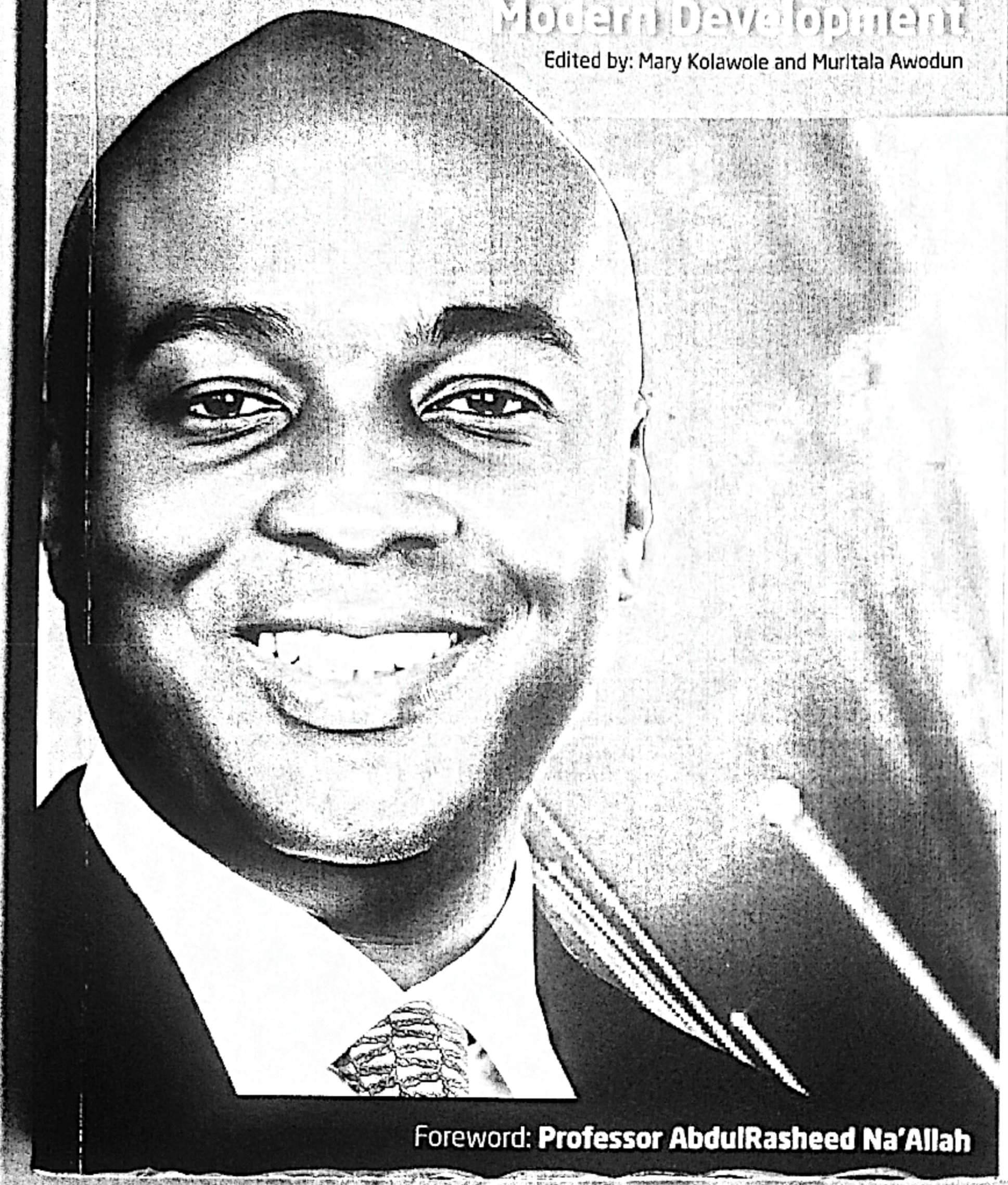
STATECRAFT

Laying The Foundation For Modern Development

Edited by: Mary Kolawole and Muritala Awodun



Foreword: **Professor AbdulRasheed Na'Allah**

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CHAPTER 4

Revamping the Educational Deliverables

Don Nwosu, Olayiwola Olorisade and Stephen Afolabi

4.1 Introduction

The Nigerian Government and people embarked on a momentous national curriculum conference in September 1969. An earth-moving educational exploration and national soul-searching venture, the conference was followed up with a series of national seminars and workshops in the early 1970s. These culminated in the launching of the National Policy on Education (NPE) in 1977, revised in 2004 (FRN 1977, 2004). Three years later, some of the leading educationists in Nigeria converted the grand idea in the NPE into an indigenous philosophy named Developmentalism during a national seminar in Bagauda, Kano State in 1981 (NERDC, 1981).

The main thrust of developmentalism is the thesis that education is the 'instrument par excellence' for national development. Ever since, developmentalism has become the mainframe of reference for

examining major educational efforts in Nigeria. It is even more so in the present discussion, since the promptness with which Governor Bukola Saraki embarked on his educational reform soon after assuming office, as well as the content of the reforms depict him as a leader who, guided by the developmental spirit, quickly saw education as a fast and veritable tool for bringing development and happiness to his people.

4.2 Conceptual Framework

The term 'education' is generally referred to as the process of developing a person's mind and character through teaching, or through formal instructions at a school or college. To educate is said to provide schooling for someone or to cause to develop mentally, morally, or physically, especially by instruction. Education also means to train or improve facilities, judgments, skills, etc. Though a means to equipping the man, it etymologically involves 'a drawing out' of natural endowment and 'a leading forth' to some new experience, knowledge or speculation. With special reference to the children, education connotes bringing up or rearing hence the emphasis on stimulation and aspiration of learners (Onosode, 2007).

Education is seen as a wheel for engineering social, economic and political development of any nation. At the inception of Governor Bukola Saraki's administration, the sector was faced with myriads of problems which immediately attracted the governor's attention. To assess the scenario, the first step the government took was to call for the First Education Summit in November, 2003. The major foci of the Summit were:

- To consider the state of the education sector in Kwara state;
- To seek the input of the stakeholders on repositioning the sector;

