

## Education

Education has been identified as the most effective instrument in all forms of developments be it social, economic, political or technological. For this reason, good governments all over the world strive to provide quality education to its citizens

In realization of this fact, the constitution of Nigeria made acquisition of education a right for all citizens. Suffice to say that we live in the Information Age and access to global opportunities is essentially limited only by knowledge.

In Niger State, presently, there are 233 Early Childhood Care and Education Centres with total enrolment of 24,877; 2,627 Primary



Schools with total enrolment of 607,842 pupils and 404 Post Primary Schools with total enrolment of 161,106 students respectively.

Similarly, there are 9 State owned tertiary institutions in the State, namely: Ibrahim Babangida University (IBBU) Lapai, College of Education (COE) Minna, State Polytechnic, Zungeru, Justice Fati Lami Abubakar College of Arts and Islamic Legal Studies (JFLACAILS), Minna, School of Health

Technology Minna and Tungan Magajiya, Schools of Nursing and Midwifery and Nursing in Minna and Bida respectively, and School of Agriculture, Mokwa. The nine institutions have combined enrolment of over 24,000 students. Unfortunately, the education sector of the State from primary to tertiary levels has suffered neglect for decades. The sector is therefore faced with the following challenges:

## Sectoral Challenges

- Low enrolment at all levels especially Basic and Secondary Education levels.
- Ignorance, poverty and traditional practice on the part of parents.
- Gender imbalance at all levels of education.
- Inadequate infrastructure and poor condition of existing ones.
- Inadequate learning materials and equipment.
- Inadequate teaching staff especially in core subjects.
- Large number of unqualified and non-professional teachers..
- Low morale of teachers as a result of poor motivation.
- Poorly equipped technical and vocational colleges.
- Prevalence of out - of - school children and large number of migrant Almajiris.
- Problems of data-adequacy, accuracy and reliability.
- Lack of coordination between states owned tertiary institutions and ministries/ departments and agencies (MDAs).
- Large number of illiterate adults and youths.
- Unavailability of land for expansion of urban schools and problem of land encroachment.
- Large number of unemployed school leavers.
- Inadequate scholarship/ allowances for students of tertiary institutions.
- Lack of sponsorship for indigenes of the State attending Federal Government Colleges.
- Poor attitude of students towards their studies and poor performance in national examinations.
- Irregular monitoring and inspection of schools.
- Examination malpractices and cultism.
- Frequent industrial action.
- Weak public private partnerships in education.
- Large number of out - of- school disabled children and inadequate attention to gifted children at all levels.
- Lack of adherence to budgetary provisions.
- Lack of accreditation of most of the subjects offered by polytechnics and technical colleges.



The education programme of the Development Action Plan (DAP) shall consist of two components:

- (A) Basic Education programme
- (B) Post Basic Education programme.

### A. Basic Education Programme

#### Policy Targets

The policy targets of the Basic Education programme are to:

Ensure that children of ages 4-15 boys and girls enrol, attend and complete courses of Basic Education of good quality by the year 2015. Build and promote conducive environment for sustaining the goals of UBE and EFA.

### 1. Early Childhood Care and Education (ECCE)

The policy targets of the Early Childhood Care and Education (ECCE) programme are to:

#### Policy Target

- Facilitate smooth transition for children from home to formal schooling.
- Ensure an adequate head-start for disadvantaged children.
- Provide early educational stimulation for children.
- Prepare the child for the primary level of education.
- Provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices, etc).
- Inculcate social norms.

- Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys etc.
- Develop a sense of co-operation and team-spirit.
- Learn good habits, especially good health habits; and
- Teach the rudiments of numbers, letters, colours, shapes, forms, etc, through play.

