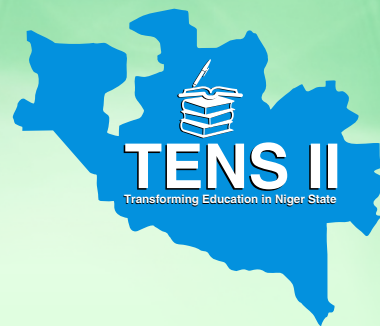




TENS II

Transforming Education in Niger State

5th EDITION



His Excellency

MOHAMMED UMARU

BAGO

THE EXECUTIVE GOVERNOR OF NIGER STATE



Editorial

Ushering in a New Era for Educators in Niger State

Welcome to the fifth edition of **Transforming Education in Niger State (TENS II) Programme** newsletter, a landmark moment in our collective mission to reshape and strengthen the education landscape across Niger State.

At the heart of every thriving education system are the teachers and education personnel who show up daily with dedication and purpose. Yet, for far too long, the systems designed to support and manage their contributions have remained outdated. That era is now a thing of the past.

We are proud to unveil the **Education Personnel Management Information System (EPMIS)** – formerly known as the Teachers Digitisation Project (TDP). This secure, user-friendly portal marks a significant shift from paper-based records to a fully digital, real-time platform. Designed for both academic and non-academic staff, EPMIS empowers users to take control of their professional data and supports the State in planning, decision-making, and resource allocation with precision and speed.

EPMIS is more than a digital upgrade, it is a catalyst for transformation. It ensures that every teacher's experience, qualifications, and placement history are not only recognised but actively inform policies, professional development initiatives, and workforce planning. In this way, the system builds a more transparent, efficient, and equitable education ecosystem.

As you explore the portal, you will find an intuitive design with step-by-step guidance, making registration and profile updates seamless. Whether you are in a classroom in Kontagora or a support office in Lapai, EPMIS is built to serve and include you. With features that promote accessibility, data security, and personalised support, it reflects our broader commitment to putting educators at the centre of our reform efforts.

This milestone would not have been possible without the visionary leadership of **His Excellency, Governor Mohammed Umaru Bago**, and the steadfast commitment of **Dr. Hadiza Asabe, Honourable Commissioner Ministry for Basic and Secondary Education**. Their unwavering support has positioned the EPMIS portal as a flagship reform under the TENS II Programme.

To every teacher and education support professional across the state your participation is essential. By engaging with EPMIS, you are not only future-proofing your career, you are helping to build a smarter, more responsive education system for the next generation.

Let us embrace this bold new chapter. Together, we are writing the future of education in Niger State, one digital step at a time.

Welcome to EPMIS. Welcome to progress.



Moyo Awodiya

Senior Support Officer
(Communications and
Stakeholder Management)

MRL® Public Sector Consultants



Henrietta Otika

Programme Administrator

MRL® Public Sector Consultants



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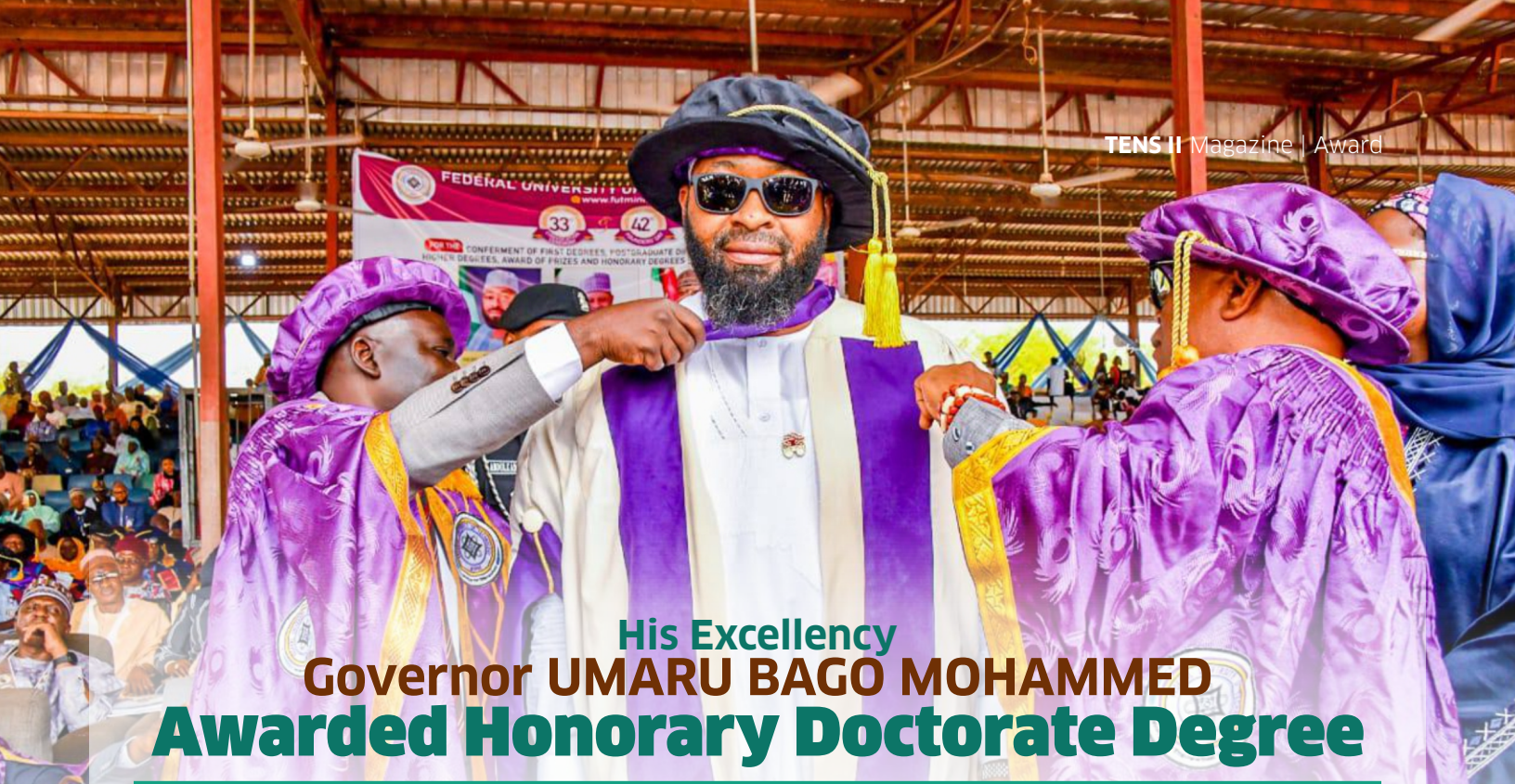
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His Excellency Governor UMARU BAGO MOHAMMED Awarded Honorary Doctorate Degree

The Federal University of Technology, Minna (FUT Minna) marked its **33rd Convocation and 42nd Founders Day** with a ceremony that celebrated academic achievement, visionary leadership, and service to society. A highlight of the event was the conferment of an **Honorary Doctorate Degree in Agriculture on Niger State Governor, His Excellency Umaru Mohammed Bago**. This distinguished honor recognised Governor Bago's outstanding contributions to agricultural development, his commitment to public service, and his leadership in driving transformative initiatives across Niger State.

The convocation brought together an impressive gathering of national leaders and dignitaries. Among those honored were the Governor of Kaduna State, Senator Uba Sani, who received an honorary Doctorate Degree in Entrepreneurship, and Senator Muhammad Sani Musa, representing Niger East, who was awarded a Doctorate Degree in Technology. Their recognition underscored FUT Minna's commitment to celebrating excellence and innovation in diverse fields critical to Nigeria's growth.

In his acceptance speech, Governor Bago expressed deep gratitude to the university for the prestigious award. He described the honor as both a personal milestone and a testament to the collective

achievements of Niger State. Governor Bago reaffirmed his administration's dedication to advancing education, promoting innovation, and supporting sustainable agricultural practices. He emphasised the importance of collaboration and inclusive development, pledging to ensure that quality education and agricultural opportunities remain accessible to all citizens. The Governor's remarks resonated with the audience, highlighting his vision for a future where education and agriculture work hand-in-hand to drive socio-economic progress.

“Education is the most powerful weapon which you can use to change the world.”

– Nelson Mandela

The ceremony not only celebrated the academic accomplishments of the honorees but also reinforced the pivotal role of higher education in fostering leadership, innovation, and sustainable development. By recognising individuals who have made significant impacts in their respective sectors, FUT Minna demonstrated its ongoing commitment to catalysing excellence and positive change across Nigeria.

This landmark occasion serves as a reminder of the powerful connection between academic distinction, effective leadership, and the sustained advancement of society. It also highlights the importance of investing in education and agriculture as foundations for Nigeria's future prosperity.



L-R: Kaduna State Governor **Uba Sani**, Niger State Governor **Umaru Bago**, and Senator **Mohammed Sani Musa**, after being conferred with Honorary Doctoral Degrees at the FUT Minna Convocation Ceremony in Niger State

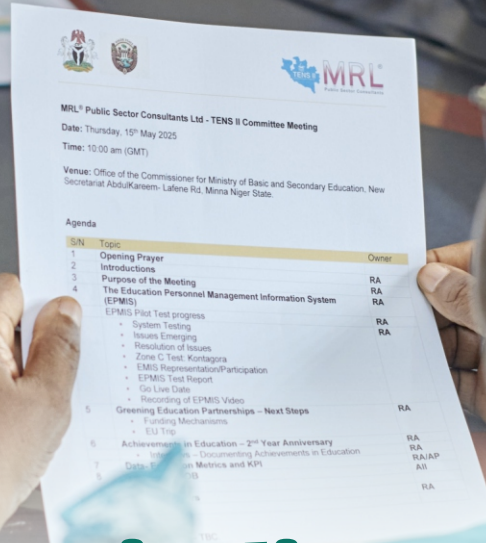




“Education is not a privilege for the few, but a necessity for the masses; For it is the foundation of any society.”

– **Dr. Roni Ajao**

Executive Director
MRL® Public Sector Consultants



Finding The Perfect Name

REBRANDING THE TDP FOR INCLUSIVITY AND IMPACT

EPMIS

EDUCATION PERSONNEL MANAGEMENT INFORMATION SYSTEM

On April 28th, 2025, a pivotal meeting took place at the Niger State Universal Basic Education Board (NSUBEB) Old Secretariat in Minna, bringing together the MRL® team and officials from the Ministry of Basic and Secondary Education. The purpose was to review progress on the Teachers Digitisation Project (TDP), address challenges, and plan the next crucial steps toward a successful implementation.


EPMIS
Education Personnel Management Information System

[Sign in](#)
[Register](#)

Education Personnel Management Information System (EPMIS)

A secure online portal for Academics and Non-Academic Staff in Niger State under the Transforming Education in Niger State (TENS II) Programme.

[Register](#)


TDP
A secure online portal for Academic and Non-Academic Staff in Niger state under the TENS II program

Verification with NIN to confirm who you are

All teachers are required to verify their identity by providing their NIN (National Identification Number). Please ensure that the personal information on your NIN aligns with the details you provide on the TENS II portal.

[Learn more on how to access your NIN](#)

Insert your National Identification Number into the required field

NIN *

Upload your NIN CARD *

Attach a file

BVN *

Date of Birth (dd/mm/yyyy) *

Sex *

First Name *

First Name Here

Middle Name (s)






A New Name for a Broader Vision: Introducing EPMIS – Education Personnel Management Information System

One of the most significant decisions from the meeting was the renaming of the project to better reflect its inclusive scope. Originally known as the Teachers Digitisation Project, the initiative now officially adopts the name **Education Personnel Management Information System (EPMIS)**. This change acknowledges that the project serves not only academic staff but also non-academic personnel, reinforcing its comprehensive approach to education workforce management.

The adoption of EPMIS aligns with national and international best practices for education management information systems, as seen in similar initiatives globally. EPMIS will serve as a vital tool for evidence-based planning, resource allocation, and policy development, ultimately supporting improved educational outcomes for all.

By choosing EPMIS, the project signals its commitment to inclusivity, transparency, and the long-term advancement of education management in Niger State.

About the Education Personnel Management Information System (EPMIS)

The Education Personnel Management Information System (EPMIS) is an initiative under the Transforming Education in Niger State (TENS II) Programme. The primary purpose of the Education Personnel Management Information System is to have a comprehensive dataset of information relating to teachers and other non-academic staff in the State electronically. One of the aims of the State is to move from paper records to having information digitally.

The information collected will enable the Niger State Government to access data quickly to meet the needs of teachers and other professionals, such as non-academic staff in terms of placements, qualifications, training and professional development, accreditations, pensions, promotions, salary payments and other aspects relating to their welfare.

[Learn More](#)

Strengthening Communication and Data Sharing

The Ministry highlighted the importance of timely access to education data collected during the TENS II Phase 1, which is critical for effective planning and intervention. Although the Governor has directed that these data sets be shared with his office, delays have impacted the Ministry's ability to act swiftly. The MRL® team committed to providing the data on physical media to EMIS officers and agreed to organise a follow-up meeting to clarify data sharing protocols.

Pilot Testing and Launch Timeline

The EPMIS portal began pilot testing on May 5th, 2025, with a full live launch planned shortly thereafter. Due to pending approval for National Identification Number (NIN) verification integration, the pilot will initially use Bank Verification Numbers (BVN) for user authentication. The Ministry recommended focusing pilot activities within Minna and involving EMIS officers closely to ensure smooth onboarding and support.

