

Transforming Education in Niger State (TENS II) Programme

PROGRAMME BRIEF

Niger State Ministry of Basic and Secondary Education, Federal Republic of Nigeria



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Public Sector Consultants

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MRL[®] Public Sector Consultants
for the Niger State Ministry of Basic and
Secondary Education



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This document and other data in relation to the TENS II Programme on which it is based are
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His Excellency, Mohammed Umaru Bago

Executive Governor of Niger State

Federal Republic of Nigeria

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Introduction

This programme overview articulates the vision, mission, specific aim, goals, objectives, scope, and deliverables to be achieved by the Niger State government in transforming the education sector based on the New Vision for Niger State under the helm of **'His Excellency Mohammed Umaru Bago** – The Executive Governor of Niger State. The challenges and specific problems in the education sector are highlighted. The current administration recognises the significant deterioration in the education sector and has therefore made education, alongside agriculture and health, the topmost priorities in the State under the **'New Niger'**.

The Programme is known as Transforming Education in Niger State (TENS II). The Programme aims to rebuild, transform and ultimately sustain an education system suitable for the 21st Century. The TENS II Programme, whilst an independent initiative, recognises the previous work undertaken in the education sector under the Transforming Education in Niger State (TENS) by MRL® Public Sector Consultants Ltd, the University of Cambridge (Faculty of Education and Cambridge Judge Business School), and the Institute for Leadership and Management (ILM), now known as the Institute of Leadership. It must be noted that the TENS Programme only completed Phase I of three Phases undertaken between November 2015 and December 2018. Unfortunately, the inability of the previous administration to complete the TENS has left the education sector in a deplorable state, requiring urgent attention.

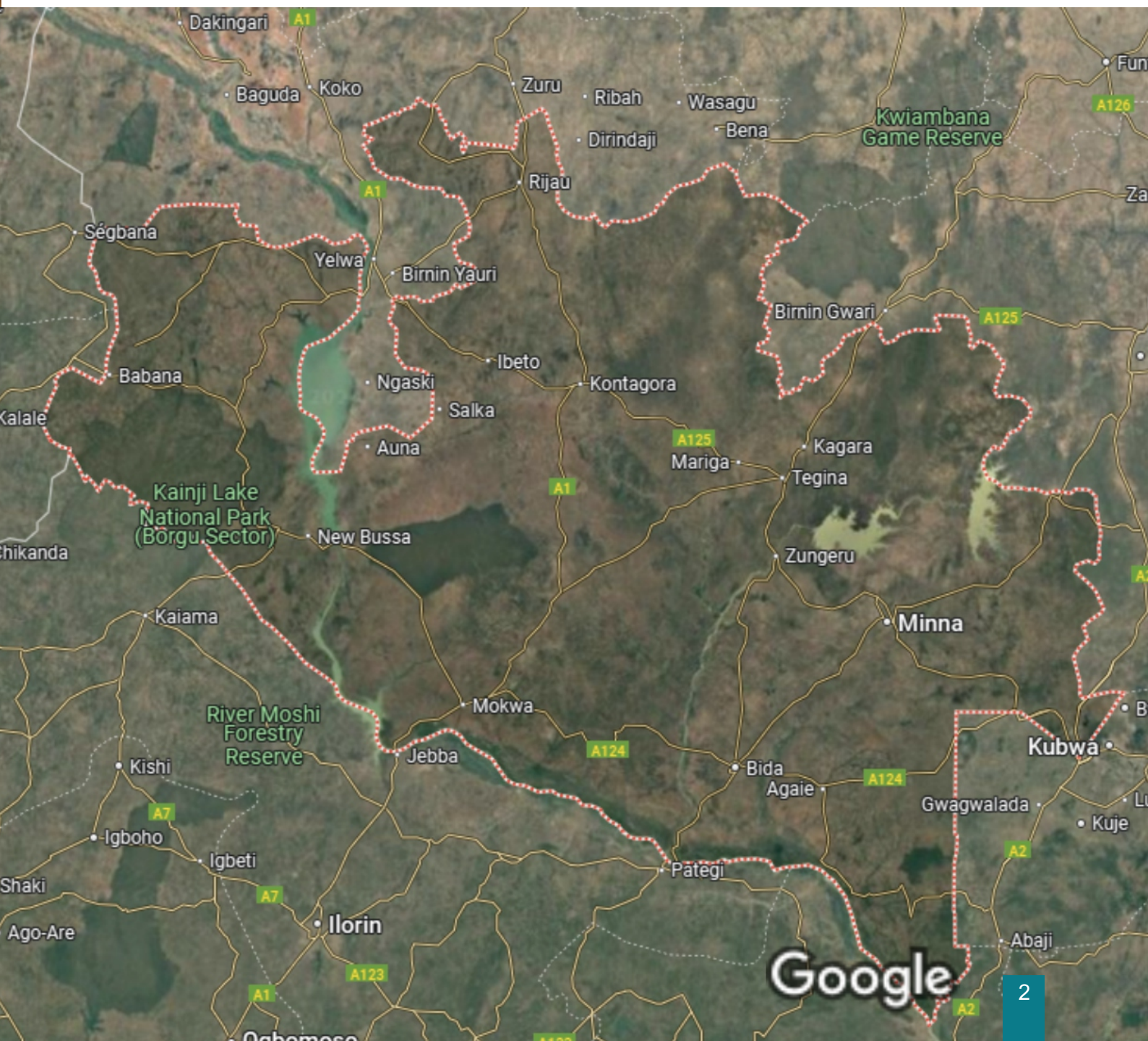
The TENS II Programme is led by the Ministry of Basic and Secondary Education, with support from the following key ministries: the Ministry for Tertiary Education, the Ministry for Budgeting and Planning, the Ministry for Pastoral and Nomadic Affairs, and the Ministry for Communication Technology and Digital Economy. Other ministries include the Ministry for Local Government and Chieftaincy Affairs, the Ministry for Homeland Security, the Ministry of Rural and Community Development, the Ministry of Land and Survey, the Ministry of Youth and Sports Development, the Ministry of Science and Technology, the Ministry of Women Affairs, and the Ministry of Micro, Small and Medium Enterprises. MRL® Public Sector Consultants Ltd will support the implementation of the TENS II Programme, overseeing the Programme Management aspect of the various planned projects and initiatives.

