male and 5930 female in 97 schemes which include 82 male scheme and 15 female schemes, in 1969 centers, 1079 instructors. However, every September of the year examinations are conducted to mark the end of the nine months duration.

## **ADULT LITERACY AND WORKERS EDUCATION UNITS**

Under this unit workers i.e labourers, messengers, drivers etc who are not able to obtain formal education could be trained to read write and do simple calculation. Retraining of those already trained in basic literacy and various in basic, literacy and various functional skills is also provided.

## **STAFF TRAINING**

This unit is charge with the responsibility of finding admission for some organizers, instructors at the instituted for Adult Education and other institutions that offer Adult Education Programmes.

## **RELATIONS WITH LOCALITY AND NGOs**

This unit charge with the responsibility of publicizing the activities of the Agency and also registration of NGO's within the state.

The Agency in collaboration with NYSC, Secretariat opened some centers in same areas which are functional at Bunza, Birnin Kebbi



Central Motor part etc the unit is also in charge of inspection, registration and examining the participants as well as awarding certificates to the participants and also provide them with instructional materials.

### **WOMEN PROGRAMME**

This unit is charged with the responsibility of overseeing women/girl child centres across the state. Where by various trade are taught, such as knitting, sewing, home management along side with Basic Literacy Education.

### **ARABIC/AJAMI**

The above unit is charged with the responsibilities of all Arabic and Ajami classes under the Agency, the Agency also provides instructional materials participants.

### **CONTRIBUTORS TO THE AGENCY**

The State Government is the sole controller financier of the Agency. The government pays salaries and allowances of the staff, purchase instructional materials for basic literacy programme.

### **LOCAL GOVERNMENT**

The local Government area contribute to Basic Literacy Programme in their respective area by paying instructors monthly teaching allowance of N2000 per instructor, procurement of some instructional working materials from time to time.

### **NATIONAL COMMISSION FOR MASS LITERACY**

The National Commission for mass literacy is in charge of monitoring, collecting statistic. Supply of instructional materials and

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equipment such as primers and curriculum the commission also serve as collateral between the donor Agencies, and the state Agencies.

### **UNICEF ASSISTANCE**

UNICEF contribution to the Agency is in terms of instructional materials and equipment, such as primers, exercise books and pencils it also assist in the area of capacity building by organizing seminars/workshop to instructors, organizers and other professional training which are conducted in collaboration with UNICEF'C Field Office Kaduna and the State Agency, but does not contribute to the Agency directly with funds. Therefore, UNICEF could be seen as the only international Non-governmental organization that is still contributing to the Agency in terms of instructional materials, and capacity building through seminars/workshop.

### **OVERHEAD COST**

The Agency has a overhead cost of N100,000.00 pending on cash flow. Some times N50,000.00 is given and some time N25,000.00 it is out of the overhead cost that the Agency attends meeting seminars/workshops, maintain the office, settle all staff claim NEPA Bill and Post Office bills, as well as collecting materials from Kaduna and Katsina Zonal Office when allocated to the Agencies by UNICEF/National Commission Abuja, supervision and inspection of NFE centers and Girl Child/Quranic basic literacy centers state wide.

### **FGN/UNESCO PROJECT OF IMPROVING COMMUNITY LITERACY AND EDUCATION BY RADIO**

Kebbi State is one of the fortunate among the twelve state (12) selected in Nigeria out of (36) states as pilot testing states of the project



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it is gratifying to note that the Agency for Adult and Non-Formal education has successfully completed the project, which place the state as one of the best states in the country that successfully implemented the projected ~~4~~ as stipulated. The benefiting communities are:-

1. Argungu (Kwararo)
2. (Zamare)
3. Aliero (Aliero)
4. Bunza (Raha)
5. Kalgo (Kalgo)
6. Zuru (~~Isego~~ 159090)
7. D/Wasagu (R/Kade)
8. Gwandu (Massama)
9. Koko Besse (Dada and K/Danba)

## ACHIEVEMENTS

- Establishment of more basic NFE Literacy centres in the state.
- Integration of NFE basic Literacy in Quranic School in collaboration with the Quranic Mallams and traditional rulers.
- Expanding of the NFE the centres in collaboration with the local government councils.
- Successful completion of the literacy by radio project in the ten (10) selected communities in the state which has been tested and found to be the fastest way of learning.
- Introduction of functional skills acquisition programme to go along side with the basic literacy programme to enable the graduants to be more functional and self reliant after graduation.



