

**EDUCATION AS PANACEA FOR RAPID SOCIO-ECONOMIC GROWTH AND
DEVELOPMENT OF KEBBI STATE.**

**Professor Abubakar Abdullahi Bagudo
Department of Education Foundations
Faculty of Education and Extension Services
Usmanu Danfodiyo University, Sokoto, Nigeria**

**A Paper Presented At The Annual Conference and Kebbi Economic Development Summit
held at the Presidential Lodge Brinin Kebbi, Kebbi State, Nigeria on the 8th and 9th
October,2025.**

INTRODUCTION

To begin with, I wish to express my appreciation and heartfelt gratitude to Kebbi Elders Consultative Forum the organizers of this conference on Kebbi Economic Development Summit, for this noble opportunity. This conference and Economic Development Summit is in consonant with the forum's engagement with the Kebbi State Government on important developmental issues with a view to launching the state to the next level of development.

As a group of prominent elder statesmen, the Forum is expected to play advisory role to the state government on a wide variety of issues on political, social, economic, cultural and security concerns of the state in particular and the nation in general.

Kebbi state has come of age having celebrated thirty four years of existence on the 27th August 1991. It was created alongside the states of Abia, Enugu, Delta, Jigawa, Osun, Kogi, Taraba, and Yobe, by the military administration of General Ibrahim Badamasi Babangida. Since then the state had undergone different transformations in its developmental strides. Having gone this far, developmental issues such as Political, Economic, Social, Cultural, and Security of lives and property come into focus with a view to brainstorming on the situation analysis of the state and possible ways forward.

The connection between education and rapid socio-economic growth and development of Kebbi state is obvious and undisputable. The factor of production for the much needed socio-economic growth and development of the nations of the world are broadly divided into human and material resources. The human resource development which economics tagged as human capital development is the active factor of production, while the material resources are the passive factors of production. By implication, human being is the catalyst, who operates the material resources

and turn them into tangible goods and services for the much needed development. This explains why the Nigeria's National Policy on Education stated in very clear and unequivocal term that: "The nation adopts education as a tool per excellence for effecting national development. Psychologists informed us that human being has been endowed with unlimited potentials. The more opportunity availed individuals for education, the more these potentials are identified and accordingly developed for the benefit of the nation. On the other hand, where the opposite happens, citizens are denied the opportunity of education, or opportunities are not utilized the human potentials remain untapped for the benefit of the individual and society.

From the foregoing, the role education in effecting national development and translating human potentials into actual is not in dispute. For the purpose of this discussion on the subject matter: Education As Panacea for Rapid Socio-economic Growth and Development of Kebbe state, I attempted focusing on the following

1. Education Policy and Practice In Kebbi State
2. Basic Education in Kebbi State
3. Post Basic Education in Kebbi State
4. Development Partners Participation in Education in Kebbi State
5. The Development of Science and Technical Education in Kebbi State
6. Higher Education Development in Kebbi State.

The discussion of the entire system of Education in Kebbi State focused on the role of education in the development of the human capital at each level of education with an eye on the socio-economic growth and development of the state.

BLUEPRINT FOR EDUCATION IN KEBBI STATE

I have had extensive discussion with the Ministries of Basic and Secondary Education (MBSE), and Ministry of Higher Education, (MHE), Kebbi State Universal Basic Education Board (KSUBEB) prior to writing this paper. The discussion revealed heavy investment by Kebbi state at Basic, Post Basic and higher education. The snag, however, is the seeming absence of a clear Blueprint to guide the state's educational endeavour. The State as a matter of urgency needs Blue print for education in and this should further be captured in the manifesto of the governing party to guide its education effort. It is not difficult to come up with the Blue print for education in the state because there living reports and documents which could give direction to this. For instance between 2007-2015, Kebbi state identified priority areas in Education, Health and Agricultural sectors for special attention. The state government constituted committees under the leadership of prominent scholars of Kebbi state extraction to study these sectors and advise the government as appropriate. The Reports of these Committees are available with the state government. It could be recalled that the Health Committee was headed by Emeritus Professor Hamidu Ahmad, (OON), of blessed memory and that of Agriculture was headed by Professor M. D. Magaji. For the purpose of this discussion, the education sector will be isolated for special treatment. It was headed by Professor Attahiru Muhammadu Jega (OFR). The Report of the committee was titled: **Improvement and Development of Education in Kebbi State 2009**. The membership of this Committee comprised illustrious sons and daughter of Kebbi State, including distinguished Chairman of this session, Professor Muhammad Kaoje Abubakar (OON), Magatakardan Zuru, and former Minister, Ministry of Science and Technology.