Budget Considerations and System Enhancements

The discussion also covered financial aspects, including a proposed third-party service costing around 3 million naira. The consensus was to avoid this option due to associated risks and instead adhere to formal procurement processes. While additional portal modifications are welcome, stakeholders were reminded that budget constraints may limit the scope of changes. All requests will be reviewed carefully to balance improvements with available resources.

Financial Contributions and Resource Allocation

MRL® confirmed a total contribution of 10 million naira to support the Ministry's efforts-split evenly between the Ministry itself and the Director General of Reforms Office. The Ministry indicated these funds would be allocated to the EMIS department, and a formal acknowledgment letter will be issued to solidify this partnership.



Some **Primary School Teachers** during the EPMIS Pilot Testing

Addressing Staffing Challenges and Celebrating Achievements

The meeting also addressed concerns about the understaffed NYSC unit responsible for deploying corps members to schools, recommending an increase from one to at least five staff members to improve efficiency and welfare management.

In addition, plans were discussed to document and celebrate educational achievements in Niger State through interviews with key government officials, marking the government's second anniversary and highlighting ongoing reform successes.



Moving Forward: Action Points

- Formal communication will be sent to all stakeholders announcing the project's new name, EPMIS.
- Pilot testing commenced on May 5th, 2025, using BVN for authentication.
- Data sets from TENS II Phase 1 will be provided to EMIS officers to support education planning.
- Budget and procurement processes will be carefully managed to ensure transparency and efficiency.



FAQ

Frequently Asked Questions

Why is the data being collected?



Who owns the data collected through this initiative?



Is participation in the EPMIS mandatory?



How will this data improve the education system in Niger State?



Can I access my data?



How can I contact the EPMIS team for more information?



How can I update or correct my information if needed?



How long will the questionnaire take to complete



The meeting concluded with a shared commitment to advancing the Education Personnel Management Information System, a transformative step toward modernising education management in Niger State. This collaboration between MRL®, the Ministry, and other stakeholders promises to enhance data-driven decision-making, streamline teacher and staff management, and ultimately improve educational outcomes across the state.



Introducing the EPMIS

EDUCATION PERSONNEL MANAGEMENT INFORMATION SYSTEM

Our Future

Imagine a future where every teacher's skills, experiences, and aspirations are recognised and nurtured a state where education personnel are not just numbers in a file but valued partners in shaping the future. This vision is becoming a reality through the **Education Personnel Management Information System (EPMIS)**, born from the Transforming Education in Niger State (TENS II) Programme.

Why We Need Change

Currently, there's no centralised system to capture vital information about our teachers and non-academic staff. Without this, how can we truly understand their strengths or support their growth? EPMIS is changing that by creating a dynamic database and interactive web portal that will bring every educator's profile to life contact details, qualifications, school assignments, and more - all in one place.

Beyond Data: Building a Community

This project is more than just data collection. It's about building a vibrant community where teachers and staff can share ideas, voice concerns, and collaborate to improve education across the state. Starting in 2025, every teacher will embark on a five-day training journey, equipping them with new skills and renewed passion to inspire their students and reinforcing professional standards and development across the board.

Vision and Principles

In designing the scope and deliverables of EPMIS, and in alignment with the vision and strategy of TENS II, it was vital that EPMIS not only fulfills the immediate needs of TENS II but also serves as a long-term platform for engagement and interaction among all education personnel, teachers and non-academic staff alike in an engaging, interactive, and supportive environment.



EPMIS is designed with YOU in mind. The EPMIS Portal and the Teacher-Based Data Management System (TDMS) will be developed according to the following key principles:

■ **Your Voice Matters**

Provide a 'voice' to all Education Personnel, such that their view and opinions are collected and 'heard'.

■ **Foster Meaningful Engagement**

That all Education Personnel are given the opportunity to engage in a more meaningful and personal way in the TENS II Programme (such as becoming subject ambassadors).

■ **Collaborate for Success**

Provide an opportunity for Education Personnel to make their own suggestions and ideas for Education improvement.

■ **Support Continuous Development**

Identify and indicate what additional support they may need to educationally improve themselves.



Scope Overview

EPMIS will be delivered via a user-friendly, web-based platform comprising two main components:

1. **EPMIS Portal:** An information hub and registration interface that allows all teachers and non-academic staff to register, update their profiles, and complete a digital questionnaire designed to support the audit process.
2. **Teacher-Based Data Management System (TDMS):** A live, dynamic database that captures, organises, and analyses real-time data. The TDMS will enable:
 - Trend analysis
 - Anomaly detection
 - Evidence-based decision-making
 - Insight into workforce distribution and qualifications.

The data gathered will form the baseline or “As-Is” scenario of the education workforce in Niger State. As the TENS II Programme continues to evolve, the TDMS will become a cornerstone for maintaining up-to-date personnel records, tracking teacher deployment, identifying gaps, and planning future interventions.

The Road Ahead

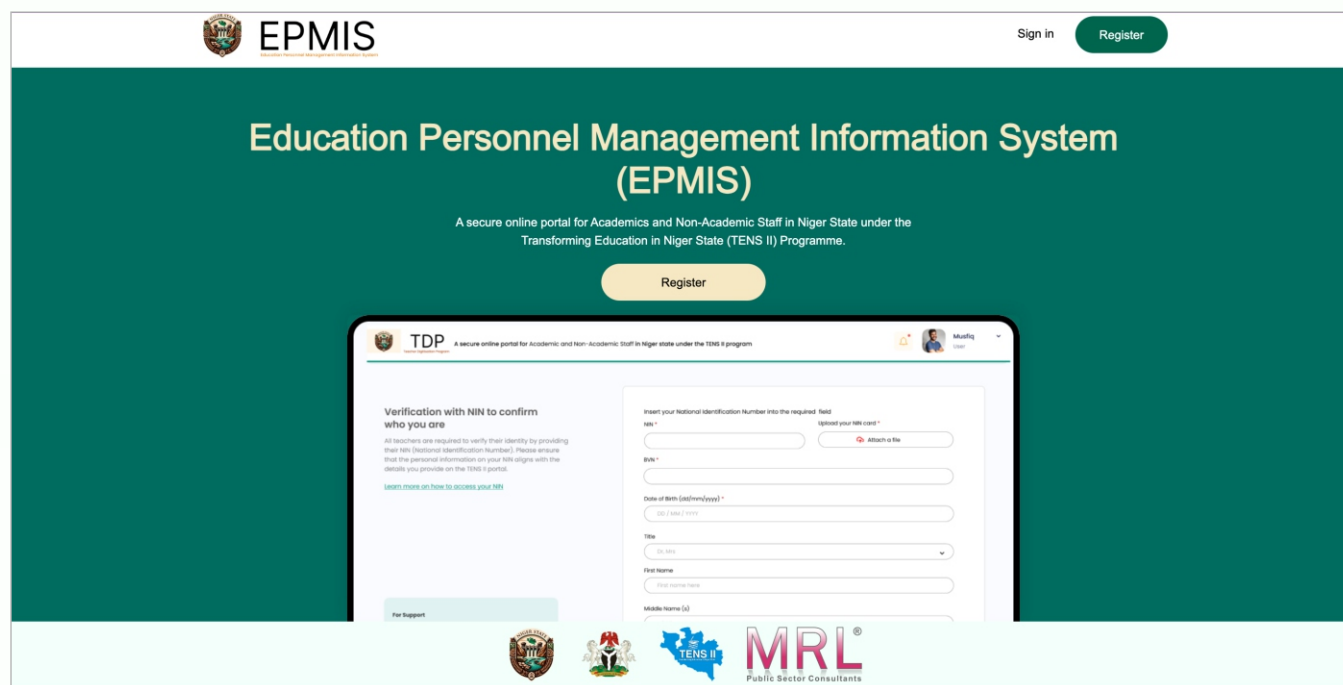
Together, we are laying the foundation for a smarter, more connected education system in Niger State one that recognises the invaluable role of every teacher and staff member.

Inside the EPMIS Portal

A NEW ERA FOR NIGER STATE'S TEACHERS

Niger State is taking a bold step into the digital future of education with the launch of the **Education Personnel Management Information System (EPMIS)** portal. This innovative platform is designed to empower teachers and non-academic staff, streamline data management, and support the state's vision for a modern, responsive education system.

A Warm Welcome: The Landing Page Experience



As you arrive at the EPMIS portal, you are greeted by a clean, welcoming header. The project's name – **Education Personnel Management Information System (EPMIS)** – stands out, immediately signaling the platform's purpose. Just below, a concise description introduces the portal as a secure online hub for all academic and non-academic staff in Niger State, under the TENS II Programme.

A prominent **“Register”** button invites new users to join the digital movement, making it easy for teachers and non-teaching staff to begin their journey toward digitised records and professional growth.

About the Education Personnel Management Information System (EPMIS)

About the Education Personnel Management Information System (EPMIS)

The Education Personnel Management Information System (EPMIS) is an initiative under the Transforming Education in Niger State (TENS II) Programme. The primary purpose of the Education Personnel Management Information System is to have a comprehensive dataset of information relating to teachers and other non-academic staff in the State electronically. One of the aims of the State is to move from paper records to having information digitally.

The information collected will enable the Niger State Government to access data quickly to meet the needs of teachers and other professionals, such as non-academic staff in terms of placements, qualifications, training and professional development, accreditations, pensions, promotions, salary payments and other aspects relating to their welfare.

[Learn More](#)

The heart of the landing page is the **“About EPMIS”** section. Here, the portal's mission comes to life: The EPMIS portal is building a comprehensive electronic database of teachers and non-academic staff across Niger State. This shift from paper to digital is not just about efficiency, it is about empowering educators. With accurate, accessible data, the state can better support teacher placements, track qualifications, manage remuneration, and plan professional development.

This section underscores the government's commitment to creating an inclusive, supportive environment for all education personnel, ensuring every voice is heard and every need is met.

Leadership and Endorsement



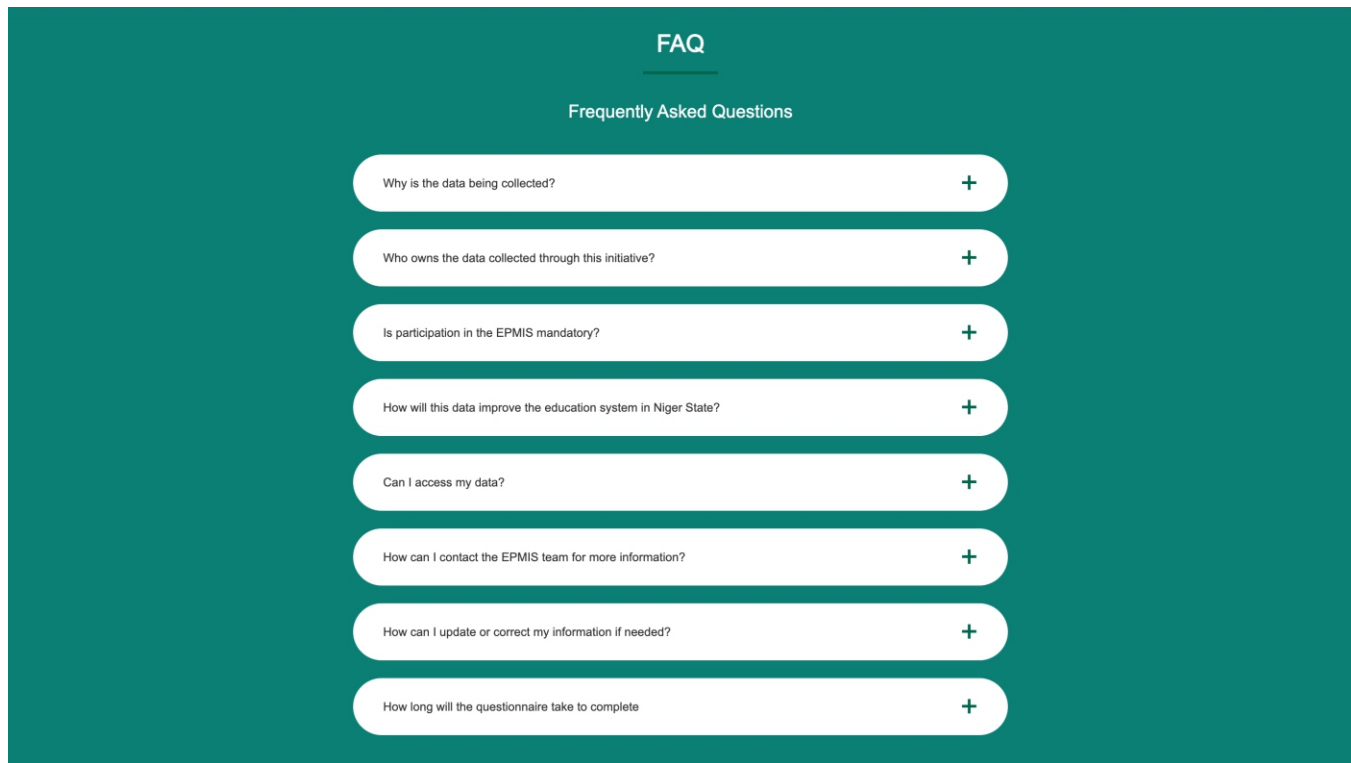
Mohammed Umaru Bago
His Excellency - Governor of Niger State



Dr Hadiza Asabe Mohammed
Hon Commissioner - Niger State Ministry
of Basic and Secondary Education

The landing page proudly features images of Niger State's **Governor, His Excellency Mohammed Umaru Bago** and the **Honourable Commissioner Ministry for Basic and Secondary Education, Dr. Hadiza Asabe**. Their presence signals strong government backing and builds trust in the project. These visuals reinforce the message: the EPMIS is a cornerstone of the state's broader education reform agenda.