**CONSTRAINTS:**

1. Inadequate funds for effective implementation of planned programmes
2. Inadequate instructional materials
3. Lack of vehicle for effective monitoring and supervision of adult literacy programmes.
4. Inadequate functional/vocational skills acquisition equipment.

**WAY FORWARD:**

1. More community mobilization and sensitization through the media and town criers
2. Provision of adequate instructional materials functional skills acquisition equipment to enhance more productivity.
3. Attention should be give to parents, school drop out, both boys and girls as well as the almaji child on basic literacy education and skills acquisition income generating activities
4. Adequate funds be provided to achieve the planned objectives.

It is important to note that if the above suggestion and way toward would be closely observed the problem of illiteracy/ignorance will be a thing of the past.

**KEBBI STATE AGENCY FOR ADULT AND NON-FORMAL EDUCATION****PROGRAMME ON GROUND**

1. Basic Literacy and Numerous programme.
2. Women Education Programme centres'.
3. Continuing Education and vocational programme.
4. Training Programme
5. Publicity and prediction.
6. Literacy by Radio programme
7. Quranic NFE basic Literacy
8. Girl Child NFE Basic Literacy

**BASIC ADULT LITERACY EDUCATION ENROLMENT 1999-2007**

S/NO	YEAR	CLASS			INSTRUCTORS			ENROLMENT		
		M	F	T	M	F	T	M	F	T
1.	1999	1068	194	1262	551	89	640	31342	5068	36410
2.	2000	1460	140	1600	730	72	802	33226	4060	37286
3.	2001	1567	189	1756	874	98	972	39451	5230	44681
4.	2002	1674	168	1842	837	87	924	44324	4830	49154
5.	2003	1712	156	1862	944	88	1032	48484	4106	52590
6.	2004	1626	240	1866	913	117	1030	42165	12314	54479
7.	2005	859	122	979	1712	244	1956	47426	6425	53851
8.	2006	1775	214	1989	959	102	1061	44246	5193	49379
9.	2007	1752	217	1969	969	110	1079	47570	5940	53500

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**QURANIC AND GIRL CHILD (CD) NFE CENTRES ENROLMENT 2007.**

S/N	YEAR	NFE CENTRES	ENROLMENT	
			QURANIC	GIRL CHILD
1.	2007	51	11,291	-
2.	2007	51	-	14,104
<b>TOTAL</b>		<b>102</b>	<b>11,291</b>	<b>14,104</b>



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**QURANIC AND GIRL CHILD (CD) NFE CENTRES ENROLMENT 2007.**

S/N	YEAR	NFE CENTRES	ENROLMENT	
			QURANIC	GIRL CHILD
1.	2007	6	210	-
2.	2007	6	-	217
<b>TOTAL</b>		<b>12</b>	<b>210</b>	<b>217</b>





# ADAMU AUGIE COLLEGE OF EDUCATION

P.M.B. 1012, ARGUNGU, KEBBI STATE

## SULTANCY SERVICES UNIT (ADACONSULT)

Ref:..... AE/ADC/AD/150/Vol.V

381

Ref:.....

Date:..... 28/5/2008

The Chairman,  
Implementation Sub-Committee  
On Tertiary Education,  
Kebbi State.

Through:

The Provost,  
Adamu Augie College of Education,  
Argungu.

Sir,

MEMO ON "TRAINING AND RETRAINING OF TEACHERS IN THE STATE"  
SUBMITTED TO THE IMPLEMENTATION SUB-COMMITTEE ON TERTIARY  
EDUCATION IN THE STATE, THROUGH THE PROVOST, ADAMU AUGIE  
COLLEGE OF EDUCATION, ARGUNGU

PREAMBLE.

Kebbi State has for some time now been recording a steady decrease in the performance of students in the certificate exam (WAEC and NECO). Similarly, the general performance of students in the JAMB Exams has been very poor over the years. (see JAMB statistical records on state by state performance).

