Ministry of Education Science and Technology (MOEST)

MoEST recruited 500 teachers in phase 1 of the series of teacher recruitment approved by the State Government to fill some of the human resource gaps inherent in Senior Secondary Schools. All the recruited teachers have been deployed to schools across the State.

This is the most unbiased, professionally and logically conducted recruitment in the history of the State. Transparent recruitment process developed and entrenched. It is also regarded as the largest number recruited since 2013.

State Universal Basic Education Board SUBEB recruited 1, 393 NCE teachers majoring in English, Mathematics and Basic Science to reduce the perennial human resource deficit in basic schools across the State. The recruitment was done in 2 phases of 623 and 770 teachers.

The Board established a sound, unbiased and professional recruitment process based on merit.

In SUBEB the new teachers were posted to their respective Local Governments.

Teachers' houses were built in the disadvantaged areas (hard to reach) for smooth discharge of duties.

In MoEST, new teachers were posted to the newly established senior secondary schools. Henceforth the Ministry and SUBEB made it mandatory to cater for schools with insufficient teachers as a priority during postings.

A Teacher Recruitment and Deployment Policy (TRDP) is already drafted, with input from both Government and non-State actors and awaiting adoption. The policy would be a guide for future recruitment and deployment exercises in the state.

---

AGENCY FOR MASS EDUCATION

SUMMARY OF IMPACTS

- Training of facilitators
- Establishment of 174 remediation centres
- 297 basic literacy centers
- 162 new post basic literacy centers.
- 54 women skills acquisition centers
- 35,000 youth were trained second chance remediation on SSCE out of which all female candidates were registered by state government.

---

<table>
<thead>
<tr>
<th>S/N</th>
<th>INTERVENTION</th>
<th>LEARNING CENTRES</th>
<th>BENEFICIARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>1</td>
<td>201 Basic Literacy Centres</td>
<td>-</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>202 Post Literacy Centres</td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>203 Livelihood Centres</td>
<td>-</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>204 Women's Centres</td>
<td>-</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>205 Adult Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>206 Community Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>207 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>208 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>209 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>210 Community Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>211 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>212 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>13</td>
<td>213 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
<td>214 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>215 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>216 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>217 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>18</td>
<td>218 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>219 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>220 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>21</td>
<td>221 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>22</td>
<td>222 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>23</td>
<td>223 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>24</td>
<td>224 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>225 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>26</td>
<td>226 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>27</td>
<td>227 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>28</td>
<td>228 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>29</td>
<td>229 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>30</td>
<td>230 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>31</td>
<td>231 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>32</td>
<td>232 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>33</td>
<td>233 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>34</td>
<td>234 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>35</td>
<td>235 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>36</td>
<td>236 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>37</td>
<td>237 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>38</td>
<td>238 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>39</td>
<td>239 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>40</td>
<td>240 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>41</td>
<td>241 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>42</td>
<td>242 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>43</td>
<td>243 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>44</td>
<td>244 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>45</td>
<td>245 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>46</td>
<td>246 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>47</td>
<td>247 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>48</td>
<td>248 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>49</td>
<td>249 Vocational Centres</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>50</td>
<td>250 Technical Centres</td>
<td>-</td>
<td>50</td>
</tr>
</tbody>
</table>

Male students undergoing remediation

Female students undergoing remediation
**ICT/SCIENCE AND TECHNICAL CENTERS OF EXCELLENCE STRATEGY**

**STRATEGY:**
Aimed at strengthening science and technical education through a long term goal of establishing special secondary schools all over the State with special emphasis on ICT, Science and technology training. 27 schools were selected for the program. The schools are to be provided with computers, laboratory equipment, consumable laboratory materials, power generators and sufficient and qualified teachers of all subjects.

**ACCOMPLISHMENTS**
- 8 schools are already established as centers of Excellence: 1- MIS Dutse, 2- GUSS Ringim, 3- GUSS Fantai-Hadeja, 4- GDSS Babura, 5- GDSS Bulangu, 6- GGUSS Gwaram, 7- GGUSS Kazaure, 8- SSS Lautai-Gumel.
- Procurement and Installation of ICT materials for 8 Science and Technical Centers of Excellence at the cost of N148,885,944.48
- Procurement of laboratory equipment for 8 Science and Technical Centers of Excellence schools (biology, chemistry and physics) vat the cost of N106, 144, 082.93
- Renovations of 8 Science and Technical Centers of Excellence Laboratories at the cost of N41,352, 400.79
- Procurement of 185 KYAN MACHINES at the cost of $749,000 for ICT related usage.