FAQs



The FAQ section is designed to help teachers and non-academic staff in Niger State understand the purpose of the digitisation initiative, how to register and use the portal, and the benefits of having their data digitised.

Typical topics covered in the FAQ include:

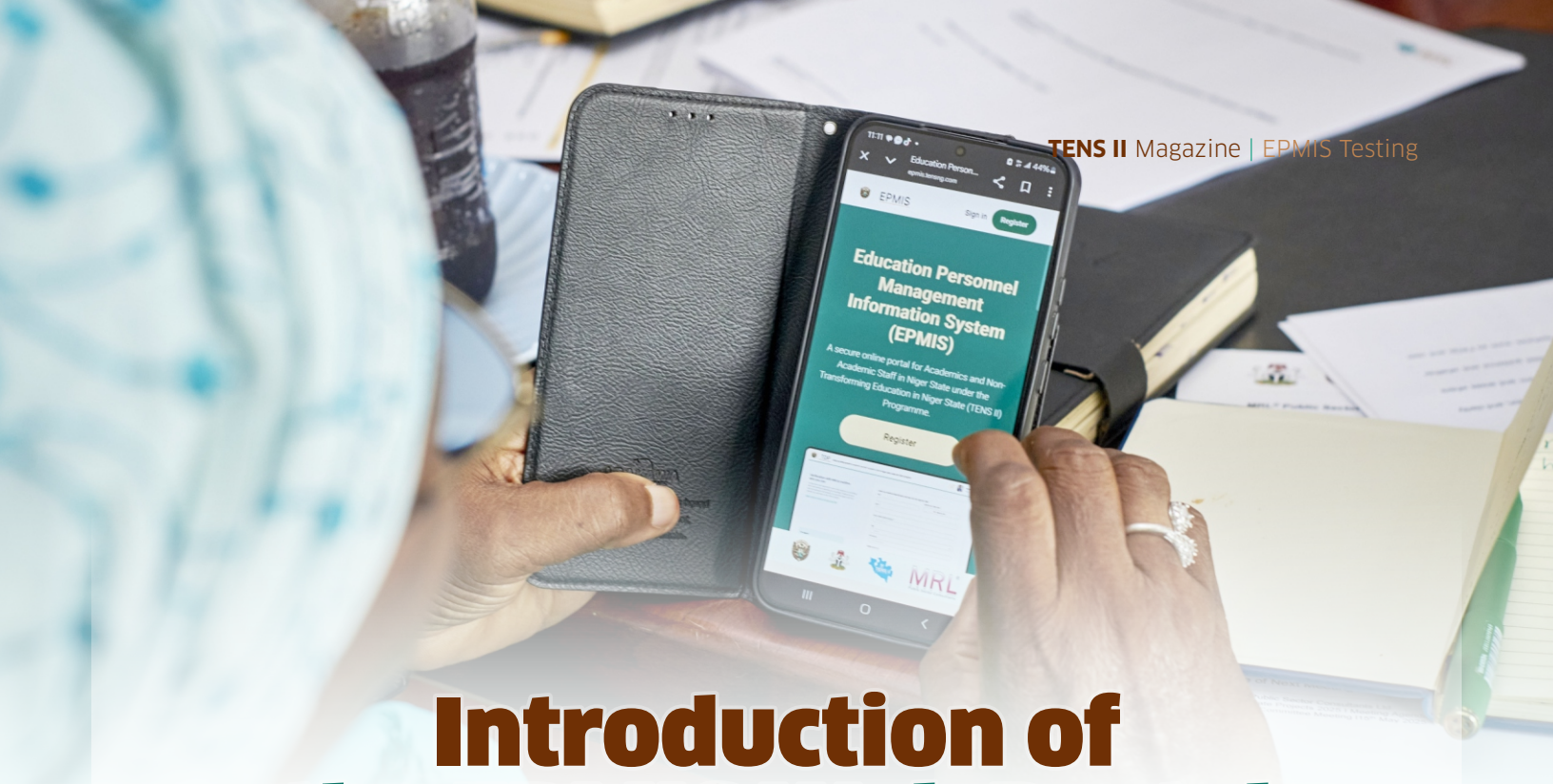
- **Purpose of the EPMIS:** Explaining why the project was launched and how it supports the TENS II Programme.
- **Registration Process:** Step-by-step guidance on how teachers and staff can create accounts and access their profiles.
- **Data Security:** Information about how personal data is protected and used responsibly.
- **Benefits for Users:** Details on how digitisation improves access to information related to placements, qualifications, remuneration, promotions, training, and welfare.
- **Technical Support:** Instructions on what to do if users encounter problems or need assistance with the portal

Why This Matters?

Across Nigeria and Africa, education is being revolutionised by digitisation, from advanced video-based teacher training to streamlined digital systems for school management and testing. The EPMIS portal positions Niger State as a leader in this transformation, ensuring that educators are well-prepared for the demands and possibilities of modern education.

Get Involved

Are you a teacher or non-teaching staff member in Niger State? Visit the EPMIS portal today, www.epmis.tensng.com and the TENS II website www.tensng.com, register, and become part of a digital transformation that is shaping the future of education for everyone.



Introduction of the EPMIS Web Portal

to the Ministry for Basic and Secondary Education and the Ministry of Communication Technology and Digital Economy

A significant milestone was recently reached in Niger State's journey toward digitising education management with the formal introduction of the **Education Personnel Management Information System (EPMIS)** web portal to key ministries. Senior officials and stakeholders from the Ministry of Basic and Secondary Education and the Ministry of Communication Technology and Digital Economy convened to learn about the portal's features, objectives, and the transformative impact it is expected to have on the state's education sector.

During the session, participants were given a comprehensive preview of all the features currently integrated into the EPMIS web portal. Each feature has been thoughtfully designed to enhance user experience, streamline administrative workflows, and expand the portal's functionality to meet the evolving needs of Niger State's education sector.

Data Collection: What Will Be Captured

A major focus of the session was the detailed overview of the types of data the EPMIS web portal will collect from both teaching and non-teaching staff. The portal is set to gather extensive information, including:

- **Personal and Biographical Data:** Name, date of birth, gender, contact details, and identification numbers.
- **Professional Qualifications:** Academic credentials, certifications, and records of professional development.
- **Employment Details:** Current position, employment history, deployment location, and length of service.
- **Specialisations and Subjects Taught:** For teaching staff, specific subject areas and grade levels.
- **Training Needs and Capacity Building:** Self-identified areas where additional support or training is required.

This comprehensive data collection will enable more effective workforce planning, targeted professional development, and optimal resource allocation throughout the education sector.

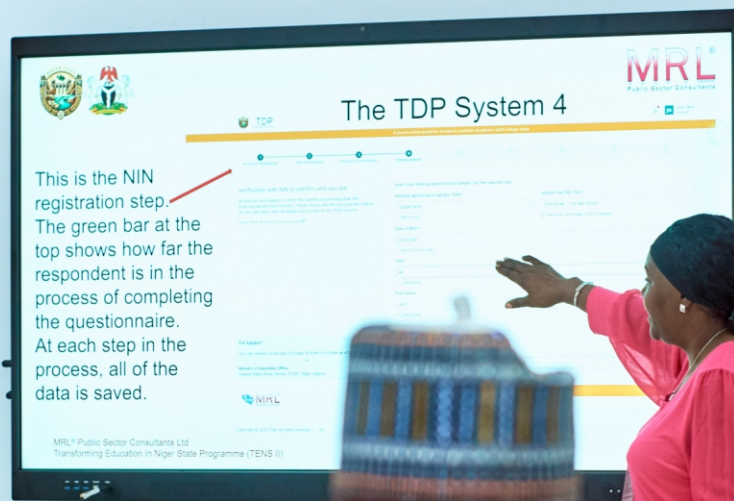


Collaborative Engagement and Feedback

The session was led by Dr. Roni Ajao, Executive Director of MRL® Public Sector Consultants, and attended by Dr. Hadiza Asabe Mohammed (Honourable Commissioner Ministry for Basic and Secondary Education), Hajiya Maimuna Mohammed (Director General of Schools and Education Reforms), Hon. Isah Suleiman (Honourable Commissioner of the Ministry of Communication Technology and Digital Economy), alongside other senior representatives from both ministries and the MRL® team. Their active participation highlighted the critical importance of inter-ministerial collaboration in driving Niger State's digital transformation agenda.

All attendees contributed valuable feedback on the portal's interface, navigation, and usability, ensuring the system is intuitive and accessible for all users. The involvement of both ministries further guarantees that the EPMIS portal aligns seamlessly with the state's broader initiatives in digital governance and educational reform.

The issue regarding the name of the system was also discussed extensively, resulting in a decision to change the name. This was to ensure all participants, i.e., academic and nonacademic are included, and to avoid misrepresentation with the Ministry of Communication Technology and Digital Economy.



Next Steps

Following the successful testing session, the project team will:

- Incorporate technical and user feedback to refine the portal's features and interface.
- Launch targeted training programs to equip education personnel with the skills needed to use the portal effectively.
- Roll out the portal across schools and education offices statewide, ensuring inclusive access for both urban and rural users.
- Continue monitoring and evaluating the system to support continuous improvement and long-term sustainability.

Looking Ahead

With the introduction of the EPMIS web portal, Niger State is poised to address long-standing challenges in education management, such as inefficient administrative processes, unreliable data, and limited stakeholder communication.

By embracing this digital innovation, Niger State is setting a new standard for efficient, transparent, and inclusive education management. The EPMIS web portal promises to empower educators, streamline administration, and ultimately enhance learning outcomes for all students.



2 YEARS ANNIVERSARY



His Excellency
MOHAMMED UMARU BAGO
THE EXECUTIVE GOVERNOR OF NIGER STATE

Congratulations





Leadership in Action

EPMIS ENGAGEMENT WITH HIS EXCELLENCY, GOVERNOR MOHAMMED UMARU BAGO

In a pivotal demonstration of high-level commitment to education reform, Dr. Roni Ajao, Executive Director of MRL®, recently met with His Excellency, Governor Mohammed Umaru Bago, to discuss the progress of the **Education Personnel Management Information System (EPMIS)**. Governor Bago, renowned for his bold and pragmatic approach to transforming education in Niger State, expressed his strong support for the project.



Governor Bago's enthusiasm for EPMIS is rooted in his broader vision for education in Niger State. Under his leadership, the state has prioritised education as a cornerstone for development, dedicating over 50% of the 2025 budget to education and health—an unprecedented commitment in the region. This significant investment is already translating into real change, with initiatives ranging from the distribution of essential resources to schools, to the renovation of hundreds of educational facilities, and the expansion of access to marginalised communities.



“

Leadership is the capacity to translate vision into reality.

– Warren Bennis

During the meeting, Governor Bago commended the EPMIS team for their progress and innovative approach. He emphasised that the digitisation project aligns perfectly with his administration's mission to ensure every child and educator in Niger State has access to quality resources and opportunities. The governor's proactive stance is also evident in his willingness to remove barriers to education—such as waiving uniform requirements for children from low-income families—and in his ambitious plan to establish specialised universities by 2027.

Governor Mohammed Umaru Bago's leadership style is defined by action and inclusivity. He has consistently demonstrated that effective governance means understanding the realities faced by citizens and finding practical solutions that work within those contexts. By championing EPMIS, he is setting the pace for digital transformation in education, ensuring that both academic and non-academic staff are empowered through technology and data-driven decision-making.

As the EPMIS portal prepares for its official launch in May, the project stands as a testament to what is possible when visionary leadership meets innovative solutions. The support from Farmer Governor Mohammed Umaru Bago not only accelerates the project's timeline but also inspires confidence among stakeholders that Niger State is on a path to sustainable educational excellence.



UNICEF, Oxford Policy Management, and Clone House

COLLABORATE TO ADDRESS THE IMPACT OF INSECURITY ON EDUCATION

Oxford Policy Management, in partnership with Clone House and UNICEF consultants, has launched a strategic initiative to improve inclusive education in regions facing persistent security threats. This comprehensive research project targets key Local Government Areas (LGAs) that have been severely affected by conflict, school attacks, banditry, and communal clashes.

Purpose and Objectives

The initiative aims to generate robust, evidence-based insights to guide state-level decision-making and address educational challenges in insecure environments. The data collected will provide critical support for government efforts to craft policies that ensure safe, resilient, and effective learning environments for children.

Stakeholder Engagement and Research Approach

A recent stakeholder meeting brought together relevant partners to discuss optimal strategies for engaging the selected LGAs. The research will employ focus group discussions with students, teachers, community members, and local leaders from both public and private schools. This approach is designed to capture diverse perspectives and ensure that the unique challenges faced by each group are thoroughly understood.



Significance and Expected Outcomes

This collaboration marks a vital step toward building education systems that can withstand ongoing security threats. The findings will play an instrumental role in shaping policies that prioritise the safety and educational needs of children in conflict-affected areas. By fostering inclusive and resilient education, the initiative seeks to safeguard learning opportunities even in the most challenging circumstances, ultimately supporting long-term stability and development.



Strengthening Educational Partnerships

FULANI COMMUNITY VISITS THE MINISTRY OF EDUCATION

In a significant move to foster inclusive and equitable education, representatives of the Fulani community recently paid a courtesy visit to the Ministry of Education. This engagement marks a pivotal step in building stronger partnerships between nomadic communities and educational authorities, aiming to address the unique challenges faced by the Fulani in accessing quality education.