- To identify the major problems militating against the curriculum transformation plan of Kwara State.

To understand the underlying precarious situation prior to this summit and assess the situation post-summit, we present the thoughts of Governor Bukola Saraki on the occasion of the 2003 Education Summit below:

4.3 Case Presentation

The Case Study

Number Four

The Future Begins Today

'Today's event represents many things for me as a Kwaran and a Governor of Kwara. It is a great day because it represents our capacity and willingness to be united behind a common cause and in search of solutions to common problems. It is therefore, a day of hope. It is also a day of history because what we witness today has never been seen in the history of Kwara State.

However, while we should be delighted that we are the generation that dared to take the bold historic step, we also stand collectively indicted, vicariously at least, that this moment is taking place 36 years late in our existence as a State. Therefore, whatever personal and group glory one stands to claim here today is significantly tainted by the unpardonable absence that had relegated us almost four decades behind history.

I am however, consoled, by the popular cliché that says it is better to be late than never. What we are witnessing today therefore, is not so much the making of history; but rather a history in the making and a historic opportunity to recommend ourselves for greatness and atone for years wasted and opportunities squandered. Like Aldox Housley said, 'experience is not what happened to you, but rather, what you did with what happened to you.' In other words, the mere fact of siting down here today does not by itself recommend us for greatness. What would matter in the end, is what we are able to make of this unique opportunity.

Kwara Education Summit, 2003, represents an opportunity to mainstream the challenges of development and poverty reduction

in our State on a sustainable level. Like I have said in different occasions, we cannot hope to achieve meaningful development or significant reduction in poverty in the future, if we do not begin today to devise sustainable strategies for building a broad portfolio of assets in the individual that would not only expand the frontiers of opportunities available to them, but also equip them to take full advantage of those opportunities.

Towards the end of 2000, the United Nations made a declaration committing itself to the task of eliminating extreme poverty and hunger by the year 2015. All other elements of the Millennium Development Goals (MDGs): universal primary education, gender equality and empowerment of women; child mortality; maternal health; HIV/AIDS; malaria and other diseases; environmental sustainability and so on, are all organically connected to the problem of poverty and the task of 'reducing inequality within and among nations.'