Niger State

The Power State

Briefly, Niger State is the largest state in Nigeria. It is popularly known as the 'Power State' due to the location of several of the nation's dams in the State, more specifically Kainji Dam. Located in the North-Central Geo-political zone, the State is divided into three central senatorial districts, which are further divided into twenty-five (25) Local Government Areas (LGA) and two hundred and seventy-four (274) wards.

The State is bordered to the North by Zamfara State, West by Kebbi State, South by Kogi State, South-West by Kwara State, North-East by Kaduna State and South-East by the Federal Capital Territory (FCT). The State also has an international boundary with the Republic of Benin along Agwara and Borgu.





Funding of the TENS II Programme

The TENS II Programme is currently funded by the Niger State Government with plans underway to attract additional funding from international agencies, such as, the Foreign, Commonwealth & Development Office (FCDO), the Qatar Foundation, the Education Development Trust, the World Bank, USAID, and Canada Aid to mention a few. Whilst it is acknowledged that international funding streams are limited due to significant unrest in the world, i.e., wars, e.g., Ukraine and Russia, Israel and Palestine, Sudan, geo-political instability, cost-of-living crisis and increased polarisation, to mention a few, immense effort will be made to secure external funding as the government will be unable to address this challenge alone.

Funding will also be sought from non-governmental organisations (NGOs) in the education sector, corporate establishments, businesses and other potential revenue streams.

This funding approach is being adopted due to the enormous capital investment required, especially in terms of infrastructure, more specifically, the renovation and rebuilding of schools, the provision of basic facilities, such as toilets, furniture, libraries, science laboratories, sports and recreational facilities, boundary walls and other security measures including skilled and able security guards.

The recommended solutions for addressing the challenges in the education sector in Niger State are identified in the TENS II report, 'Problems and Solutions in the Niger State Education System (September 2024).



The Scope of TENS II

The scope of the TENS II Programme includes all government-owned primary and secondary schools, the government-owned Early Childcare Development Education (ECCDE) centres, private schools, faith-based schools (Christian and Quranic) and Nomadic schools at all levels and tertiary institutions across the twenty-five LGAs.

The TENS II Programme will be delivered in phases. Phase I focuses on identifying the problems within the education sector and defined education groups, such as the nomadic and out-of-school children, conducting an Education

Census across the 25 LGAs, and identifying key stakeholders. Furthermore, given the high level of unemployment amongst the youths in the State, the role of entrepreneurship in the delivery of the curriculum will also be explored. Subsequent phases of the TENS II Programme will comprise solutions through various initiatives to address the problems identified.

