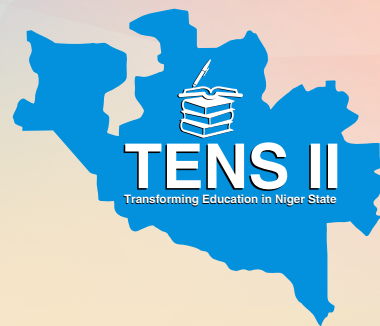




# TENS II

Transforming Education in Niger State

4th EDITION



His Excellency  
**MOHAMMED UMARU  
BAGO**  
THE EXECUTIVE GOVERNOR OF NIGER STATE







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# Editorial



**Moyo Awodiya**

Senior Support Officer  
(Communications and  
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MRL® Public Sector Consultants



**Henrietta Otika**

Programme Administrator

MRL® Public Sector Consultants

As we reflect on the progress made in Niger State's education sector, it's clear that collective effort and data-driven decisions are key to sustainable transformation. **Dr. Hadiza Asabe Mohammed**, Honourable Commissioner for Basic and Secondary Education, has been at the forefront of this revolution, championing innovative solutions to address long-standing challenges. The recent Steering Committee Meeting highlighted the importance of collaboration and verification exercises in ensuring accurate data, a crucial step towards informed decision-making.

The **Mapping Verification** Report and **Education Census** Report demonstrate the commitment to leaving no school behind. With over **5,500** schools covered, the census has provided valuable insights into the State's education landscape. Reaching the unreached, particularly out-of-school and nomadic children, requires innovative solutions. The **entrepreneurship strategy** for primary and secondary schools is a step in the right direction, equipping students with vital skills for the future. By integrating technical and vocational training into the curriculum, Niger State is poised to cultivate a skilled workforce, driving economic growth and development as part of the New Vision for Niger State.

However, challenges persist. **The Problems and Challenges in the Education System in Niger State** Report underscores the need for sustained efforts to address infrastructure, teacher shortages, and security concerns. The **Lessons Learnt** report and spotlights on leaders like **Hon. Mustapha Ndajiwo** and **Hajia Ramatu Umar** provide valuable insights into effective leadership and strategic planning. The Technical Committee's tireless efforts have been instrumental in driving the progress of the **TENS II Programme**.

We honour the memories of **Sani A. Aliyu** and **Hasfsat Katamba** and recognise their tireless efforts towards the TENS II Programme. The journey of TENS II is not without its challenges, but together, we can create a brighter future for Niger State's children. Interviews of students like Azaria Ajao remind us of the transformative power of education. With continued collaboration and innovation, Niger State will emerge as a beacon of educational excellence, empowering future generations to thrive.





# Embracing CHANGE

## THE UNVEILING OF NIGER STATE'S **NEW LOGO**

The new Niger State logo features a powerful and symbolic design. At its center is an illustration of a dam, representing the famous hydroelectric dams in the state, like the Kainji and Shiroro dams. Water flows from the dam into a river, with boats visible, symbolizing the state's rich water resources and transportation routes.



Surrounding the dam are steep mountains, emphasizing the region's topography and natural beauty. Above the dam, a map outline of Niger State is prominently displayed, reinforcing the identity of the State.

On the sides of the emblem, there are agricultural symbols: grains on the left and right panels, illustrating the importance of agriculture to the

State's economy. The mining tools, pickaxe, and shovel on both sides, reflect Niger State's mining activities.

Below the entire image are laurels, representing achievement and success. At the bottom center, the Nigerian national crest appears, grounding the State's identity within the country. The overall color scheme includes earthy tones, reinforcing the connection to nature and industry.

# Progress

**FROM THE EYES OF DR. HADIZA ASABE MOHAMMED,**  
*Honourable Commissioner for Basic and Secondary Education*



**Interviewer:** **Henrietta Otika**, Programme Administrator, MRL® Public Sector Consultants Ltd

**Honorable Commissioner, could you share your assessment of the TENS II team's progress in addressing the educational challenges in Niger State?**

I think the assessment of TENS II is a positive one from what I have seen. Their assignment took place before I traveled and even while I was away, I was following the activities and I was highly impressed with what

was going on. The TENS II team has come up with a very reliable instrument this time around for the collection, assessment and collation of data in the education landscape of Niger State. Data has been collected previously but I am more confident with the data being collected and analysed now compared to what used to happen in the past. It is well known that there were serious issues with some of the companies and/ or

personnel that go out to do the collation of data. Some of them go out and stop halfway, others just record whatever data they want making the datasets unrealistic and unreliable. Notably, I can see that the lead of the team who is Dr. Roni Ajao is on her feet to make sure that things are being done correctly and I would like to commend her for that. I am really impressed with the stand she is taking with





The Honourable Commissioner **Dr. Hadiza Asabe Mohammed**  
with **Dr. Roni Ajao**, Executive Director of MRL®

regards to the quality of the work which will make this exercise if not 100% but at least 90%. From my observation I want to commend her and her team for what I have seen and what she is still doing.

**Are there any specific areas where you feel they have made significant strides, and are there others where you would like to see more progress?**

I think the collation of data was done excellently because I was trying to talk about the data that has to do with private schools and to my surprise Dr. Ajao told me that private schools have been captured. I was amazed by that because previously the private schools were not captured as it was done by a separate group but this made the whole work fantastic because everything is all-encompassing and this gives us the chance to do a very good comparison of what the public schools look like and what the private schools look like in terms of infrastructures, the population of the students and so on. So far, the team has been able to capture the things that were missing in the data collation so again I would like to commend the team.

The other thing I would want

them to work on which is a very serious area in the system is in terms of the personnel. It is difficult to get the right people on ground. The records are saying a different thing and when you go out into the field you will see a different thing. So that is where I think the team needs to look into or put in the report.

Again, we have issues of what they call **GHOST SCHOOLS**. We should be able to define the terminology of ghost schools. At this point, we should know how many ghost schools exist, when we are able to do that, we would know the schools that exist and meet the standard. We would also know which school exist in the local government areas and their personnel. Oftentimes, when you ask them to give you the data what they give you is totally different from what you see when you go into the field. so I think the team really needs to work on this aspect so that we would have a very genuine and trusted dataset for the State.

**How viable do you think the recommendations that would be provided by the TENS II Programme in addressing the educational problems in Niger State?**

Of course I think the recommenda-

tions will help us move forward, I don't think Dr. Ajao and her team will give a contrary report, every report we are expecting is going to be a report that will add value to the education sector and will move the education sector forward.

**Will the Niger State government adopt and implement the recommendations proposed by the TENS II team?**

Absolutely, the State Government is committed to implementing the recommendations. Failing to do so would render the effort, resources, and funds invested futile. The exercise was conducted specifically to inform our decisions, and we intend to adopt and act on the suggested reforms.

**What is the timeline for implementation?**

As soon as possible.

**How will the effectiveness of the TENS II Programme be monitored and evaluated?**

We are trying to strengthen the monitoring and evaluation department and the quality assurance department. When I came on board there were 10 departments across the 25 LGAs in the State. I have now increased the departments to 25 across the LGAs to ensure proper evaluation, monitoring and supervision of all our schools.

**What message would you like to convey to the TENS II team regarding their work in Niger State?**

I think I want to congratulate all of them because they have done a great job for us and the State. I want to congratulate the team, Dr. Ajao, and the Principal Consultant Mr. Adayi for work well done so far.





A Conversation with  
the Secretary to the State Government,  
**COMR. ABUBAKAR ADAMU USMAN**

AN EXCLUSIVE INTERVIEW

# Education In Niger State

**Interviewer:** [Henrietta Otika](#), Programme Administrator, MRL® Public Sector Consultants Ltd

**How would you assess the overall impact of the recently concluded TENS II Programme on the State's education sector?**

Thank you very much. The **TENS II Programme** builds upon the foundational report of TENS I, which provided a comprehensive assessment of Niger State's educational system. TENS II offers an in-depth exploration of the initial findings. If you have been following what is happening in Niger State, particularly following the speech of His Excellency the Governor, the State is making education one of the focal points for 2025 budgets and this report will be useful for that purpose because you can't do much without accurate information.







From inception, what were the main objectives of this programme, and to what extent do you believe they were achieved?

We have been able to understand thoroughly what is happening in the sector as it regards to existence of both infrastructure and manpower. And so, this report has truly shown where there are inadequacies, areas for improvement, and opportunities to optimise resource allocation, and then by and large to eliminate wastages.

Looking forward, are there any plans for new initiatives or follow-up programs to build on the successes or address the shortcomings of the recently concluded initiatives?

His Excellency met Dr. Ajao and based on the outcome of TENS I and TENS II, His Excellency saw the need to do more work in it other sectors of the system.

We are looking at the health sector, particularly the primary health care system, where she is going to do some more work

that will be very useful for the State. Just as education is taking center stage in our next budget, so also is the health sector. And so her work will surely be immensely useful to us.

What are your top priorities for the next phase of educational development in the State, and how will you ensure sustainability?

Now that we have accurate data, half of the work is done. The next phase involves implementation, which has to do with the infrastructure, staffing, and resource deployment that will meet the earnings and the objectives of our educational system. So, it truly will be useful for us.

What is your long-term vision for the State's education system, and how do these recent programs fit into that vision?

Niger State has long been known for its good educational system, consistently ranking among the top, but recent challenges have necessitated bringing an intensive program. Now that we have the

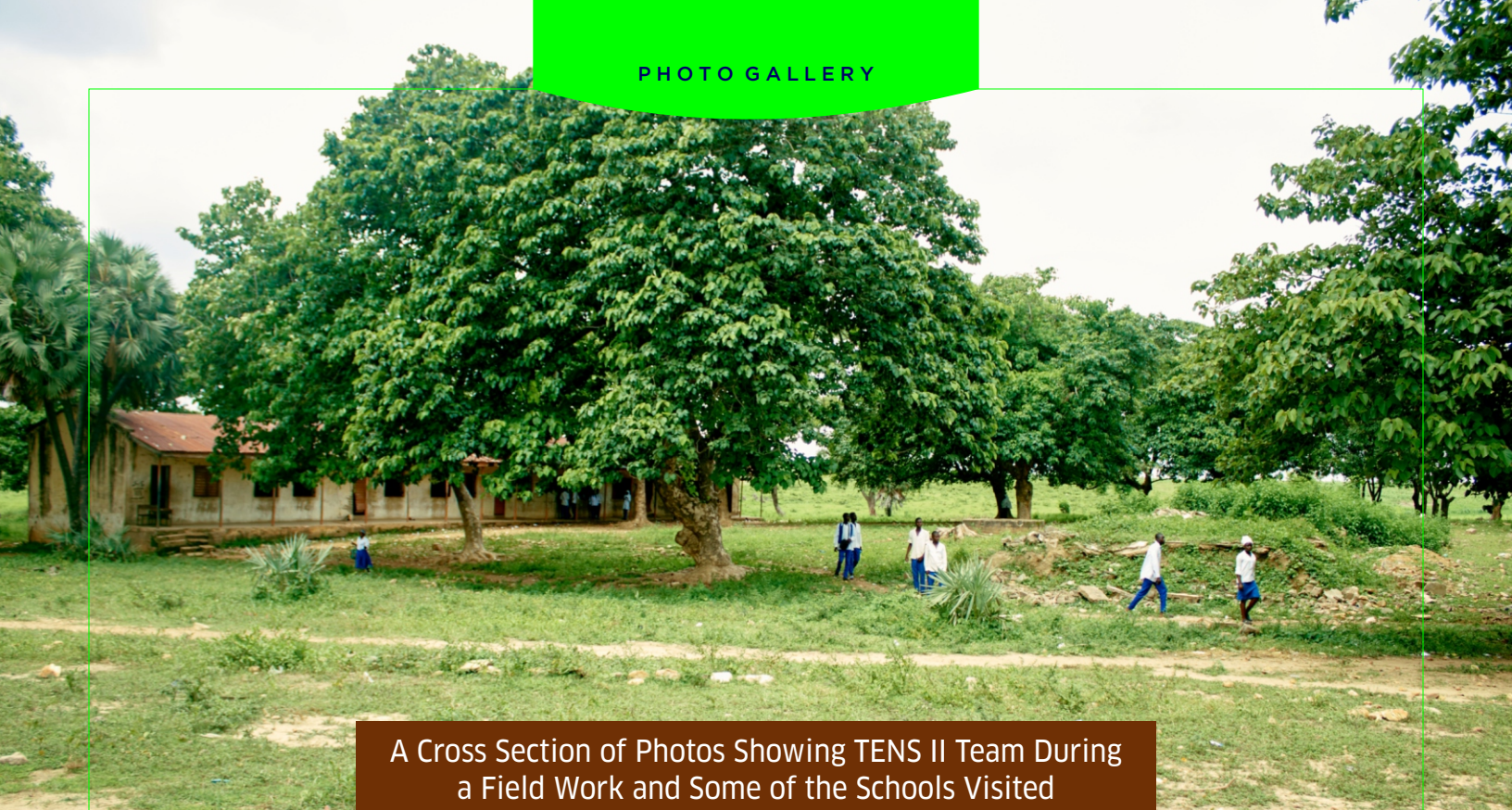
required data and information, the next thing is to bring back the glory and bring back Niger State to where it truly belongs as far as education and other developmental issues are concerned.