1. Professor Attahiru Muhammadu Jega OFR	Chairman
2. Professor Tijjani Muhammad Bande GCON, OFR	Co-chairman
3. Professor Muhammad Kaoje Abubakar OON	Member
4. Professor Abdullahi Abdu Zuru	Member
5. Professor Farouk Aliyu Kalgo	Member
6. Professor Umaru Tuni Muhammad	Member
7. Alhaji Mai'eka Bello Muhammad	Member
8. Alhaji Muhammad Kindi Zauro	Member
9. Alhaji Abdullahi Kamba Kamba	Member
10. Professor Abubakar Abdullahi Bagudo	Member
11. Alhaji Abdullahi Muhammad Lamba	Member
12. Professor Sadiq Abdullahi Yelwa	Member
13. Alhaji Abubakar Hussaini	Member
14. Alhaji Hussaini Aliyu Yauri	Member
15. Alhaji Shehu Aliyu Sambawa	Member
16. Hon. Bala Uban Dawaki	Member
17. Alhaji Sodangi Bello Diggi	Member
18. Alhaji Abdullahi Umar (Wazirin Gwandu)	Member
19. Hajiya Fatima Umaru Kamba	Member
20. Alhaji Musa Adamu Birnin Yauri	Member
21. Hajiya Maimuna M. Bala	Member
22. Professor Ahmad Umaru Sanda	Member
23. Alhaji Yusuf Wade	Secretary

A subcommittee was further constituted and saddled with the responsibility of supervising the implementation of the interim report submitted to the government by the main committee.

The Report and its implementation undoubtedly turned around the fortunes of education in Kebbi State. Many States in the country adopted the Report of the committee and implemented it with rewarding outcomes. The Report was the most comprehensive review of education in the state since its creation in 1991. To the best of my knowledge, there is no state in Nigeria that undertook comprehensive study of its education by experts of this magnitude. This report could form the basis of the Blueprint for education in the state that is being advocated in this discussion. In my interaction with the two Ministries in charge of education in the state and the Kebbi State Universal Education Board, I encouraged them to avail themselves of the report, study it, because of its rich content with a view to coming up with the Blue print on education.

EDUCATION POLICY IN KEBBI STATE

Education Policy in Kebbi State draws inspiration from the National Policy on Education, (NPE). However, the State paid attention to the needs to respond to the socio-economic and cultural peculiarities of the state. Between 2015-2023, Kebbi State Government implemented the domesticated version of 2005 Universal Basic Education passed by the Kebbi State House of Assembly. To its credit, Kebbi state happened to be the only state to domesticate the 2004 Basic Education Law to reflect its peculiarities and existential realities. The Law established Local Government Education Authority Committee and District Education Committees in the then 118 Districts in the state.

The Policy underscored the importance of the key stakeholders in the state in the delivery of educational services, viz the 3 tiers of government, the Private Sector, Development partners and Non-governmental organizations.

During the period under review, Kebbi State happened to be one of the seventeen states of the federation that participated in the implementation of Better Education Service Delivery For All, (BESDA). The states included all the seven states of the North-West Geo-political zone, six states of the North-East Geo-political Zone, and one state each from the four other Geo-political zones of Nigeria. Niger State from the North-Central zone, Oyo state from South-West Zone, Ebonyi State from South-East, and Rivers State from the South-South zone were selected. The seventeen states were considered to be the most educationally disadvantaged at that time, i.e 2018 - 2023. BESDA, which was a World Bank-Federal Government Intervention was meant to assist the states to address the problems of out-of-School children, (OOS), low level of literacy in English Language and the Language of the Environment. It was a 611 million dollar programme which lasted between 2018 - 2023. For the smooth implementation of the BESDA programme, Kebbi state decided to involve Professors to Chair Local Government Education (LGEAs) central committees to enhance smooth and effective implementation of the programme. Accordingly, the following university academicians were appointed to head the 21 LGEAs of Kebbi State from 2020 - 2023

- | | |
|---|--------------|
| 1. Professor Ibrahim Hussaini Aliero | Aliero LGEA |
| 2. Professor Amin Muhammad Bui | Arewa LGEA |
| 3. Professor Rabi Muhammad | Argungu LGEA |
| 4. Professor Aminu Bayawa Muhammad | Augie LGEA |
| 5. Professor Ibrahim Muhammad Bandi Zagga | Bagudo LGEA |