It seems to me however, that the most fundamental approach to attaining these goals and its various concomitants, has to be through education, not only in terms of the number of people we are taking through schools, but more importantly, in terms of the quality and relevance of teaching and learning that obtain in our schools.

As our national economy came under severe threat and governance, institutions and structures atrophied over the years, our educational system also went into a free fall. I believe everyone in this hall is all too familiar with the state of our educational system that it hardly requires any recap by me.

However, as we embark on the gradual process of rejuvenating our economy and rebuilding governance institutions at all levels, we must earnestly prioritise the task of reviving our educational system that has gravely suffered over the years. In doing this, we must devise new ways of defining standards of education beyond mere numerical enrolments and school attendance. We must build for ourselves an educational system that answers to the demands and realities of the labour markets up to the global level.

Therefore, ladies and gentlemen, what we are gathered here to do this morning is not a mere intellectual exercise, even though it requires all the intellect that we can muster. Rather, it is a historic task that demands from us, practical and workable strategies and solutions to the myriads of problems confronting our educational sector.

We are familiar with all the infrastructural inadequacies: lack of furniture and requisite books; lack of laboratory equipment and inadequate classrooms; lack of vehicles and teachers, and so on. These are serious problems that deserve serious attention. However, addressing these needs alone would not lead us to the desired results if we don't deal with the fundamental issues of structures, policies, behaviours and attitudes both on the side of government, school administrators and managers, parents and teachers alike. This is why the summit addresses itself to the core areas that we expect will lead us to the kind of solutions that we want.

The issue of management and administration of schools; funding and financing education; quality of teaching and teachers; vocational, technical and special education; local and indigenous education; and the wide gap between public and primary schools form the core thematic areas of this summit. Today, we have brought together a broad constellation of stakeholders at all levels, who are familiar with all these issues and it is my belief that you will all bring your insight and experience to bear on these issues, thereby enriching what would eventually be translated into policy document for this government in the area of education. As I have said earlier, my government is committed to strengthening people's voice and broadening the democratic space for participation in public policy governance. This forum is another testimony to this commitment, and I urge you all to take full advantage of it.

I must thank everyone who has taken time to partner with us today in this great service to our State. I must however, thank

most especially our friends from the international development agencies, the Federal Government agencies and private sector organisations who have joined us today. I am aware that organisations like UNICEF, UNESCO and ETF have been doing a lot in the past, but I believe this is the time for us to strengthen the bond of partnership between the government in Kwara State and your organisations. It is only through synergy of efforts and resources that we can hope to achieve optimum results in the targets and objectives that I believe we all hold so much in common and so dear. This effort will not end with the summit. The summit will only provide the road map. The journey continues in the days after. I want to invite you to be part of this journey to the glorious future that we all envision for our children.

Distinguished ladies and gentlemen, I will like to end this address by repeating a very sobering but hardly surprising information that I picked up recently. A couple of months ago, I was reliably informed that all the secondary schools in Kwara State combined do not account for up to 10 per cent of intakes into the University of Ilorin. The reason, I understand, is because our candidates cannot pass the requisite examinations.

The grim implication of this is that about 90% of our children are locked out of the opportunities that higher education offers, that is, if we can extrapolate from the experience with the university of Ilorin. However, if we are able to leave this place with clearly deliverable plans on how to improve this record of performance, we would not have wasted our time here this morning. I wish you all a happy deliberation.

Thank you and God bless.'

An Address by His Excellency, Dr Bukola Saraki, at the 2003 Education Summit of the State

4.4 Case Analysis of Primary and Secondary Education

This summit uncovered a wide range of issues in relation to education, which informed the taking of further steps to reform the sector. To start with, in 2008, the State government, through the State Universal Basic Education Board (SUBEB) conducted an assessment exercise on primary grade four and six pupils from randomly selected schools in the State. The result is shown in Table 1 below.