How will the state ensure that the progress made through this programme is sustained and expanded upon in the future?

We expect more supervision, additional resources to be deployed to education, and more infrastructure and innovation to come in. And with that, I think we will be able to attain our objectives.

At this point, I'd like to thank the consultant firms for a good job. The reports and Dr. Ajao's presentation to His Excellency's team two weeks ago demonstrate meticulous attention to detail. I want to encourage the MRL® to keep up with the good work. Thank you so much.





A Cross Section of Photos Showing TENS II Team During a Field Work and Some of the Schools Visited





# Transforming Education: A Collective Approach

## Steering Committee Meeting



**Dr. Jonathan Wasa K.**, Permanent Secretary, Ministry of Basic and Secondary Education with **Dr. Roni Ajao** Executive Director of MRL® Public Sector Consultants Ltd.

The **TENS II Programme** spearheaded by the Ministry of Basic and Secondary Education, has made significant strides in revolutionising the State's education sector. The recent TENS II committee meeting, held on **September 11, 2024**, highlighted the progress, challenges, and recommendations for improving education in Niger State.

### In Attendance

1. **Dr. Jonathan K Wasa** – Permanent Secretary, Ministry of Basic and Secondary Education
2. **Garba Asab Abdulahi** – Ministry of Basic and Secondary Education
3. **Dr. Musatapha I. Lemu** – Executive Director, Niger State Teachers Professional Development Institute
4. **Aisha Usman Dauda** – Director (Nomadic Education), Ministry of Nomadic and Pastoral Affairs
5. **Hon. Haruna Abubakar** – Coordinator (Nomadic), Ministry of Nomadic and Pastoral Affairs
6. **Comr. Akayago Adamu** – Chairman, Nigerian Union of Teachers
7. **Hassan Mohammed** – Director (SES), Ministry of Basic and Secondary Education
8. **Abdullahi Musa** – Deputy Director (EMIS), Ministry of Basic and Secondary Education





9. **Yarima Ibrahim** – Admin Officer, Ministry of Basic and Secondary Education.
10. **Salisu Maikano** – Technical Assistant to the Honourable Commissioner, Ministry of Basic and Secondary Education.
11. **Usman Babangida Abdullahi** – SSA (Media Relations), Ministry of Basic and Secondary Education.
12. **Dalhatu Muhammed Ahmad** – Technical Assistant to the Honourable Commissioner, Ministry Budget and Planning.
13. **Haruna Bawale** – Overseeing Executive Director Private School Board.
14. **Zainab Isah** – Budget and Planning, Minna institute of Technology and Innovation.
15. **Salamatu I. Sulaiman** – Director Planning and Research Statistics, Ministry of Tertiary Education.
16. **Umaru Musa Kuta** – NUT Secretary.
17. **Abdulmalik S. Nungbe** – Director (Planning Research and Statistics), Ministry for Basic and Secondary Education.
18. **Dr. Roni Ajao** – Executive Director, MRL® Public Sector Consultants Ltd.
19. **Adayi Peterside** – Principal Consultant, MRL® Public Sector Consultants Ltd.
20. **Henritetta Otika** – Programme Administrator, MRL® Public Sector Consultants Ltd.
21. **Micheal Aderemi** – Photographer, MRL® Public Sector Consultants Ltd.
22. **Audu Samson** – Videographer, MRL® Public Sector Consultants Ltd.
23. **Ninma Angulu** – Programme Support Officer, MRL® Public Sector Consultants Ltd.

Dr. Ajao commenced the meeting expressing her gratitude to the committee members for their assistance in reaching previously inaccessible local government areas. This collaboration led to an increase in the number of schools covered.

The progress of the Educational census was a significant achievement, with approximately 85% of the State completed. The remaining incomplete coverage was due to a number of considerable challenges, including security risks and false data submissions which was negated in the data analysis.

The Census effort was powered by the deployment of 1,200 enumerators across various regions, enabling comprehensive coverage of a wide array of educational institutions. These included early childhood development centers, primary, secondary, tertiary, faith-based, and nomadic schools.

The scope of a Census was unprecedented, capturing critical data that will greatly enhance the database for the Ministry for Basic and Secondary Education (MOB&SE), the Ministry of Budget and Planning, more specifically the Department of Planning and Statistics, and the Ministry for Communication and Digital Economy. The data will be instrumental in driving informed decision-making, policy development, and strategic planning, ultimately supporting comprehensive reforms in Niger State's education sector.

Dr. Ajao further emphasised the importance of rigorous data cleaning to ensure the accuracy and reliability of the data. A comprehensive report, detailing the lessons learned and key Census findings, would be developed and circulated to the TENS II Committee for feedback before its final publication. This inclusive process will ensure that all contributions are incorporated, enhancing the overall quality and impact of the reports.

## Recommendations from the Census Report.

The recent education census in Niger State has revealed critical challenges that demand urgent attention to improve the sector. A key recommendation is the **'Declaration of a State of Emergency'** in the education sector. This measure would allow the government to prioritise interventions, mobilise resources efficiently, and implement swift reforms aimed at addressing the severe deficiencies identified.

One of the primary areas of focus should be on schools that have not benefited from the AGILE programme, particularly **non-AGILE schools** such as primary and nomadic institutions. These schools have significant gaps in educational resources and infrastructure, and targeted support is essential to bridge these disparities and ensure that all students receive quality education.

Collaboration is key to addressing these challenges. Partnerships between MRL® and USAID will be crucial in leveraging expertise and resources. MRL® should continue its role as a facilitator and consultant for the Niger State education system, working in tandem with USAID to address the gaps identified in the Education Census. An essential component of this partnership is ensuring that accurate data is available for effective resource allocation and planning. Therefore, an **Audit and Training** programme should be conducted from September to December 2024 to inform the 2025 budget. Training teachers on *record-keeping* will also help to reduce the need for future Censuses, as well-maintained records will provide ongoing, reliable data.

To ensure a smooth academic transition, the **recruitment of teachers** should begin before the next academic year. This will allow ample time for proper induction and onboarding, ensuring that new staff are well-prepared for their roles. Improving database management will also be key in optimising the education system. The Ministry for Basic and Secondary Education (MOB&SE) should collaborate with the **NYSC Secretariat** to streamline the deployment of corps members to schools, ensuring they are effectively integrated into the school system to support teaching and administrative tasks.

Finally, conducting a Baseline Teacher Audit / Teachers Verification Exercise is critical for addressing discrepancies in teacher ratios and ensuring equitable distribution across the State. This audit will provide valuable insights into the staffing levels at both the basic and secondary school levels, allowing for more strategic workforce planning and better educational outcomes.

## Geo-Mapping Exercise

The geo-mapping exercise has achieved remarkable progress, with 85% of schools covered after data cleaning as afore mentioned.. However, schools in security-prone areas remain inaccessible, necessitating collaboration between MRL®, the Ministry for Basic and Secondary Education, SUBEB, and Homeland Security to conduct a comprehensive survey. Additional state funding will be required to complete this exercise. This initiative demonstrates the commitment to leaving no school behind and ensuring accurate data for informed decision-making.

## Stakeholder Engagement and Entrepreneurship Strategy

TENS II Programme recognises the importance of stakeholder engagement and entrepreneurship in transforming education. Ongoing efforts focus on compiling a comprehensive list of stakeholders in the education sector, with a workshop planned for October 2024 to facilitate engagement. The entrepreneurship strategy aims to integrate entrepreneurial skills into the curriculum, tackling youth unemployment and promoting economic growth. Technical and vocational skills will be incorporated into the curriculum, fostering an entrepreneurial mindset across all subjects.

## Nomadic Education

The nomadic education sector faces unique challenges, particularly the lack of comprehensive data on student attendance, limited resources and the poor infrastructure of schools. Dr. Ajao's update highlighted the need for specific interventions targeted toward the Nomadic community. An interview with the Commissioner of Nomadic and Pastoral Affairs provided valuable insights into the challenges faced by the Nomadic community.







### Communication and Transparency

The TENS II Programme prioritises communication and transparency, evident in the updated website and the release of the third TENS II newsletter on September 12, 2024. The next issue is currently in development and will be discussed at the next committee meeting.

The meeting culminated in a definitive action plan, outlining key milestones to drive the TENS II Programme forward. Specifically, the committee agreed to complete all reports by September 30, 2024. To ensure stakeholder input, reports will be circulated to committee members for feedback by September 16, 2024, with comments due by

September 23, 2024. Finalised documents will be published by September 30, 2024, bearing the Ministry for Basic and Secondary Education's logo, signifying ownership and endorsement. All the reports will be presented to the Executive Governor of Niger State jointly as a team in October 2024.

As Niger State continues on its transformative journey, it is essential to recognise the challenges and opportunities that lie ahead. The TENS II Programme serves as a model for innovative and collaborative approaches to education reform, demonstrating that, together, we can create a better future for all.