The issues relating insufficient teachers, especially in the rural areas, the quality of the teaching staff, teachers remuneration and training needs in addition to infrastructure deficits in the sector will also be examined with the aim of proffering sustainable, innovative and cost effective solutions.



> The Vision

The '*New Strategic Vision*' is to improve education across all levels resulting in a transformed education system that benefits all Niger State citizens.

> The Mission

The Mission is to create an exciting, secure and stimulating learning environment in which all age-appropriate Niger State citizens and members of the school community can grow in confidence, acquire knowledge and skills and develop to their full potential.

> The Aim

After years of neglect and limited investment, the TENS II Programme aims to improve and transform the state's education system.

As previously highlighted, the Niger State Government is currently propelling a dramatic and rapid education transformation agenda akin to the changes seen in the Agricultural sector through Niger Foods. TENS II is intended to drive this change within the educational system and will demand higher standards, more professionalism and commitment from all within the sector. The aim is, therefore, to improve and transform the standard of education across the State.

Source: MRL* Public Sector Consultant Ltd



Goals of TENS II Programme

The goals of the TENS II Programme are articulated as follows:



To identify the current problems and challenges within the education sector in Niger State.



To develop and implement interventions and initiatives to address the problems and challenges within the sector.



To transform the sector sustainably by improving the educational environment's standard at all levels.



To provide an education, pupil and student experience that will empower recipients by enhancing teachers' skills and improving learning access and outcomes.



To develop mechanisms to continually review and put forward recommendations on the implementation of the curriculum to reflect the needs of pupils and the labour market, such as entrepreneurial skills development and technical skills acquisitions.



To update and review teaching methodologies to ensure best practice and applicability with the National Curriculum for enhanced performance in national examinations across the State.



To identify and implement the required operational and process transformations within the Ministry of Basic and Secondary Education, to effect the desired changes to make the organisation more efficient and effective in undertaking its statutory responsibilities.



TENS II Strategic Objectives

The strategic objectives of the TENS II Programme are stated as follows :

- To use proven methodologies (examples include PESTLE, SWOT, Gap Analysis, Interviews and Focus Groups with key stakeholders) to conduct an in-depth analysis to identify the problems in the education system.
- To conduct an Education Census to establish the current state of educational provision at all levels in the State.
- To improve the education system such that the enhanced standards of teaching empower pupils and a more refined learning process that addresses the needs of the State. This is based on the Education Census findings, research, interviews and focus groups with key stakeholders.
- To provide a challenging and stimulating pupil and student experience within the educational environment.
- To review and recommend changes to the curriculum that will address current challenges in youth unemployment, such as, entrepreneurial education, skill acquisition and specialisation, more specifically, in engineering, science, technology, agriculture and health.
- To ensure that all pupils in the State have access to quality educational provisions to allow them to reach their potential irrespective of gender, ethnic group, socio-economic background, previous educational attainment and disability.
- To provide a healthy, safe and supportive classroom and school environment.
- To retrain and recruit additional qualified teachers by 2025, especially specialist teachers, to teach in the sciences, technical subjects, Maths and English.
- To conduct an audit of all employed teachers in the State to obtain up-to-date data to prioritise the needs, address existing shortfalls and track teacher deployment.
- To ensure continuing teacher certification and capacity building by attending a compulsory 5-day teacher training programme to commence in 2025.
- To strengthen the provision of quality education through the provision and refurbishment of infrastructure, facilities, furniture and the provision of learning equipment, such as, functioning libraries, science laboratories and instruction materials, i.e., books, stationary, science equipment, etc.



- To develop, implement and monitor a comprehensive school building programme across the twenty-five Local Government Areas in the State.
- To ensure the implementation of adequate financial planning and budgetary management.
- To ensure adequate funding for education planning and school curriculum delivery.
- To make funds available that will guarantee the payment of teacher salaries and associated remuneration benefits, training and Continuous Professional Development (CPD), and the provision of teaching aids and materials such as textbooks, workbooks, laboratory equipment and school feeding programmes.
- To build the capacity of education providers.
- To create opportunities for the local community to get involved in contracts such as building, renovations and growing food for the school feeding programme or other related initiatives.

The Values:

The TENS II Programme defined values are as follows.