The visit provided an opportunity for open dialogue on the educational needs and aspirations of the Fulani community. Fulani leaders emphasised the importance of education as a tool for capacity building and community development, while also highlighting cultural values and the need for educational approaches that respect their nomadic way of life. The Ministry of Education reaffirmed its commitment to ensuring that every child, regardless of background or lifestyle, has access to quality learning opportunities.



Key Discussion Areas

1. Barriers to Access:

The Fulani delegation outlined persistent challenges such as mobility, limited infrastructure, and cultural perceptions that hinder participation in formal education.

2. Successful Initiatives:

Both parties discussed ongoing efforts, including the establishment of nomadic schools and mobile learning centres, which have begun to bridge the educational gap for Fulani children.

3. Community Involvement:

Emphasis was placed on the necessity of involving Fulani parents, leaders, and local educators in designing and implementing educational programs to ensure relevance and sustainability.

4. Policy Recommendations:

The Fulani community advocated for policies that recognise their cultural identity and support flexible, context-sensitive educational models. The Ministry expressed willingness to collaborate on policy reforms and resource allocation to better serve nomadic populations.

Outcomes and Next Steps

The meeting concluded with a renewed commitment to partnership and mutual support. The Ministry of Education agreed to:

1. Enhance outreach and sensitisation campaigns within Fulani settlements.
2. Expand mobile and community-based schooling options.
3. Incorporate Fulani voices in educational planning and decision-making processes.
4. Monitor and evaluate the impact of ongoing initiatives to ensure continuous improvement.

This visit underscores the importance of collaborative engagement in addressing educational disparities among nomadic and marginalised groups. By working together, the Fulani community and the Ministry of Education can develop innovative solutions that respect cultural values while promoting access, participation, and success for all learners. The partnership serves as a model for inclusive policy-making and community-driven development in Nigeria's education sector.

HIGHLIGHT ON

the Employees of the Week for the Month of July

Welcome to our new "Employee of the Week" segment! Each week, we will spotlight a team member who has demonstrated exceptional dedication, hard work, and outstanding contributions. Join us in celebrating these remarkable individuals who inspire us all and drive our collective success.



WEEK 1



Mrs. Veera Johnson

Veera Johnson began her career in the UK Public Sector and brings over 20 years of management consulting experience across diverse markets and sectors. She has been instrumental in delivering major IT transformation projects, from requirements specification to systems implementation and business change. Veera played a key role in shaping many of the UK's eGovernment policies and strategies, particularly in eCommerce and online government-to-consumer services.

Veera is one of the directors at MRL® and is currently taking the lead for the Education Personnel Management Information System (EPMIS) under the TENS II Programme.

In 2005, Veera founded Procserve, a corporate venture providing secure eCommerce solutions to public and private sectors. Procserve was successfully acquired by Basware in 2015 and continues to deliver digital services today.

In 2017, she co-founded Circulor, a SaaS enterprise that enables businesses to track the provenance of raw materials in manufacturing and recycling supply chains.

Veera is also passionate about economic and urban development. Throughout her career, she has contributed to several regional and local economic development programs in the UK and internationally, including strategies for major land reclamation projects.

Her achievements have been widely recognised: in May 2009, she was named Business Woman of the Year at the Asian Women of Achievement Awards; in October 2021, she was listed among the top 10 Women Entrepreneurs by the Energy Transition Economist; and in 2022, she won the UK Women in Sustainable Technology award for her work at Circulor.

WEEK 2



Mr. Adayi Peterside

Adayi Peterside is a Senior Consultant with MRL® Public Sector Consultants and a senior team member on the Transforming Education in Niger State (TENS II) Programme. He plays a pivotal role in planning and coordinating data collection and analysis while managing relationships with key stakeholders and partner organisations.

Adayi led the planning and coordination of a state-wide school census under TENS II, producing critical data to drive educational improvements. Despite challenging security conditions in parts of the state, he devised strategies to ensure safe and effective data collection, collaborating closely with local authorities and field teams. The insights from this census are now shaping education policy, resource allocation, and strategic planning in Niger State.

Previously, Adayi led the Baseline Educational Statistics (BES) team and contributed to the Infrastructure and Statistical Mapping (GIS) team for the initial TENS Programme. His work helped develop one of Nigeria's most comprehensive education data sets, supporting evidence-based planning and policy formulation.

With a background in urban and regional planning, Adayi transitioned into management consultancy, working with non-profits such as Midland Heart and CMAP before joining MRL® in 2015. His research focuses on local development and public sector management, with significant contributions to strategic planning across sectors.

He holds an M.Sc. in Urban and Regional Planning from the University of Birmingham, UK, and a B.Sc. in Geography and Environmental Management from the University of Port Harcourt, Nigeria.

WEEK 3



Ms. Moyo Awodiya

Moyo Awodiya is a versatile professional with expertise spanning law, communications, and design. As Senior Support Officer for Communications and Stakeholder Management in the data collection phase of the TENS II Programme at MRL®, she plays a vital role in advancing the programme's mission to improve education in Niger State.

Moyo led communication efforts and fostered strong, collaborative relationships with stakeholders to ensure programme goals were met. She created opportunities for meaningful dialogue to drive positive change in education and community development.

She holds a Bachelor of Laws (LLB Hons) in Law and Politics from Lancaster University, UK, a Barrister at Law (BL) qualification from the Nigerian Law School, and a Diploma in Product Design from AltSchool Africa, Lagos. This unique combination of legal knowledge and creative skills enables her to approach challenges with innovation and strategic insight.

In her current role as an Associate Consultant for the Education Personnel Management Information System (EPMIS) and the Niger State Health Sector Transformation Programme (HSTP) focused on digitising educational databases and improving healthcare data access, she is deeply committed to making a lasting difference in the lives of students, educators, and communities in Niger State and beyond.

WEEK 4



Ms. Sonia Okechukwu

Sonia Okechukwu is a detail-oriented Associate Consultant with a strong foundation in legal expertise and strategic problem-solving. She holds an LLB from the University of Exeter and an LPC LLM in Professional Legal Practice from BPP Law School, London, as well as a BL from the Nigerian Law School. Her legal training has sharpened her analytical, research, and critical thinking skills, enabling her to tackle complex challenges with precision and efficiency.

Sonia serves as an Associate Consultant with MRL[®]. She also leads the firm's Legal Unit and plays a key role in supporting the implementation of the Education Personnel Management Information System (EPMIS) and the Health Sector Transformation Programme (HSTP) in Niger State.

Sonia has successfully transitioned her legal acumen into consultancy, excelling in delivering practical and sustainable solutions. She collaborates with diverse teams to develop strategies aligned with clients' long-term objectives. During her legal career, Sonia engaged extensively in pro bono work, providing legal assistance to underserved communities. Her consultancy approach is rooted in empathy, clarity, and a commitment to impactful results.

Her professional philosophy centres on making meaningful contributions that create a lasting impact. Whether addressing immediate challenges or developing long-term strategies, Sonia approaches her work with purpose and a drive for excellence. She actively pursues continuous learning, staying updated on industry trends, participating in workshops, and mentoring others.

Outside of work, Sonia embraces creativity through writing, interior design, reading, and music, which enrich her professional and personal life.

This improved version enhances readability, ensures consistency, and highlights each employee's achievements and contributions more effectively.

STRATEGIC INSIGHTS

Budget Dialogue on the **EPMIS**

WITH FINANCE COMMISSIONER **LAWAL ADAMU MAIKANO**



A discussion on funding the **Education Personnel Management Information System (EPMIS)** took place between the Executive Director of MRL®, Dr. Roni Ajao, Principal Consultant Mr. Adayi Peterside, and the Honourable Commissioner for Finance, Lawal Adamu Maikano. This high-level engagement highlighted the financial planning and resource allocation strategies essential to the successful implementation of the EPMIS within Niger State's ambitious education reform agenda.



Aligning EPMIS Funding with Niger State's Bold Education Investment

Commissioner Maikano reaffirmed the state government's strong commitment to education, noting that over 50% of the 2025 budget is earmarked for education and health sectors—a historic allocation reflecting Governor Mohammed Umaru Bago's prioritisation of human capital development to enhance educational infrastructure and services.

Ensuring Sustainable Financing for the EPMIS

During the dialogue, Commissioner Maikano emphasised the importance of financial discipline and strategic resource mobilisation to support projects like the EPMIS. The Commissioner assured that all funding disbursements for projects, including the EPMIS, will comply strictly with procurement laws and will ensure transparency and accountability.

Integrating the EPMIS into Broader Development Goals

The budget discussion also placed the EPMIS within the wider context of Niger State's urban renewal

and rural development programs, which are transforming communities and infrastructure. Commissioner Maikano noted that the state's innovative approach—such as establishing a dedicated Ministry of Rural Development—reflects a holistic vision that encompasses education digitisation as a key pillar for improving governance and service delivery.

This strategic budget dialogue reinforces the synergy between the Ministry of Finance, education authorities, and project stakeholders to ensure the EPMIS's successful launch and sustainability. By securing adequate and well-managed funding, Niger State is paving the way for a robust digital management system that will empower teachers and non-academic staff through efficient data management and improved resource.

With strong financial backing and strategic oversight, the EPMIS is poised to become a cornerstone of Niger State's education transformation. Stakeholders remain optimistic that the project will enhance transparency, streamline teacher management, and ultimately contribute to better learning outcomes for students across the State.



In Dialogue

STAKEHOLDERS AND THE NIGER STATE UNIVERSAL BASIC EDUCATION BOARD (NSUBEB)

On March 17th, 2025, a pivotal stakeholders meeting was held at the Niger State Universal Basic Education Board (NSUBEB) headquarters in Minna, marking a significant step forward for Education Personnel Management Information System (EPMIS) under the Transforming Education in Niger State (TENS II) Programme. The meeting brought together representatives from NSUBEB and the MRL® team to discuss progress, share insights, and plan the next phases of this transformative initiative.



Project Overview and Progress

The meeting opened with prayers and introductions, followed by a detailed update on the EPMIS from the MRL® Executive Director, Dr. Roni Ajao. A highlight was the presentation of a video tutorial designed to guide teachers and non-academic staff through the registration process. Recognising Niger State's rich linguistic diversity, the tutorial will feature voice-overs in Kambari, Gbagyi, Nupe, and Hausa to ensure accessibility for all users.

A key requirement emphasised was the use of the National Identification Number (NIN) for registration, ensuring data integrity and security. The system also includes a save feature, allowing users to pause and resume their registration at their convenience. Importantly, the portal differentiates registration questions for teaching and non-teaching staff to capture relevant information accurately.

Core Components of the EPMIS

The core components of EPMIS include the:

- Development and launch of an online platform accessible via mobile, tablet, or desktop.
- Creation of a comprehensive database to store and analyse teacher and staff records.
- Generation of detailed reports with survey results and recommendations to guide future education policies.
- Availability of user guides in four major local languages to support widespread understanding.

The project's soft launch was scheduled for March 20th, 2025, with initial testing focused on ensuring smooth operation and reliable network access, especially in rural areas.



L-R (1st Row): Dr Aminu Aliyu Wushihi (Executive Secretary NSUBEB), Dr Roni Ajao (Executive Director MRL® Public Sector Consultants), Mallam Mohammed Baba Ibrahim (Chairman, Niger State Universal Basic Education Board), Sonia Okechukwu (Associate Consultant MRL®), Ninma Angulu (Programme Support MRL®). **L-R (2nd Row):** Ademola Aiyeuro (Consultant MRL®), Adayi Peterside (Senior Consultant MRL®), Samson Audu (Photographer) and other members of the NSUBEB Team

Communication and Outreach Strategy

To maximise awareness and participation, a multi-channel communication plan was presented:

■ Radio and TV Campaigns:

Featuring endorsements from His Excellency the Governor, the Honourable Commissioner for Basic and Secondary Education, and the Chairman of the Nigeria Union of Teachers (NUT). These messages will air during peak times across all State radio and TV stations.

■ Social Media Engagement:

Platforms like Twitter, Instagram, and Facebook will host engaging posts, infographics, and testimonials from early registrants. Hashtags such as #TeachersDigitisation and #NigerStateTeachers will foster community interaction. Q&A sessions will address common concerns, with answers also posted on the official website.

■ WhatsApp Outreach:

School representatives will receive broadcast messages and voice notes with clear calls to action and links to the portal, supported by daily reminders.

■ Printed Materials:

Flyers translated into Nupe, Gbagyi, Kambari, and Hausa will be distributed to reach all corners of the State.

The strategy also involves direct school visits by education leaders and the NUT Chairman, leveraging their influence to encourage teacher participation. Local government education directors and NSUBEB quality assurance officers across Niger's 25 LGAs will support sensitisation efforts. Influential teachers, including school heads and union leaders, will be engaged to champion the project within their communities.





Implementation Timeline

The rollout plan includes:

Week 1

Project announcement and flyer distribution; radio and TV adverts airing thrice weekly for four weeks.

Week 2

Launch of WhatsApp campaigns and daily school engagement sessions.

Week 3

Mid-campaign reminders and follow-ups.

Week 4

Final urgent calls for registration.

Feedback and Next Steps

Valuable suggestions emerged during the meeting as follows:

- An Inclusion of a field for schools not listed in the portal.
- Addition of columns for teachers to upload other professional qualifications and indicate the date of their most recent training.
- Confirmation that NSUBEB will have the ability to update data through coordination with the project team.
- Recognition of EMIS officers as key supporters in assisting teachers during registration.
- Emphasis on incorporating NSUBEB and NUT in word-of-mouth sensitisation efforts.