	Primary Grade 4			Primary Grade 6		
	Male	Female	Total	Male	Female	Total
Numeracy	47.5	46.2	47.9	34.8	35.4	35.1
Literacy	50.1	46.8	49.2	55.7	56.7	56.0
Life Skills	55.0	52.3	54.9	56.6	56.9	56.7

Table 1: Mean Score in Assessment Tests.

Source: Kwara SUBEB, 2008

It is evident from Table 1 above that the mean scores obtained in the three tests by gender and grade was generally low. The pupils from grade six recorded a lower mean score in numeracy test than their counterparts in grade four, while they had higher mean scores in literacy and life skills. Consequently, in 2009 Kwara State Ministry of Education, Science and Technology conducted a 'Teacher Development Needs Assessment on 27,000 teachers of Basic Education in the State, out of which, only 75 teachers were said to have had a mental grasp of their subject contents, as well as an understanding of the processes involved in the delivery of a subject matter in class (*The Punch*, 7th August 2009 p.37).

The issue that bothered the State Government was on what the future of education in the State would be, if those who were meant to impact knowledge to the new generation of leaders barely knew their left from right? The dismal performance of teachers in the State Public Primary and Secondary Schools drew the attention of the government to the poor standard of education in the State. Also, the assessment threw up a challenge about the quality of teaching in the State in particular and the nation at large, more especially when children who were 15 years or below constitute about 48 per cent of the entire population. These various challenges in the education sector prompted the education reform introduced by the administration in 2009.

The education reform agenda came into effect in 2009 with the support of the Department for International Development (DFID) and Education Sector Support Programme in Nigeria (ESSPIN). At the initial stage, ESSPIN partnered with five states in the country (Kwara, Kaduna, Kano, Jigawa and Lagos States) to support and improve delivery of Universal Basic Education for all children in Nigeria. A consortium led by the Cambridge Education and in partnership with the British Council implemented this.

An attempt to properly articulate the objectives of the Education Reform Agenda led to the formulation of a charter of education tagged **'Every Child Counts'**. This charter sets out four cardinal goals for a better delivery of education across the state.

- Expert teaching; this is to ensure:
  - Regular, structured assessment for teachers complemented by professional development courses to improve teachers skills
  - Professional mentoring, teachers have access to mentors to offer guidance and practical advice with

classroom-based training, focusing on leadership skills and communication with pupils

- That what children learn is relevant, so that they are equipped to enter the world of work and contribute to the economy.

- Maintenance of standards through:
  - The setting up of quality assurance standards for every school, including private ones.
  - the support of schools to develop quality assessment systems
  - work with schools to support success and find solution to weaknesses
  - well managed schools where head teachers provide strong leadership and guidance
  - support high quality teaching with modern and efficient administrative systems.
- College of Education turnaround to improve pre-service teacher education and to consolidate production of the right quality teachers in line with the practical demands of teaching in primary schools.
- Institutional building through execution of series of capacity building programmes at the Ministry of Education, the State Universal Basic Education Board and the Teaching Service Commission; strengthening the Education Management Information System: and developing public communication and advocacy system to make information available to parents.

The Federal Government of Nigeria (2004) stated in her National Policy on Education that, "no education system can rise above the quality of its teachers". It is on this bedrock that the administration of Governor Bukola Saraki took proactive measures in improving pre-service and in-service training of teachers in the State. In view

of this, on 14th July 2009, Kwara State Government inaugurated two structures viz: Quality Assurance Bureau (QAB) and State School Improvement Team (SSIT). At the inauguration ceremony on 14th July 2009, Abdullahi Bolaji, the Honourable Commissioner for Education pointed out that the school inspection had over the years become increasingly inefficient and irrelevant to the process of improving education (*Punch*, 7th August 2009). These two initiatives of the government are mechanism put in place by the government to let schools and stakeholders assume responsibility for self-assessment.

The 24-member State School Improvement Team (SSIT) offers professional training and guidance to the school support officers (SSO), head teachers, assistant head teacher and teachers in primary schools. The team provides classroom-based training focusing on leadership, numeracy and literacy skills. The local school supervisors (LSS) and school inspectors reinvigorated and renamed school officers (SSO) and Quality Assurance Bureau (QAB) respectively to replace moribund inspectorate divisions at both the local and state levels.