6. Professor Chika Umar Aliyu	Birnin-Kebbi LGEA
7. Professor Aliyu Muhammad Bunza	Bunza LGEA
8. Professor Samaila Kyangakwai Ahmad	Danei LGEA
9. Professor Rabi'u Umar Saidu Wasagu	Danko-Wasagu LGEA
10. Prof. Aishaa Abdullahi Ibrahim	Fakai LGEA
11. Dr. Bello Muhammad Shallah	Gwandu LGEA
12. Professor Umar Dantani	Jega LGEA
13. Professor Farouk Aliyu Kalgo	Kalgo LGEA
14. Professor Abubatar Danbaba	Koko-Besse LGEA
15. Professor Balarabe Isa	Maiyama LGEA
16. Professor Umar Abubakar Birnin Yauri	Ngaski LGEA
17. Professor Sanusi Muhammad	Sakaba LGEA
18. Professor AbdulBasit Ahmad Afuwo	Shanga LGEA
19. Prof. Sodangi Umar	Suru LGEA
20. Professor Sadiq Abdullahi Yelwa	Yauri LGEA
21. Professor Sani Dantani Manga	Zuru LGEA

At the end of the programme in the year 2023, Kebbi state came first out of the seventeen focus states mentioned inter alia. This outstanding performance of Kebbi state in the objectives of BESDA programme based on increased access to education, improvement in literacy in the English Language and language of the environment and system strengthening through accountability was confirmed by the Nigeria Bureau of Statistics, an Independent consultant employed by the Universal Basic Education Commission (UBEC). This feat accomplished by Kebbi State did not go unnoticed as it attracted a handsome reward from the federal government

of Nigeria, through the Universal Basic Education. For obvious reason, I am deliberately not going to disclose the amount won by the state, in this discussion as in my opinion it is better to hear it from the appropriate authorities. For the period under review I happened to serve as State Based Consultant of BESDA, appointed by the Federal Government to guide and advise on the implementation of the programme.

With the inception of the current administration of His Excellency, Comrade Dr. Nasir Idris Kauran Gwandu, he formally invited me and sought for my advise and insights on education in the state, with particular reference to sustenance and strengthening BESDA objectives, including how to reinvest the won reward from the Federal Government. It was a very fruitful and rewarding discussion between the two of us, including continuity of the services of the professors of Kebbi extraction in the running and management of Basic Education in Kebbi state. The Executive Governor lived by his words by reconstituting the 21 central committees of the Local Government Education Authorities under the leadership of our Professors, including my humble self at the head of Bagudo Local Government Education Authority.

The roll-call of professors in the helm of affairs in the leadership of the 21 Local Government Education Authorities under current dispensation since November 2024 is as follows:

Name	Institution	LGEA
1. Professor Ibrahim Hussaini	UDUS	Aliero
2. Professor Garba Abdullahi Kangiwa	FUBK	Arewa
3. Professor Lawal Alkali Argungu	UDUS	Argungu
4. Professor Aminu Bayawa Muhammad	UDUS	Augie
5. Professor Abubakar Abdullahi Bagudo	UDUS	Bagudo

6. Professor Sanusi Ahmad	UDUS	Birnin-Kebbi
7. Professor Muhammad Danladi Bunza	FUBK	Bunza
8. Professor Samaila Kyangakwai Ahmad	UDUS	Dandi
9. Professor Rabi'u Umar Saidu Wasagu	UDUS	Danko-Wasagu
10. Professor Alhassan Isa	UDUS	Fakai
11. Dr. Bello Muhammad Shallali	Retired (UDUS)	Gwandu
12. Professor Umar Dantani	UDUS	Jega
13. Professor Kasimu Shehu	FUBK	Kalgo
14. Professor Abubakar Danbaba	UDUS	Koko-Besse
15. Professor Balarabe Isa	UDUS	Maiyama
16. Professor Umar Abubakar Birnin Yauri	UDUS	Ngaski
17. Dr. (Mrs) Mairo Danjuma	AFUSTA	Sakaba
18. Professor AbdulBasit Ahmed Atuwu	UDUS	Shanga
19. Professor Muhammad Aminu Umar Suru	UDUS	Suru
20. Professor Musa Abubakar Yelwa	UDUS	Yauri
21. Professor Sani Dantani Manga	UDUS	Zuru

In addition to the leadership of the 21 LGEA central committees, there are District Education Committees across the 21 Local Government Councils. As at 2023, there were 118 Districts in the state. The 21 Central Education Committee work in collaboration with the 118 District Education committees. In fact, the Central Education Committees of the 21 LGEAS, play supervisory role to the 118 District Education Committees. Each District Education Committee is headed by the District Head, with membership drawn from Women Group, Nigeria Union of Teachers (NUT), Religious group, Business community, Zonal Education Office, opinion leaders of the community.

The District Education Committee is made up of ten members drawn from the different interest groups and key stakeholders in education in the community. This elaborate arrangement in the Management of Basic Education is unique to Kebbi state in Nigeria. Since the inception of this administration, additional districts were created which I could not lay my hands on as at the time of writing this paper. With this arrangement, and the appointment of University Professors at the head of basic Education delivery at grass root level, they are saddled with the responsibility of turning around the fortunes of Basic Education in the state.