Action points were agreed upon to implement these enhancements, including liaising with technical teams to update the portal accordingly.

The meeting concluded with closing prayers and a shared commitment to advancing the EPMIS's goals. This collaboration between NSUBEB, NUT, and the MRL® team signals a strong, united front to digitise teacher data, improve education management, and ultimately enhance learning outcomes across Niger State.



The Smart School Farm

LAUNCH OF THE SMART SCHOOL FARM AT THE UNIVERSAL BASIC EDUCATION COMMISSION (UBEC) SMART SCHOOL, MINNA

In a groundbreaking move for education and agriculture, the Universal Basic Education Commission (UBEC) Smart School in Minna, Niger State, officially launched the SMART SCHOOL Farm on March 8th, 2025. This innovative initiative represents a major step towards integrating modern agricultural practices into the school curriculum, equipping students with hands-on experience in sustainable farming and fostering a new generation of agripreneurs. The initiative is credited to Hajiya Maimuna Mohammed (DG Education Reforms) based on her experience gathered working in schools in New York City, USA.

The flag-off ceremony was attended by several distinguished guests, including the Executive Director of MRL® Public Sector Consultant, the Commissioner for Basic and Secondary Education, the Chairman of NSUBEB, and the Director General of Reforms. Their presence highlighted the collaborative effort behind the project and the shared vision for transforming education in Niger State.

As part of the launch, participants engaged in a symbolic tree-planting exercise, reinforcing the program's commitment

to environmental sustainability and agricultural education. The SMART SCHOOL Farm, which covers two hectares, is designed as a model for integrating technology-driven farming methods into the school system. Students will have the opportunity to learn about innovative agricultural techniques, food production, and resource management, all while gaining practical skills that extend beyond the classroom.

This initiative not only enhances students' practical learning but also aligns with Niger State's broader goals of promoting food security and economic empower-

ment. By embedding agricultural education within the school experience, the SMART SCHOOL Farm prepares students to contribute meaningfully to their communities and the state's future development.

The launch of the SMART SCHOOL Farm underscores Niger State's unwavering dedication to transformative education. It ensures that students acquire essential life skills, fosters a culture of innovation, and supports the state's vision for sustainable growth and prosperity in both education and agriculture.



L-R: Mallam Mohammed Baba Ibrahim (Chairman Niger State Universal Basic Education Board), **Haruna Arafat A. Magaji** (Permanent Member II NSUBEB), **Dr Roni Ajao** (Executive Director MRL® Public Sector Consultants), **Hajiya Maimuna Mohammed** (Director General Schools and Education Reforms) and **Dr Hadiza Asabe Mohammed** (Hon. Commissioner Ministry of Basic and Secondary Education).



Hajiya Maimuna Mohammed (DG Education Reforms and Owner of the S.T.E.A.M Farm Project).





Championing Teachers Voices

NUT BACKS MAJOR STEP TOWARD DATA-DRIVEN EDUCATION REFORM

On March 18th, 2025, a pivotal meeting took place at the Niger State Nigerian Union of Teachers (NUT) Secretariat in Minna, marking a significant step towards the modernisation of teacher data management in Niger State. The gathering, a collaboration between the NUT and MRL® Public Sector Consultants Ltd, centered on the **Education Personnel Management Information System (EPMIS)**, an initiative born from the broader TENS II Programme.

The primary impetus behind the EPMIS is to revolutionise the way teacher data is handled within the state. MRL®'s Executive Director, Dr Roni Ajao, articulated that the system's development is rooted in the need to prioritise teacher needs, address skill gaps, and effectively track teacher deployment. This reflects a broader recognition of the critical role accurate and accessible data plays in informed decision-making and resource allocation within the education sector. The EPMIS, as a web-based system, aims to replace traditional, potentially inefficient methods with a streamlined, digital approach.

A core component of the EPMIS is the development and launch of an online platform designed to capture comprehensive details of both teaching and non-academic staff. This platform will feature a registration portal where individuals can input their data through an online questionnaire, forming the basis for audit information gathering. The emphasis on user-friendliness is evident in the inclusion of a "save" option, allowing users to return to their registration at their convenience, and the provision of user guides in four key local languages:

Gbagyi, Kambari, Nupe, and Hausa. Furthermore, the mandatory requirement for the National Identification Number (NIN) underscores the project's focus on data accuracy and integrity. Beyond data capture, the EPMIS also includes a database for record analysis and the generation of reports with recommendations for future improvements.

Effective communication is paramount to the success of any large-scale project, and the EPMIS is no exception. The meeting minutes detail a multi-



faceted communication strategy designed to maximise participation and ensure widespread awareness. This strategy encompasses a range of channels, including traditional media like radio jingles and TV adverts featuring prominent figures such as His Excellency, the Honourable Commissioner, and the NUT Chairman. The use of WhatsApp for direct outreach to school representatives, coupled with concise messages and voice notes, demonstrates an understanding of the importance of leveraging mobile technology for efficient communication. Social media platforms like Twitter, Instagram, and Facebook will also be utilised to engage the public, disseminate information, and address teacher concerns. Complementing these digital efforts, the distribution of flyers in local languages and visits to key schools by education officials and the NUT Chairman further emphasise the commitment to reaching all stakeholders. Collaboration with LGA Educational directors and Quality Assurance officers will extend the project's reach to the grassroots level. Briefing sessions in schools and the engagement of influential teachers are also identified as crucial tactics for promoting participation.



The implementation timeline of the EPMIS is structured across four weeks, with each week dedicated to specific activities. The initial week focuses on the public launch through social media, flyer distribution, and the commencement of radio and TV broadcasts. Subsequent weeks involve intensified efforts, including the WhatsApp campaign, school engagement sessions, reminder messages, and a final call for registration. This phased approach allows for a systematic rollout and provides opportunities for adjustments based on feedback and emerging challenges.

The meeting minutes also capture important discussions and clarifications regarding various aspects of the EPMIS Issues such as the ability to update information, data

automation, data access protocols, and strategies for addressing insecurity challenges were raised and addressed. The NUT Chairman raised a significant concern about the registration timeline, advocating for a shorter initial period with a possible extension, highlighting the importance of balancing efficiency with flexibility. The inclusion of the “Kamuku” language in awareness materials: the suggestion made demonstrates the project’s responsiveness to local needs and linguistic diversity. The NUT’s desire to actively participate in the sensitisation process further underscores the collaborative spirit of the initiative.

In conclusion, the meeting minutes of March 18th, 2025, provide a comprehensive overview of the EPMIS, a project with the potential to transform teacher data management in Niger State. The project’s success hinges on the collaborative efforts of stakeholders, effective communication, and a commitment to addressing the diverse needs of the state’s educational community. By leveraging technology and fostering inclusivity, the EPMIS aims to create a more efficient, transparent, and data-driven education system in Niger State.



Defining the Direction for Re-Organising Education

Defining the direction for re-organising education is a strategic process that involves setting clear priorities, aligning resources, and implementing reforms to address systemic challenges and unlock the transformative potential of education. In the context of Niger State, the Transforming Education in Niger State (TENS II) Programme embodies this approach by introducing bold, inclusive reforms to overhaul the educational landscape and ensure equitable access, quality, and relevance.



Key Directions for Re-Organising Education under TENS II

1. Expanding Access and Inclusion

- TENS II directly addresses the crisis of out-of-school children, particularly in underserved areas like the Niger North Senatorial Zone. The introduction of a triple-session system (morning, afternoon, evening) in government schools ensures that every child has an opportunity to attend school, regardless of background or circumstance.
- Special outreach initiatives target marginalised communities, including Fulani settlements, by bringing education closer to their doorsteps, reducing barriers related to distance and cultural context.

2. Community Engagement and Shared Responsibility

- The programme emphasises the importance of community involvement. Strategic meetings with traditional leaders, parents, and students foster a collective commitment to education, encouraging local ownership and sustained enrolment.
- The government assures communities of future opportunities—such as jobs and skills development—for children who remain in school, reinforcing the value of education as a pathway out of poverty.



3. Quality Improvement and Resource Optimisation

- TENS II is not just about increasing numbers but also about improving educational quality. Investments in infrastructure, such as building classrooms and providing desks, are complemented by efforts to increase the availability of textbooks and learning materials.
- The programme supports teacher training, curriculum updates, and the integration of health and life skills education, ensuring that learning is holistic and relevant to students' needs.

4. Equity and Gender Sensitivity

- A core direction is narrowing the gender gap in education. TENS II includes targeted support for girls' enrolment and women's literacy, recognising that empowering women and girls is essential for broader societal progress.
- The programme also addresses specific challenges faced by nomadic and rural populations, ensuring that no group is left behind.

5. Decentralisation and Local Empowerment

- By channeling 80% of education funds to local authorities, schools, and devolved structures, TENS II ensures that resources reach the actors closest to the students. This decentralised approach enables more responsive and context-specific interventions.



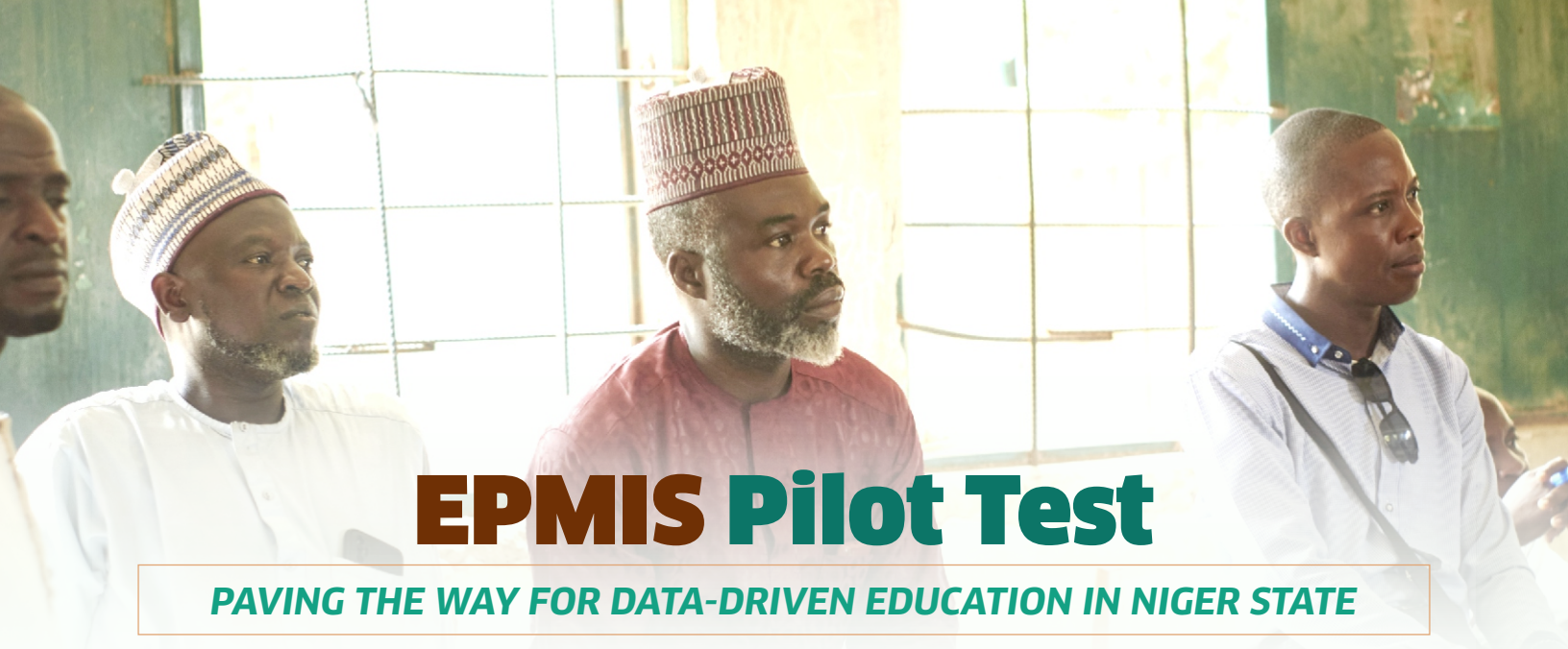
Dr Hadiza Asabe Mohammed (Hon. Commissioner Ministry for Basic and Secondary Education).

- School management committees and local leaders play a greater role in decision-making and oversight, fostering accountability and innovation at the grassroots level.

6. Sustainable Financing and Partnerships

- The direction for re-organising education under TENS II is supported by a mix of state resources and pooled funding from international partners through mechanisms like the Education Sector Basket Fund. This ensures sustainability, alignment with national priorities, and broad stakeholder engagement.

The direction defined by TENS II for re-organising education in Niger State is comprehensive and transformative. It moves beyond superficial fixes to address root causes of educational disadvantage, leveraging community strengths, decentralised management, and sustainable partnerships. By focusing on access, quality, equity, and local empowerment, TENS II sets a model for systemic educational reform capable of breaking cycles of poverty and unlocking the full potential of Niger State's youth.



EPMIS Pilot Test

PAVING THE WAY FOR DATA-DRIVEN EDUCATION IN NIGER STATE

To ensure the platform's effectiveness and user-friendliness before statewide rollout, a pilot test was conducted. This pilot phase was meticulously planned to evaluate the EPMIS platform's usability, accessibility, and performance in real-world school environments, with the ultimate goal of refining the system for maximum impact.