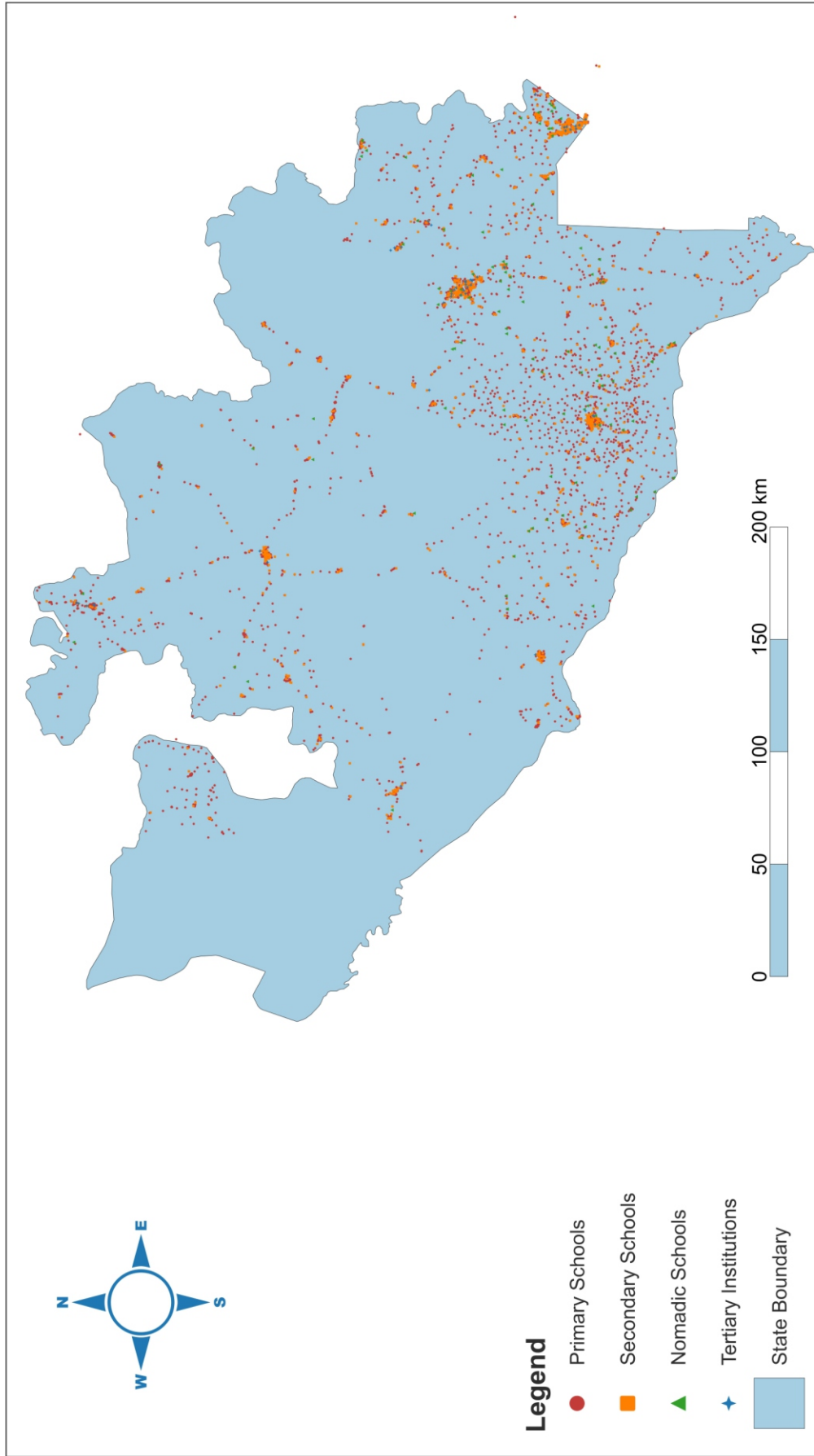


# **GEO-MAPPING** **PROGRESSES**

**MAPS AND GENERAL CENSUS REPORT**



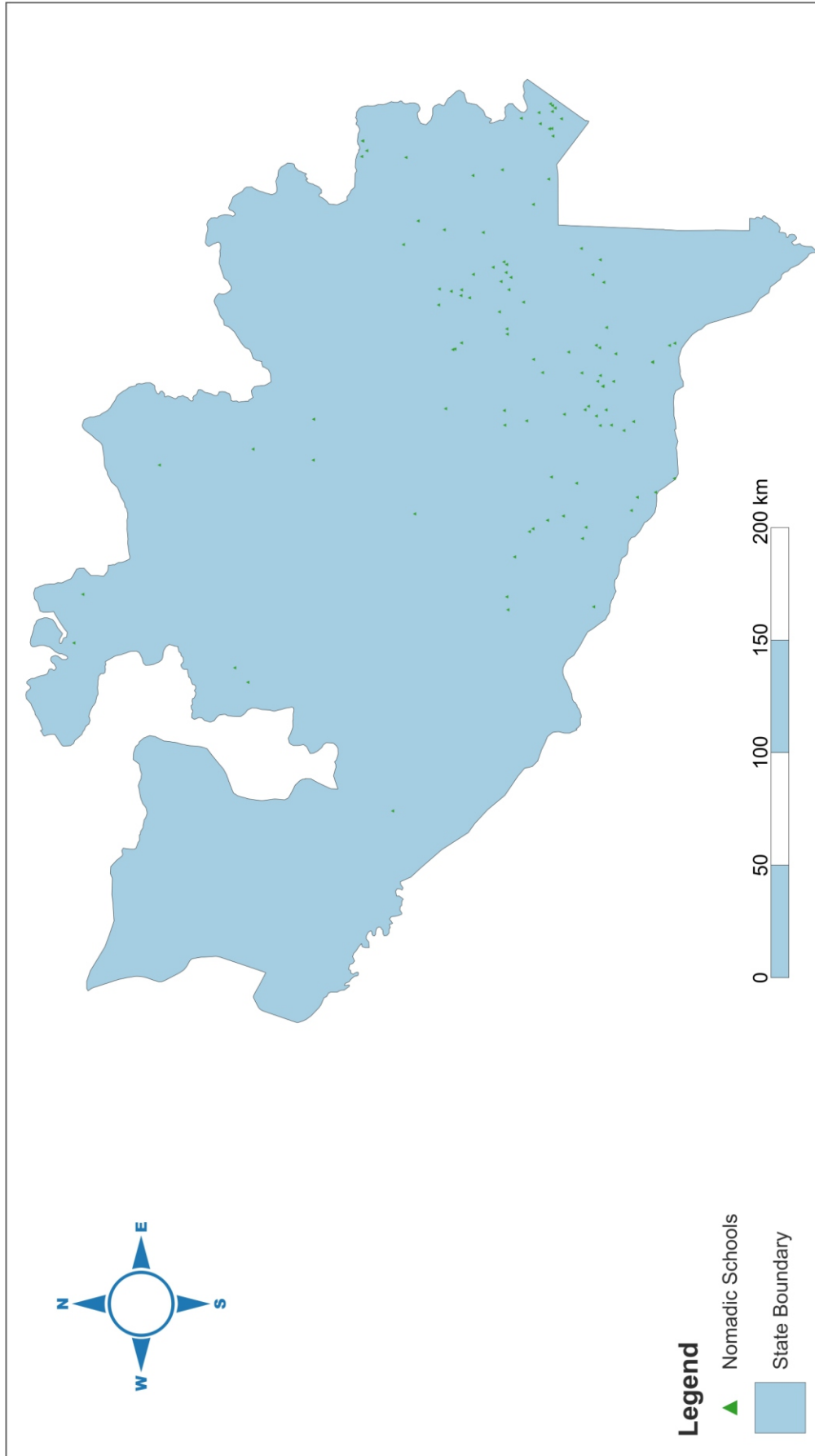
# SCHOOLS AND EDUCATIONAL INSTITUTIONS IN NIGER STATE



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# NOMADIC SCHOOLS IN NIGER STATE