To this effect, Kebbi State <sup>quota</sup> ~~quarter~~ in all tertiary institutions in the country is hardly ever filled. This is largely due to the fact that many of them score below the cut-off mark. Out of the number that manages to cross over, a large fraction are unable to defend their certificates and consequently drop out of tertiary education.



Worse still different forms of examination malpractices that were unimaginable in the past are gradually creeping in. These, no doubt, are indicators that a lot of problems beset the education industry in the state. Government on its part has so far taken a giant stride in the right direction by constituting an investigation committee on education. It has also taken a revolutionary stride by making the same committee metamorphose into an implementation committee. We join countless Nigerians in applauding the Government of Kebbi State in this regard. This laudable action could not have come at a better time. It is also pertinent to this that we make the following submission.

#### OBSERVATIONS.

In the light of the above, we would like to observe that:

1. Adamu Augie College of Education has been and still is the only teacher training institution in the State. As such it deserves government patronage in all matters of training and retraining of teachers.
2. The College has a high calibre of academic staff who have been in the business of teacher training for a long time.
3. Through our visits to schools in the State during our normal teaching practice supervision, we have come to grips with the realities on ground in so far as education in the state is concerned.
4. We have for long been partners in the provision of training and retraining of teachers in collaboration with UNICEF, UNESCO, the World Bank, ETF, PTF, and Applied Scholastics. Training and retraining of teachers is therefore our stock-in-trade.

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5. Our advantaged position of being located within the State not only make it easier for the trainees to reach us in the event of any problem, but also more cost effective for Kebbi State Government to assign us the responsibility of training and retraining of teachers.
6. Arrangements for the training of primary school teachers on part time basis to acquire N.C.E. as a minimum qualification requirements as contained in the National Policy on Education, is being discussed between the college and Kebbi State UBE Board.

### CONCLUSION

Teaching is by nature interactive. Students learn from the teacher who in turn gets feedback as to which learning tasks have been internalized and also how he could improve his educational delivery strategies. It is therefore our conviction that if given the chance to provide the intended training and retraining of teachers in the state, we shall be better able to decipher the problems that beset teachers in the state and to also tailor our teaching of NCE undergraduates along the lines of addressing such problems in order to break the cycle of mediocrity that is presently the case in point.

  
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for Director  
(ADACONSULT)



**Appendix 5**

**REPORT OF THE INTERACTIVE SESSION WITH  
STAKEHOLDERS AND THE COMMITTEE ON  
IMPROVEMENT AND DEVELOPMENT OF EDUCATION  
IN KEBBI STATE, HELD ON THE 28<sup>TH</sup> JUNE 2008 AT  
THE PRESIDENTIAL BANQUETTE HALL, BIRNIN KEBBI  
AT 10:00AM**

In its efforts to solicit for the contribution of everyone in Kebbi State in joining hands together to salvage the deteriorating standard of Education at all levels in the State, the Committee on the Improvement and Development of Education organized an Interactive Session with the Stakeholders with a view to finding lasting solutions to these age-long educational problems.

The Interactive Session was attended by the Deputy Governor, who was also the acting Governor of the State. The Interactions started at 10:45am after the arrival of the State acting Governor.

**Welcome Address**

The Chairman of the Committee Professor Attahiru Muhammad Jega welcomed His Excellency and his entourage and indeed all the dignitaries that found time to attend the Session. He thanked Almighty Allah for giving the gathering the opportunity to rub minds for the purpose of propelling the educational sector forward.

He then seized the opportunity to introduce the Session's Chairman in the person of Alhaji Abubakar Landi Dakingari.

He traced the history of the Committee as the Committee appointed by His Excellency, the Executive Governor of Kebbi State, Alhaji Sa'idu Usman Nasamu



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Dakingari on the 17<sup>th</sup> March 2008, with the sole aim of finding ways of improving the state of Education in Kebbi State.

The Committee Chairman then announced to the gathering that, within 6 weeks of its appointment, the Committee was able to produce an interim report. Government, he said, upon receipt of the report, accepted all the recommendations of the Committee and further directed the Committee to monitor and implement these recommendations.