**TARGET:**
To establish 27 centers of Excellence in 3 cores over three years.

**SUPPORT FOR GIRL CHILD EDUCATION**

- GPE/NIPEP provides Female Teacher Training Scholarship (FTTS), 900 female teachers benefitting from the award.
- Free Girls Education up to tertiary level for the State Indigenes.
- Free Uniform to Girls from primary to secondary levels.

**FEMALE TEACHER DEVELOPMENT STRATEGY**

**Situation:** At basic level in Jigawa state, there are 13,567 teachers. Out of the aforementioned numbers, only 1,611 are females which is a mere 12% in the basic education sub-sector. While on the other hand, post basic education sector has 2,199 teachers and only 185 teachers are females (indicating only 8%).
The strategy is to promote the teaching career among girls by providing mentorship and adequate support to them. 4 schools were selected for the program.

**GOAL:**
- To Increase teacher quality, quantity and retention in the state

**OBJECTIVES**
- To increase the number of female teachers
- To increase female teacher participation in to higher education

**SELECTED SCHOOLS**
- Government Girls Secondary School Malam Madori
- Government Girls Secondary School Sule Tankarri
- Government Girls Secondary School Gwaram
- Government Girls Secondary Science Schools Jahnun

**LONG TERM BENEFITS (8-Ps for Girls)**
- Preparing girls psychologically to be good teachers
ACHIEVEMENTS SO FAR...

250
Female students are involved in the scheme from 2017

250
Registered in 2018

Provided writing and reading materials and kitchen utensils to 5 schools and skills acquisition instruments and materials.

Hon. Commissioner with Female Students at Kude Model

Hon. Commissioner addressing Boarding Female students

TERTIARY EDUCATION

- For the six tertiary institutions in Jigawa State, Government redirected academic plans to align with the advancement of academic excellence and promotion of the State Strategic Manpower Development Agenda.

- PES courses are introduced in both College of Education Guma and College of Islamic and Legal Studies Ringim at NCE level to support the production of qualified teachers at basic level.

- Government renewed franchise of Informatics Kazaure with Singapore for another ten years to support the ICT profession.

- State Government supported full accreditations by the national bodies for the courses offered in the schools. Another remarkable achievement was the successful completion and commissioning of 480 beds capacity hostel at SLU (State University), the construction of Library and Education Technology Resource center at CILS Ringim, construction of classrooms and laboratories at BU POLY, Hadejia, construction of hostel electrifications at JIIT as well as the construction and renovation of hostel.
The State Government released over N3.13 Billion from the 2% Local Government Contribution Funds to the University for capital development and recurrent expenditure from 2015 to 2018. The funds were utilized for procurement of computers, furniture, laboratory and office equipment as well as installation of ICT infrastructure including campus wide wireless network at a total cost of N65.0 million in 2015, N32.25 million in 2016, N54.89 million in 2017 and N21.07 million in 2018.

The previous administration awarded the ongoing construction contracts at the cost of over N7.0 Billion naira and paid only about N3.3 Billion while the present administration took over, settle all outstanding valuation certificates of over N500 million and continued with the projects some of which have already been completed and commissioned, such as 1 block of students hostel, 60 units of staff houses, permanent senate building and Vice-Chancellors lodge among others.
- The most notable achievement of the college was the accreditation by NCCE to offer PES at NCE level.
- Others are construction of Library complex and Educational Technology Resource Center and procurement of students mattress.
- The college achieved more than 85% of all budget allocations and releases.

JIGAWA STATE POLYTECHNIC - DUTSE

- Construction of phase I & II Library complex
- Construction of educational resource center.
- All the College courses are fully accredited.
- The College achieved more than 85% of all their budget releases of 2016 and 2017.