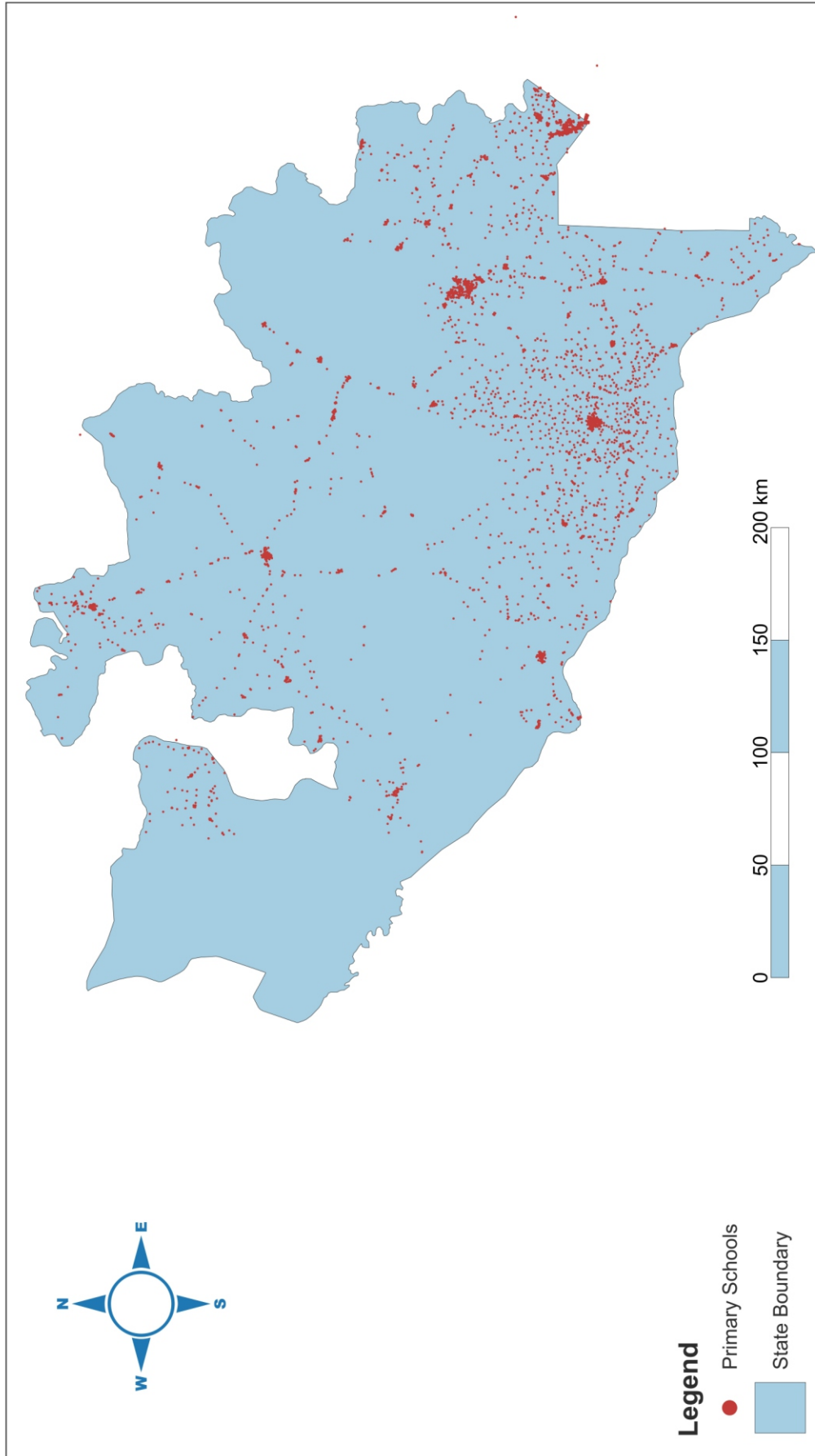


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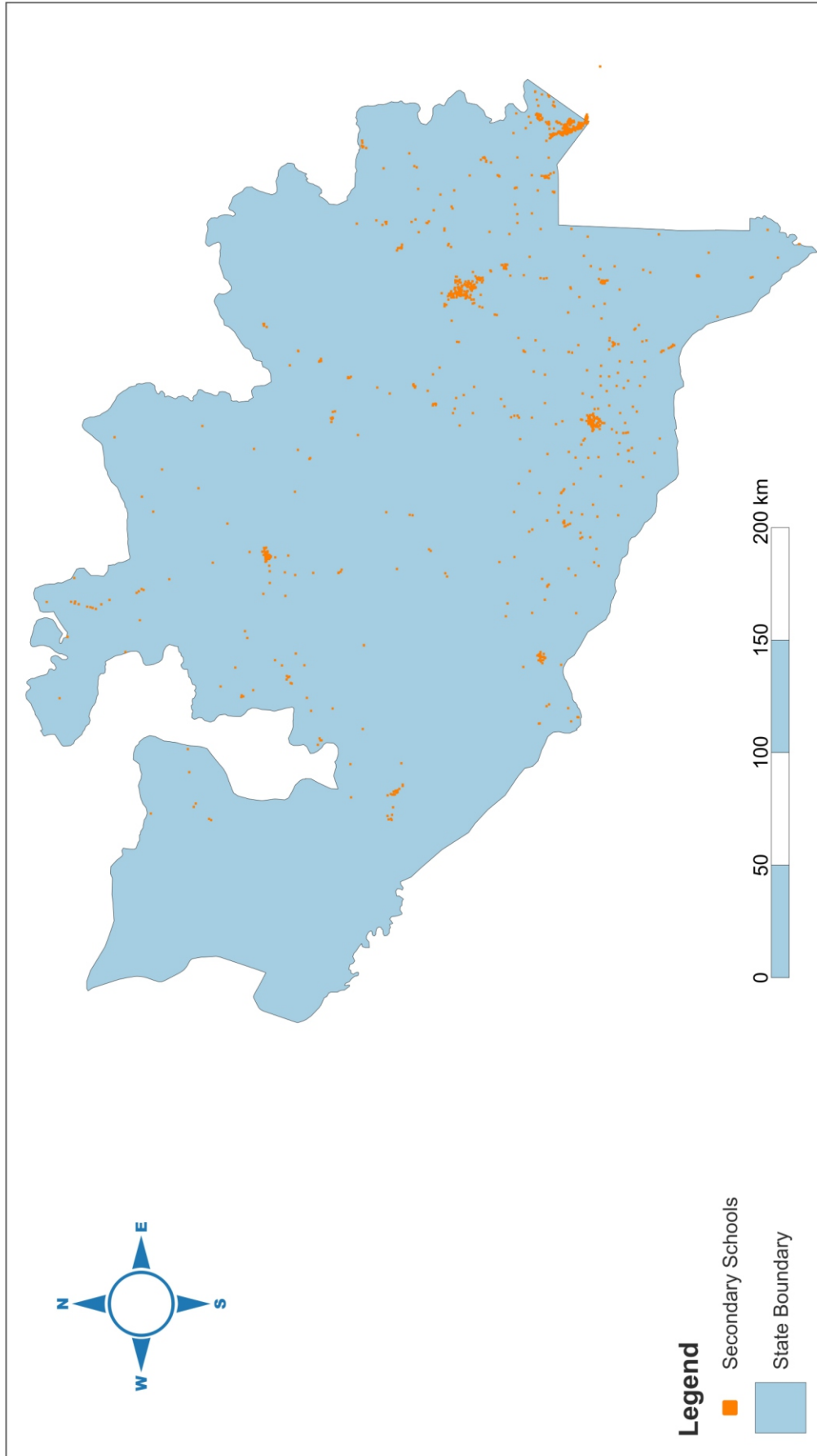
# ECCDE AND PRIMARY SCHOOLS IN NIGER STATE



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# JUNIOR AND SENIOR SECONDARY SCHOOLS IN NIGER STATE

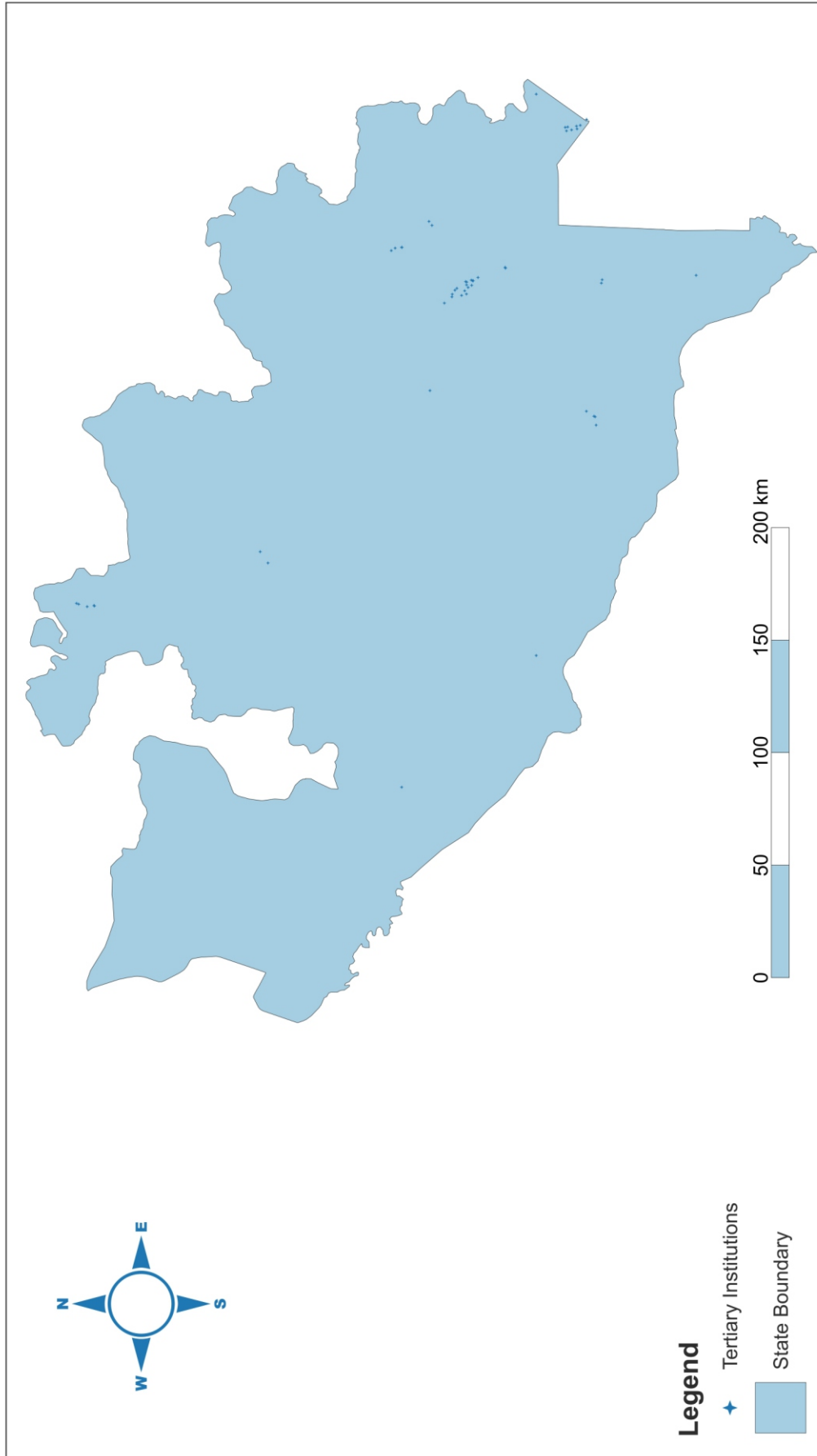


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# TERTIARY INSTITUTIONS IN NIGER STATE



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# Reaching The Unreached

## OUT-OF-SCHOOL CHILDREN AND THE NOMADIC ASSESSMENT REPORTS

### Addressing the Challenges and Strategies to Improve Nomadic Education in Niger State

Nomadism involves constantly shifting between different locations instead of permanently settling down in one place based on their way of life. Nomads usually move to find resources like grazing land for animals, food, or water, based on their environment and cultural traditions (Abdenmour, 2024). Frequently influenced by environmental factors, economic necessities, and cultural customs, Nomadism enables communities to adjust to shifts in the surroundings and the availability of resources. Nevertheless, contemporary issues like political borders, urban development, and environmental destruction have caused a decrease in conventional nomadic ways of life. Nomadic communities encounter specific difficulties in education due to their mobile way of life, which hinders their access to regular schooling. The emergence of dedicated educational programmes, like the **TENS II Programme** to explore and address these problems which is one of the key deliverables of the Programme.

The need to address the education of nomadic children has been explored by successive governments, accompanied by the introduction of various policies, notwithstanding, the research undertaken by the TENS II team on nomadic education in Niger State shows significant differences in educational resources, especially in terms of

infrastructure. Many schools do not have permanent classrooms with limited access to basic amenities, such as, toilets, electricity and water. Financial limitations are common as schools heavily depend on inconsistent government funding. The main source of income for schools across the State including nomadic schools is the Parent Teachers Association (PTA) contribution

which stands at Five Hundred Naira (N500) per term for primary schools and One Thousand Naira (N1000) for secondary schools. It is, therefore, essential to consider various financial resources for this group. Furthermore, teacher qualifications are generally inadequate, notably lacking necessary training in nomadic education, hindering



the success of educational initiatives. Linguistic diversity is tackled by incorporating both English and local languages, such as Kanuri, Hausa, Gbagi and Nupe in the curriculum or whilst teaching. However, the level of implementation differs amongst Local Government Areas (LGAs) in the State.

The results from the primary research undertaken in the field emphasises the necessity for specific actions to enhance infrastructure, improve teacher education, and ensure long-term financial support to deliver quality education to the nomadic groups in Niger State. To overcome these obstacles, a concerted effort must be made to invest in the construction and maintenance of durable and permanent classroom structures, particularly in LGAs where temporary or non-existent facilities are prevalent. Additionally, diversifying funding sources by fostering partnerships with the private sector and local communities will help reduce the financial instability that many schools currently face. Equally important is the need for targeted teacher training programmes that equip educators with the skills and knowledge to effectively engage with nomadic students, incorporating cultural awareness, practical and relevant content.

By addressing these key issues, Niger State has the potential to make significant strides in reducing educational disparities and improving the overall well-being of its nomadic populations. The successful implementation of these strategies will not only benefit the nomadic communities but will also contribute to the State's broader educational transformation goals, ensuring that every child has access to quality education and the chance to reach their full potential.



### Out-Of School-Children

The issue of out-of-school children is a significant and multifaceted challenge in Sub-Saharan Africa. Nigeria is no exception. According to the UNESCO Institute for Statistics Global Education Monitoring Report Team (2022), the population of children in the region who are not enrolled in formal education increased by 20 million between 2009 and 2021. Nigeria alone accounts for almost half of this increase, seeing its out-of-school population nearly double from 10.5 million in 2010 to 19.7 million in 2021 (Punch Editorial Board, 2023). Nigeria's out-of-school children are now in the region of 20m (UNICEF, 2024), the highest in the world, with Niger State accounting for 640k out-of-school children (NBS, 2022). However, this figure is questionable, as the likely number of out-of-school children in the State is significantly higher than what has currently been estimated. Focusing on Niger State, these trends in school attendance rates have been driven by several factors, including socio-economic disparities, political instability, and cultural barriers. The interplay of these issues has made it particularly difficult to address the out-of-school children challenge in Niger State. The complexity of these intertwined

factors makes it challenging to develop and implement effective, sustainable solutions. Additionally, limited resources, governance issues, and the need for coordinated efforts across different sectors and regions further complicate the problem.

The out-of-school report developed by the TENS II Programme explores solutions that are comprehensive, multifaceted and designed to target the economic, social, cultural, and political dimensions simultaneously. The interventions have been put forward to reduce the financial burden of education on families while incentivising school attendance. Other examples include community-driven initiatives that raise awareness about the importance of education while working collaboratively with community leaders to make school curriculums contextually relevant and locally inclusive. The proposed solutions further insist that the Niger State government must allocate a portion of the education budget to address the issue of out-of-school children and ensure the creation of robust legal frameworks that protect education and children's rights.

# Entrepreneurship Strategy

## FOR PRIMARY AND SECONDARY SCHOOLS IN NIGER STATE

The **TENS II Programme** aims to revolutionise the proffering educational landscape by integrating a robust entrepreneurship strategy into the primary and secondary school system. This initiative seeks to address the high youth unemployment rate and foster economic growth by cultivating entrepreneurial skills among students early on in their formative years. The urgency of this initiative as part of the TENS II Programme is underscored by Nigeria's youth unemployment rate of 8.6% at the end of Q4 2023 (National Bureau of Statistics, 2024).