Realising the fact that the Kebbi State is endowed with both human and natural resources, the Committee thought of inviting those people who have education at heart for their suggestions to proffer solutions to the decay in the Sector.

He then charged the Members to make useful contributions from basic to tertiary education.

Finally, he thanked Kebbi State Government for giving the Members the opportunity to serve their dear State and pledged total commitment of Members in giving this assignment their best. He lamented on the standard of education at present, which he said, was complete opposite of yester years. He however, urged Members to be focused, while expressing his appreciation to the acting Governor for his attendance inspite of his commitments.

In response to the Committee Chairman's welcome address, the acting Governor who was also the Deputy Governor, Alhaji Ibrahim K. Aliyu said, the decision of Government to appoint the Committee was to bring back the quality of education just as we knew it in the past. He decried the present standard, which he described as "A shadow of whatever we knew education to be in the past".



The acting Governor further went on to say that Kebbi State was blessed with abundant human resources. The State had produced Vice Chancellors, Professors, Secretaries to Government of which he the Speaker was one.

Education he remarked, was a tool of development that we could not afford to play with, while teaching and bringing up people could be very exiting when reflections were cast back on one's products who excelled.

He commended the Committee for submitting the interim report to Government in earnest and said that implementation of the recommendations of the report had already started.

Lastly, he prayed for fruitful interactive session and tasked the people of Kebbi State to turn round the fortune of education and quality of life of the entire citizenry. He then declared the Interactive Session open.

In a Vote of Thanks, Professor Abdullahi Abdu Zuru - a Committee Member, thanked Allah for making the gathering possible. He also thanked Allah for giving the Government the wisdom to set this Committee. He then thanked the Acting Governor who, despite his tight schedules as the Acting Governor of the State, found time to grace the occasion.

The Professor also expressed gratitude to the Members of the traditional council (particularly the Emir of Gwandu) for the warm reception they accorded the Committee during its visits to their Palaces.

Lastly, he expressed gratitude to all the indigenes of Kebbi State for answering the Committee's call. He, on behalf of the Committee thanked everybody for attending.

His Excellency departed at 11:11am.



## **Interactive Session Chairman's Opening Remarks**

The Chairman for the Interactive Session Alhaji Abubakar Landi Dakingari opened the Session by expressing his satisfaction on the composition of the Committee and the attendance of the invited guests. He gave the history of education in the State from its creation up to the last regime.

Finally, he advised that the Committee should ensure that all recommendations on the Interim Report are implemented fully. The floor was then opened for general discussions.

### **1. Justice Usman Muhammad**

A retired Justice of the Supreme Court, a teacher in Arabic and Islamic studies, Justice Usman Muhammad opened the floor with contributions on the Almajiri system.

He began by requesting the Committee to take care of the Almajiri system in its assignment, He said that this system had been neglected by Governments despite the fact that the Almajiri system made up the bulk of the population of our children. He said, the system was peculiar to the North, Niger Republic and other parts of West Africa.

He then charged the Committee to find ways of bringing to an end this phenomenon. He suggested an integration framework into the Western Education. He opined that to stop this behavior, the Qur'anic School Mallams should be given salaries to discourage them from moving from one place to another. This should be followed by constant inspection of these Mallams.

On Teacher Training, Justice Usman Muhammad was of the opinion that for the system to be sustained, teachers and teacher training must be empowered. He therefore called for additional teacher training colleges if they exist,



and establishment of the colleges in the State if they don't exist.

He also observed that Boarding Schools were better than the Day Schools in terms of quality of education and so many other things. Though boarding schools are more costlier, but still it was worthwhile.

On the Issue of Structures, he emphasized the need for a conducive learning atmosphere in our Schools. To this end, he suggested that quality structures be put in place in our Schools.

Similarly on Equipment, schools should be provided with enough learning equipments.

Justice Usman Muhammad called on the State Government to have more SBS schools to add to the one in Yauri, which was not even near enough to feed the new University in the State as well as service our quota in other Nigerian Universities.

On Inspection, he called on Government to embark on intensive inspection of Schools. This enables the teacher to get prepared before he enters a class. Senior officers of unquestionable character should be appointed as Inspectors.