As highlighted inter alia, the professors had since November, 2024 assumed responsibility at the head of the 21 LGEA Central Committees. In the demonstration of the Kebbi State Government's support of the assignment of the Professors the Executive Governor of the State, Comrade Dr. Nasiru Idris, Kauran Gwandu, inaugurated the LGEA Central Committees and their chairmen on 30th July, 2025 in colourful ceremony at the Presidential Lodge, Birnin- Kebbi. In his speech at the launch, H.E the governor lauded the sacrifices of the chairmen of the LGEA for accepting to serve their state.

Constitutionally, the funding and Management of Basic Education in Nigeria is the responsibility of the second and third tiers of Government, i.e the States and Local Governments. However, in historical perspectives since 1976 UPE and later 1999 UBE, Basic Education had been and is still joint responsibility of Federal, State and Local Governments, in addition to Intervention of Development Partners. The arrangement is that there is the Universal Basic Education Commission (UBEC) at the Centre, State Universal Basic Education Board, (SUBERS) at the Second tier of governance and Local Government Education Authorities, (LGEAs) at the third tier of Government. UBEC in addition to providing policy framework for the delivery of basic education, it contributes counterpart funding to states. The condition is that whatever amount

Federal Government provides, the state is expected to contribute the corresponding amount in order to access the fund. In my opinion, this is a very liberal education policy, where Federation Government provides funding to an educational level it has no constitutional responsibility to do so. This funding and management of basic education was lauded at the 1990 World Conference on education held at Jomtien Thailand. This model was found very fascinating by the world community in the delivery of Basic Education. The only requirement is for the states to contribute the same amount made available by the federal government in order to access the funds without strings attached.

Under this arrangement Kebbi had accessed up to 2024 Matching Grant. Kebbi State Universal Education Board (KSUBEB), on its part is through with its work plan, awaiting UBEC validation, defence and subsequent approval for the implementation of the work plan. This development is commendable on the part of Kebbi state in accessing its Matching Grants up to 2024, compared with other states, whose Matching Grants are laying unaccessed due to their failure to pay their counterpart funding. However, since we are approaching December, 2025, Kebbi State should pay its Counterpart Matching Grant for 2025 so as to fully access its Matching Grant and be up to date. Available records show that few States like Katsina, Kano, Kwara and Enugu have already accessed first and second quarters of the 2025

Basic Education in Kebbi State

Kebbi State is one of the 36 states of Nigeria.. The 2006 National census put the population of the state at 3,238,628, comprising 1,517,498 males and 1,621,131 female populations. It is almost two decades since the last census was conducted in the country. Since then the population of the country and other federating units is based on estimates. To appreciate the performance of Kebbi

State at basic education level is to look at the population of Kebbi state as at 2025. This is the estimated population of school going age as at 2025 and those actually enrolled in school against the background of School age children. The population estimates is at 2.5 percent annual population growth. Based on this the population of Kebbi State as at 2020 stood at 4,372, 138 at the 2.5 percent annual growth rate. In 2025, the estimated population of Kebbi State stands at 4,918,653. Using the United Nations Organizations (UNO) data for Nigeria, the primary school age children in the 6 - 12 age bracket accounted for 22.4 percent. The 22.4 percent of the population of Kebbi State which represents Primary School age bracket stands at 1,101,778 pupils. By implication 1,101,778 pupils should be in our primary schools in Kebbi. What is the current enrolment in our primary schools in Kebbi state compared to the estimated 6-12 year age bracket?

To appreciate the total enrolment of pupils in our Primary is to look at the participation of government and private sector in that level of education

S/N	Primary School Enrolment		Total
	Public Sector	Private Sector	
1. Primary	672,846	426,447	1,099,293
2. ECCDE	47,937	44,871	92,808

TABLE 1: ECCDE and Primary School Enrolments in the Public and Private in Kebbi state.

From the table 1, the primary school enrolment in the public and private schools in Kebbi State stands at one million ninety-nine thousand two hundred and ninety three. Comparatively, the enrolment in the public schools constitutes 61.02 percent, while the private schools enrolment represent 39.79 percent of the total enrolment in the primary schools in the State. This presents a

very impressive performance of the private sector in the provision of education at this level. By implication it also portrays the acceptance of private school system by general population of Kebbi State. Since education is on Concurrent Legislative List, it encourages the participation of the three tiers of government, private individuals, Faith organizations, NGOs, CBOs, etc. Undoubtedly, the public provision of education is the most important and is emphasized here because, it is the most affordable by the generality of the people.