#### Strategies

The strategies that will be embarked upon to attain the above policy targets are:



- Enlightenment campaign to create and mobilize public awareness and participation.
- Establishment of ECCE Centres within all primary schools or close to primary schools by the year 2011.
- Capacity building training 1,500 Care-Givers or ECCE teachers by 2011.
- Construction of additional 1,500 classrooms by the year 2011.
- Purchase of 15,000 sets of ECCE pupils furniture by the year 2011.
- Provision of 500 sets of out door play equipments and 1,000 sets of indoor learning materials by 2011.
- Provision of 115,000 pupils text books for ECCE section of 500 primary schools (20 in



each of the 25 LGAs) by 2011.

## 2. Primary Education

The Primary Education component of the Basic Education programme has the following policy targets and strategies:

### Policy Targets

The policy targets of the Primary Education programme are to:

- Provide permanent literacy and numeracy to all children of Niger State between the ages of 6-12 years by the year 2011.

- Lay sound basis for scientific and reflective thinking.
- Provide citizenship education, and
- Give the child the ability to adapt to his/her changing environment.

### Strategies:

The following strategies will be implemented to meet the policy targets:

- Carry out need assessment surveys in all primary schools for planning purposes by 2008.
- Recruit additional 2,500 teachers especially in English, Mathematics and Science subjects by 2011.
- Intensify monitoring and inspection of schools by visiting schools 1,200 times by the year 2011.

- Resuscitate evening games, sports and other extra-curriculum activities in all schools and also inter-house/school sports competitions.
- Construct 2,987 classrooms by 2011.
- Construct 270 staff quarters by 2011.
- Construct 1,580 VIP toilets by 2011.
- Construct 125 libraries by 2011
- Construct perimeter wall fence to urban/semi-urban schools.
- Re-establish all school boundaries and provide all school lands with certificates.
- Design storey building plans for all the schools in urban areas especially those with limited land for expansion by 2011.
- Sink 720 bore holes in schools to boost water and sanitation by 2011.
- Rehabilitate 1,380 classrooms by 2011.
- Purchase 170,000 double seater desks and benches by 2011.
- Purchase 22,000 teachers' tables and chairs by 2011.
- Purchase 5,000 Primary Science and Mathematics Kits by 2011.
- Purchase 2,600 sets of sporting equipment by 2011.
- Purchase and distribute 3,100 first aid boxes by 2011.
- Purchase 14,867,875 volumes of text books on four core subjects by 2011.
- Purchase 50,000,000 exercise books by 2011.
- Purchase 900 sets of computers for ICT promotion by 2011.
- Purchase 31,836 sets (12 sets per school) of record books by 2011.
- Upgrade 5,000 Grade II teachers to NCE by 2011.
- Organize workshops for 600 education managers.
- Organize workshops for 360 data collectors by 2011.
- Organize workshops for 3,600 serving teachers by 2011.
- Organize workshops for 200 Office Managers/ Administrators.
- Organize workshops for 300 officers from the Zonal Directorate officers by 2011.



- Organize computer proficiency workshop for 200 teacher/policy makers in 2008.
- Rehabilitation, expansion, furnishing, procurement of vehicles, and office equipment for SUBEB and LGEAs Headquarters by 2011
- Introduction of complete free female education on pilot basis in rural areas (to begin with 5% of pupil) 2007, and 40% by 2011
- Introduction of complete free female education on pilot basis in rural areas (to begin with 10% of pupil) in 2007 and 70% by 2011.
- Establish Model schools at primary trial Zones of the State to serve as centres of excellence.
- levels, 2 in each of the 3 Senatorial Zones of the State to serve as centres of excellence.

### 3. Junior Secondary Education

#### Policy Target

The policy targets of the Junior Secondary Education programme are to:

- Provide training for self reliance, rural uprightness and patriotic citizenship.
- Provide life-long



meaningful living

- Absorb all primary school graduates to Junior Secondary schools.
- Prepare students for Senior Secondary Education

- Establish one special boarding institution to cater for gifted children.