### **Teachers Welfare/Salary**

The Speaker called on the State Government and Governments all over the country to improve on the teachers welfare, this if done would help to make teachers comfortable in their job.

### **Schools Competitions**

He also recommended for schools competitions such as debate, quiz etc.

## **Rewards and Incentives**

Finally, Justice Usman recommended for rewards and incentives to schools and teachers that performed well in all aspects of school life.

### **2. Sarkin Malamai Gwandu-Alh. Umaru Ika**

An Islamic Scholar, Alhaji Umaru Ika shed more light on the Almajiri system and Islamic studies in our Schools. Disassociating "Yawon Bindi" with the true teachings of Islam, the Sarkin Malamai described those who associate it (Yawon Bindi) with acquisition of knowledge as "illiterate". He then urged Government to uphold the religion of Islam in emulation to the teachings of the late Sheikh Usman Bin Fodio and his brother Abdullahi.

Sarkin Malamai described the situation whereby the Junior and Senior Islamic students in our Government Arabic Schools were not given the same treatment with the other conventional students in terms of feeding. The JIS students were given only ₦500.00 as monthly allowance and were not fed. He stressed the need for these students to be fed along side with the conventional students. "As citizens of this country, he added, they deserved to be given the same right like any other citizen of this country". He therefore called on this promising Government to come to the aid of these poor students.

### **3. Professor Abubakar Aliyu Gwandu**

In his comments acknowledged the efforts of the present Government but cautioned that education has far reaching consequences. He advised strongly that Government should not change its mind in its efforts to bail education out of its present predicament.



He concluded by saying that Members should think of the basics and advised on what they thought was possible.

#### 4. **Professor Mahdi Adamu Ngaski**

In his contributions, the Professor blamed past regimes on what he referred to "their non-challent attitude to education in general". In addition to this, he enumerated other problems as follows:

- i. Lack of the necessary teaching and learning facilities. For example, water, library books, computers etc.
- ii. Teachers were not enough in nearly all the Schools in the State.
- iii. Lack of adequate training and retraining of teachers.
- iv. Lack of Science equipment in our Schools.
- v. Poor standard of learning at primary level.
- vi. No proper inspection, and even when carried out, reports were not implemented.
- vii. Most of the government officials had developed the habit of sending their children to private schools thereby neglecting the public schools.
- viii. Too much greed and corruption in contracts award as well as in the management of education.
- ix. Scholarship award was too small and not paid in time.
- x. There were reports of exam malpractice in our Schools and unless we fought it we could not achieve what we achieved in the past.
- xi. Primary Schools in the State were not enough.
- xii. Government to give enough money to the University of Science and Technology recently established in the State.



5. **Mrs. Azuka Menkiti,**

An NGO Representing Action Aid International spoke on the need to enhance girl child education, which according to her presently and in the past could not compare favourably with the male folk. To this end, she advised that the law that says girls must be educated should be revisited. She also called for the provision of qualified teachers in our schools. She finally recommends the establishment of school based management committees (SBMC) in all our schools.

6. **Alhaji Idris Illo**

A renowned educationist and a veteran teacher, Alhaji Idris G. Illo said, education was in disarray and only collective efforts could salvage it. He commended the effort of the present administration for taking bold steps to address the situation. He gave statistical data of the State of Education at basic as well as the secondary levels as follows:

Basic Education

Students population	-	412,000
Teachers	-	12,500
Qualified	-	3,300
Unqualified	-	9,200

Secondary Education

Students population	-	48,000
Teachers	-	1,565
Qualified	-	865
Unqualified	-	700

He therefore advised that right calibre of teachers should be employed to teach at all levels. He also observed that UBE was the source of deterioration of education.

On Supervision of Schools, he called on the proper utilization of Education Secretaries, Supervisors and Inspectors, which he said were not adequately used.

He further suggested that Teacher training programme should be restored with the re-establishment of Teacher training colleges in the State.

On College of Education, the educationist called for the organization of training programme for students before absorbing them into the real NCE programmes.

He also charged the Committee to recommend an Inspectorate with full autonomy and prompt implementation of report. He further advised that honesty, sincerity and dedication should go with reward.

Finally, he called on those concerned to remove politics on the appointment of Principals.