PURPOSE, SCOPE, AND METHODOLOGY

Purpose and Scope

The EPMIS pilot test sought to assess user experience, time efficiency, clarity of instructions, accessibility of user support, connectivity challenges, device compatibility, and overall user satisfaction. To achieve a representative sample, a stratified random sampling approach was used, selecting schools from all three senatorial zones of Niger State. Both rural and urban schools were included to capture a wide range of user experiences and technical realities.

Implementation

The pilot began with visits to selected schools, where teachers and administrators received in-person training and electronic instructional

materials. These sessions covered EPMIS navigation, data entry, and troubleshooting. The project team provided on-site and remote support, including real-time assistance via WhatsApp groups. This collaborative approach fostered teamwork and ensured that participants felt supported throughout the process.

Sampling:

Nine Local Government Areas (LGAs) were selected across the three senatorial zones. Within each LGA, both rural and urban schools were chosen, ensuring balanced representation. In Chanchaga LGA, which is predominantly urban, four schools were selected to maintain sample size. This approach enabled the team to capture challenges unique to different settings, such as connectivity and device availability.



PILOT IMPLEMENTATION AND USER EXPERIENCE

Day 1: The pilot launched on May 5th, 2025, with visits to schools within Chanchaga and Bosso LGAs. Schools visited included the following:

- Father O'Connell Secondary School, Bosso Road.
- UBE Nursery and Primary School, Anguwan Kaje.
- Umaru Audi Primary School, Tunga.
- Government Girls Science College, Bosso Road.

The project team led By Dr Roni Ajao, Executive Director MRL® Public Sector Consultants introduced the EPMIS platform to school heads and staff, explaining its objectives and benefits. Teachers were encouraged to support each other through the process and especially those who are not tech savvy and those who do not have device to carry out the registration on their own, they were also encouraged to add the technical support team to their staff WhatsApp group chats, allowing for immediate troubleshooting and fostering a spirit of mutual support.



A good teacher can inspire hope, ignite the imagination, and instill a love of learning.

– Brad Henry

Day 2: A centralised training session at the NSUBEB Administrative Block brought together heads of schools from multiple LGAs. Participants received live demonstrations and hands-on support, testing the platform's features such as registration, data entry, and document uploads. Challenges encountered included device compatibility issues, network connectivity problems, and verification email delays. Solutions included providing open internet access, backend data resets, and the creation of a dedicated support group chat.

Training Materials

Participants received detailed guides, demonstration videos, project briefs, and checklists to aid navigation and data entry. The system automatically logged key metrics, while feedback forms captured user experiences and suggestions for improvement.



KEY FINDINGS AND OUTCOMES

Challenges Identified

- Web Access Issues: Some users, especially on MTN, had trouble loading the platform. Alternative URLs and network recommendations were provided.
- Control Number Format: The system required 8-11 digit numbers, but some staff had only 6 digits. A temporary fix involved adding leading zeros.
- Verification Email Delays: Delays in email delivery hindered registration, highlighting the need for improved email systems.
- File Upload Limits: The 2MB limit on uploads was restrictive for high-resolution images.
- Device Compatibility: Older devices and certain browsers struggled with interactive features.
- Form Clarity: Ambiguities in some questions led to inconsistent data entry.
- Typographical Errors: Minor errors in dropdown menus and school lists were identified and corrected.

User Feedback

- Most users found the platform intuitive but requested clearer instructions for certain sections.
- Rural users faced intermittent internet access.
- The technical support team was praised for prompt assistance.
- Participants appreciated the opportunity to contribute feedback for ongoing improvements.

RECOMMENDATIONS AND NEXT STEPS

Technical Enhancements

- Increase file upload size limits.
- Optimise the platform for older devices and a wider range of browsers.
- Streamline the verification email process.
- Conduct a thorough review to eliminate typographical errors.



TENS II Team going round the schools for EPMIS Pilot Testing

User Support

- Develop comprehensive guides and video tutorials for all form fields.
- Expand support channels to include helplines and live chat.

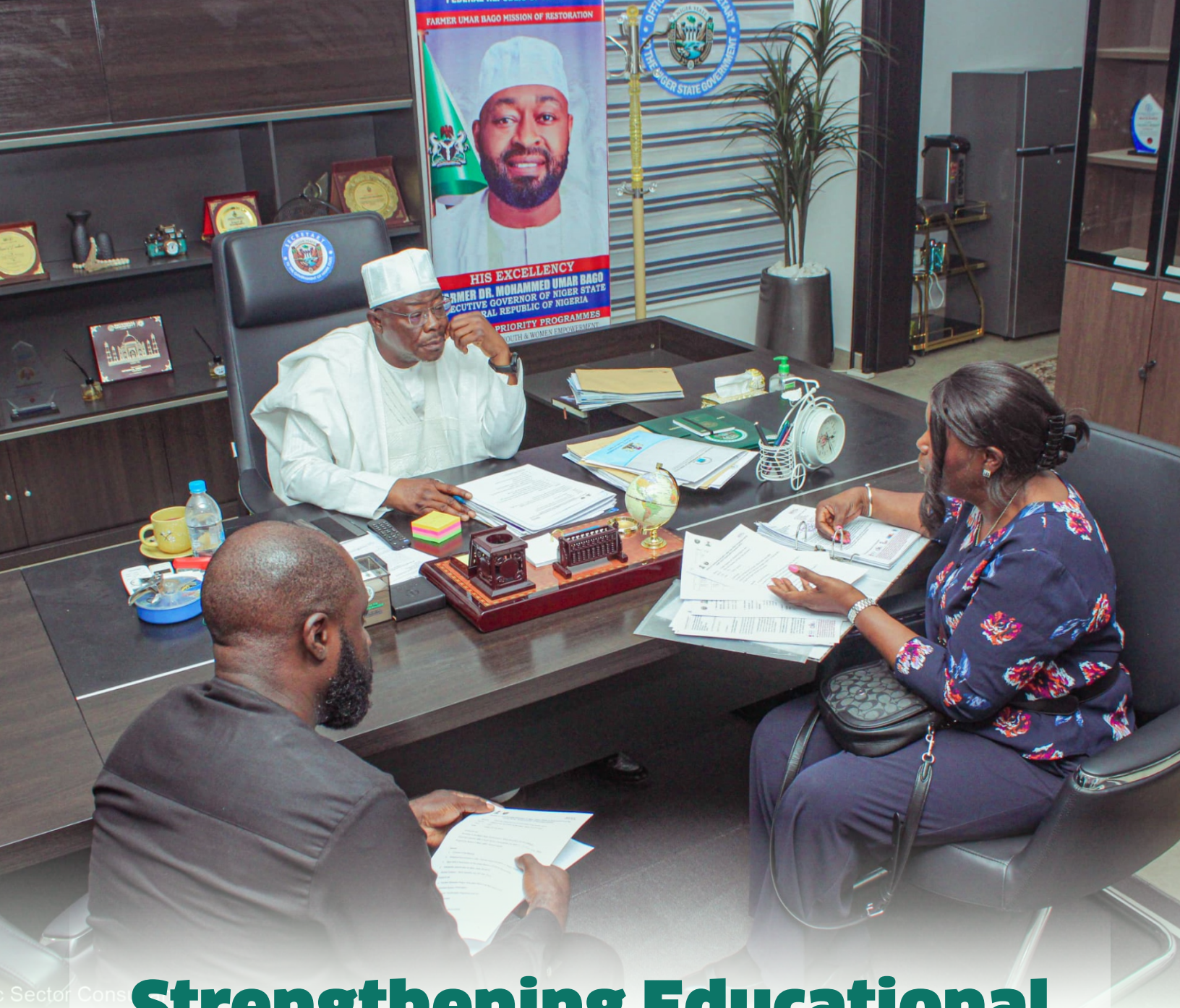
Further Engagement

- Involve school leadership and EMIS teams more actively in the registration process.
- Conduct additional targeted testing to address specific user groups and challenges.



TENS II Team with some Primary School Teachers during EPMIS Pilot Testing

The EPMIS pilot test was a crucial step in preparing Niger State for a digital leap in education management. By identifying and addressing real-world challenges, the project team has laid a strong foundation for a successful statewide rollout. The collaborative spirit among stakeholders, coupled with responsive technical support and a commitment to continuous improvement, positions EPMIS as a transformative tool for enhancing



Strengthening Educational Partnerships in Niger State

Meeting with the Secretary to the Niger State Government (SSG)

On July 4th, 2025, Dr. Roni Ajao, Executive Director of MRL®, and Mr. Adayi Peterside, Senior Consultant, paid a courtesy visit to Alhaji Abubakar Usman Gawu, the Secretary to the Niger State Government (SSG), in his new office in Minna. The meeting focused on strengthening strategic collaboration to advance education initiatives across Niger State.

The discussions centered around three key areas: the need for sustainable funding to support educational initiatives, creating pathways for international scholarships for students, and provision of a physical office space for MRL®'s ongoing operations within the State.



L-R: Adayi Peterside (Senior Consultant MRL®), **Alhaji Abubakar Usman Gawu** the Secretary to the Niger State Government (SSG), and **Dr Roni Ajao** (Executive Director MRL® Public Sector Consultants)

MRL® presented an overview of current and planned programmes aimed at improving access to quality education and empowering the youth through capacity-building initiatives. The team emphasised the importance of adequate funding to support these efforts, particularly in rural and underserved areas.

A significant portion of the meeting was dedicated to exploring international scholarship opportunities for students from Niger State. MRL® highlighted how exposure to global education can enhance personal development and contribute to long-term state development. The SSG expressed strong support for this initiative and recommended submitting a formal proposal, while also suggesting alignment with other relevant ministries to ensure integration into broader government frameworks.

On the request for an operational office in the state, the SSG promptly directed the Permanent Secretary to explore available options. By the end of the meeting, a prospective office space was identified, and an inspection was scheduled for the following day. This responsiveness reflects the government's commitment to supporting MRL®'s presence in the State.

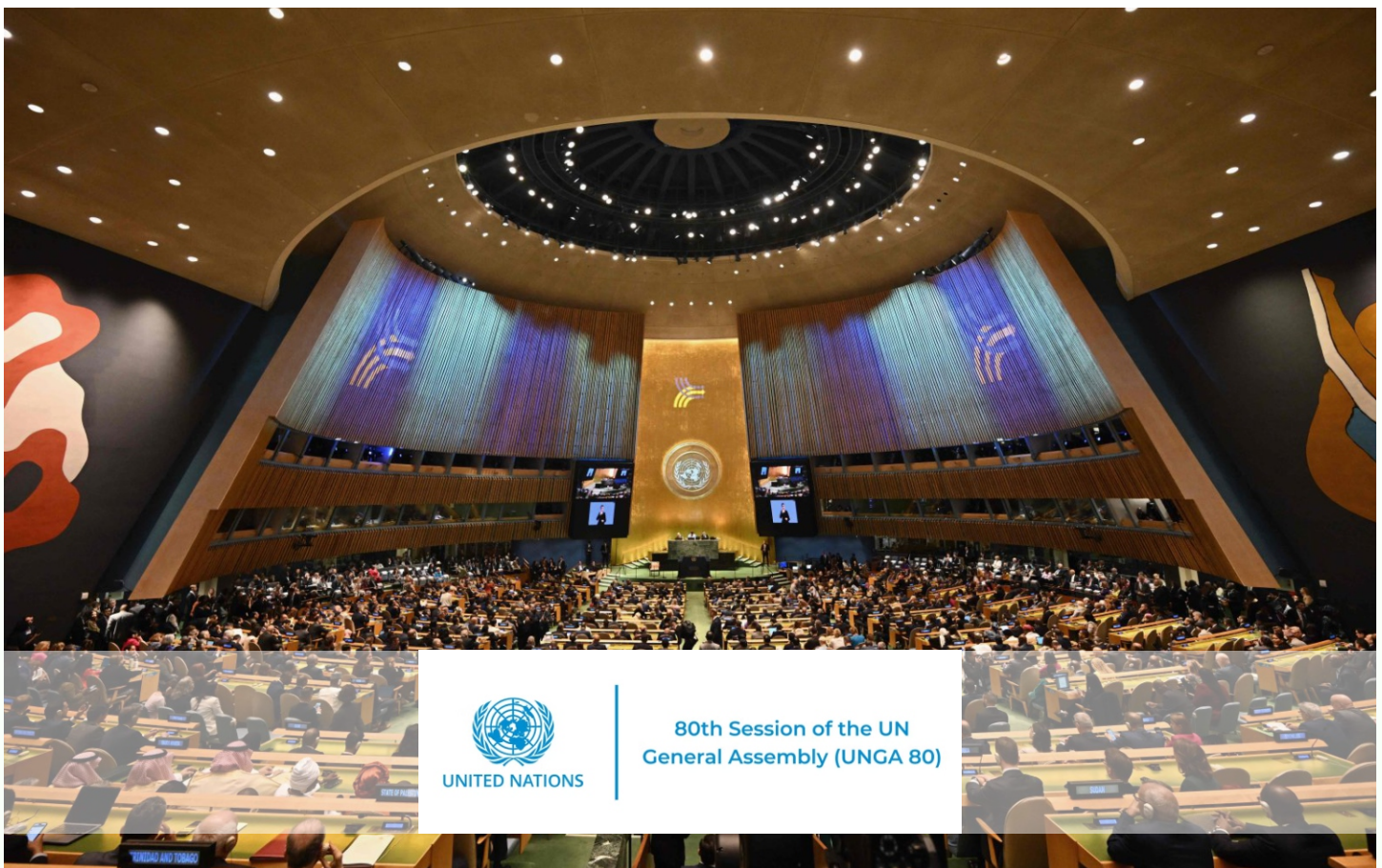
This meeting marked a positive and productive step toward establishing a robust partnership between MRL® and the Niger State Government. The engagement demonstrated shared values and a mutual desire to create lasting impact through education. MRL® appreciates the support and openness of the SSG and looks forward to continuing meaningful collaborations that will advance educational outcomes across the State.