The high level of participation by the private sector in education in the state not only points to patronage by the population, but also favourable atmosphere and collaboration by the government. Without this level of participation by the private sector, public primary schools enrolment of 672,846 represents 61 percent, thereby leaving 428,932 constituting the out-of-school children.

The Federal Government had since recognized Early Child Care Development Education (ECCDE) and incorporated it in the formal school system under 1-9-3-4 system of education. By implication each public primary should have ECCDE centre. However, until recently, private sector dominated in the provision of ECCDE. For instance, there are 1986 public primary schools in Kebbi state, but with only 420 ECCDE centres, implying that there are 1,566 primary schools without ECCDE.

In contrast, there are 877 private primary schools in Kebbi State and 380 ECCDE showing that there are 497 private schools with ECCDE centres. With increasing demand for ECCDE centres occasioned by the growing number of working class families, there is need for more government participation in the provision of ECCDE at subsidized rates and in consonant with the provision of the National Policy on Education. It follows that while only 21.1 percent of the public schools have ECCDE, 43.3 percent of the private primary schools have ECCDE.

TABLE 2: Number of Public and Private Primary Schools

S/N	Number of Primary School		Total
	Public	Private	
1.	1986	877	2863

The total number of private and public schools in Kebbi state put together stands at 2863 with a combined pupil enrolment of 1,099,293. Given the estimated number of primary school age, 6 -12 bracket of 1,101,778 in Kebbi State as at 2025, the state appears to have a very negligible number of out-of-school children. The combined efforts of the public and private sector had result in the dividends we are seeing. It was mentioned earlier that Kebbi State performed excellently in the Better Service Education Delivery for all programme between 2018-2023, in terms of providing access to education, improvement of literacy in English and mother tongue and system strengthening. The effort of government in that direction are still reflecting in addressing the challenge of out-of-school children the state.

The Picture of Primary School Teacher in Kebbi State is shown in Table 3

S/N	Male Teachers	Female Teachers	Total	Teacher-Pupil Ratio
1.	11,425	6,096	17,522	1:38

Going by the standard norm of the ratio of one teacher to 40 pupils, Kebbi State has an excellent Teacher/Pupil ratio of 1:38. However, the Snag is in the very uneven distribution of teachers in schools between the urban and rural schools of the state. In urban areas, there is very high concentration of teachers to the extent that, there is preponderance of redundant teachers almost doing nothing. In a sharp contrast, it is very common to find schools in rural areas with one or two

teachers with full streams of classes one to six. This ugly feature of the schools in rural areas has brought serious setback in education. This uneven distribution of teachers between urban and rural schools is brought about by a number of factors.

Firstly, there is preponderance of married women teaching in urban schools where their husbands and families are resident. It became convenient to post such married women close to their families.

Secondly, there is a general dislike for teaching in the rural areas in comparison with urban centres. The dislike for rural areas can be debunked in view of the global village we are living occasioned by communication revolution which has provided services which hitherto were exclusive reserve of urban settings.

Thirdly, there are the “untouchable”, who have godfathers that are shielding them to do as they like. They continue to stay in their comfort zones, receiving salaries without doing anything. Fourthly, there are a sizeable number of people who were employed and paid some stipends ranging from Ten Thousand (N10,000:00) to Fifteen thousand (N15,000:00) naira monthly, knowing fully well that they are not going to teach. The question is: Why are such people employed posted to Teaching Department of the Local Education Authority instead of the Department of Social Welfare? The teaching force of 17,522 in the Primary Schools in Kebbi state is adequate even with the projected figure of 1,101,778 primary schools age bracket of 6-12 years. The figure of 17,522 teachers against estimated enrolment of 1,101,778 translates to a teacher-pupil ratio of appropriately 1:63, which is tolerable. In this scenario, it is not advisable to call for recruitment of additional teachers for Primary Schools in Kebbi State. Rather, the Local Government Education Authorities under the leadership of Professors should look inward for redistribution of the exist teachers for balance between urban and rural schools, so that teachers can be posted to where their

services are most needed. I am making this recommendation, not unaware that it is going to be a herculean task because LGEAs are going to confront so many forces and interest groups against this shake-up. However, since the intent of the injection of the professors into the system is to add value and make a difference, this issue has to be addressed head on.

Another issue very crucial in the educational service delivery in Primary Schools in Kebbi state is the need for comprehensive forensic audit of teachers to identify genuine teachers recruited on merit to teach as distinct from the caricature of people employed. Identifying genuine teachers with relevant teaching qualifications of Nigeria Certificate in Education, (NCE) and B.A. Ed, B.Sc Ed and B. Ed degree is necessary to plan a good service scheme for teachers to boost their morale for better service delivery. The teachers in Primary schools in Kebbi state today are the least paid simply because genuine, qualified teachers have been collapsed with ghost teachers who show up only on pay days. There are many qualified teachers with Nigeria certificate in Education (NCE) and degrees in Education, whose salaries are far cry the national minimum wage. Why is this happening only in education sector of the state?