#### **7. Hajiya Buzuwa Umar (Mrs)**

Hajiya Bunzuwa was on ensuring the provision of quality education right from primary school. She opined "if we want to correct the system, we should go back to primary school". She also called on religious Mallams to assist in propagating the girl child education. Finally, she called on the Government to integrate Islamic with Western Education.

#### **8. The Principal of GGC B/Kebbi**

Hajiya Balkisu Bachaka called on the Committee to think of the way to discourage parents sending their girls for premature marriage, particularly when they are in School. She therefore emphasized that the law banning the



withdrawal of the girl child from school for any reason should be enforced. She further recommended that stiff penalties be put in place for any offender no matter how highly placed.

#### 9. **Honourable Commissioner of Education**

The Honourable Commissioner of Education remarked as follows:

"I want to assure everyone here that the Government of the day is sincere in implementing everything in the interim report. I want to advice that speakers should talk on reality on the ground. I also want to assure that we will try to eliminate corruption in the system".

On SSCE Exams, the Honourable Commissioner said the State received commendations from WAEC for no single malpractice last year (2007). He then promised that Ministry of Education was on target to ensure exam malpractice free Kebbi State insha Allah.

On the Almajiri syndrome, Government had started working on the framework that would check the Almajiri phenomenon. To this end, Government had approved the setting up of a primary school that will integrate the Islamic and Western Education.

#### 10. **Zonal Coordinator WAEC**

The Zonal Coordinator informed the gathering that 70 Schools sat for the 2007 WAEC Examinations. Most of these schools that sat for these exams used classrooms instead of exam halls, he called on the State Government to construct exam halls in all schools. He said teachers should be encouraged not to see themselves as second-class citizens.

On dropouts, he advised that students with few passes should not be encouraged to sit for examinations which they



were not prepared for. He called on the retraining of teachers. He also said Guidance and Counselling Services should be encouraged in our Schools. Finally, he called for an enlightenment Campaign to encourage parents to allow children to go to schools, especially the girl child.

### 11. **Alhaji Boyi Dikko**

In another development, a onetime Commissioner of Justice, a teacher, Alhaji Boyi Dikko further advised on the almajiri system, which he said should be incorporated into the present educational system.

On the other hand, "he blamed the entire people of Kebbi State for what he described as "our non-challent attitude and lack of zeal to progress". He cited an example of our inability to construct sufficient secretariat to house all the Civil Servants despite the fact that the State had stayed long enough to have these Secretariats. He called on the authorities to declare State of emergency on education for a period of 6 years.

He said there should also be Community involvement in the education system. He cited an example with his own Community, which he said built a Secondary School via Community efforts. The same Community also raised ₦6.2 million to build a primary school.

He then advised that every district association should wake up to the realities of life. Communities should take part in building classrooms, toilets, laboratories etc. Local materials could be used to start with. Government should come in to assist these communities with funds.

On teachers, he opined that 4 more teachers Colleges should be built across the State. He also said that retired teachers could be called back to serve. He finally suggested

that teachers who left teaching should be encouraged to come back to serve in teaching line.

## 12. **Co-ordinator NTI**

The Co-ordinator categorized teachers operating in our educational system into 3 categories:

- a. Qualified
- b. Unqualified
- c. Non teachers

NTI he said deal with the second category by designing a programme for training this set of teachers. The training is like an inservice training carried out during weekends. "Presently, he went on, we have trained more than 2000 teachers in the state. Right now we have also started PGDE training for the last 2 years and at present we have up to 300 trainees". Right now the NTI is thinking of organizing a pivotal programme for teachers.

## **Co-ordinator NECO**

The Co-ordinator informed the gathering that the performance of Kebbi State in the NECO set examinations in 2005 was not good enough. Hence, the State ranked 1<sup>st</sup> in the exam malpractice Nationwide. However, in the 2006 exams the State ranked second lowest in the same examinations. This situation is not unconnected with the efforts of the Ministry of Education and the determination of the State Government in making sure that a zero exam malpractice tolerance is upheld.