Nigeria's unemployment rate in Q2 2023 was 4.2%; this is an increase of 0.1% from the figure recorded in Q1 2023 (4.1%) (National Bureau of Statistics, 2024). In 2021 Niger State, youth unemployment stood at 38%, which was higher than the national average (German Corporation, 2021). Figures for 2023 are currently unavailable, however, given the economic situation in Nigeria as a country, it is anticipated the unemployment figure amongst the youth is higher than previous. Therefore, to avoid a future economic crisis and to create a generation of job creators rather than job seekers, the implementation of an effective entrepreneurship strategy is imperative. Based on the above, the rationale for the development of the Entrepreneurship Strategy following discussions between the Ministry for Basic and Secondary Education and the TENS II Programme is outlined below.

### Rationale for the Entrepreneurship Strategy

1. **Economic Empowerment:** Empowering students with entrepreneurial skills will enable them to create their own businesses, thereby reducing the unemployment rate and stimulating local economies. According to the World Bank, entrepreneurship education can increase the probability of students starting their own business by 5% to 10%.
2. **Holistic Education:** Integrating entrepreneurship into the curriculum ensures that education is not only about academic learning but also about practical skills and real-world applications. This holistic approach to teaching is essential for preparing students for the complexities of the modern economy.





3. **Addressing Past Failures:** Previous attempts to implement entrepreneurship education in Nigeria have often failed due to a lack of practical application, inadequate training for teachers, and insufficient resources. TENS II aims to address these issues by providing comprehensive training for teachers, developing practical hands-on modules, and leveraging the ICT infrastructure provided by the World Bank's Smart Schools project. Furthermore, TENS II will work with other organisations operating within the State at both the local and international levels. An example at the international level is the German Technical Corporation Agency which supports Niger State in developing and strengthening business entrepreneurial skill in schools through GIZ-SEDIN, Student Activity Entrepreneurship Hub (SEA-Hub). This is an initiative of the Pro-Poor Growth and Promotion of Employment – SEDIN, which is part of the Sustainable Economic Development Cluster (SEDEC) of the *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)* GmbH on behalf of the German Ministry for Economic Cooperation and Development (BMZ).

The development and implementation are in its early stages and will form part of the Entrepreneurial Strategy and Action Plan for the State. The Sustainable and Inclusive Economic Development for Decent Employment in Nigeria-SEDIN, is a programme of the *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*, which promotes MSMEs' competitiveness and decent jobs in Nigeria. The Programme currently operates in five States in Nigeria including Niger State.

**The Niger State Entrepreneurship Strategy will have the following aims and objectives:**

#### Aims:

- To guide the development of a comprehensive entrepreneurship curriculum that is integrated into core subjects.
- To provide continuous training and support for teachers to effectively deliver entrepreneurship education.
- To leverage the Smart Schools project's ICT infrastructure to facilitate digital entrepreneurship learning.

#### Objectives:

- To integrate entrepreneurship education into the secondary school curriculum.
- To equip students with practical entrepreneurial skills through hands-on training and mentorship.
- To foster a culture of innovation and creativity among students.

#### Goals:

- To reduce the youth unemployment rate in Niger State by empowering students to start their own businesses.
- To enhance the quality of education by integrating practical skills that are relevant to the modern economy.
- To establish a sustainable mentorship network connecting students with local and international entrepreneurs.

### Why This Programme Will Succeed

1. **Comprehensive Approach:** Unlike past initiatives, TENS II adopts a holistic approach that combines curriculum integration, practical skills training, mentorship, and digital resources. This multifaceted strategy ensures that students learn entrepreneurial concepts and apply them in real-world scenarios.
2. **Strong Support Network:** By establishing partnerships with local businesses, entrepreneurs, and international organisations like the World Bank, GIZ-SIMDEN, TENS II ensures continuous support and resources for students. This network provides the guidance and mentorship necessary for entrepreneurial success.
3. **Leveraging Technology:** The synergy with the World Bank's Smart Schools project allows TENS II to utilise advanced ICT tools and platforms, making entrepreneurship education more accessible and engaging for students.



# Challenges and Solutions

## ***A SYNOPSIS OF NIGER STATE'S EDUCATION SYSTEM PROBLEMS***

The education sector in Niger State is currently facing numerous challenges that significantly impede its growth and effectiveness. These challenges, which cut across infrastructure, teaching quality, funding, and security, have been identified through a combination of comprehensive research methods, including document analysis, data collection, focus groups and semi-structured interviews, and on-site visits.

### **Research Methods**

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

1. A desk-based comprehensive review of the literature and an examination of Niger State's Ministry of Basic and Secondary Education (and associated Ministries, Departments and Agencies (MDA's), i.e., Niger State Universal Basic Education Board (NSUBEB), the Ministry of Tertiary Education) documents and reports, such as, the Annual School Census (ACS) coordinated by the Federal Ministry of Education.
2. Primary data analysis using quantitative and qualitative data collection methods. The primary data has been collected based on the following:
  - An Education Census covering both public and private institutions based on a series of questionnaires focused on the following groups:
    - Early Childcare Education Centres (ECCDE)
    - Primary Schools
    - Secondary Schools
    - Faith-based Schools (Christian and Quranic)
    - Nomadic Schools
    - Tertiary Institutions.
  - Semi-structured interviews and focus groups with public and private sector stakeholders.
  - Visits to schools and tertiary institutions.
  - Telephone interviews.





### Problems Identified

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

- Dilapidated school infrastructure and the urgent need to renovate school buildings across the State. Approximately ninety percent of schools in the state need to be renovated or major repairs undertaken.
- Lack of, insufficient and usable school infrastructure, such as toilets, science and ICT laboratories, libraries, classrooms, boundary fencing, desks and chairs.
- Insecurity relating to banditry, terrorism, and conflicts between farmers and herdsmen and their impact on the effective running of schools across the State.
- De-motivated and demoralised teaching staff, compounded by low and sometimes irregular payment of salaries, lack of job satisfaction, non-existent or limited career progression, industrial strikes and union action, the impact of the cost-of-living crisis, resulting in limited passion for the profession and commitment to pupils due to financial pressures.
- Insufficient qualified teachers due to the limited recruitment, mismanagement and misalignment of funds for teacher training programmes.
- A disconnect between the subjects taught and the needs of the labour market.
- The need for an updated school curriculum that considers the changing nature of required skill sets for the 21st century, such as, entrepreneurial skills development.



- Inadequate funding for education planning and delivery including policy formulation and implementation
- Insufficient and often inaccurate education planning, which leads to poor selection and organisation of curriculum content, curriculum implementation and evaluation, management and control of teacher education programmes, teacher training and retraining, and the development, distribution and use of teaching materials.
- Gender inequality in education opportunities, especially for girls and pupils with physical and learning disabilities.

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

- Increasing but still low enrolment of children in primary and secondary schools compared to many states in the East, South and South-Western parts of Nigeria.
- High dropout rate, especially girls in Senior Secondary Schools or between 12 – 18 years of age.





- Insufficient educational provision for gifted children and children with Special Educational Needs or Disability (SEND).
- Inadequate security, such as boundary walls and fences.
- School premises being hijacked by illegal operators' or for breeding animals, farming activities etc.
- Inadequate teaching and learning materials and equipment, such as, teaching aids, workbooks, and science equipment for experiments.
- Insufficient and inaccurate educational resource planning.
- Limited and often mismanaged government funds.
- Inaccurate statistical data and valuable information for adequate and effective education planning in the State.
- Limited resources leading to a disconnect between the subjects taught in schools and the needs of the Nigerian labour market in the 21st century to reduce poverty.
- Insufficient qualified teachers to teach, particularly core subjects such as English, Mathematics and the Sciences.
- The use of redundant teaching methods.
- Low morale amongst teachers and other support staff due to poor remuneration, resulting in the need to supplement income, thereby impacting staff commitment to teaching.
- Inferior boarding facilities, sanitation provision, and other hygiene facilities, such as toilets, pipe-borne water, and the removal of waste from school environments.
- Examination misconduct by students is compounded by parents' involvement in some instances.

By implementing these strategies, Niger State can begin to address the critical challenges plaguing its education sector and create a more conducive learning environment for its students.



# Learning From Experience

The recent data collection faced a range of challenges, primarily surrounding the management of enumerators, issues with data collection tools, and logistical difficulties. Despite these obstacles, there were several noteworthy moments of dedication and progress, but the execution encountered significant hindrances that impacted the quality and comprehensiveness of the data collected.

## What Went Well?

The Programme had several positive outcomes, particularly in areas where the Local Government Area (LGA) enumerators were able to conduct data collection.. Many enumerators demonstrated commendable diligence, with a few even continuing their work after facing accidents. Visual documentation was extensively collected, capturing the state of dilapidated school infrastructure, including broken furniture, damaged ceilings, and deteriorating classrooms, toilets, and administrative offices. Photographs of school signboards, access routes, and identification numbers were meticulously compiled, adding depth to the data collected

Moreover, the proactive engagement from some schools that were initially overlooked in the data collection process was a promising development. These schools voluntarily reached out to provide their data, ensuring that they were included in the Education Census. This level of initiative underscores the growing awareness and cooperation from educational institutions.



## What Didn't Go So Well?

Despite these successes, several issues hampered the overall execution of the Programme. Enumerator management posed a significant challenge, with reports of inconsistent attendance, incomplete surveys, and even missing devices. Many enumerators failed to follow established protocols, which compromised the quality of the data collected. Additionally, technical limitations of the Kobo Toolbox, such as insufficient data field capacity and difficulty with uploads, further exacerbated these problems.

Logistical obstacles were another major barrier to smooth operations. Unreliable network connectivity, frequent power outages, and safety concerns in certain areas hindered data collection

efforts in some wards, leading to delays and incomplete surveys. Furthermore, securing the cooperation of key stakeholders, particularly school heads and principals, proved difficult. Several private school administrators refused to allow data collection in their schools, contributing to the incompleteness of the survey in some LGAs. Moreover, there were reports of schools claiming to be registered with their ministries but missing from the data collection list, further complicating the process.

## What Could Have Been Done Differently?

Reflecting on the Education Census, there are several areas where improvements could have significantly enhanced the



programme's efficacy. A more comprehensive training and clearly defined processes for all enumerators, would have likely mitigated many of the issues related to data quality and protocol adherence. Additional time should have been allocated to fine-tuning the data collection tool to address the technical limitations encountered with the Kobo Toolbox.

Infrastructure development in programme areas is another area for improvement. Ensuring reliable power supply and robust network connectivity would have provided a more conducive environment for data collection. Moreover, strengthening relationships with local community leaders through targeted engagement strategies could have fostered greater cooperation. Offering incentives to respondents, particularly school administrators, might have encouraged more active participation.

Additionally, having contingency plans in place, such as alternative data collection methods and backup communication systems, would have provided the programme with greater resilience in the face of unforeseen challenges.

### Conclusions and Recommendations

To achieve greater effectiveness in future programmes, a multifaceted approach is necessary. First, improving enumerator management is key—this can be done by enforcing stricter attendance policies, setting clear performance metrics, and offering continuous support and guidance to enumerators. A comprehensive review and testing of the data collection tool is also essential to ensure its functionality and capacity to handle large datasets. Addressing logistical challenges will require providing reliable communication equipment, exploring alternative methods for data collection in areas with limited connectivity, and ensuring the safety of all enumerators.

**“To achieve greater effectiveness in future programmes, a multifaceted approach is necessary.”**



In addition to these logistical and technical improvements, stakeholder engagement must be enhanced. Developing better communication strategies, potentially coupled with incentives, will increase participation from school administrators and other key stakeholders, ensuring that data is both accurate and complete.

