



Transforming Education in Niger State (TENS II) Programme

# PROGRAMME UPDATE

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



**MRL**<sup>®</sup>  
Public Sector Consultants

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**MRL Public Sector Consultants**  
for the Niger State Ministry of Basic and  
Secondary Education





**His Excellency, Mohammed Umaru Bago**

**Executive Governor of Niger State**  
Federal Republic of Nigeria

## Transforming Education in Niger State (TENS II) Programme Update

The Transforming Education in Niger State (TENS II) Programme, spearheaded by Governor Mohammed Umaru Bago and led by Honourable Commissioner Dr. Hadiza Asabe Mohammed with technical guidance and support from MRL<sup>®</sup> Public Sector Consultants (MRL<sup>®</sup>) under the direction of Dr Roni Ajao, the Executive Director represents a ground breaking effort to re-prioritise education as a political imperative and deliver sustainable reform across the State.

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

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

Since May 2024, MRL<sup>®</sup> has been integral in advancing the vision for a transformed education system, notably conducting an exhaustive Educational Census that encompasses all 25 local government areas and 274 wards, covering every educational level and various school types, i.e., basic education, junior secondary, senior secondary, tertiary, and Nomadic, both public (government-owned) and private. This rigorous data collection was fortified by multiple verification rounds and qualitative stakeholder interviews and focus groups, culminating in comprehensive, internationally benchmarked reports that have formed the basis for strategic policy and planning within the State.

For example, a key innovation stemming from the TENS II Programme is the Education Personnel Management Information System (EPMIS). EPMIS is a centralised digital platform designed to track and support all education personnel in real-time, addressing long-standing gaps in workforce management and communications. Collectively, these efforts position Niger State on a transformational trajectory toward an inclusive, well-managed, and quality-driven education system capable of meeting current and future needs.



# Urgent Need for Funding of the TENS II Programme

The TENS II Programme is currently funded by the Niger State Government with plans underway to attract additional funding from international agencies, such as, the Foreign, Commonwealth & Development Office (FCDO), the Qatar Foundation, the Education Development Trust, the World Bank, Canada Aid, the African Development Bank (ADFB), to mention a few. Whilst it is acknowledged that international funding streams are limited due to significant unrest in the world, i.e., wars, e.g., Ukraine and Russia, Israel and Palestine, Sudan, geo-political instability, cost-of-living crisis and increased polarisation, to mention a few. Therefore, the Niger State Government with the support of MRL® will embark on an active campaign to attract funding, a key aspect of Phase II, working closely with the Ministry of Budget and Planning Commission, the Niger State Investment and Promotion Agency (NSIPA) and the Ministry for Industry, Trade and Investment.

Funding will also be sought from non-governmental organisations (NGOs) in the education sector, corporate establishments,

foundations, trusts, businesses, family-owned businesses, philanthropist and other potential revenue avenues.

This funding approach is being adopted due to the enormous capital investment required, especially in terms of infrastructure, more specifically, the renovation and rebuilding of schools, the provision of basic facilities, such as toilets, furniture, libraries, science and ICT laboratories, sports and recreational facilities, boundary walls and other security measures. Other aspects include the training of teachers using up to date methodologies and techniques, the digitisation of teaching, the development of skills for education administrators, amongst others.

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

## Vision

The TENS II Programme envisions a future where every child in Niger State has access to quality education that truly transforms lives. The initiative aims to build an education system that is inclusive, inspiring, and grounded in sustainable solutions that empower children, families, and communities.

## Mission

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

## TENS II Strategic Initiatives

A key component of this vision is the transformation of education personnel management using technology, through the introduction of a transparent, data-driven system. The main objective include:

- Making better decisions based on accurate, real-time data.
- Supporting the professional growth and development of teachers.
- Improving the quality of education for current and future generations.
- Providing the real-time tracking of teaching and non-teaching staff.
- Based on need, improve the placement and deployment of teachers across the State.
- Create more opportunities for teacher training and professional development by targeting the individual development needs of teachers.
- Ensuring a fairer and efficient use of the Niger State's education resources.

The system, known as the Education Management and Personnel Information System (EPMIS) is planned to be deployed across all government-owned primary and secondary schools during this current 2025/2026 academic session.