#### Strategies

The following strategies shall be used to attain the above policy:

- Carry out needs assessment survey of all the Junior Secondary Schools to collect data for planning purposes by 2011
- Employ 2,500 teachers especially English and Sciences by 2011
- Inspect schools up to 1,200 times by 2011
- Resuscitate the sponsorship of qualified indigene students to Federal Institutions by 2011
- Resuscitate evening games, sports and other extra-curricular activities and Inter school competitions by 2011

- Construct 420 class rooms by 2011.
- Construct 150 staff quarters by 2011.
- Construct 400 VIP toilets by 2011.
- Construct 90 Integrated Science laboratories by 2011.
- Construct 90 libraries by 2011.
- Construct and equip 140 blocks of Intro Tech workshops by 2011.
- Construct 250 administrative blocks for newly established Junior Secondary by 2011.
- Re-establish school boundaries and provide schools with certificates of occupancy by 2011.
- Design storey building plans for urban schools with limited land for expansion by 2011.
- Drill 420 bore holes by 2011
- Rehabilitate 330 classrooms by 2011.
- Purchase 15 mobile laboratories by 2011.
- Purchase 80,000 students' furniture by 2011.
- Purchase 12,000 teachers' tables and chairs by 2011.
- Purchase 140 20-seaters school buses to boost Inter School Competitions by 2011.
- Purchase 400 sets of sporting equipment by 2011.
- Purchase 440 sets of Integrated Science equipment by 2015.
- Purchase 280 first aid boxes for Junior Secondary Schools by 2011.
- Purchase 168,987 volumes of text books on five core subjects by 2011 and 1,68,988 by 2011-2015.
- Purchase 3,974,558 exercise books by 2007-2011 and 3,974,558 by 2011.
- Purchase 900 sets of computer for computer education by 2011.
- Purchase 6,900 sets (12 sets per school) of record books by 2011.
- Up grading 2,500 NCE teachers to degree level by 2011.
- Organize workshops for 300 policy makers by 2011.
- Organize workshops for 300 data officers on record keeping and generation by 2011.
- Organize workshops for 5,000 serving teachers by 2011.
- Organize workshops for 50 Researchers and planners by 2011.



- Organize workshops for 9,000 teachers on teaching methodology.
- Organize workshops for 600 office managers/administrators
- Purchase of 260 sets of Integrated Science Laboratory Equipment by 2011.
- Organize workshops for 60 project monitors and evaluators by 2011.
- Organize workshops for 300 Zonal and Headquarter staff on HIV/AIDS.
- Connect 75 schools to the internet (3 schools in each of the 25 Local Government Area) by 2011
- Organize workshops for 500 officers on computer proficiency by 2011.
- Construction of 260 multipurpose laboratories.
- Purchase of 15

mobile laboratories and training of 30 teachers to handle the equipment (5 each for the 3 zonal headquarters) and

- Establishment of additional 100 JSS by 2011.

#### 4. Adult and Non-Formal Education

The Adult and Non-formal education programme has the following policy targets:

##### Policy Targets

- Increase the level of adult literacy to 50% by training 34,900 adult illiterate at the ratio of 60% female and 40% male.
- Utilize adult and non-formal education amongst the populace to facilitate attaining the Millennium Development Goals in the State, and fully

involve the communities, traditional and political leaders in the provision of adult and non-formal education.

##### Strategies

These strategies shall be used to attain the above policy targets:

- Recruit additional 995 literacy facilitators to meet the required 1,745 each year beginning from 2008 to 2011.
- Establish additional 995 literacy centres each year from 2008 to 2011.