INFRASTRUCTURAL FACILITIES IN PRIMARY SCHOOLS

Kebbi State investment in infrastructural facilities is unprecedented. The Summary of funds expended on infrastructural facilities is shown in the table below between 2022-2024

TABLE 3: SUMMARY OF FUND EXPENDED 2022-2024

S/N	Grant	Amount Expended
1	Matching Grant 2022	₦ 2,408,984,707:50
2	Matching Grant 2023	₦ 2,791,569,918:25
3	Matching Grant 2024	₦ 7,109,285,768:92
4	BESDA Reward 2023	₦ 6,897,145,071:42
5	State Initiated Project 2024	₦ 252,276,326:63
	Grand Total	₦19,459,261,792:72

During the period under review, 2022-2024, Kebbi State expended Nineteen billion four hundred and fifty-nine million two hundred and sixty-one thousand, seven hundred and ninety-two naira seventy kobo (~~₦~~19,459,261,792). The expenditure covered new constructions, renovation, procurement of instructional materials and other educational activities. The summary of projects executed, cost and level of completion is hereby shown in the attached.

K	DRAINAGE AND FLOOD CONTROL	4	412,971,634.27	100%
L	PROCUREMENT (BOOKS, COMPUTERS AND TABLETS)	717,655	2,714,059,120.00	100%

	BASIC SCIENCE LABORATORY AND EQUIPMENT	10	264,262,457.72	100%
M	TRAININGS	4,000	147,985,000.00	100%
N	ALLOWANCES FOR PROPRIETORS AND FACILITATORS	3,586	316,230,000.00	100%
O	SCHOOLS/CENTRE IMPROVEMENT GRANTS	1,363	157,880,000.00	100%
P	PROJECT ADMIN CHARGES	2%	309,231,493.63	100%
Q	QUALITY ASSURANCE	2%	246,196,795.89	100%
R	SPORT AND EQUIPMENT	1%	123,098,397.9	100%
S	AGRICULTURAL EDUCATION	2%	246,196,795.89	100%
O	OTHER EDUCATIONAL ACTIVITIES		528,622,284.36	100%
	GRAND TOTAL		19,459,261,792.72	

The State Government's investment in infrastructure depicting summary of projects, cost and level of completion shows staggering amount of money expended within two years only. This level of investment in the primary school sector alone calls for nothing short of turnaround in this level of education. The challenge for the LGEAs in collaboration with Central Education Committees and District Education is to ensure value for money through oversight function and for the investment to translate into high quality basic education. The Central Education Committees and District Education Committee should work hand in hand in ensuring high quality execution of projects in accordance with contract specifications as contained in the Bills of Quantities. The copies of Bills of Quantities should be made available for enhanced oversight function of ongoing project.

DEVELOPMENT PARTNERS PARTICIPATION IN PRIMARY SCHOOLS

The Development Partners refers to International Donours such as World Bank, UNICEF, UNESCO, UNDP, and organizations from within like NGOS, CBOs. Inter alia mentioned was made of World Bank recent intervention 2018-2023 amounting to 611 million United State America Dollars under BESDA in which Kebbi State was a prominent participant. Initially, I made mention that the amount of the award won by Kebbi in the implementation of BESDA would not be disclosed. However, in the course of the discussion under educational expenditure in the provision of infrastructural facilities, the figure of ₦6,897,145,071.42 appeared as BESDA award 2023. This award was reinvested in Primary School Education in the state.

In historical perspective, these development Partners have shown interest in participating and investing in Basic Education in developing countries to the exclusion of higher education. They have been on the paradigm that Basic Education brings more economic benefits to the developing countries rather than higher education. Be it as it is, these Development Partners have been collaborating with Kebbi State in the Basic Education delivery. The areas of participations in Primary Education through intervention are in the following

1. Access to Education: In spite of the fact that education is almost free in Kebbi State, there is still a sizeable number of Out-of School children in the state. It is one thing to have the opportunity, and another thing to avail oneself the opportunity to utilize it. A child does not normally take him/herself to school. Rather, it is the responsibility of the parents to avail their children and wards the opportunity for education provided by government. In situations where the attitude of the parents towards education is negative that opportunity is lost. Again, some parents cannot afford the hidden costs of education like uniform or

tracking long distances to school and in situations where children contribute to the economy of the family through hawking, the opportunity for education may be compromised. Nigeria happens to be housing the highest number out-of-school children. Figures of 10.5 million, 15 million and 20 million out-of-school children have been dished out by these Development Partners. For instance the estimated population of primary school age 6-12 bracket in Kebbi state in 2025 stands at 1,101,778 but only 672,846 are enrolled in public schools. These figures seem to attract the Development Partners for Intervention.