Other initiatives are shown in Figure 1. A comprehensive list of all the initiatives proposed to be undertaken by the Niger State Government is captured in the recently developed report 'Niger State's Education Transformation Initiatives' (2025). Niger State, Federal Republic of Nigeria.



# Key Achievements and Activities

The achievements and deliverables recorded in the first year of TENS II by the TENS II Committee Members, Commissioners, Directors, Administrators Team, and MRL<sup>®</sup> are as follows:

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- Successfully managed a complex multi-disciplined and multi-tier team that comprised survey planners and coordinators, LGA managers and enumerators, education secretaries, The team size during the field work was 1,105 individuals.

Other ministries and stakeholders include but not limited to the following: - the Ministry for Tertiary Education, the Ministry for Budgeting and Planning, the Ministry for Pastoral and Nomadic Affairs, the Ministry for Communication Technology and Digital Economy, the Ministry for Local Government and Chieftaincy Affairs, the Ministry for Homeland Security, the Ministry of Rural and Community Development, the Ministry of Land and Survey, the Ministry of Youth and Sports Development, the Ministry of Science and Technology and the Ministry of Women Affairs, the Niger State Investment Promotion Agency (NSIPA), Niger Foods and the Ministry of Environment.

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- Conducted a comprehensive Educational Census across the 25 local government areas (LGAs) and 274 wards in Niger State. The Education Census included schools and institutions at all levels of the education system, such as Early Childcare Education Centres (ECCDE), primary schools, junior secondary schools, senior secondary schools and tertiary education institutions, including monotechnics, polytechnics and universities. The Education Census covered both public and privately-owned schools and institutions.
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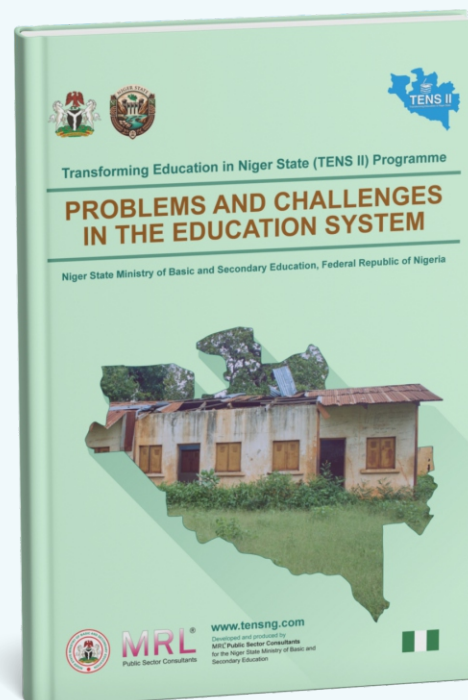
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- A detailed Infrastructure Survey of educational institutions was undertaken. As part of the Infrastructure Survey, the geo-coordinates and photos of all schools and institutions were taken to create a GIS database of all schools and institutions in the State.
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■ Developed internationally benchmarked comprehensive reports across various needs in the education system, all of which are highlighted below:

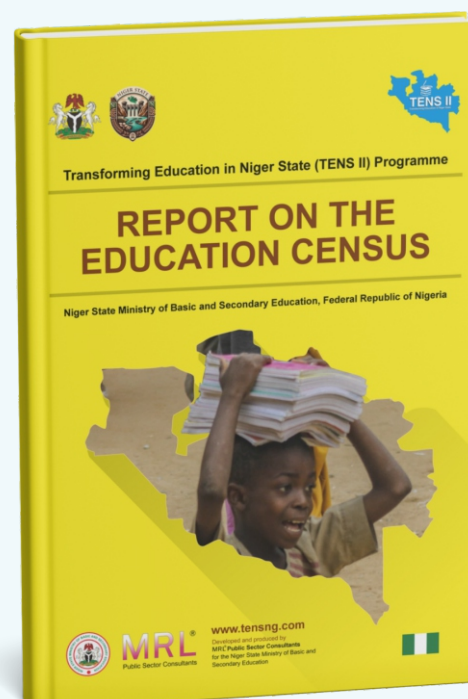
- **Problems and Challenges in the Education System:** The report provides a historical overview of Nigeria's education system with a detailed focus on Niger State. It identifies key, inherent problems within the system based on primary research findings. The report concludes by offering targeted recommendations aimed at addressing these challenges to enhance the effectiveness and accessibility of the education sector in Niger State. The report includes the analysis of the qualitative data collected through semi structured interviews and focus groups, comprising of principals, students, pupils, head teachers, teachers, parents, PTA representatives, education secretaries, community leaders and Youth Corp members. A total of 577 participants took part, which was carried out across 21 LGAs in the State.