- Placing the pupil and student at the centre of the education system.
- Driving up educational standards and outcomes for students across Niger State.
- Ensuring that students are fully prepared for the future world regarding employment, social integration, and becoming worthwhile citizens.
- Ensuring students develop into resilient individuals capable of responding to an uncertain future.
- Developing as a State by sharing best practices locally with other states of the Federation and internationally with other countries.

The values will develop as the Programme progresses and will underpin the core values of the Niger State Ministry of Basic and Secondary Education.



Core Deliverables

Core deliverables for this Phase of the
TENS II Programme include the following: -

1



A comprehensive Education Census of all educational establishments in the State, both public and private.

4



A report exploring the use of digital technologies for education under the Digital Futures Education Initiative (DFEI).

7



Leadership and field training for various personnel, such as enumerators, Education Administrators, and Education Quality Assurance Officers.

2



A detailed report on the problems within the education sector in Niger State based on insights from the school verification exercise, the Education Census, and the qualitative data collection involving interviews and focus groups.

5



A report with recommendations addressing the issue of Out-of-School Children using the primary data collected to explore further insights.

TENS II

8

A new Logo for TENS II Programme.

3



A report exploring the problems and implementable solutions for Nomadic Education.

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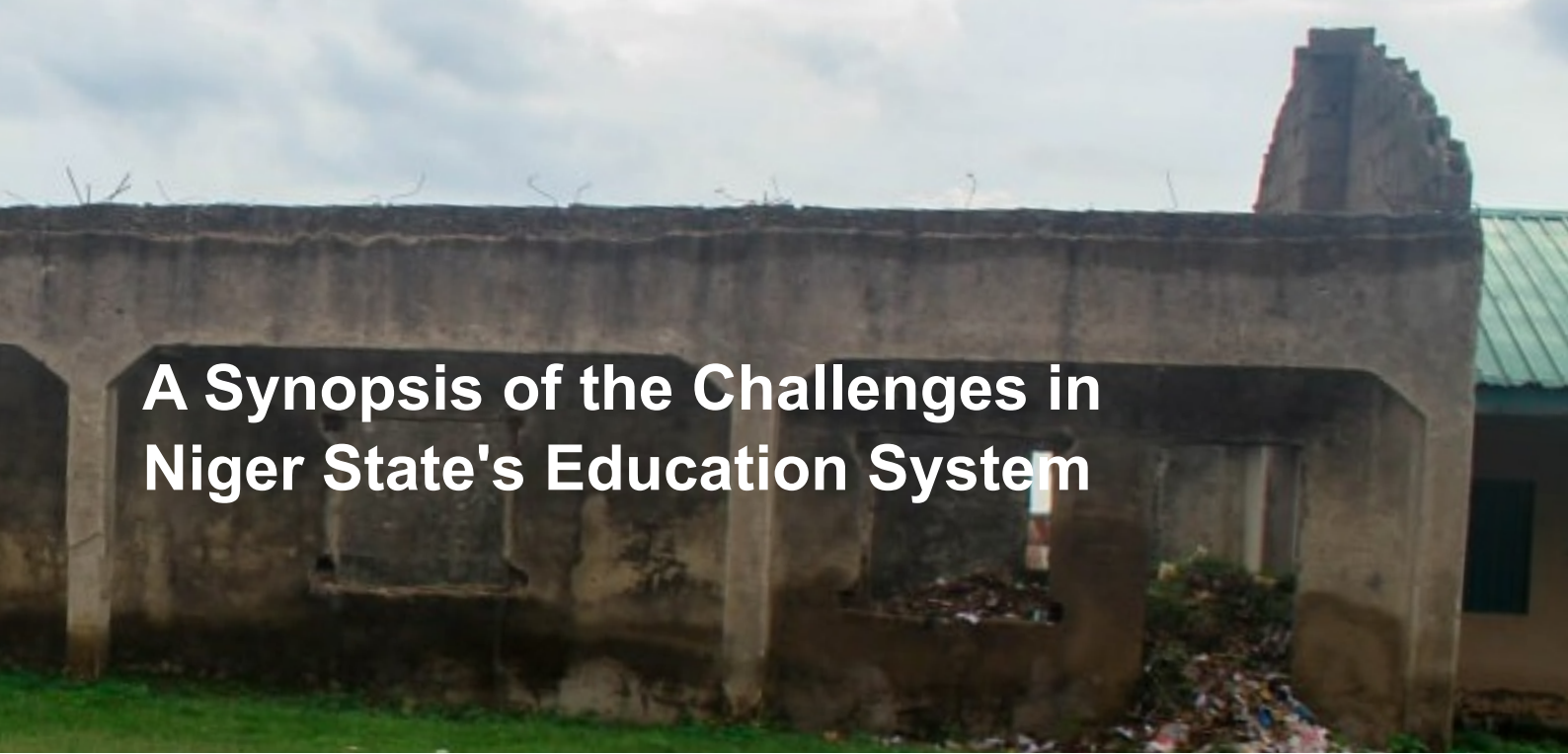
An Entrepreneurship Education Strategy for the Ministry of Basic and Secondary Education in Niger State.