BU POLY MAJOR ACCOMPLISHMENTS

Procurement of Laboratory Furniture and Fittings (₦13,768,125.00)
Renovation of Students Hotels Blocks J and K (₦3,383,518.56)
Renovation and Furnishing of Auditorium (₦47,850,711.06)
- Procurement of Library Books (₦15,107,100.00)
- Procurement of Equipment for Establishing School of Technology (₦54,863,000.00)
- Construction of Classrooms and Laboratories Complex (₦82,592,274.72)
- Procurement Of 30KVA Generator (₦5,250,000.00)
- Construction of 2 Students Toilets (₦44,374,997.16)
- Continuation of the construction of Main Library Complex (₦50,000,000.00)
- All the courses are now fully accredited
INFORMATICS KAZAURE
ACCOMPLISHMENTS

INSTITUTE OF INFORMATION TECHNOLOGY-KAZAURE-
2017 ACCOMPLISHMENTS...

- Construction of wall fencing phase IV
- Construction of one student hostel
- Supply of mechanical equipment and machineries for ND computer science
- Supply of 300 student mattresses
- Renovation of 40 rooms female students' hostel.
- Purchase of laboratory equipment/software
- Procurement of one Kia Brand car for rector's use.
- The institution achieved 85.80% in 2017

Newly Constructed Male Students Hostels at Kazaure Informatics

COLLEGE OF EDUCATION,
GUMEL

- COE achieved the followings from 2015 to date:
- Construction of collapsed school fence and procurements of examination materials
- Procurement of 600 students mattress
- 23 of 27 courses offered are now fully accredited.
- Campus wide road network and drainages constructed

Newly Renovated Hostel at Kazaure Informatics

SCHOLARSHIP SUPPORT

- In order to promote higher education and scholarship in the state, the State Government approved and released N111,401,411.45 for both internal and external scholarship for the 507 indigenes of Jigawa State in 2015.
- In 2016 N1,348,670,475.90 was expended on 22,945 students studying in the country and abroad.
- In the 2017 session with total number of students 25,982 were sponsored at the cost of N1,212,825,643.73

- In 2018 the sum of N1,176,267,616.72 was expended on 25,985 students
- Thus, between 2015 to 2018 sessions, the government through Scholarship Board spent N4,249,165,147.80.
- The total number of State indigenes that benefited from this administration scholarship scheme stands at 76,208 comprising of 75,210 internal students and 798 foreign students.

Medical Students sponsored by Alh. Badaru Abubakar to China to boost Health Sector provision in the state

Hon. Commissioner with Government Sponsored Students in Egypt

Director Special Duties with Jigawa State Medical Students in China

Hon. Commissioner with Jigawa State Students at Cairo University, Egypt
PUBLIC PRIVATE PARTNERSHIP/ CORPORATE SOCIAL RESPONSIBILITY (PPP/CSR) AND NON GOVERNMENTAL SUPPORTS IN EDUCATION SECTOR

We have developed a PPP/CSR strategic framework that endears corporate bodies and CSO's to support the delivery of our educational change agenda. This approach is already yielding positive results for the sector.

STRATEGIES ADOPTED

a) ADOPT A SCHOOL  
b) SUPPORT A SCHOOL  
c) BUILD MANAGE AND TRANSFER A SCHOOL,  
d) PRIVATE SCHOLARSHIPS FUNDING  
e) BUILD AND MANAGE A SCHOOL

His Excellency commissioning one of the 6 new Day Secondary Schools constructed by Zenith Bank Plc. to complement Government Efforts.

His Excellency Launching the PPP/CSR and GFS Projects in 2016.

CSR Projects - Commissioning of Zenith Bank project at Kiyawa.

Provision of Overhead water tank by Dangote Foundation at GUC/B/Kuda.

Classroom at Kiyawa constructed by Zenith Bank.

In 2017 Gezawa donated 18 Sitter Bus to Abdullahi Mai masaiichi-Ringim.

World Bank - GPE Supported Teacher Training at M/Madori.

World Bank GPE Support Infrastructure Renewal/Maintenance.

GPE/World Bank Supported Training of Teachers.

Hon. Commissioner, Permanent Secretary and Reps of Obasanjo Foundation during teacher training on ICT at Kude Mode Primary School.

Classroom blocks and furniture donated by Total foundation at GEDDI S. F/Goma, Kodeja.