*Transforming Education in Niger State (TENS II) Programme; 'Problems and Challenges in the Education System', Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, October 2024.*



- **Report on the Education Census:** The document summarises the process of conducting the Education Census under the TENS II Programme and analyses the collected data. It highlights key indicators related to education provision, delivery, and access in Niger State. Additionally, it establishes important baseline information to support effective planning for current and future needs within the education sector.

*Transforming Education in Niger State (TENS II) Programme; 'Report on the Education Census. Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, September 2024.*

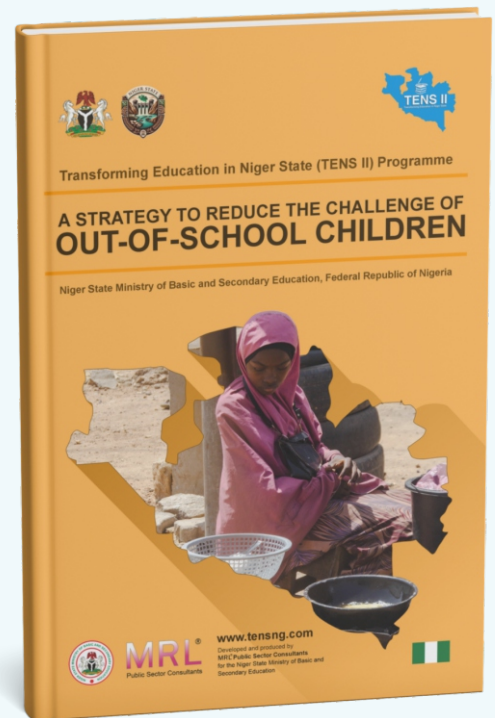


- A Strategy to Reduce the Challenges Out-of-School Children Report: This report highlights the challenges faced by the issue of Out-of-School Children (OOSC). Niger State faces a serious challenge with nearly 952,000 out-of-school children as of 2024, with girls disproportionately affected.

The causes include poverty, poor school infrastructure, teacher shortages and low pay, cultural barriers, and insecurity. The consequences limit children's future opportunities and negatively impact society's development.

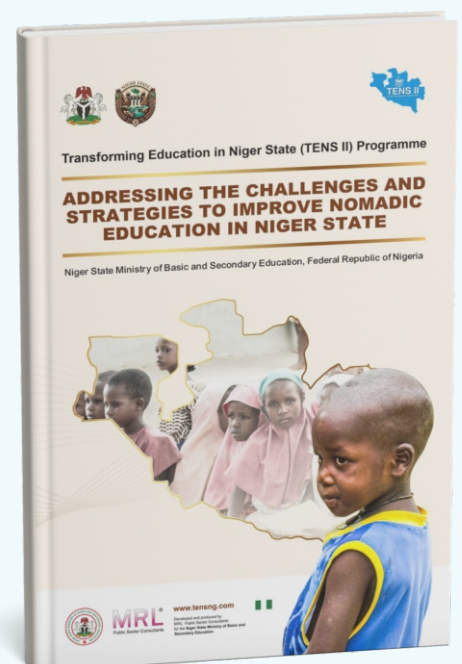
To address this, the comprehensive strategy presents solutions that combines economic support for families, improving school facilities, enhancing teacher conditions, community engagement to change social attitudes, and strong political commitment. The strategy also highlights the need for coordinated efforts among stakeholders to ensure children enrol in and complete education, based on quality, and fosters sustainable social and economic progress.

*Transforming Education in Niger State (TENS II) Programme; 'A Strategy to Reduce the Challenge of Out-of-School Children.' Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, November 2024.*



- Addressing the Challenges and Strategies to Improve Nomadic Education in Niger State: The study examines challenges in providing effective nomadic education, focusing on the need to connect education with improvements in the well-being and evolving livelihoods of various nomadic groups in the State. It highlights inadequacies in the current approach and concludes with recommendations aimed at enhancing education accessibility, relevance, and outcomes for nomadic communities.