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An interactive TENS II Programme Website.





A Synopsis of the Challenges in Niger State's Education System

Research Methods

The problems identified in the education sector in Niger State are summarised below. The issues have been determined based on the following research techniques: -

1

A desk-based comprehensive review of the literature and an examination of Niger State's Ministry of Basic and Secondary Education (and associated Ministries, Departments and Agencies (MDA's), i.e., Niger State Universal Basic Education Board (NSUBEB), the Ministry of Tertiary Education) documents and reports, such as, the Annual School Census (ASC) coordinated by the Federal Ministry of Education.

2

Primary data analysis using quantitative and qualitative data collection methods. The primary data has been collected based on the following: -

- a. An Education Census covering both public and private institutions based on a series of questionnaires focused on the following groups: -
 - Early Childcare Education Centres (ECCDE)
 - Primary Schools
 - Secondary Schools
 - Faith-based Schools (Christian and Quranic)
 - Nomadic Schools
 - Tertiary Institutions.
- b. Semi-structured interviews and focus groups with public and private sector stakeholders.
- c. Visits to schools and tertiary institutions.
- d. Telephone interviews.



Problems Identified

A core set of issues affecting the Niger State education sector has been identified, which are summarised below.

- Dilapidated school infrastructure and the urgent need to renovate school buildings across the State.
- Lack of, and insufficient and usable school infrastructure, such as toilets, science and ICT laboratories, libraries, classrooms, desks and chairs.
- Insecurity relating to banditry, terrorism, and conflicts between farmers and herdsmen and their impact on the effective running of schools across the State.
- De-motivated and demoralised teaching staff, compounded by low and sometimes irregular payment of salaries, lack of job satisfaction, non-existent career progression, industrial strikes and union action, the impact of the cost-of-living crisis, resulting in limited passion for the profession and commitment to pupils due to financial pressures.
- Insufficient qualified teachers due to the mismanagement and misalignment of funds for teacher training programmes.
- A disconnect between the subjects taught and the needs of the labour market.
- The need for an updated school curriculum that considers the changing nature of required skill sets for the 21st century, such as, entrepreneurial skills.
- Inadequate funding for education planning and delivery.
- Insufficient and often inaccurate education planning, which leads to poor selection and organisation of curriculum content, curriculum implementation and evaluation, management and control of teacher education programmes, teacher training and retraining, and the development, distribution and use of teaching materials.
- Gender inequality in education opportunities, especially for girls and pupils with physical and learning disabilities.



In addition to the challenges highlighted above, Niger State is also faced with the following problems:

- Increasing but still low enrolment of children in primary and secondary schools compared to many states in the East, South and South-Western parts of Nigeria.
- High dropout rate, especially girls in Senior Secondary Schools or between 12 – 18 years of age.
- Insufficient educational provision for gifted children and children with Special Educational Needs or Disability (SEND).
- Inadequate security, such as boundary walls and fences.
- Inadequate teaching and learning materials and equipment, such as, teaching aids, workbooks, and science equipment for experiments.
- Insufficient and inaccurate educational resource planning.
- Limited and often mismanaged government funds.
- Inaccurate and up-to-date statistical data and valuable information for adequate and effective planning in the State.
- Limited resources leading to a disconnect between the subjects taught in schools and the needs of the Nigerian labour market in the 21st century to reduce poverty.
- Insufficient qualified teachers to teach, particularly core subjects such as English, Mathematics and the Sciences.
- The use of redundant teaching methods.
- Low morale amongst teachers and other support staff due to poor remuneration, resulting in the need to supplement income, thereby impacting staff commitment to teaching.
- Inferior boarding facilities, sanitation provision, and other hygiene facilities, such as toilets, pipe-borne water, and the removal of waste from school environments.
- The impact of the state of the nation's economy leading to intermittent industrial action.
- Examination misconduct by students is compounded by parents' involvement in some instances.