2. **Quality Education.** The quality of Nigeria Education since 1976 UPE had been on the downward trends. The argument had been that Quantity and Quality education cannot go concurrently. The 1976 UPE and 1999 UBE programmes appeared to emphasize on quantitative provision devoid of quality. In an attempt to match quantity with quality, Development Partner interventions have been attracted in developing countries including Nigeria and Kebbi state.
3. **System Strengthening:** This aspect of Development Partner intervention targets the whole system of education, i.e managers of education, reliable data for planning, head teachers training, Digital Literacy e.t.c.

In summary, Development Partners intervention is reflected under access, Quality and System Strengthening in the following ways:

Under Access:

1. Conduct of Community mapping to identify OOSC and increase enrolment, retention transition and completion

2. Community engagement through advocacy and sensitization to reduce OOSC
3. Training and retraining of SBMCs on roles, responsibilities and funds management to manage the affairs of the school.
4. Girl child empowerment and awareness on gender sensitivity self-confidence and important to education.
5. Cash transfer program under Educate a child to reduce OOSC and increase enrolment, retention and completion.

Under Quality

- Training and retraining of Head teachers on leadership management
- Training and re-training of Head teachers and teachers on different pedagogies (Jolly phonics, RANA and TaRL)
- Training and retraining of School Support Officers on effective school monitoring, accessing learning achievement and teachers performance
- Lesson observation and cluster mentoring meetings
- Procurement and distribution of instructional materials 1

Under System strengthening

1. Training and re-training of record keeping officers on effective school record keeping
2. Annual School Census
3. Data Quality Assurance of SBMCs
4. SBMC effectiveness
5. Training and retraining of education managers on Education Sector Analysis (ESA) and Education Sector Plan (ESP).

6. Setting of tracking system through Learner Unit Record Information System (LURITs) to track attendance, retention and completion.
7. Digitalization of Educational management Information System through DHIS2 tool
8. Training and retraining of head teachers and teachers on Digital literacy and remote learning through Nigerian Learning Passport (NLP)

JUNIOR SECONDARY EDUCATION

This is the last part of Basic Education Programme involving 10 years of free, compulsory education reflected in the 1-6-3-3-4 system in Nigeria. Junior Secondary Education is the type of education given to children between the ages of 12-15 years. Transition from primary Schools to Junior school is compulsory and automatic in compliance with National policy of education, which stipulated that the beginning of the terminating stage of education of the Nigerian child is at the end of junior secondary school education. At the end of junior secondary school education, the granduands are awarded Basic Education Certificate (BEC) In effect, every child has a right to education up to the Junior Secondary School level. There many features of Junior Secondary School education which have bearing on the topic of discourse: Education as Panacea for Rapid Economic Growth and Development of Kebbi State. In the first place Basic Education which includes JSS education, is the only education that Government of Nigeria guaranteed as free, Universal and compulsory for every child. For instance, the National Policy on Education states very clearly that Senior Secondary School Education is for the Surest and ablest children, meaning that not all Nigerian children are entitled senior secondary school education.

Secondly, JSS education is supposed to be comprehensive and complete with a broad curricular offering in the core subjects, Prevocational and non-vocational subjects, reflecting academic, vocational and technical skills.

Thirdly, JSS education, which was launched in 1982 to coincide with the graduation of the first set of the 1976 Universal Primary education, was meant to make a radical shift from the inherited Colonial education which neglected vocational and technical education.

Fourthly, JSS education, which is part of the Basic Education programme is an indicator of participation is rate of Nigerian children in education tagged to be free, Universal and compulsory. This is important in the of Light of figures of out-of-school, punctuating the educational scene as provided by Nigerian Bureau of Statistics and Development Partners such the World Bank, UNDP, UNESCO, UNICEF. In fact, Nigeria is rated to have the highest of number of out-of-school children in the world. The figures of out-of-school children trending ranged from 10.5 million to 15 million children. In extreme case up to the figure of 20 million Out-of-School children has been presented in different fora. These staggering figures of Out. of-School children could be obstacle to rapid growth of the nation in general and Kebbi State in particular. We should not loose sight that Basic Education, which is an extension of the 1976 UPE was launched on 30th September, 1999, with the inception of the fourth Republic, some 26 years ago. The Report of the Committee on the Improvement and Development of Education in Kebbi State (2009) indicated that there was a total of one hundred and eleven school having Junior Secondary school. The JSS enrolment in Kebbi state shows a similar pattern with that of Primary Schools in at least one respect, girls continued to face significant disadvantages with far more girls staying out of School than boys. In its efforts to increase access to Basic Education at JSS, the State government established additional