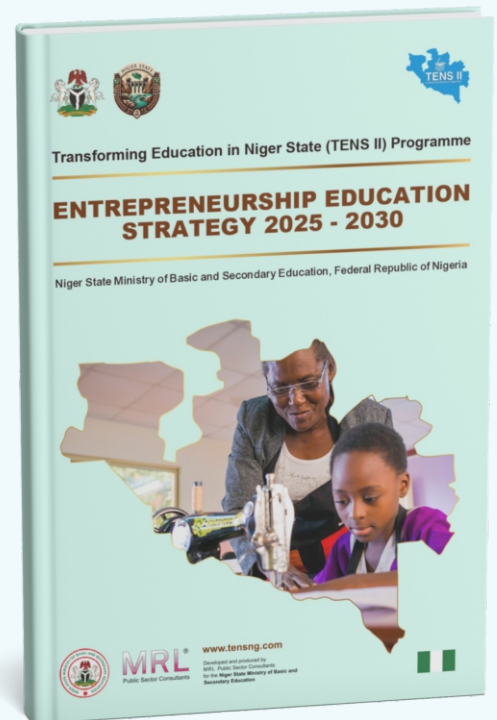
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- **Entrepreneurship Education Strategy (2025-2030):** The strategy provides a comprehensive framework to deliver practical, evidence-based entrepreneurship education at Basic and Post-Basic levels in Niger State.

It aims to address unemployment by aligning entrepreneurship education with the State's broader economic development goals. Key elements include regular entrepreneurship activities in schools, hands-on learning through programs like the Students Entrepreneurship Activities Hub (SEA-HUB), the STEAM Farm which combines Science, Technology, English, Arts and Mathematics to educate children, and strong partnerships with development organisations, teacher training, and community engagement. The overall goal is to equip youth with market-relevant skills, fostering economic growth and sustainable youth empowerment from 2025 to 2030.

*Transforming Education in Niger State (TENS II) Programme; Entrepreneurship Education Strategy 2025 - 2030. Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, November 2024.*

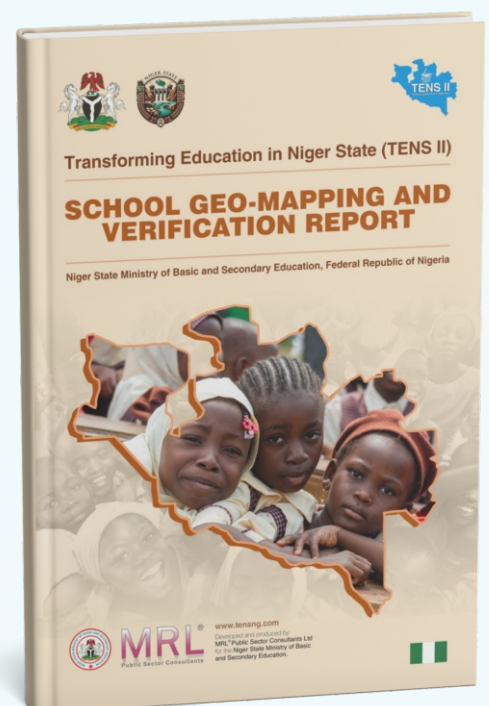


- **School Geo-Mapping and Verification Report:** This report details the comprehensive geo-spatial analysis which was conducted to assess the distribution, resources, and accessibility of educational institutions across Niger State, Nigeria. The study precisely mapped the GPS locations of 6,381 government-owned and private primary and secondary schools, as well as 901 Arabic/Quranic schools and 107 nomadic schools.

The survey covered all 25 Local Government Areas (LGAs) and 274 wards within the State, providing detailed insights into the spatial spread and resource allocation in both urban and rural settings. The survey also highlighted vacant, closed and unverified schools.

Over 1500 pictures were uploaded to the QGIS map, ensuring that a photo reference was provided for schools that had been geo-mapped. These findings provide valuable data for planning

*Transforming Education in Niger State (TENS II) Programme; 'School Geo-mapping and Verification Report. Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, September 2024.*



- **Lessons Learned Report:** The report provides a comprehensive reflection on the lessons learned from the Transforming Education in Niger State (TENS II) Programme to date in Niger State, Nigeria.

The report focuses on programme management best practices as defined by the Association for Programme Management (APM). It highlights effective management strategies, challenges faced, and solutions to implement to safe guard against these pitfalls.