### Managing Unexpected Risks

On hindsight, given the array of challenges encountered, a dedicated person to manage risks as part of a robust risk management plan is crucial. Ensuring data quality through diligent validation and cleaning processes is vital. Effective personnel management can be achieved by providing comprehensive training, setting clear expectations, and linking enumerator remuneration to performance. Logistical risks, such as equipment failure and network issues, should be mitigated by having additional backup systems and contingency plans in place. Lastly, prioritising data privacy, physical security, and crisis management protocols will safeguard both the programme's assets and its personnel, ensuring smoother programme execution.

By adopting these strategies, future data collection initiatives will be improved to overcome obstacles and deliver more accurate and comprehensive results that can drive meaningful change in the education sector.



## SPOTLIGHT ON



## Hon. Mustapha Ndajiwo

***Commissioner, Ministry of Budget and Planning***

Mustapha is the Commissioner of Budget and Planning for Niger State, a seasoned fiscal policy expert, and an International Consultant. He is the founder of the African Centre for Tax and Governance (ACTG) and a co-founder of startups in Nigeria.

With extensive experience at the Federal Inland Revenue Service of Nigeria, Mustapha specialises in audit, tax policy research, and analysis. He served as Africa's Regional Coordinator for the United Nations High-Level Panel of Financial Accountability, Transparency, and Integrity (FACTI).

Mustapha served as a technical advisor to the Executive Chairman of Federal Inland Revenue Service Nigeria. He has worked and collaborated with prominent organisations such as the Tax Justice Network, International Centre for Tax and Development (ICTD), Tax Justice Network Africa (TJNA), Friedrich Ebert Stiftung (FES), Public

Service International (PSI), and the German Development Cooperation (GIZ) to mention a few.

Mustapha holds a BSc in Economics from Ahmadu Bello University Zaria, a Masters in Tax Policy and Tax Administration from the Berlin School of Economics and Law, and is completing a PhD in Commercial Law at the University of Cape Town.

As a member of the Chartered Institute of Taxation of Nigeria and various advisory boards, including the United Nations office of the Special Adviser on Africa, BEPS Monitoring Group, Nigerian Tax Research Network, and the Journal on financing for development, Mustapha contributes significantly to shaping tax

policies and public finance globally.

He has published research on diverse tax policy issues, presenting findings at prestigious conferences globally. Mustapha actively engages in high-level discussions on tax policy, participating in sessions like the UN Tax Committee of experts on international cooperation. His dedication extends to training African parliament members, revenue authority officials, finance ministry officials, civil society actors, and students on various aspects of tax policy and administration, drawing from his broad experience in both government and civil society perspectives.



## SPOTLIGHT ON

# Hajia Ramatu Umar

*Permanent Secretary, Ministry of Budget and Planning*

Hajia Ramatu Umar brings over 35 years of experience to her role as Permanent Secretary, with a proven track record in economic planning, budgeting, and environmental management.

Mrs. Umar holds a Masters in Business Administration (MBA) from the Nigerian Defence Academy and a Bachelor of Science (BSc) in Economics from Ado Bayero University Kano. Her career began with the Niger State Planning Commission, where she rose through the ranks from Planning Officer to Permanent Secretary.

She boasts extensive experience in various government ministries, including Environ-

ment and Forestry, and Investment, Commerce and Cooperatives. This diverse background equips her with a comprehensive understanding of economic and environmental issues.

Mrs. Umar is a skilled leader with a strong commitment to development planning, budget management, and gender mainstreaming. She has actively participated in numerous committees and attended professional courses on topics ranging from Development

Plan formulation to Environmental Management.

When away from work, Mrs. Umar enjoys travelling, cooking, physical exercise, and, most importantly, putting smiles on others' faces. This dedication to community and well-being extends throughout her career, evident in her focus on sustainable development and economic prosperity for all.



# The TENS II Technical Committee Titans

## FEATURE ON **TEAM MEMBERS**

The success of the TENS II Programme hinges not only on visionary leadership but also on the tireless efforts of the TENS II Technical Committee. These individuals, representing various ministries and departments, play a crucial role in ensuring the programme's smooth operation and impactful interventions.

Mechanisms for working together to ensure the progress of the TENS II Programme were outlined by the establishment of the technical team by the Honourable Commissioner of Basic and Secondary Education Dr Hadiza Asabe Mohammed. The Technical Team comprises of Mr. Abdulrahim Tariq, Mr. Idris Ahmed, Hon. Umar Rebe Sanda, Mr. Abdullahi Garba Asab, Mr. Abdullahi Abubakar Musa, Mr. Akayago Adamu and Mrs. Halima Abdulmalik. The team works together to ensure that the TENS II Programme objectives were being met and provide the required support from the Ministry. The TENS II Technical Committee reports directly to the TENS II Steering Committee.



**Mr. Abdullahi Garba Asab,**  
Director of Test and Measurements,  
Ministry of Basic and Secondary  
Education

Abdullahi Garba Asab, Director of Test, Measurement, and Evaluation at Niger State's Ministry for Basic and Secondary Education, is a visionary educator and leader. Born in Rafi Local Government, Asab hails from Kagara, where he began his academic journey. He holds a B.Tech in Automobile Engineering from Federal University of Technology, Minna, and a Postgraduate Diploma in Management and Information Technology.

Asab's international exposure includes leadership training in Denver, Colorado, and a teacher training certificate from Ottawa Caldwell District School, Canada. These experiences have broadened his perspective, equipping him with innovative approaches to education. As Director, he leverages technical expertise and

leadership skills to drive excellence. His ability to work effectively in challenging environments has earned recognition and respect.

Asab, also known as Kaigaman Kagara, Kagara Emirate Council, embodies community service and dedication. His career objective is to deliver exceptional communication services while acquiring new skills. Committed to lifelong learning, Asab aims to make a lasting impact on the education sector, ensuring future generations benefit from his expertise. His invaluable contributions to Niger State's education landscape will continue to inspire and empower future educators and leaders.



**Comrade Mohammed Adamu Akayago**, *State Chairman, Nigerian Union of Teachers*

Comrade Akayago Adamu Mohammed is a respected educator and leader from Niger State, born in 1973 to the Kamuku tribe. His educational journey began at Bobi Primary School in Mariga Local Government Area, followed by Junior Secondary Bobi, Government Science College Kagara, Niger State College of Education, Minna, and finally, a Bachelor of Science Education from Usmanu Danfodio University, Sokoto.

Akayago's illustrious career in education started as a classroom teacher in 1999, rising through the ranks to become a principal. He held various leadership positions within the Nigeria Union of Teachers (NUT), including Chairman of the Rafi Local Government Branch (2003-2012) and 2nd Vice Chairman at the state level. Currently, he serves as State Chairman of NUT's Niger State Wing and State Treasurer for the Nigerian Labour Congress (NLC).

As State Chairman, Akayago advocates for teachers' rights, oversees educational policies, collaborates with stakeholders, addresses teacher concerns, organizes training programs, promotes teacher welfare, ensures adherence to teaching standards, and mediates conflicts. He also manages union

affairs, fosters unity among teachers, and hosts the annual International Teachers Day Celebrations. His dedication to education and leadership has made a significant impact on Niger State's education landscape



**Mr. Idris Ahmed**, *Director of Local Government Inspectorate, Ministry of Local Government and Chieftaincy Affairs*

Mr. Idris Ahmed is a highly accomplished local government professional with a distinguished 29-year career. Born on October 17, 1969, in Kontagora Local Government Area of Niger State, Idris has risen through the ranks to become a leading figure in local government administration. His educational background is marked by academic excellence, holding a Bachelor of Science in Accounting from Ibrahim Badamasi Babangida University, Lapai, and various diplomas and certifica-

tions from reputable institutions.

Idris began his professional journey as a senior clerical officer in the Treasury department of the Ministry for Local Government, Minna, in 1992. His dedication and expertise propelled him to higher positions, including Account Assistant In-Charge of Salaries, Senior Account Assistant In-Charge of Salaries, and Local Government Cashier. Notably, he became an Assistant Chief Executive Officer (Inspectorate) in 2009 and later served as Zonal Local Government Inspector for Borgu and Bida zones. In 2021, he was appointed Director of Local Government Inspectorate, showcasing his exceptional leadership and management skills.

Throughout his career, Idris has demonstrated a commitment to enhancing performance and promoting effective governance. His professional development is equally impressive, attending numerous seminars and workshops focused on enhancing performance, management information systems, and detection of fraud. As a member of the Chartered Institute of Local Government and Public Administration of Nigeria and the Association of National Accountants of Nigeria, Idris stays updated on best practices. His achievements serve as an inspiration to aspiring local government professionals, demonstrating the importance of hard work, continuous learning, and leadership excellence.

**“Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.”**

**— Mattie Stepanek**





**Hon. Umar Rebe Sanda,**  
*Honourable Commissioner of Nomadic  
and Pastoral Affairs*

Hon. Umar Rebe Sanda serves as the Honourable Commissioner of Nomadic and Pastoral Affairs in Niger State, Nigeria. His role primarily involves overseeing and implementing policies related to the welfare of the nomadic and pastoral communities in the State. These responsibilities include addressing the unique challenges faced by these communities, such as, education for nomadic children, healthcare access, and issues related to grazing lands and livestock.

In his position, Hon. Sanda works closely with various ministries and local government authorities to ensure the effective delivery of services to nomadic populations. He also engages in initiatives aimed at improving the livelihoods of pastoralists, fostering peaceful co-existence between nomadic groups and settled communities, and enhancing their economic activities, especially in the agricultural and livestock sectors.

His leadership is critical in the context of Niger State, which has a significant nomadic population, and his work contributes to the broader goals of promoting social inclusion and economic development for traditionally marginalized groups.



**Mr. Abdulrahim Tariq ,**  
*Permanent Secretary, Ministry of  
Homeland Security*

Mr. Abdulrahim Tariq is the Permanent Secretary at the Ministry of Homeland Security in Niger State. As a key administrative leader, he plays a pivotal role in formulating and implementing security policies aimed at ensuring the safety and security of the state. His work involves coordinating various security agencies, addressing emerging threats, and creating strategies to mitigate risks. While his direct focus is on security, the stability he helps ensure indirectly supports sectors like education and development by providing a secure environment for these initiatives to thrive.



**Abdullahi A. Musa,** *Deputy Director  
for Education Management Information  
System, Ministry of Basic and Secondary  
Education*

Abdullahi A. Musa is the Deputy Director for Education Management Information System (EMIS) at the Ministry of Basic and Secondary



**Mrs. Halima Abdulmalik,** *Former  
Director of Administration, Ministry of  
Basic and Secondary Education*

Mrs. Halima Abdulmalik serves as the Director of Administration at the Ministry of Basic and Secondary Education in Niger State. In this role, she is responsible for overseeing the administrative functions of the ministry, ensuring smooth operations, and supporting the execution of education policies and programs. Her role is crucial in coordinating between various departments and ensuring that strategic goals are met, particularly in areas related to human resources, budgeting, and logistics. Her leadership contributes significantly to the ministry's efforts to improve the educational landscape across the state.

Education in Niger State. In his capacity, he is responsible for managing and analyzing education data to inform decision-making and policy development. His work ensures that accurate data on schools, students, and teachers are collected, processed, and used to shape educational strategies and improve overall system efficiency. EMIS plays a critical role in monitoring progress, particularly in areas like enrollment, infrastructure, and resource allocation.

The TENS II Technical Committee is committed to teamwork and success. The Technical Team are currently reviewing the various TENS II Programme reports.



# From A Child's Perspective

AZARIA AJAO

We're thrilled to feature **Azaria Ajao**, a student of Benenden School, UK. Azaria's summer break was filled with adventure, learning, and a profound appreciation for her experiences. Join us as we delve into her inspiring journey.