Niger State and the 80th United Nations General Assembly

A STRATEGIC OPPORTUNITY FOR GLOBAL ENGAGEMENT

The 80th Session of the United Nations General Assembly (UNGA), set for September 2025 in New York City, will stand as one of the most consequential diplomatic gatherings in recent memory. Marking a milestone year within the United Nations calendar, the Assembly is expected to attract an extraordinary cadre of global leaders, Heads of State, multilateral institutions, academia and the private sector. With such high-level participation anticipated, including that of the President of the Federal Republic of Nigeria, His Excellency, Bola Ahmed Tinubu GCFR, federal ministers, Governors, members of Nigeria's National Assembly, and internationally renowned business figures, the session is positioned to offer rare and valuable proximity to decision-makers and agenda-setters shaping the next chapter of global development.



His Excellency, the **Executive Governor of Niger State, Mohammed Umaru Bago**, alongside commissioners, special assistants, and key government officials, will be among the distinguished dignitaries invited to this historic Assembly.

Organising the State's participation is the Commissioner for Budget and Planning - Hon. Mustapha Ndajiwo. Other key potential officials include the Commissioner for Basic and Secondary Education, the Commissioner for Agriculture, the Commissioner for Environment and Climate Change, the Commissioner for Industries, Trade and Investment, and the Commissioner for Power and Renewable Energy. Representatives from critical sectors such as health and Information, Communication and Technology (ICT) will also be in attendance. For Niger State, the significance of this moment cannot be overstated, it marks a pivotal opportunity for strategic engagement on a global stage. As a sub-national government deeply committed to transformative reform, the State's attendance at UNGA 80 is not merely symbolic; it is a strategic declaration of vision, relevance, and

readiness. This is an opportunity for Niger to present itself not as a passive recipient of global aid, but as a credible partner in the international development dialogue, one with clear priorities, an articulate reform agenda, and demonstrable progress in areas such as education, healthcare, agriculture, technological development and environmental resilience.

Central to Niger State's planned engagement at the UNGA is the technical and strategic support of **MRL® Public Sector Consultants Ltd (MRL®)**, a consultancy firm with a respected and established footprint within international development circles. MRL® has been formally engaged by the Niger State Government to provide targeted expertise, particularly in the sectors of education and health. MRL® are keen to ensure that the state's participation at the Assembly is both impactful and aligned with its long-term development priorities. Examples of the projects and initiatives undertaken in Niger State will be showcased.

MRL®'s longstanding membership in the **United Nations Global Compact**, dating back to 2018,



confers a unique advantage. As one of the few indigenous consulting firms formally recognised by the UN Global Compact, MRL®, established in 2002, has spent nearly a decade cultivating institutional credibility, fostering meaningful policy engagement, and building strategic access to global platforms that champion sustainability, governance reform, and public-private collaboration. Its long-standing commitment to these values positions it as a critical partner in shaping Niger State's global outlook and ensuring that its development agenda resonates with international stakeholders. Today, this affiliation serves as a powerful conduit positioning and amplifying Niger State on a global stage where relationships and credibility are vital currency.

At the forthcoming Assembly, Niger State will be strategically positioned to engage in high-level discussions, thematic sessions, and partnership-building forums that align with its long-term development ambitions. MRL® will assist the technical coordination of this engagement facilitating stakeholder meetings, identifying strategic opportunities for collaboration, and ensuring that the state's priorities in education, health, climate resilience, and economic growth are clearly articulated and effectively positioned within global development narratives.

The UNGC's programming offers an especially productive avenue for sub-national engagement, not only because of its emphasis on private sector partnerships and SDG alignment, but also due to its commitment to elevating locally driven reform models. MRL®'s relationship with the Compact enables direct access to these opportunities and ensures that Niger State's reform agenda will not merely be heard, but situated within global conversations where policy, financing, and innovation intersect.

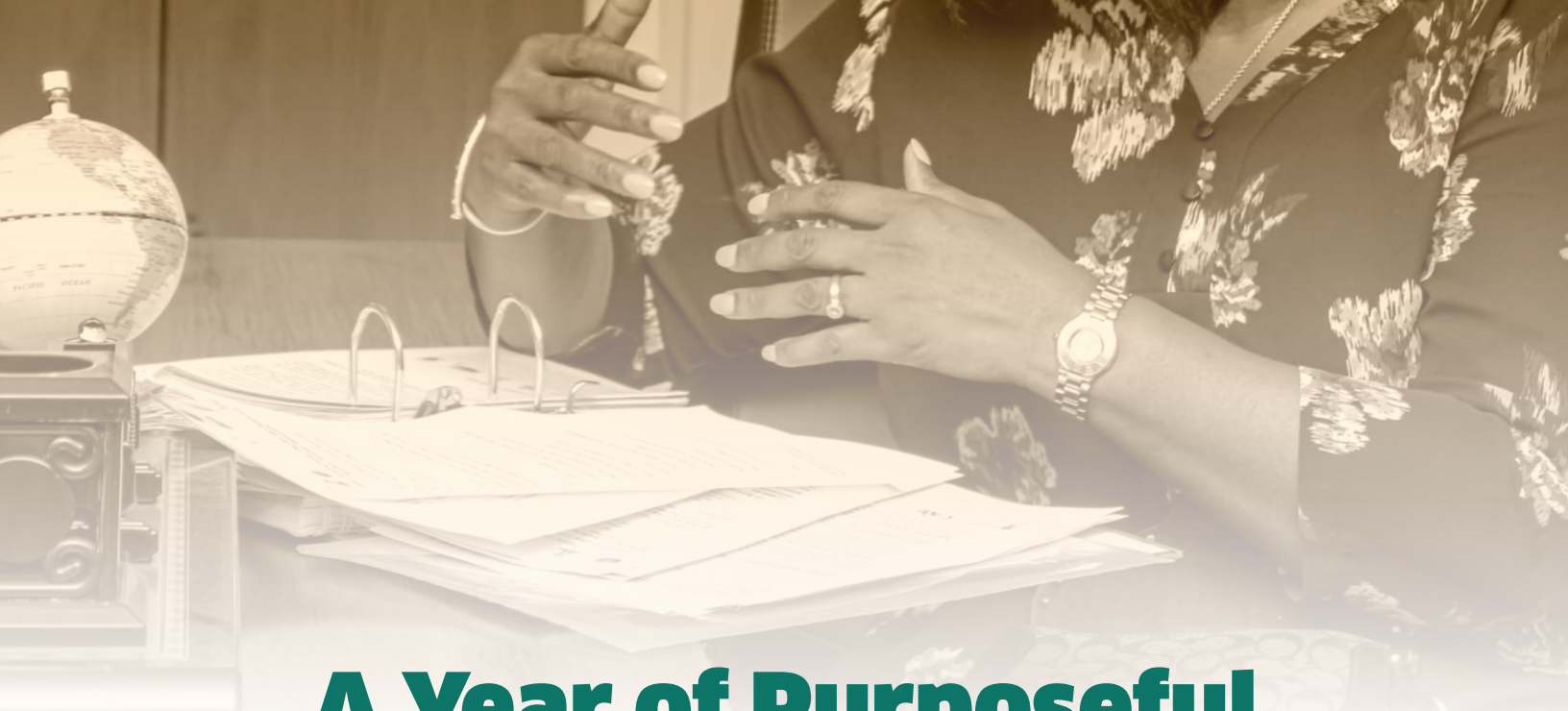
Moreover, this year's Assembly carries additional symbolic weight. With 2025 declared the International Year of Cooperatives, under the global theme ***“Cooperatives Build a Better World,”*** the UN has underscored the essential role of community-based models in delivering equitable and inclusive growth. This thematic focus is directly relevant to Niger State's grassroots development initiatives, particularly in agriculture,

small enterprise support, and education access, further strengthening the rationale for its participation.

Niger State's attendance also signals a broader shift in how sub-national actors are increasingly recognised as critical agents of development. In an era where global solutions must be rooted in local realities, it is no longer sufficient for sub-national governments to operate on the periphery of international policy. By attending the 80th UNGA, Niger State affirms its place in the global development ecosystem, committed to engaging, learning, influencing and being influenced in return.

Niger State's reform agenda, which prioritises improvements in basic and tertiary education, primary healthcare delivery, agricultural transformation, and environmental sustainability, minerals development, energy access, aligns strongly with the core objectives of the Sustainable Development Goals. The State has embarked on a forward-looking programme of institutional reforms aimed at strengthening service delivery, fostering inclusive economic growth, and advancing climate resilience. With digital governance, public sector transparency, and community-led development at the heart of these efforts, Niger State is demonstrating a commitment to development models that are both sustainable and scalable. UNGA 80 provides the ideal platform to communicate these reforms to a global audience, inviting collaboration, technical exchange, and investment.

In essence, this engagement is not simply about presence; it is about purpose. It is about crafting a compelling narrative of progress, anchoring that narrative in credible reform, and using international platforms not for exposure alone, but for strategic leverage. With MRL®'s institutional access, participation in the UN Global Compact, and technical stewardship, Niger State is not only prepared to attend UNGA 80 but significantly equipped to make that attendance count. Aligned with the Principles of the UN Global Compact, covering human rights, labour, the environment, and anti-corruption, this engagement signals the state's commitment to global best practices and meaningful international collaboration.



A Year of Purposeful Work in Niger State

In May 2024, MRL® Public Sector Consultants Ltd. commenced a transformative partnership with the Government of Niger State, Federal Republic of Nigeria, in support of the ambitious TENS II Programme. Under the visionary leadership of **His Excellency Mohammed Umaru Bago, Governor of Niger State**, and the **Honourable Commissioner Dr Hadiza Asabe Mohammed**, Commissioner Ministry for Basic and Secondary Education, the initiative has elevated education to a political priority, establishing new benchmarks for systemic reform and sustainable development. Over the past thirteen months, MRL® has played a pivotal role in advancing the Programme's objectives, championing data-driven decision-making and laying the groundwork for a more equitable, inclusive, and future-ready education system in Niger State.

Key Achievements and Milestones

1. Comprehensive Educational Census

MRL® led the design and implementation of a rigorous, State-wide Educational Census across all 25 Local Government Areas of Niger State. This unprecedented exercise involved the geo-mapping and detailed data collection of every educational institution, encompassing:

- Early Childhood Care and Development Education (ECCDE) centres.
- Junior and Senior Secondary Schools.
- Colleges of Education, Polytechnics, Monotechnics, and Universities.
- Public, Private, Islamic, Nomadic, Christian, and Vocational Schools.

The use of advanced digital tools, such as the Kobo Toolbox platform, enabled efficient, accurate, and real-time data collection, setting a new standard for educational data gathering in the region.

2. Data Verification and Quality Assurance

Recognising the importance of data integrity, MRL® conducted multiple rounds of verification and re-verification to ensure the accuracy and reliability of the census findings. This process included:

- Cross-checking collected data with existing government records and school registers.
- Conducting focus group interviews and stakeholder consultations in schools across 17 Local Government Areas, providing rich qualitative insights into the challenges and opportunities within the education sector.



3. Reports Developed

MRL® produced a suite of comprehensive, internationally benchmarked reports that have informed policy and practice at all levels. These include:

- **Education Census Report:** A detailed analysis of the current state of education in Niger State, highlighting key trends, gaps, and opportunities.
- **Problems and Challenges in the Education System:** An honest appraisal of systemic issues, including infrastructure deficits, teacher shortages, and inequities in access.
- **Out-of-School Children Report:** A focused examination of the factors contributing to out-of-school rates, with actionable recommendations for re-engagement.
- **Nomadic Assessment and Strategy:** An innovative approach to addressing the unique educational needs of nomadic communities, ensuring no child is left behind.
- **Entrepreneurship Education Strategy (2025–2030):** A forward-looking plan to embed entrepreneurship and skills development within the education system, preparing learners for the future world of work.
- **School Mapping and Verification Report:** A geo-spatial analysis of school locations, resources, and accessibility.

- **Lessons Learned Report:** A reflective summary of successes, challenges, and areas for continuous improvement.

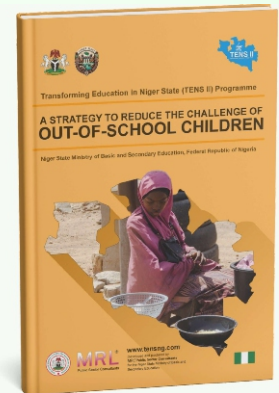
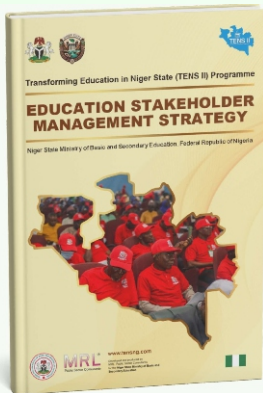
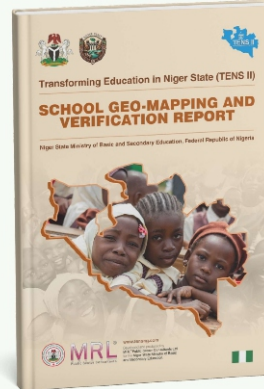
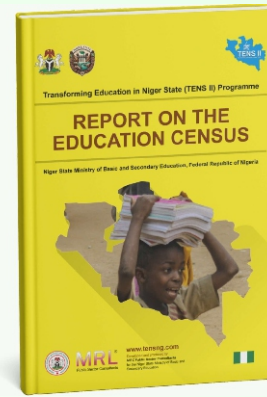
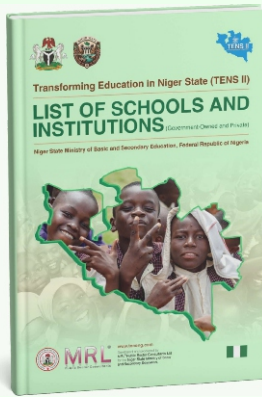
- **Overarching and Specific Recommendations:** Clear, actionable steps for government and stakeholders to drive sustained progress.