- Rehabilitate and equip the 11 model Vocational Training Centres and establish and equip 14 new model vocational training centres between 2008 to 2009.
- Establish 10 Women Education Centres between 2008 to 2009.
- Employ 250 permanent facilitators/teachers for the non-formal basic education and teachers for post-literacy and vocational skills acquisition.
- Ensure that 35% of graduates of basic literacy proceed to post-literacy each year from 2008 to 2011.
- Source economic empowerment facilities to at least 75% of graduate of vocational literacy programme.
- Intensity mobilization and sensitization campaign
- Enrol and retain adult learners in literacy classes.
- Provide learning and instructional materials to the learners
- Improve the working condition and capacities of staff.
- Monitor the performance of learners.
- Create literacy environment and
- Provide economic enabling facilities to adult learners and neo-literates

## **B. Post Basic**

The post basic

Programme has three (3) major components namely:

Senior Secondary Education (SSE), Science, and Technical and vocational Education and Tertiary Education.

### **Senior Secondary Education**

#### **Policy Target**

The policy target of the Senior Secondary Education is to:

- Provide qualitative education to children between the ages of 15-18 to enable them qualify for further studies or be self-employed.



## Strategies

Attaining the above policy targets shall be based on:

- Visit all schools to collect data for planning purposes by 2011.
- Employ 2,500 teachers especially on core subjects by 2011.
- Carry out 320 different types of inspections up to 1,100 times by 2011.
- Improve the feeding rate of students by September, 2007 from N20.00 per student per day to N60.00, per student per day.
- Resuscitate evening games, sports and other extra-curricular activities and inter-school competitions by 2011.
- Resuscitate the sponsorship of indigene students to Federal Government Colleges.
- Construct 68 classrooms by 2011.
- Construct 60 units hostels by 2011.
- Construct 150 staff quarters by 2011.
- Construct 280 VIP toilets by 2011.
- Construct 45 Libraries by 2011
- Design storey building plans for schools in urban areas with limited land for expansion by 2011.
- Construct access roads in 55 schools by 2011.
- Sink 220 bore holes to improve water and sanitation by 2011.
- Connect 140 schools to the national grid by 2011.
- Rehabilitate 950 classrooms by 2011.
- Rehabilitate 160 hostels by 2011.
- Rehabilitate 950 staff quarters by 2011.
- Purchase 8,000 classroom furniture by 2011.
- Purchase 5,000 sets of teachers' tables and chairs by 2011
- Purchase 125 sets of Science, 25 sets of Technical and 10 sets of Vocational equipment by 2011.
- Purchase 120 2- seater buses to boost inter school competitions by 2011.
- Construct 75 clinics by 2011.
- Construct perimeter wall fence for 60 schools by 2011.
- Re-establish school boundaries and provide schools with certificates of occupancy.



- Purchase 330 sets of sporting equipment.
- Purchase 120 sets of kitchen utensils for boarding schools by 2011.
- Purchase 30,000 double bunk beds for boarding schools by 2011.
- Purchase 60,000 mattresses for boarding schools by 2011.
- Purchase 550 sets of science chemicals and reagents for daily practical by 2011.
- Purchase first aid boxes for 220 schools by 2011.
- Purchase 1,689,675 volumes of textbooks on five core subjects by 2011.
- Purchase 5,744,895 exercise books by 2011.
- Purchase 940 sets of computers to boost computer education by 2011.
- Purchase 5,880 sets (12 sets per schools) of record books by 2011.
- Upgrade 4,500 teachers from NCE to graduates by 2011.
- Organize workshops for 300 policy makers by 2011.
- Organize workshops for 300 data collectors by 2011.
- Organize workshops for 2,000 serving teachers.
- Organize workshops for 300 researchers and planners.
- Organize workshops for 500 finance managers.
- Organize workshops for 5,000 teachers on teaching methodology.
- Organize workshops for 300 Office Managers/ Administrators by 2011.
- Organize workshops for 120 Project monitors and evaluators by 2011.
- Organize workshops on HIV/AIDS for 2,072 Zonal Directorate and Headquarter staff and teachers by 2011.
- Connect 20 schools to the internet by 2011.
- Organize computer proficiency workshops for 300 computer operators.
- Purchase 28,000 examination access scratch cards for the children whose parents cannot afford to pay to enable them sit for the SSCE Examinations.
- Purchase duplo machine and other related materials to enable the ministerial



examination board produce question paper for the JSCE and SSCE mock examinations.