The document can be used as an aid to international organisations, such as the United Nations Development Programme (UNDP), the World Bank, the United Nations Children's Fund (UNICEF), the Foreign, Commonwealth

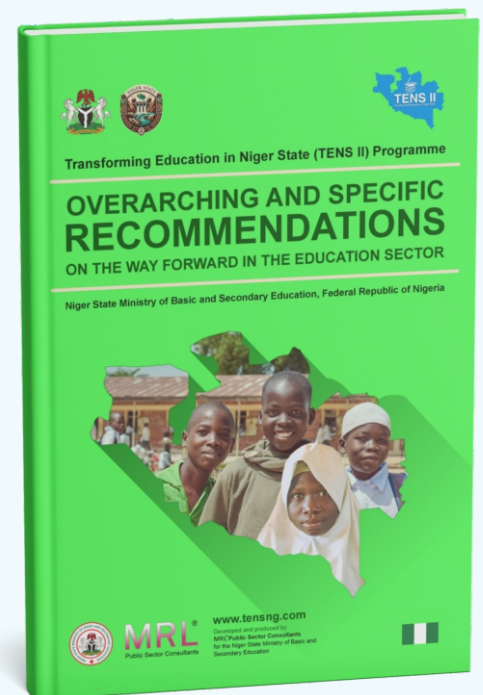
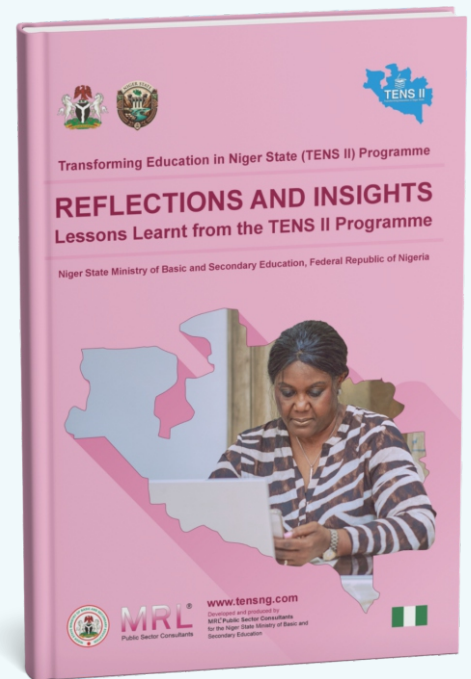
and Development Office (FCDO) to mention a few in undertaking similar initiatives in the region. Key insights gained will help to guide future educational initiatives and improve programme delivery in the region and across the continent.

*Transforming Education in Niger State (TENS II) Programme; 'Reflections and Insights. Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, October 2024.*

- **Overarching and Specific Recommendations on the Way Forward in the Educational Sector:** The report outlines 70 detailed recommendations aimed at transforming the education sector in Niger State. These recommendations stem from extensive primary data collection and a comprehensive Education Census covering all 25 the LGAs in the State.

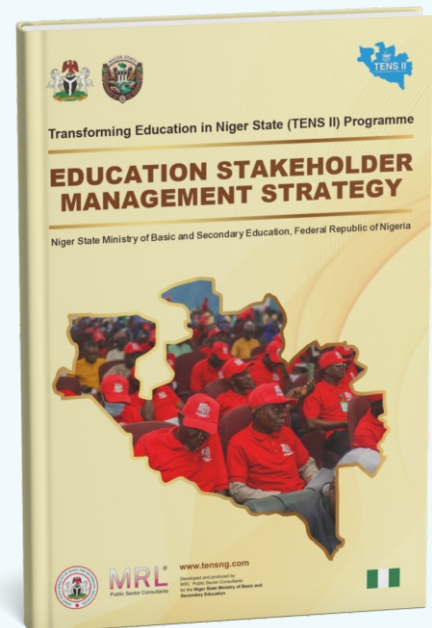
The recommendations are informed by key the documents from the Transforming Education in Niger State (TENS II) Programme, including the Stakeholder Management Strategy, Reflections and Insights, and the overarching guidance on the future direction of education, locally and internationally, also considering the importance and rapid growth of artificial intelligence (AI) and digitisation. Together, these provide a data-driven, strategic framework for enhancing educational access, quality, and management across Niger State.