4. EPMIS: A Flagship Innovation

A cornerstone of the TENS II Programme has been the development and proposed deployment of the Education Personnel Management Information System (EPMIS). This digital platform enables:

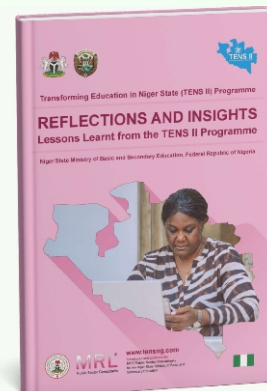
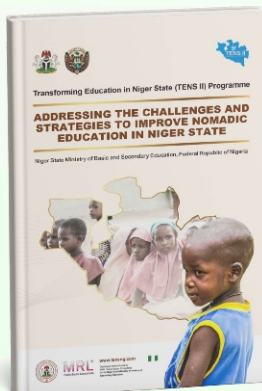
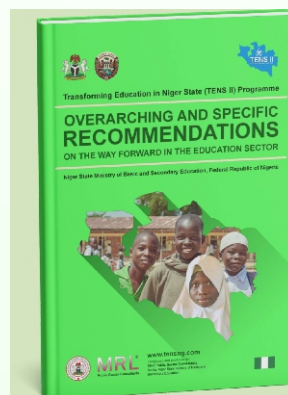
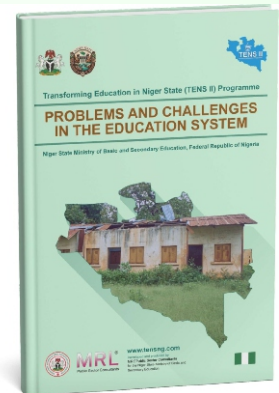
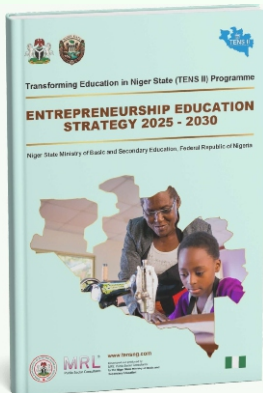
- Real-time, data-driven management of all education personnel, both academic and non-academic.
- Tracking of teacher deployment, qualifications, professional development, and performance.
- Improved workforce planning, placement, and retention strategies.
- Enhanced accountability and transparency in the allocation and utilisation of resources.

EPMIS has been successfully piloted in nine local government areas across the senatorial zones, receiving positive feedback from teachers, Nonacademic staff, Directors, EMIS officers educational secretaries, administrators, and policy-makers. Its scalable design positions it as a model for other states and regions seeking to modernise their education management systems.



Reports

Some of the Reports Developed by
MRL® Public Sector Consultants for
the Niger State Government





Impact and Vision

1. Setting New Standards:

Through the integration of accurate data and innovative management systems, MRL® has helped Niger State build a more equitable, efficient, and future-ready education sector. The use of evidence-based approaches has empowered leaders to make informed decisions, allocate resources more effectively, and respond proactively to emerging challenges.

2. Inclusive Transformation:

The TENS II Programme has prioritised inclusivity, addressing core challenges such as inadequate infrastructure, disparities in access, and variations in teaching quality. Special attention has been given to marginalised groups, including out of school children, nomadic children, girls, and learners with special needs, ensuring that every child has the opportunity to succeed.

3. Empowering Educators:

EPMIS is revolutionising workforce management by providing real-time insights into teacher deployment, qualifications, and professional growth. This enables targeted support, continuous professional development, and the recognition of excellence, ultimately enhancing the quality of teaching and learning across the State.

4. Long-Term Progress:

The reforms and innovations introduced over the past year are laying the groundwork for sustainable improvements in educational outcomes. By fostering a culture of accountability, transparency, and continuous improvement, MRL® is helping to position Niger State as a leader in education reform, both nationally and internationally.



Future Activities

Looking ahead, MRL® is committed to deepening and expanding its support for educational transformation in Niger State through the following future initiatives:

1. **Teacher Training Initiative:** MRL® will design and implement a comprehensive teacher training and professional development Programme, incorporating regular workshops, mentorship schemes, and access to cutting-edge teaching resources. The goal is to enhance pedagogical skills, promote innovative teaching methods, and improve student outcomes.
2. **Annual School Census:** To maintain the momentum of data-driven decision-making, MRL® will institutionalise an annual school census. This will ensure the continuous collection of high-quality data to inform planning, policy formulation, and accountability at all levels of the education system.
3. **Nomadic Children Education Initiative:** Building on the success of the Nomadic Assessment and Strategy, MRL® will expand efforts to provide flexible, culturally relevant learning opportunities for nomadic communities. This includes the development of mobile classrooms, community-based learning centres, and tailored curriculum resources.

4. **Out-of-School Children / ARC-P Initiative:**

Niger State is confronted with a major issue of children not attending school, driven by economic difficulties, cultural beliefs, and safety concerns. This program aims to bring these children back into the education system through focused efforts, guaranteeing that every child can access quality education and have the chance to succeed.

5. **Sustainable Funding:**

Sustainable funding is essential for the lasting success of education projects in Niger State. Relying primarily on government allocations has constrained both the expansion and pace of these initiatives. To overcome these limitations and effectively advance the goals of the TENS II Programme, this initiative seeks to diversify funding by tapping into grants, forging partnerships, and establishing endowments. Broadening the financial base in this way will help secure the resources needed for long-term educational improvement and impact across the state.

6. **School Renovation Programme:**

Niger State's schools face significant infrastructure challenges such as dilapidated classrooms, insufficient furniture, and poor sanitation facilities that impede effective teaching and learning. The School Renovation programme aims to address these issues by upgrading school facilities to meet safety, health, and learning standards. Renovated schools will create a more conducive learning environment, boost student enrollment and attendance, and enhance community trust in public education.

In just one year, MRL® Public Sector Consultants has set a new benchmark for educational reform in Niger State. Through data-driven strategies, innovative systems such as EPMIS, and an unwavering commitment to inclusivity and sustainable progress, MRL® is helping to build an education system where every learner is equipped to succeed and contribute meaningfully to society. The journey continues, guided by a clear vision for lasting impact and global leadership in education transformation.

MOMENTS IN FOCUS



Photo Gallery





Future Activities

As the TENS II Programme enters its next phase, MRL® Public Sector Consultants remains steadfast in its commitment to deepening impact, strengthening partnerships, and sustaining system-level reforms across Niger State's education sector. The journey so far has laid a strong foundation; the road ahead is focused on consolidation, institutionalisation, and scale. Building on the foundational achievements of the past year, particularly the successful launch of the Education Personnel Management Information System (EPMIS), future activities are set to further solidify a dynamic, inclusive, and technologically advanced education landscape.

A primary focus will be the continued strengthening of EPMIS, ensuring it becomes an even more comprehensive and user-friendly tool for all education personnel. This involves continuous platform enhancements, driven by direct feedback from academic and non-academic staff, to refine its intuitive design and ensure it meets evolving needs. To maximise accessibility, user guides will be made available for successful adoption and smooth operation. Furthermore, dedicated technical support networks will remain active, helping through in-person sessions, hotlines, and instant messaging groups to provide immediate troubleshooting and foster a culture of mutual support among staff.

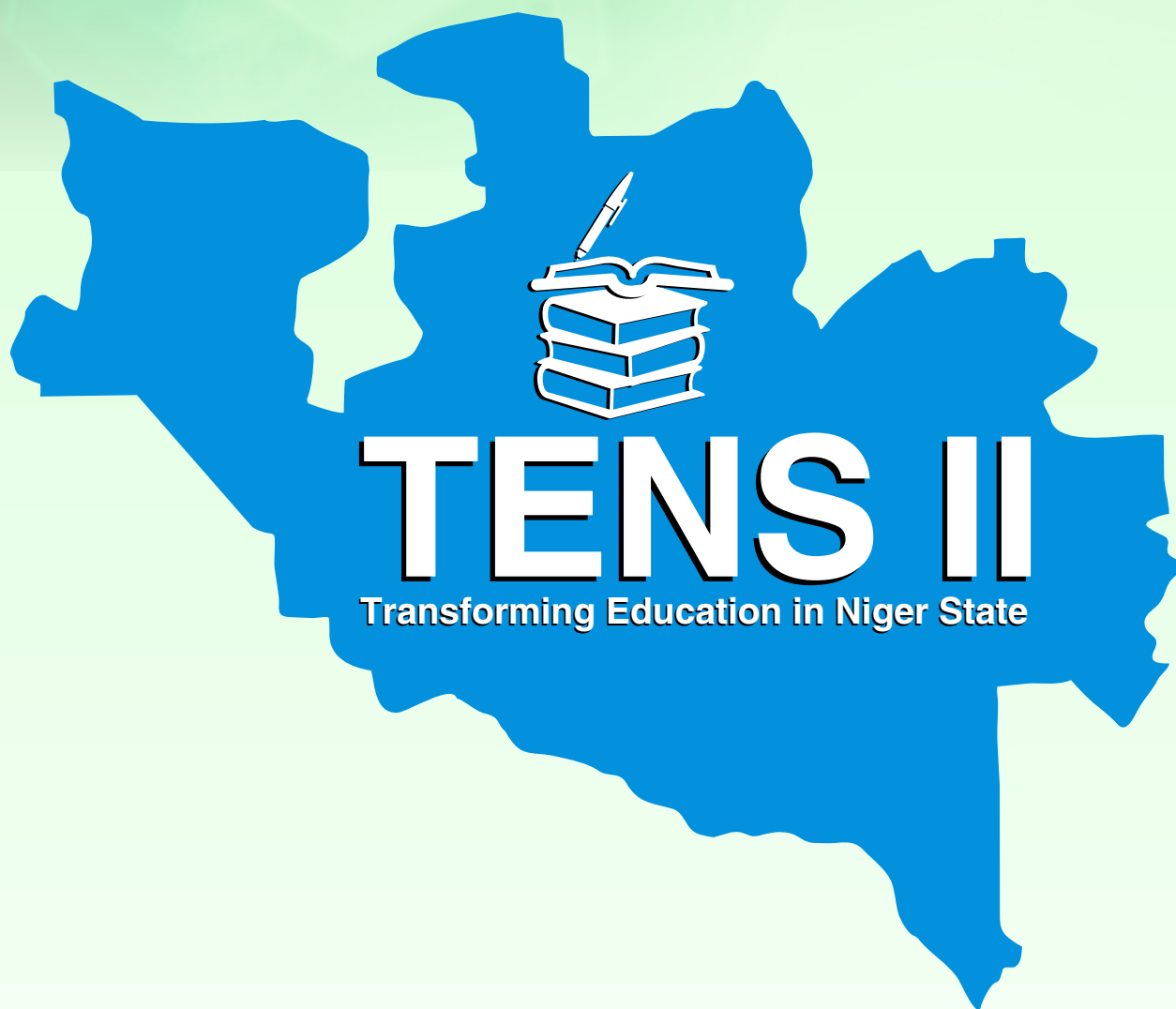
Beyond technology, TENS II is deeply committed to **empowering educators and fostering meaningful engagement**. This will involve implementing regular professional development initiatives and workshops, not only to enhance digital literacy and EPMIS utilisation but also to cultivate leadership and innovation within the teaching community. Opportunities will be formalised for teachers to become "subject ambassadors," recognising their expertise and enabling them to contribute directly to broader education reforms. Moreover, EPMIS will be developed to feature channels for education personnel to submit their suggestions and ideas, ensuring diverse voices shape policy and planning.



Community and stakeholder involvement will remain paramount. Ongoing dialogue with parent groups, local leaders, and community representatives, including those from nomadic populations, is essential to ensure educational programs are relevant, sustainable, and culturally sensitive. This collaborative approach will guide policy adaptations, particularly in developing flexible and context-specific educational models that recognise cultural identities and serve traditionally underserved populations. Governor Bago's commitment to removing barriers, such as waiving school uniform requirements for low-income families, exemplifies this inclusive vision.

To ensure long-term success, **transparency and sustainable progress** are non-negotiable. This means continuing to enforce robust data governance, regular audits, and transparent budget and procurement processes to build trust and ensure efficient resource allocation. The institutionalisation of an annual school census will also play a critical role in maintaining up-to-date records, informing planning, and driving continuous improvement across the system.

Finally, TENS II will maintain its commitment to improvement & development of **infrastructure**, alongside fostering innovation and forward-looking policies. Efforts to secure sustainable funding through government support, grants, partnerships, and private contributions will be intensified to facilitate classroom upgrades, provide essential learning materials, and expand digital infrastructure. The Transforming Education in Niger State Programme will also continue to support initiatives like the development of mobile classrooms and community learning centres for nomadic learners, striving to ensure every child has access to quality education. The vision also includes supporting existing and aspiring education leaders through tailored training and recognition, embedding a culture of continuous innovation that positions Niger State as a leader in education reform.



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