- Construct 100 administrative blocks by 2011.
- Rehabilitate and furnish structures of Ministry Headquarters, SEB, STSB, ZDEs offices.
- Provide additional sets of computers for sectional heads.
- Purchase 8,406 saloon cars to be located in Ministry of Education Headquarters, SEB and STSB.

## 2. Science, Technical and Vocational Education

The Science and Technical and Vocational Education programme has two components.

They are:

- (1) Science Education
- (2) Technical and Vocational Education

### A: Science Education

#### Policy Targets

The policy targets of Science Education component are to:

- Emphasise the teaching and learning of the science process and principles.
- Cultivate the spirit of inquiry, knowing and rational mind for the conduct of a good life and democracy.
- Produce adequate number of science students to meet Niger State admission quota in the tertiary institutions.
- Popularize the study of science among Niger State students to be able to attain the ratio of 60:40 Science students to Arts students.



#### Strategies

These strategies shall be embarked upon to attain the above policy targets:

- Construct and furnish 390 Science laboratories by 2011
- Purchase 125 sets of science equipment for schools under SOME, STSB and SEB by 2011
- Advocacy, sensitization and mobilization of the stakeholders to promote the study of science in our post primary schools
- Encourage Inter and Intra school science competitions.

- Collaborate with NGOs to sponsor students who excel in sciences.
- Provision of 3 mobile laboratory vehicles.
- Establish additional 12 science colleges.
- Provide monthly imprest to all science colleges.
- Purchase 20 seater buses for Niger State science colleges.
- Rehabilitate 90 science laboratories by 2011.



## 2B. Technical and Vocational Education

### Policy Targets

The policy targets of the Technical and Vocational Education programme are to:

- Provide trained manpower in the applied sciences, technology and business particularly at

craft, advanced craft and technical levels.

- Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
- Give training and impart necessary skills to individual who shall be self-reliant economically.

### Strategies

The following strategies will be used to attain the above policy targets:

- Purchase 60 sets of technical equipments to meet up with the accreditation

requirement of NBTE.

- Purchase 60 sets of vocational equipment for vocational centres.
- Provide sufficient daily practical materials.
- Recruit additional teaching staff and retrain the existing ones.
- Rehabilitation of Infrastructures, provision of learning materials and furniture.
- Provision of ICT equipment.
- Construction of library blocks
- Purchase of generating plants.
- Provide monthly imprest to technical schools.
- Establishment of production unit to meet up with the NBTE accreditation requirement.
- Establishment of skill acquisition centres in 3 vocational schools

- Purchase 20 seater buses for technical and vocational Colleges

### 3. Tertiary Education

The Tertiary Education programme has four (4) components:

- College of Education Polytechnic
- Justice Fati Lami Abubakar College of Art and Islamic Studies
- Ibrahim Babangida University

#### Policy Targets

The overall targets of the Tertiary Education programme are:

- Produce middle and high level manpower for the State and Federal Civil Service as well as to exploit the

natural resources of the State.

- Develop and inculcate proper values for the survival of the individual and society.
- Develop the intellectual capability of individuals to understand and appreciate their local and external environment.
- Acquire both physical and intellectual skills which will enable individuals to be self-employed and
- Promote national and international understanding and interaction.

#### A. College of Education

#### Policy Target

The policy Targets of the College of Education programme are to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- Encourage the spirit of enquiry and creativity in teachers.
- Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situation.



- Train additional 2,000 NCE graduates and re-train 5,000 Grade II teachers by 2011.

### Strategies

The following strategies will be used to meet the above policy targets:

- Completion of the on-going construction of lecture theatres by 2011.
- Construction of additional 20 lecture rooms by 2011.
- Expansion of the Central Administrative block by 2011.
- Construction of 1 undergraduate complex by 2011.
- Construction of 5 male hostels by 2011.
- Provision of 8,000 single seater desks and chairs by 2011.
- Provision of 5 sets each of science laboratory and Home-Economic equipment by 2011.
- Provide fund to

sponsor research activities by 2011.