*Transforming Education in Niger State (TENS II) Programme; Overarching and Specific Recommendations on the Way Forward in the Education Sector in Niger State. Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, November 2024.*



- **Stakeholder Engagement Strategy and Communication Plan:** The report highlights that the TENS II Programme's stakeholder management and engagement approach is essential for the success of education transformation in Niger State. It identifies the key stakeholders, how to engage them and specific actions that are to be carried out throughout the programme's implementation. This is a live document and will be updated throughout the different stages of the programme.

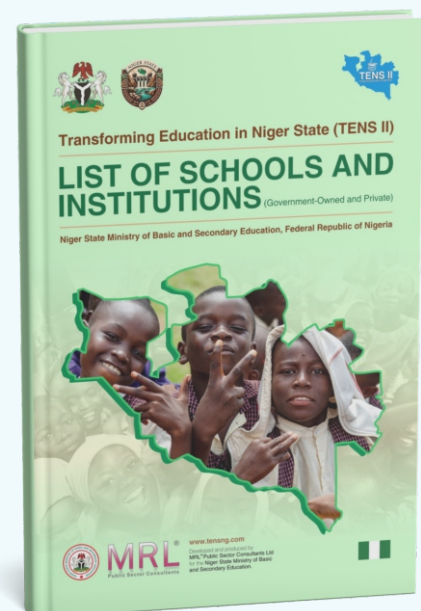
*Transforming Education in Niger State (TENS II) Programme; 'Stakeholder Management Strategy.' Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, October 2024.*



- **List of Schools and Institutions:** The directory, updated as of August 2024, is the most up-to-date comprehensive list of all public and private schools and educational institutions in Niger State, covering all 25 LGA.

It includes a wide range of school types such as government and private primary and secondary schools, Arabic/Quranic schools, nomadic schools, and specialised institutions such as the Police Secondary Schools. This comprehensive compilation provides essential information for education stakeholders to support planning, managing, and improving educational services across the State. The aim is for the State to keep this directory up to date, by using the Annual School Census (ASC), a national requirement by the Federal Ministry of Education as the opportunity to update the information.

*Transforming Education in Niger State (TENS II) Programme; 'List of Schools and Institutions, Niger State Ministry of Basic and Secondary Education, Niger State, Federal Republic of Nigeria, October 2024.*



- **Developed the high-level five-year plan for the TENS II Programme** to assist the Ministry for Basic and Secondary Education including the Niger State Universal Basic Education Board (NSUBEB) know and monitor current and future activities in the State.

- **Communications Engagement:** We consistently updated the audience on progress made on the programme using various tools, emphasised below:



Designed, developed and launched the TENS II website [www.tensng.com](http://www.tensng.com)



Ensured the TENS II website is regularly updated with ongoing monthly management activities undertaken.



Ensured the development of various social media platforms - Facebook, Twitter, Instagram, including active updating and monitoring.



Led on the development of a Documentary on the Education System in Niger State and several video clips from different audiences across the State.



Developed, designed and published quarterly TENS II Newsletter publications which highlight the various activities undertaken in the education sector.

Collectively, these initiatives have positioned Niger State on a transformational trajectory, An inclusive, efficient, and quality-driven education system that will yield lasting impacts and sustainable development in the education sector.

## Future Activities

The Transforming Education in Niger State Programme is driving a bold shift toward educational leadership in Africa through key initiatives such as the Education Personnel Management Information System (EMIS), sustainable funding, teacher training, an Annual School Census, support for nomadic learners, and addressing the issue of Out-of-School Children amongst other initiatives. For example, the Teacher Training Initiative will provide regular training and mentorship to improve teaching quality. The planned Annual School Census aims to collect reliable data for enhanced planning and accountability. The Nomadic Children Education Initiative and the Out-of-School Children Initiative focuses on culturally relevant, flexible learning models to increase access to education for the these groups. Sustainable funding efforts seek to diversify resources beyond government support through grants, partnerships, and private sector engagement. Together, these integrated steps are fostering an inclusive, quality education system that prepares all learners in Niger State for success and positive societal contribution.

## Long-term Impact

These initiatives are not only preparing the Education Sector for greater success today but are also building long-term opportunities, dignity, and hope for students, teachers, and communities across Niger State. The TENS II Programme is committed to changing the story of education in Niger State, fostering sustainable progress, and empowering future generations through quality, accessible, and inclusive education. Ultimately, through Transforming Education in Niger State, it can become the model for Transforming Education in Nigerian States!



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