In a similar development, the Co-ordinator in his paper titled "Towards Raising the Standards of Education in Kebbi State" he mentioned 5 factors. These factors he went on, are complementary to each other and they include:



i. Government

Government should provide conducive learning atmosphere as well as provision of teachers, sporting facilities, remuneration of teachers, sponsor teachers for inservice courses and organize workshops and seminars for teachers. Finally, he added, Government should build adequate structures to cater for the teeming students population, which was on the increase every year.

ii. Principals

The paper suggested that appointment of principals should be based on merit and experience. Politics, nepotism should be removed when appointing heads of institutions (Primary Schools inclusive). Principals should not forget their traditional supervisory role. They should desist from any form of exam malpractice.

iii. Teachers

Teachers should be appointed on merit and should teach subjects they specialized in. they must shoulder the responsibility of being guardians to students. They should be sanctioned according to the prescribed legislation when they engage in any misconduct.

iv. Students

The students must be made to know that they were students and must dress as such. They must be made to know that they have to work hard in order to excel and they should not expect any assistance during exams.

A qualified guidance counselor should be posted to each school to guide the students in their choice of subjects and counsel them when in problems. Indiscriminate transfer of students should be stopped.



v. Parents

The paper opined that the interference by parents in the activities of school over their wards had been the cause of most disciplinary cases of students. Students continue to misbehave and disregard their principal and teachers knowing that they have protection of their powerful parents. Parents should attend PTA meetings whereby they would be told of their ward's behaviours at school.

Finally, the paper called on Government to implement all the recommendations of this respectable committee.

13. **Dr. Faruk Maiyama**

Dr. Faruk Maiyama, a onetime labour leader of the State, had principally contributed in the interactive session in addition to sending a paper to the committee.

Dr. Maiyama was of the view that mushroom Primary schools should be merged to ensure quality input and output.

Teachers

He said teachers should be protected especially by the NUT. All teachers' salary should be paid through banks.

Brain Drain

He wants the Committee to look seriously into this problem. Government should enact a law prohibiting teachers to move out of Ministry of Education for another Ministry until after 10 years of service.

Secondary Education

He advised that there was the need to establish one model Secondary School in each Local Government.

### Tertiary Education

He called on the Committee to visit other tertiary institutions.

### USTA

Dr. Maiyama advised the Committee to find ways of transferring KSUSTA to Federal Government because the University may be too expensive for the State.

He then called for the conversion of the present Tertiary Institutions in the State to faculties of the University as follows:

AACOE Argungu	-	Faculty of education
Col. Of Agric. Zuru	-	Faculty of Agriculture
COBAS Yauri	-	College of Preliminary Studies

### Staffing

He decried that there are too much Staff in the University, which is barely one year old.

### Naming of Schools

The pattern of naming schools after wealthy individuals should be reverted. Schools should now be named after persons who have achieved academic excellence e.g. Professors, Drs. Etc.

In his paper titled 'Enhancement of Educational Development in Kebbi State', Dr. Maiyama identified the factors affecting the quality of Education as:

- i. Teachers brain drain/turn over.
- ii. Non-implementation of promotion/advancement for teachers.
- iii. Preferential appointment/posting of key staff such as Head Masters and Principals.



- iv. Poor site location and construction of schools.
- v. General managerial problems.
- vi. Victimization/intimidation of teachers due to extraneous influences.

The paper then recommended the followings as solutions to these problems:

- i. Establishment of WAEC office and marking center in the State

The Paper suggested for the establishment of WAEC Office and at least one marking center in the State.

- ii. Feeding Contracts for Schools

Feeding contracts should be restricted to only few credible and reputable contractors.

- iii. Training for Community Accountability Committee

There is the need to train Members of the Community on accountability on Community based School Management School expenditure control.

- iv. Patronization of State Public Schools by the State Public Functionaries

The State Government should encourage its public officers and top Civil Servants to patronize the State Secondary and Primary Schools.

- v. Reintroduction of Boarding Primary Schools

There was the need to reintroduce well equipped boarding primary schools at least one in each Local Government Headquarters.

- vi. Teachers Salary/Motivation

The State Government should implement CONTISS and the new Teachers Salary scales recently approved by the Federal Government for Tertiary, Secondary and Primary School teachers respectively.