The change in the names is to reflect the changing roles the two bodies assumed. The roles of SSO, among others, include receiving training from the SSIT, offering advice to the head teachers and teachers on improvement of teaching and learning at the primary school level, and holding cluster meeting with the head teachers periodically. The QAB maintains quality and standard at both private and public schools.

All public primary schools were encouraged to establish Early Childhood Care Centres (ECC). This resulted in 1,419 public primary schools and 582 private schools having functioning ECC Centres. In 2009 SUBEB supported schools in improving delivery of the ECC Centres by providing sanitation facilities, learning

materials and play items. The state's goal with regard to equipping the physically challenged children resulted in the training of itinerant teachers in 2009 to assist children with low vision; while ₦4 million was given to private schools that have children with special needs. This is to help them provide a supportive environment. Again, the State in its bid to ensure quality education in its primary schools, resolved in one of its capacity building workshops to harmonise primary schools' subjects and timetable, thus scaling down subjects to be offered in primary schools. The subjects offered are Numeracy, Literacy, Basic Science, Yoruba, Social Studies, Physical and Health Education, and Information and Communications Technology (ICT) while subjects like Home-Economics, Computer, Agricultural Science, and French are no longer offered in Kwara State Public Primary schools so that pupils can focus on a manageable number of subjects.

The Ministry of Education, Science and Technology (MOEST) has also registered and strengthened its Education Management Information System (EMIS), which had resulted in a more functional system of collation, retrieval, deployment and use of data on education. The capacity of the Kwara State EMIS committee, which is responsible for supervision of, and ultimately carrying out of the State EMIS activities within the MDA's was further strengthened through a series of training workshops in 2009, particularly focused on the core EMIS staff within the MDAs.

Table 2: Education Performance Report of 2010

LGEA	Pupil-Classroom Ratio			Pupil-Teacher Ratio		
	Primary	JSS	SSS	Primary	JSS	SSS
ASA	47	63	44	8	17	9
BARUTEN	56	84	68	22	56	31
EDU	37	70	48	13	27	26
EKITI	24	18	31	11	11	16
IFELODUN	23	20	16	7	12	13
ILORIN EAST	32	34	43	11	17	14
ILORIN WEST	46	75	74	15	20	15
ILORIN SOUTH	39	61	51	9	16	15
IREPODUN	16	20	22	5	14	11
ISIN	17	23	14	6	9	11
KAIAMA	50	66	87	15	15	41
MORO	28	38	37	10	16	16
OFFA	29	53	37	10	30	13
OKE-ERO	16	27	20	8	18	17
OYUN	23	24	20	8	15	10
PATIGI	69	52	38	28	29	24
TOTAL	34	42	35	11	18	14

Source: Kwara State Ministry of Education, Science and Technology, Ilorin

The State EMIS committee conducted the Annual School Census in 2009; they are now engaged in carrying out the data processing and publishing of Annual School Census Information. It is also planning towards establishing functional EMIS units in the Local Government Education Authorities (LGEAs). Today, the Kwara State Ministry of Education, Science and Technology can boast of accurate and reliable data to plan effectively, and constantly evaluate its progress in order to maintain its track towards the set goals and objectives.

The Every Child Care Charter stressed the need for the establishment of School Based Management Committees (SBMC) as crucial to the development of education at the grassroots level through working hand-in-hand with the school authorities to achieve specified targets. In the light of this, the Kwara State Ministry of Education, Science and Technology, in February 2007, directed the Local Government Education Authorities (LGEAs) to instruct all schools in their jurisdictions to establish School Based Management Committees. In consonance with the directive, all LGEAs in Kwara State mobilised primary schools and had since formed SBMCs.