- Purchase 3,405 Peugeot vehicles by 2011.
- Rehabilitation of 20 lecture classrooms, and
- Employment of additional 100 lecturers and re-training of 100 existing lecturers by 2011.

### B. Polytechnics

#### Policy Targets

The policy targets of the Polytechnics are to:

- Provide full-time courses of instruction and training in



engineering, other technologies, applied science, business and management, leading to the production of trained middle and high level manpower for State and Federal Civil Service.

- Provide the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of the State in particular and the Federation in general.
- Give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and be employed and employable.
- Conduct applied research relevant to the needs and aspirations

of the State in particular and the nation in general.

### Strategies

The following strategies shall be embarked upon to attain the policy targets:

- Equip the institution to the level required for accreditation by NBTC by 2011.
- Rehabilitate 20 lecture rooms, lecture theatres and libraries by 2011.
- Provide 3,000 students single seater desks and chairs.
- Purchase 406 Peugeot station wagon and 4 20-seater buses.
- Purchase of 2,000 volumes of assorted library textbooks.
- Employment of additional 100 lecturers and re-training of 100 existing ones by 2011.
- Rehabilitation of 4 blocks of students'

hostels and 10 staff quarters by 2011.

- Sinking of 4 bore holes by 2011.
- Purchase of 50 sets of computers by 2011.

### C. Justice Fati Lami Abubakar College of Arts and Islamic Legal Studies

#### Policy Target

The policy targets are to:

- Train the middle cadre manpower for the State Ministry of Justice and Education, and
- Produce middle cadre manpower for the State Ministry of Information.

#### Strategies

The following strategies shall be used to meet the policy targets:

- Construct 2 lecture theatres by 2011.



- Construct 10 staff quarters by 2011.
- Construct 1 administrative complex by 2011.
- Construct 3 hostels each for male and female students by 2011.
- Purchase 3,406 Peugeot station wagons and 2 20-seater buses by 2011.
- Purchase 2,000 volumes of assorted library textbooks
- Employ additional 50 lecturers and re-training of 50 existing ones.

- Purchase of 50 sets of computers for computer education by 2011.
- Construct 4 bedroom staff quarters for the provost by 2011.

#### **D. Ibrahim Babangida University, Lapai**

##### **Policy Thrust**

IBB University shall be a centre for excellence in the sciences and the humanities which produces globally competitive enterprising graduates with the requisite knowledge, skill and entrepreneurial competences, using high quality facilities.

The University shall nurture intellectual, social, economic and cultural development by providing education that engenders prosperity, responsiveness and accessibility to its

catchment areas, the nation and the world.

##### **Academic Programme**

###### **Strategy**

The academic programmes and activities will be put in place through the curricular, the learning method, and the procedure for establishing new programmes etc but in full compliance with NUC's National Minimum Standard and the Bench Mark Academic Standards.

##### **Management Programme:**

###### **Strategy**

The management system

will be established through the provision and enforcement of just and fair laws, regulations, procedures and good leadership expressed in the enabling documents of the University.

##### **Facilities Programme**

###### **Strategy**

The production and implementation of a Master Plan for infrastructure, laboratories, studio, classes, lecture theatres and municipal services. This is in addition to an assessment of existing physical facilities and the provision of estimates for their rehabilitation, the construction of additional



facilities and the award of contracts.

### **I.C.T. Programme**

#### **Strategy**

The establishment of an MIS, installation of appropriate ICT, including recruitment and capacity building. Also establishment of medical centre and engagement with a library, e-learning, e-management etc.

### **Resource Mobilization Programme**

#### **Strategy**

Resource mobilization of internal and external potential: investments, endowments from individuals, corporations, and enterprising ventures.