**Henrietta:** Azaria, where did you spend your last holiday?

**Azaria:** I spent my last holiday in Niger State, Nigeria. It was a truly eye-opening experience.

**Henrietta:** What were some of your favorite things about Niger State?

**Azaria:** I loved the diverse food, the beautiful nature, and the fact that the pollution isn't as bad as in many other places, such as the UK. Although, the weather was quite hot, even during the rainy season!

**Henrietta:** What did you do during your trip?

**Azaria:** My mom, who is the director of MRL® Public Sector Consultants, took me on a trip to explore the education system in Niger State. We visited several

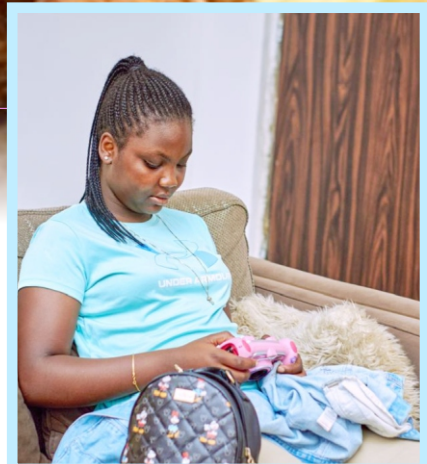
schools and were shocked by the conditions. Many classrooms were in disrepair, with overcrowded classes and inadequate facilities. Some students even had to work on farms instead of attending school because their families couldn't afford it.

**Henrietta:** What did you learn from this experience?

**Azaria:** I learned to appreciate the opportunities I have and to be grateful for what I have. It's easy to take things for granted, but seeing firsthand how others live made me realise how lucky I am.

**Henrietta:** What advice would you give to your peers?

**Azaria:** I would encourage my peers to be grateful for what they have and to remember that there are always people who are struggling more than they are.



**Henrietta:** Finally, what do you want to say to your mom for taking you on this trip?

**Azaria:** I want to thank my mom for giving me this incredible opportunity. It was a life-changing experience that I will never forget.

Azaria Ajao's journey to Niger State has left an indelible mark on her life. Her experience has sparked empathy, gratitude, and a desire to make a difference. Azaria's story inspires her peers to cherish education and understand the struggles of others. We're grateful for her candor and look forward to witnessing the positive impact she'll make in the world.



## MEET

# Michanne and Moyo

*our dedicated team members*


**MICHANNE ▼**

**Michanne Haynes-Prempeh** is a seasoned economist with over 20 years of experience in international trade, economic development, and law. Her career spans various organisations, governments, and academic institutions.

She began at the Inter-American Development Bank, working on export diversification and food import reduction projects. Later, she contributed to a Canadian government healthcare reform project, sparking her interest in international law. Michanne then joined the Commonwealth Secretariat, authoring impactful publications on non-tariff trade barriers.

Subsequent roles included research project management at the University of Cambridge and developing policies at the UK Trade Remedies Authority. Currently, Michanne serves as a data consultant on the TENS II team, where she has made significant impact on the Programme, leveraging her expertise to drive informed decision-making and programme success.


**▼ MOYO**

**Moyo Awodiya**, a multifaceted professional with expertise in both law and design, brings her talents to the forefront as the Senior Support Officer (Communications and Stakeholder Management) TENS II Programme at MRL®.

Thrilled to join the TENS II team, Moyo is eager to contribute to the programme's significant impact on the educational landscape of Niger State. In this role, she leads communication efforts and fosters strong stakeholder relationships to ensure the programme's goals are met seamlessly. The opportunity to directly impact the lives of students and communities fuels her passion for her work.

With a strong educational foundation, she holds a BL in Law (Nigerian Law School), LLB (Hons) in Law and Politics (Lancaster University, UK), and a Diploma in Product Design (AltSchool Africa, Lagos). Moyo combines her legal acumen with creative design skills to contribute to impactful projects and initiatives. Her diverse experience, unwavering dedication, and innovative approach make her an invaluable asset in any professional setting.

## MEET

# Michael and Audu

*our photographer and videographer*



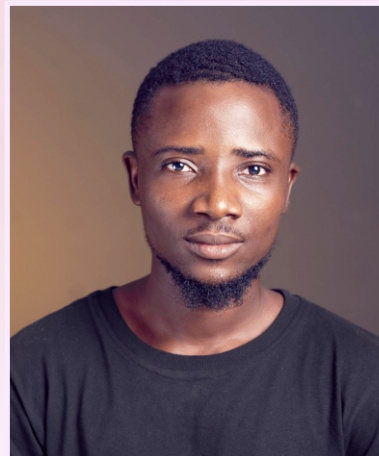
MICHAEL ▼

**Michael Aderemi** is a creative and tech-savvy professional with a passion for storytelling, community service, and personal growth. As a videographer and photo editor, he has captured and edited memorable moments for various clients. Currently, he serves as the cinematographer for the TENS II Programme, showcasing his expertise in visual storytelling.

Michael is also pursuing a degree in Computer Science at the National Open University, expanding his knowledge in the tech field. His volunteer work with organisations like Youth for Christ Nigeria and VGC Media in Niger State, Minna, during the inauguration process, demonstrates his commitment to community service.

As a skilled public speaker, Michael can engage and inspire audiences. He is a team player, and always willing to learn and grow. His friendly and approachable nature makes him a joy to work with.

With a strong work ethic and a willingness to explore new ideas, Michael is a valuable asset in various settings, from media production to community development. He continues to seek opportunities that align with his passions and values, always striving to make a positive difference in the world.



▼ AUDU

**Audu Samson** is a graduate of Ibrahim Badamasi Babangida University Lapai, Nigeria with a bachelor degree in Microbiology. Deeworkroom is his brand name, a dedicated, promising and result-driven multimedia producer who brings exceptional knowledge, perspective and creative output in multimedia production.

Audu's exceptional contributions to the TENS II Programme's media team as a multimedia producer has significantly enhanced the Programme's visual identity and documentation. With his expertise, he has captured high-quality, captivating photographs and documentary videos that showcase the programme's impact and progress.

Audu is a versatile multimedia producer with a diverse portfolio. He has collaborated with esteemed companies, including C1ststudio, where he served as both a crew member and cast in a notable project. His expertise in graphic design and execution has benefited various clients, such as Fredaghe Autowheels and Aryville Furniture. His creative vision and technical skills continue to bring innovative ideas to life.



MEET

# Ninma and Imran

*our dedicated team members*



NINMA ▼

**Ninma Christiana Angulu** is a Sociology graduate from Ibrahim Babangida University Lapai (2018) and a passionate advocate for women's health and empowerment. In 2015, she founded The ArrangeBody initiative, a platform dedicated to educating and supporting young women on critical issues such as: Mastering Sexuality, Menstrual Health and Hygiene, Teenage Pregnancies, and Vagina Infections. Through her initiative, Ninma has trained and tutored numerous young ladies across Nigeria, equipping them with vital knowledge and skills to take control of their reproductive health.

Ninma's expertise and commitment have led to collaborations with renowned organisations, including: UNFPA (United Nations Population Fund) and EVA Nigeria (Education as a Vaccine Against AIDS). Currently, Ninma serves as the Executive Assistant to the TENS II Programme Director and as a Programme Support Officer. In her role on the TENS II Programme she has been responsible for organising the TENS II Committees, taking minutes at high-level meetings, conducting interviews and focus groups including the transcription of the interviews. She has also been responsible for developing and compiling report.



▼ IMRAN

**Imran Muhammad Abbas** is a Data Analyst and aspiring IT professional, currently pursuing a Bachelor's degree in Information Systems at Al-Hikmah University in Ilorin. Alongside his academic endeavors, He is currently interning with the Ministry of Communication Technology and Digital Economy to gain valuable industry experience.

Imran has also supported the TENS II Programme in Niger State as a Data Analyst, contributing valuable insights and analysis to the programme. Passionate about creating seamless user experiences, he works with modern technologies such as React, Node.js, HTML/CSS, C++, and C#.

In his free time, Imran enjoys hiking, exploring art galleries, visiting recreational centers, playing football with friends and colleagues and exploring new games.



# The Journey of TENS II

## *The Good, The Bad and The Ugly*

As we reflect on the **TENS II Programme**, we are reminded that every journey is marked with the good, the bad and the ugly. The TENS II Programme has witnessed a complex journey, marked by both commendable achievements and significant challenges. While the Programme has made substantial progress, it is essential to acknowledge the obstacles encountered and learn from them to ensure future success.

On the positive side, the Programme has been fortunate to have a dedicated team of enumerators. Many of these individuals demonstrated exceptional commitment, expertise, and a willingness to go above and beyond their assigned duties. Their contributions were instrumental in overcoming difficulties and ensuring the success of the data collection process. Notably, some enumerators even volunteered to assist in the Tertiary Education Census, showcasing their adaptability and dedication to the Programme's goals.

However, the Programme also faced significant challenges. Security concerns in certain wards hindered data collection efforts, leaving gaps in the information gathered. Addition-

ally, data quality issues arose due to inaccuracies and inconsistencies introduced by some enumerators. This necessitated time-consuming verification processes to avoid the undermining of the overall reliability of the data collected. Furthermore, absenteeism among enlisted individuals compromised the programme's efficiency, requiring additional financial resources and efforts to address these problems.

Perhaps the most concerning aspect of the TENS II Programme has been the negative publicity surrounding payment delays and protests. False accusations levelled against the Ministry of Communication and Digital Economy by some individuals created unnecessary tension. Additionally, threats and harassment directed at the Programme's

office highlighted the importance of effective communication and conflict resolution strategies.

The devaluation of the Naira, the cost of living crisis, and additional tax requirements resulting in the costs of the Programme escalating to a significant level increasing the financial risk of the Programme. Discussions are underway with key government officials to address the financial shortfall.

In conclusion, the TENS II Programme has been insightful, but it has not been without its challenges. By acknowledging these difficulties and learning from them, we can strengthen the programme and ensure its future success.





# Inside UNICEF

A Chat with **Dalhatu Muhammad Ahmad**, Monitoring and Evaluation Technical Assistant, UNICEF

**Q: With the current state of Education in Niger State, what is the UNICEF top priorities for improvement of education in the State?**

**A:** As you are aware, UNICEF stands for the United Nations Education Funds, as such, our top priority is increasing school enrolment rate and retention rate, ensuring that every child gets a quality basic education. Likewise, UNICEF also prioritises health outcomes. Currently, there is a programme that is being implemented in the State and UNICEF is providing technical support to ensure that there is zero-dose incident in immunisation. So with that and other various programmes in the educational sector that we are implementing in the state one of which include WASH i.e Water Sanitation and Hygiene ensure that children not only go to school for the purpose of educational learning but also to be healthy and have good hygiene practices in their schools, homes, and communities.

**Q: How does the UNICEF plan to increase access to quality education, particularly for marginalized groups like, rural communities, the Nomadic and children with disabilities?**

**A:** The issue of marginalised children, children with special needs and the less privileged groups have being UNICEF's top priority. UNICEF is all about every child getting the right education, the right access to health and social welfare. Hence, we are already implementing key projects towards enhancing all these areas in the State.

**Q: What is UNICEF's vision for the future of education in Niger State, based on the anticipated outcomes and impacts of the TENS II Programme?**

**A:** We will like to have the comprehensive report first, by the time we have it, we will review it and see how we can come in and bridge the gaps where necessary.

**Q: What is your thought on the TENS II Programme generally?**

**A:** The TENS II Programme being committed towards transforming education in Niger State is a laudable effort and I am glad to be

a part of the Programme as a Committee Member on behalf of the Ministry for Budget and Planning, as such keeping abreast on the Programme and how it fits with the work of UNICEF and the Ministry for Budget and Planning, I will recommend key findings of the reports should be thoroughly implemented. Because without implementation of the key findings, the wonderful effort the team has put into the work will be rendered meaningless and the aim will be defeated. So, implementation of effective programmes and policies, coupled with a robust monitoring and evaluation, not just only in the part of the government but also the development partners and other critical stakeholders of the education sector is key. It must be recognised that government can not do it alone, that is why UNICEF is not relenting in its commitment to providing key support and technical assistance to governments in order to ensure every child is healthy and equipped with the basic education. Overall, all hands must be on deck to address the challenges outlined by the programme and make the intended changes more robust and comprehensive to transform the education in the State as a whole.