- vii. Establishment of Well-equipped Model Science Secondary School



There was the need to establish at least one Science Secondary School in each Local Government Headquarters to cater for the gifted pupils from the 1404 Primary Schools across the State.

viii. Reduce Fees Charged by Abdullahi Fodio Islamic Centre

The fees charged by Abdullahi Fodio Islamic Centre at the rate of ₦50,000.00 is too exorbitant when compared to the ₦30,000.00 charged by the sister school (Sultan Maccido Institute Sokoto) for indigenes of Kebbi and Zamfara States.

The paper ended with the commendation of the State Government for setting up the Committee and noted that the recommendations therein the report would be implemented.

14. **Abubakar Bagudo**

A seasoned administrator, Alhaji Abubakar recommended professionalization of Teaching. He was of the opinion that the inspectorate division should be resuscitated with qualified Inspectors, adequate facilities and vehicles, duty allowance and reports should be used. He decried poor school management by Principals and called for the posting of Principals to be on merit.

15. **Alhaji Muhammad Danbare**

Alhaji Danbare, a seasoned educationist in his contributions praised the Government for accepting to resuscitate education in the State. He advised the Committee to be face-to-face with the teachers and students for exchange of views. He also called for special teachers upgrading programme as one of the lasting solutions to the problem of teachers in Kebbi State.

Lastly, he called for the upgrading of the Inspectorate Division of the Ministry of Education.

### 16. **Alhaji Umar Isah-Majidadin Zuru**

An educationist of repute, one time Principal of the Federal Government College B/Yauri, Alhaji Isah wrote in a paper titled "A working paper on Education". The Paper discussed the following burning issues:

- a. Teachers Salary and recommendations.
- b. The role of Parents/Guardians in improving the educational system.
- c. The co-curriculum activities.
- d. The role of School administrators
- e. The setting up of Quality Assurance Implementation Committee.
- f. Exam-malpractice and its attendant consequences in the system.

#### a. Teachers Salary and Remunerations

The paper called for a better pay to teachers in order to retain them.

#### b. The Role of Parents/Guardians in Improving the Educational System

The paper emphasized on the need for parents/guardians as stakeholders to participate in education meetings because education of our children was everybody's responsibility.

#### c. Co-curricular Activities

The paper decried of near-absence of co-curricular activities in schools, which had adversely affected the development of psychomotor, cognitive and effective domains of the children for an all round education.



d. The Role of School Administrators

The paper urged the Committee to review the procedure for the appointment of the Principals and Vice Principals based on qualifications, professionalism, competence, seniority and maturity.

e. Quality Assurance

The paper further recommended the establishment of Quality Assurance Implementation Sub-Committee at Zonal Level with a view to fast-tracking the recommendations emanating from Inspections and monitoring.

f. Exam-Malpractice and its Attendant Consequences

The paper identified the followings as a result of exam malpractice:

- Certificates acquired are questionable
- Quality of education acquired is of sub-standard
- Products of the affected Schools are semi-illiterates
- The technological and scientific break through may be unattainable

To save the system from total collapse, the paper suggested that, there was the need for attitudinal change of the Government, parents/guardians, teachers, students and stakeholders.

The paper concluded by commending Kebbi State Government for initiating this exercise and called on the Government to implement the programme for the benefit of Kebbi State.

## 17. **Kebbi State Students Union**

The Students Union also contributed in the discussions. The association commended the Committee for a job well done especially on students Scholarships and on registration. The students, however, called on the Committee to find time to interact with them.



**18. Ustaz Abubakar B/Kebbi**

Alh. Abubakar suggested that Government should provide policies on the Almajiri system of Education. He then called on Government to establish schools that will cater for the education of Almajiri. He further suggested that a team could be sent to Sudan to copy the Sudan example. He also urged the Government to improve Staff welfare.

**Vote of Thanks**

Professor Tijjani Muhammad Bande delivered a Vote of Thanks in which he thanked all the people who attended the interactive session. He affirmed the Committee's resolve to visit every village provided it entailed getting facts. He then said there was no closure to this process.

He wished everybody journey mercies back to their various destinations.

**Closing prayers**

The Closing Prayers was offered by Professor A. A Gwandu and the Session closed at 1:50 pm.