In 2009, a task team was set up to redesign and monitor the activities of these committees and the training of the members of the task team has commenced. This is to ensure that schools are effectively run and administered to enhance the general attainment of quality basic education delivery with the inclusion of sustainable school management through constant engagement of the public and communities. The School Development Scheme (SDS) empowers and supports the SBMCs as well as provides grants to the SBMCs to help them achieve their improvement plans. The Kwara State Universal Basic Education Board (SUBEB) organised the first distribution of the state grant award ceremony on Tuesday 21st

October 2008 and handed cheques of varying amounts to six Local Government Education Authorities (LGEAs).

At the grassroot level, Offa Local Government on Wednesday 29th October 2008 handed cheques to chairmen of different SBMCs ranging from ₦240,000.00 to ₦1,000,000.00. At the Apostolic LGEA Primary School, Offa, the SBMC in tandem with the Parents/Teachers Association (PTA) laid the foundation of a block of four classrooms, with two of the classrooms constructed up to the roofing level. In a similar dimension, the SBMC of Ogidiri A/C LGEA School, Offa and Iyeru-Okin LGEA School, Offa, mobilised their members to liaise with philanthropic individuals and well-meaning, spirited public organizations to establish computer centres. In each of the centres, there is a sizeable number of computer sets. Ogidiri LGEA School alone has 10 computers in its computer centres.

In addition, the government in her 2010 Annual Education Report listed the following achievements:

1. Increasing access to education by both males and females. This is through improved quality of available infrastructure, building of new schools and classrooms. Also, in 2009, 101 new schools were opened to offer junior secondary education;
2. The private schools were given opportunity to thrive, to increase access for school age children and provide choice of provision;
3. Sixty (60) nomadic primary schools were established with the plan to construct two new classrooms each in five of the existing nomadic schools on which ₦23m was approved for this purpose.
4. Eleven Adult literacy classes of vocational centres were planned for establishment in the year 2010 on which ₦1.79m was committed.

5. Ten (10) computer specialist teachers were employed in 2009 and additional ten were proposed in the year 2010. Fifteen senior secondary schools were converted to science secondary schools.

4.5 Case Analysis of Higher Education

Realising the important roles teacher education plays on the quality of education as a whole, a major issue in the teacher education programme was identified with a view to improving the pre-service training of teachers for the primary and secondary schools in the State. Thus, it was considered necessary to transform the curriculum of the existing College of Education in the State, in collaboration with the Department for International Development (DFID), Education Sector Support Programme in Nigeria (ESSPIN), and the National Commission for Colleges of Education (NCCE).

The curriculum of the Kwara State College of Education, Oro, was therefore redesigned to suit its new status as a College of Basic Education with the administrative structure realigned to meet new requirements and lecturers retrained by ESSPIN to handle the new curriculum. Admissions policy has also been revised to link the intake of students to the market demand for teachers.

The Kwara State Polytechnic reform programme had also commenced with the institution gradually moving towards a target intake of 70 per cent of students for science/technology courses. In 2009, 7,749 students were enrolled in science courses as compared to 4,266 students in non-science courses. The polytechnic constructed a new senate building in 2010 and plans to pursue its mandate by completing the Institute of Technology complex, supplying modern equipment and refurbishing existing equipment.

To consolidate its achievements in education, Governor Bukola Saraki's administration established a multi campus university,

locating its main campus at Malete with two other proposed sites at Osi and Ilesha Baruba. The take-off point was Malete campus with initial 83 academic staff, 164 non-academic staff and 550 students for the 2009/2010 academic session. Quality buildings comprising administrative block, lecture room complex, auditorium, staff quarters, and student hostels were constructed. The academic units and departments were organized under five Colleges viz: Agriculture, Education, Humanities and Social Sciences, Pure and Applied Sciences, and Information and Communications Technology (ICT). Additional colleges/disciplines have been penciled down for commencement in the 2011/2012 academic session. These include Engineering, and Aviation Technology. Also operating at the University are the various Centres and Directorates meant to positively impact on the university's immediate and international community, as well as prepare the students for positive contributions to the nation's economy as entrepreneurs and business owners.

To alleviate the suffering of Kwara State students in higher institutions, the state government in 2010 offered financial assistance to some indigent law students to the tune of ₦26.4 million, and also gave ₦143.79 million to other tertiary institution students at the rate of ₦3,000 per student.