Conclusion

TENS II is not a traditional aid programme; instead, it is a legacy programme by **His Excellency, the Executive Governor of Niger State, Mohammed Umaru Bago** to benefit the State. The aim is to make education a priority, politically relevant and with benefits to improve the lives of individuals and future generations.

The TENS II Programme is designed to deliver a series of interventions through different stages that will improve educational quality, increase access to learning and strengthen the overall educational infrastructure at all levels of education in Niger State.





The Niger State Government of the Federal Republic of Nigeria
Ascribes to the United Nations Sustainable Development Goals

Goal 4- Ensure Inclusive and Equitable Quality Education

*"Ensure inclusive and equitable quality education
and promote lifelong learning opportunities for all"*



CONTACT INFORMATION

For additional information on the TENS II Programme, please get in touch with our offices at

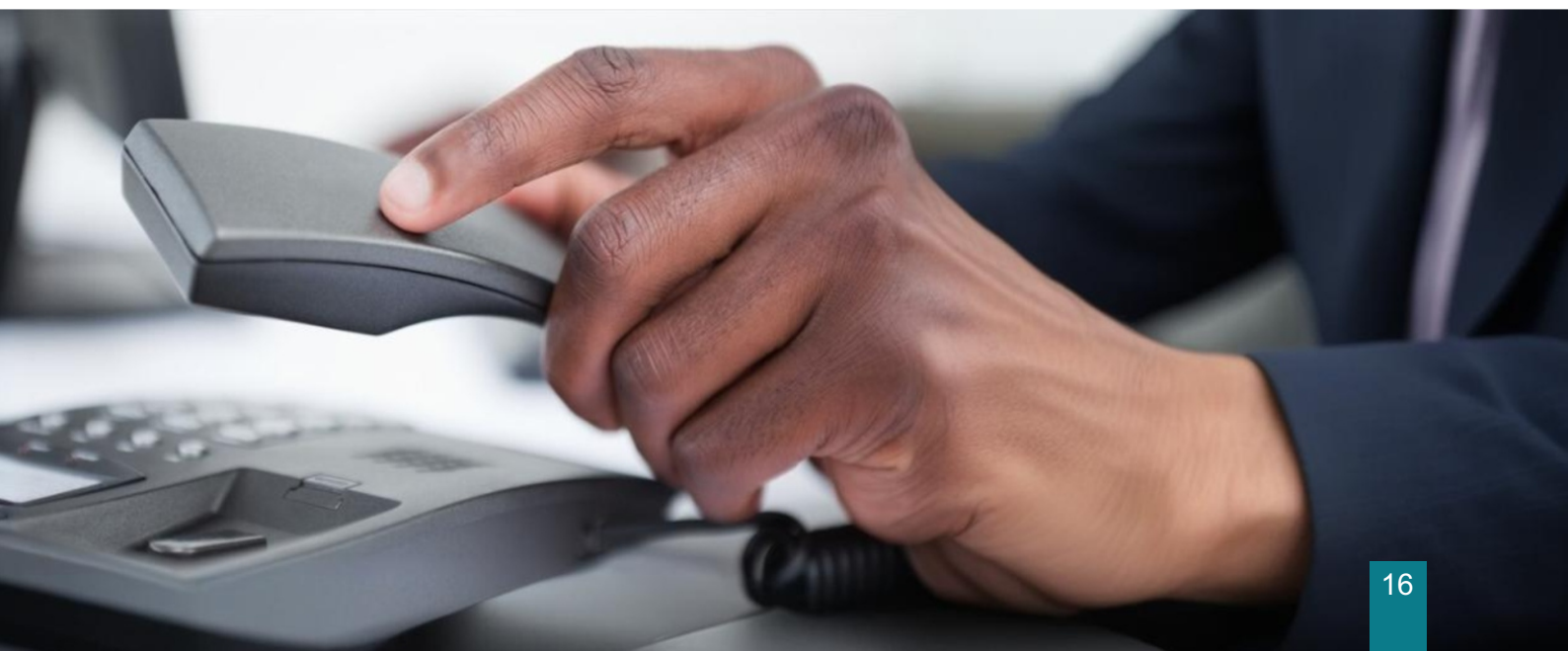
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