# International Literacy Day

## **PROMOTING MULTILINGUAL EDUCATION: LITERACY FOR MUTUAL UNDERSTANDING AND PEACE**

On **September 10th, 2024**, the International Literacy Day was celebrated at the Nigerian Union of Teachers Conference Hall with the theme **“Promoting Multilingual Education: Literacy for Mutual Understanding and Peace.”** The event drew significant participation from Niger State Government officials, educational leaders, and USAID’s LEARN programme. Key discussions centered on incorporating local languages such as Hausa, Nupe, and Gwari into the educational framework to improve literacy and foster mutual understanding.

The day featured inspiring student performances, including poetry recitations in native dialects and contributions from students with special needs, reflecting the inclusive nature of the educational system. Cultural displays further enriched the event, underscoring the integration of cultural awareness into education. The celebrations underscored a strong commitment to multilingual education and its role in bridging communities for a more harmonious future.









# The 2024 World Teacher's Day Celebration

**THEME: 'VALUING TEACHERS' VOICES:  
TOWARDS A NEW SOCIAL CONTRACT FOR EDUCATION**

The **World Teachers' Day** celebration on **October 5, 2024**, at the Hon. Justice Legbo Kutigi International Conference Center in Minna, Niger State, was a momentous occasion honoring the invaluable contributions of teachers. The event was graced by **Dr. Usman Dokoli**, who represented Governor Mohammed Umaru Bago, and featured keynote addresses from prominent education leaders.

The Chairman of the Nigerian Union of Teachers, Niger State, Comrade Adamu Mohammed Akayago, highlighted the challenges faced by teachers, including retirement age extension, domestic staff allowances, and stagnation of promotions. He urged the government to address these issues to improve the welfare of teachers in the state.

Dr. Hadiza Asabe Mohammed, the Honorable Commissioner for Basic and Secondary Education, expressed deep gratitude to teachers for their dedication and commitment. She emphasised the need to empower teachers with resources and support, aligning with the theme **"Valuing Teachers' Voices: Towards a New Social Contract for Education."** She outlined her



ministry's initiatives to enhance educational quality and professional development, such as the Teacher Career Path Policy Guide and Quality Assurance Framework.

Dr. Roni Ajao underscored the significance of World Teachers' Day, recognising the vital role of

teachers in shaping the future. She highlighted the challenges faced by teachers, including low pay and lack of resources, as revealed by recent findings in Niger State. Dr. Ajao called for collective action to advocate for teachers and ensure they receive the necessary recognition and support.





Award of recognition was given to leaders, school managers, and Teachers, who have served the State and have made an impact in the role they play.

## LIST OF AWARDEES

### RETIRED EDUCATORS

1. **Dr. U. B. Ahmed**, MFR – MERIT AWARD
2. **Haj. Amina Kere Ahmed**
3. **Haj. Dije Jibrin Bala**, MFR, mni
4. **Alh. Muhammadu Agwai**
5. **Mr. Matthew Audu**
6. **Comrade Labaran Garba**
7. **Haj. Jummai Agwai**
8. **Mr. Patrick Adamu**
9. **Mr. John Ndeliko**
10. **Dr. Mustapha Ibrahim Lemu**
11. **Alh. M. D. Usman**
12. **Dr. Mrs. Elizabeth Angulu**
13. **Mrs. Roseline Lami Makun**
14. **Hajiya Asmau Yawa**
15. **Alh. Alhassan Sheikh Ibrahim Sonfada** – PHILANTHROPIST
16. Commander TRADOC Headquarter – MERIT AWARD, Nigerian Army, **Major General K. O. Aligbe**
17. Commander – MERIT AWARD, 31 Artillery Brigade, Nigerian Army, **Brigadier General HD Bobbo**

### SERVING STAFF

1. Principal GGSS, Bida – **Hauwa Lami Yawa**
2. Principal Government College, Bida – **Mohammed Danjuma**
3. Principal MBGSC, Minna – **Amina Attahiru**
4. Principal, Women Day College, Kontagora – **Haj. Safiya Mohammed**
5. Head Teacher A – **Mohammed Abdulmumin**, Guzzan Primary School, Edati LG
6. Head Teacher B – **Aisha Ibrahim** – Waziri Nursery & primary School, Minna, Chanchaga LG
7. Head Teacher C – **Mohammed Sale** – Beri Primary School, Mariga LG
8. **Nomadic Teacher**
9. Bosso Sec. Sch Staff (**Abdullahi Zubairu** – Physics Teacher)
10. PTA Teacher GDSC Tunga, Minna – **David Aliu Femi**
11. Zonal Director (Kontagora Zone) – **Aishatu Usman Aliyu**

The World Teachers' Day celebration in Niger State served as a platform to acknowledge the dedication and hard work of educators. By addressing their challenges and providing necessary support, the state can create a more conducive environment for teaching and learning.



*In Loving Memory*

# Sani and Hafsat

*It is with profound sorrow that the **TENS II Programme** team extends our heartfelt condolences to the families and friends of two esteemed colleagues who have passed on.*

**Sani A. Aliyu**, our dedicated Enumerator in Mariga LGA, departed on August 30th, 2024. His tireless efforts and commitment to excellence will be deeply missed.

**Hafsat Katamba**, LGA Manager of Bosso LGA, also left us on September 24th, 2024 due to illness. Her leadership and dedication were invaluable assets to our team.

*We honor the memory of Sani and Hafsat, celebrating their unwavering dedication and selfless service. Their passing leaves a void in our hearts, and we feel the depth of their loss.*

*Our thoughts and prayers are with their loved ones during this difficult time. May Allah grant them eternal peace and provide solace, strength, and comfort to those they left behind.*



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# Future Activities

As we conclude the initial phase of the **TENS II Programme**, we reflect on the significant strides made in improving the quality of education in the State. Through meticulous data collection, comprehensive assessments, and strategic interventions, we have identified key challenges and put forward targeted solutions.

One of our most notable achievements is the completion of a comprehensive Education Census, providing a baseline for informed decision-making. This data has enabled us to identify critical infrastructure deficiencies, such as, dilapidated school buildings, inadequate facilities across the board and limited access to resources. In response, we have recommended infrastructure development programmes to create conducive learning environments for students across the State.

Recognising the pivotal role of teachers, we have prioritised teacher training and development. By equipping teachers with the necessary skills and knowledge, we aim to enhance their effectiveness in the classroom. Additionally, we have focused on curriculum reform, aligning the curriculum with the demands of the 21st century to ensure students are prepared for the future.

Beyond these core areas, we have also made significant progress in reaching marginalised communities, including nomadic and out-of-school children. Our efforts to provide education solutions to these vulnerable groups have been guided by comprehensive reports and strategies that address their unique needs.



Furthermore, we have embraced a data-driven approach to decision-making, utilising the insights gained from our research to inform our interventions. This evidence-based approach has ensured that our efforts are targeted and effective.

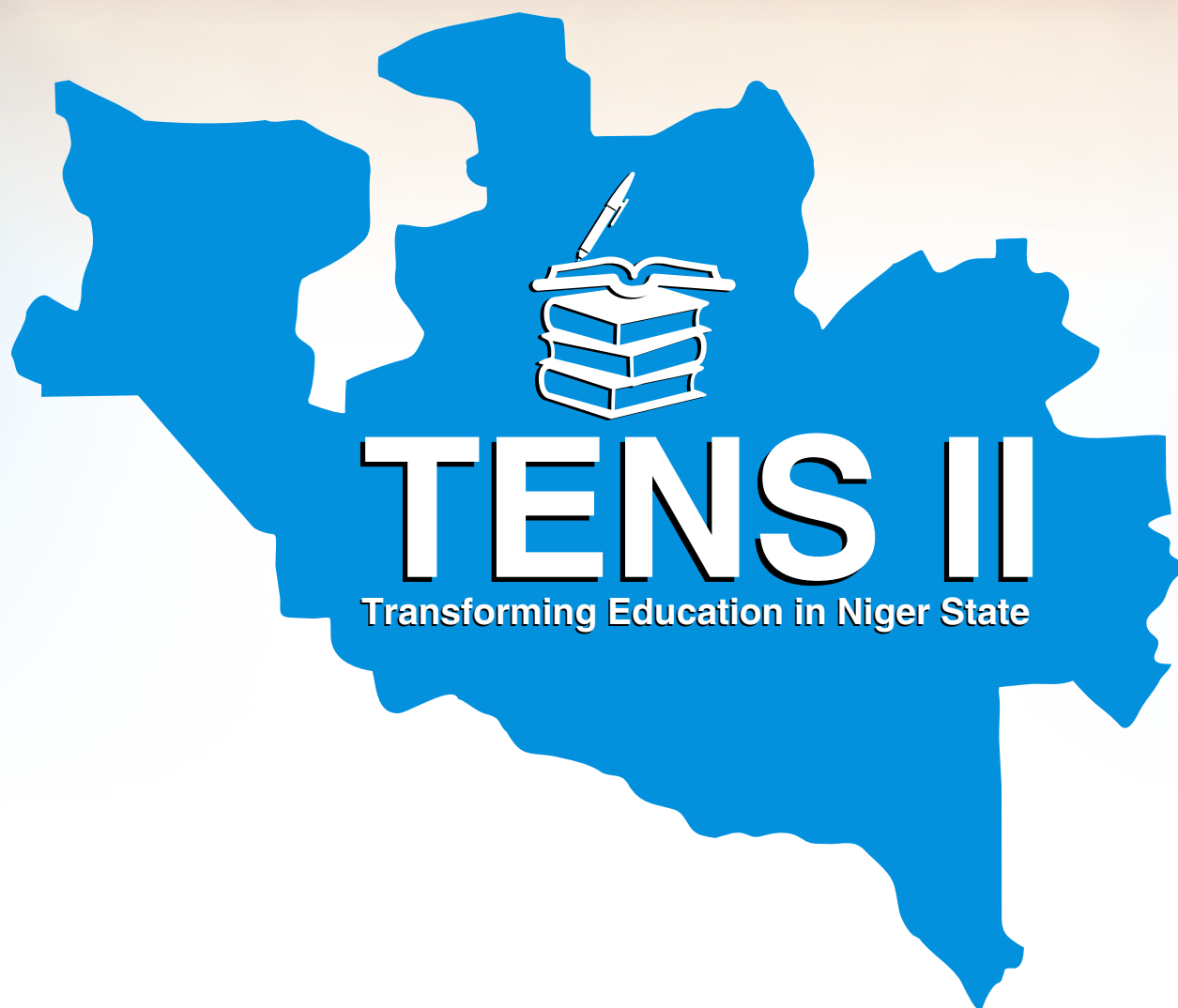
As we look ahead, we are committed to building on our successes and addressing the remaining challenges. We will continue to focus on teacher training, infrastructure development, and curriculum reform. With regards to addressing the issue of insufficient teachers, the TENS II Programme will embark upon a validation exercise to identify the teaching gaps in the schools with the aim of ensuring teachers will be appropriately distributed

across the State. The exercise will also be tied to the remuneration of teachers. Additionally, we will expand our reach to marginalised communities and explore innovative strategies to improve educational outcomes and the appropriate distribution of skilled teachers.

The TENS II Team are grateful for the unwavering support of the Niger State government, education stakeholders, and our dedicated team. Together, we have made significant progress in transforming education in Niger State. With continued commitment and collaboration, we can create a brighter future for Niger State students and communities.







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