4.6 Findings and Observations

It could be said that with time, Governor Saraki's education reform has brought remarkable improvement in the delivery of teaching and learning at the primary and secondary levels of education. The training and retraining of teachers are meant to continue even after the exit of the administration.

However, most often when people talk of Kwara's education reform, they forget Kwara State University (KWASU) and focus

exclusively on primary and secondary schools. The fact is that the establishment of Kwara State University marks an education rebirth at the highest level, being not only the revival, but also the fulfillment of a university dream that had been abandoned by previous governments because of the challenges it poses. Furthermore, with its dual concept of 'world class University' and the 'University for Community Development', KWASU entered the Nigerian tertiary arena with a spirit of innovation. Consequently, as a curricular policy, the University avoids mechanical repetition of courses offered in other similar institutions, while strongly promoting curriculum innovation and best practices in teaching and learning. Also, it is an information technology-driven University, and within its two years of existence has a dedicated site for it by Microsoft. KWASU is making its mark among ICT-driven universities in the world .

In line with the KWASU spirit, the University's College of Education, through its foundational courses has been nurturing and promoting a new philosophy, 'the philosophy of the new millennium' called Holistic Globalism/Holistic Universalism (Holisticism). The philosophy of holisticism enunciates 'education of the whole person for the whole world. Education of the total person to be a man or woman of character and integrity, a competent, smart, innovative, resourceful and inspiring global citizen; "total" education achieved through "total" or comprehensive strategies'. This new philosophy of the third millennium is being concretised through the community development projects which students carry out under courses EDU 114 and EDU 204.

4.7 Challenges and Worries

There are challenges confronting the state at all levels of education. at Primary and secondary school levels, the following challenges were observed:

- There are inadequate classrooms in some schools, while in others the infrastructures are dilapidating;
- There is a problem of teachers' distribution with more teachers located in the urban schools;
- Poor remuneration of teachers, head teachers, School Support Officers (SSO) and State School Improvement Team at training workshops/seminars and for their field work, need to be improved;
- Lack of compensation for teachers in rural schools to motivate them to stay and be dedicated to their tasks in such rural locations;
- Lack of constant training for staff of the Education Management Information System (EMIS) to get acquainted with new development and practices;
- Lack of adequate teachers for the teaching of computer studies in Kwara State schools;
- Inability of Quality Assurance Bureau staff to move around for on the field assessment due to insufficient official vehicles.

At the tertiary level of education,

- Colleges of Education and the State Polytechnic are confronted with serious funding problems. The institutions are compelled to generate funds to sustain themselves, thereby admitting students beyond their carrying capacity and charging exorbitant school fees on the students.
- High school fees charged at the Kwara State University limit the opportunity for Kwara indigenes whose parents and benefactors, being mostly civil servants and artisans, cannot afford KWASU fees.
- At the Kwara State University, there is a serious shortage of structures; inadequate classrooms, teaching and learning facilities, equipment and staff offices. Also, there is the fear

about Government's continuous financial sustenance to actualise the dream of the founding fathers of the Kwara State University, not only to meet the NUC requirements but to also achieve the university's vision of a world-class institution, blazing its home grown philosophy of holisticism globally.

4.8 Recommendations

In view of the problems associated with the education sector in the state, there is a need to address them by the state government. Thus, the following recommendations become imperative:

- Increased and effective funding of education at all levels in the state.
- Construction of more classrooms in primary schools, especially in the rural areas.
- The allowances being paid to teachers, head teachers, School Support Officers (SSO) and the State School Improvement Team (SSIT) should be increased for better results.
- The government should pay an appreciable special allowance for teachers in rural areas, for greater motivation of such teachers and to elicit better performance from them.
- Reduction in the school fees paid by the students in Kwara State tertiary institutions, to ensure increased access to higher education by Kwara indigenes.
- More facilities are urgently needed at the Kwara State University. Such facilities include additional lecture rooms, auditoria, well furnished and spacious offices, student hostels, educational technology centre, SIWES office, laboratories and equipment.

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