174 Junior Secondary Schools. making a total 285 JSS by the year 2017, with 2,385 classrooms and, 3043 teaching staff. There was a total enrolment of 137,954 junior Secondary Students, made up of 92,671 males and 45,383 female students. Of the 3,043 teaching staff qualified teachers, teachers, giving Student ratio of 1:92, and unqualified teachers numbered 1, 542. This was the situation of the JSS as at 2017. It was reported that the transition from Primary School to the JSS had not been smooth, as there were stumbling blocks militating against the transition which included inadequate infrastructures, shortage of teachers, inefficient teaching and learning materials among others. These resulted into some JSS sharing classroom infrastructure with nearest primary schools, sharing teachers and all other teaching/.learning facilities.

Inter alia, we have itemised some features of JSS with bearings on rapid growth and development of Kebbi State. In the first instance is the guarantee for free, Universal compulsory education. Undoubtedly, education at Basic Education is free, Universal and Compulsory. However, it is one thing to provide free, universal and compulsory education and quite another thing altogether for the children and parents to avail themselves of the opportunity. Again, there are hidden costs of school uniform, writing materials, reading materials, transport, to and fro which parents could not afford. More serious, JSS are far away from equipping children with life skills and other competencies for Survival. Many Junior Secondary Schools are under the shade of Senior Secondary Schools. If JSS are to be comprehensive, complete, there should be clear disarticulation of the JSS Structure from SSS structure. This was how it started. Over time, however, the separation between JSS and SSS disappeared in terms of their structure, leadership and curricular offerings.

Secondly the graduates of JSS graduates are all equipped with life skills and other competencies of Survival as enshrined in the NPE. The radical shift from the inherited colonial curricular offerings with neglect on technical and vocational components still persists. To make JSS comprehensive, complete their broad curricular offerings in the academic, Vocational and technical subjects should be operational. As it is today the JSS pupils are not exposed to the practical subjects that could equip them with life skills and other competencies of survival.

Thirdly, the successful implementation of Basic Education is a fulfilment of the birth right of every child by virtue of being a citizen of Nigeria. This is guaranteed in the constitution of the country. Basic Education ensures the acquisition of traditional Literacy of reading, writing and numeracy, which eventually leads to digital literacy in accordance with our digital age. Traditional literacy and digital Literacy are powerful instruments of rapid growth and development of Nigeria in general and Kebbi State in particular. Fourthly, the life skills and other competencies for survival built into the curricular offerings of ISS through the teaching of Vocational and Technical subjects are vital for the world of work to be introduced right at the formative Stages of the life of children. It entrenches the Virtue of dignity of labour.

POST BASIC EDUCATION IN KEBBI STATE

The Senior Secondary School Education, otherwise called Post basic education is sandwiched between Basic and tertiary levels of education. This level of education a bridge that links the other two levels together. In order for the post basic education to perform this transit function adequately and successfully, it has to be strengthened with good managers instructional and infrastructural facilities. In Pursuance of this, Kebbi state has a total of 341 Junior and Senior Secondary Schools put together. The Secondary Schools have a total of 5061 teachers, made up of 3410 Male teachers,

1657 female teachers and 1698 supporting staff. It could be recalled from the inception of this administration in 2023, a total of 2000 teachers have been recruited. With the establishment of Senior Secondary School Commission, gathering momentum, it further underscores the need for clear disarticulation of Basic and Post Basic education in the state to give focus to the educational efforts of the State. By this, development, each and every level of Education has regulatory body at national and state level viz Universal Basic Education Commission, regulatory body national and state levels, viz Universal Basic Education Commission, UBEC, Senior Secondary Education Commission, National Universities, Commission, (NUC) National Commission for Education (NCCÉ) and National Board for Technical Education, (NBTE). The Same Structures are created in the states through State Universal Basic Education Board, Senior Secondary Education Board and Ministry for Higher Education. By this development the entire Basic Education should be transferred to the State Universal Basic Education Board (KSUBEB). As it is, JSS education is formally under KSUBEB, but in effect they are not run and managed by the Board. The noticeable strides of the state government Under Secondary School education include the Following

1. Construction of four (4) mega schools, one in each emirate.
2. Payment of WAEC and National Board of Arabic Islamic Studies (NBAIS) examination up to date.
3. Construction of 48 new Junior Secondary Schools across the state under AGILE Programme.
4. Rehabilitation of 312 Junior Secondary Schools.
5. Payment of WAEC outstanding Fees from 2011-2018 to Key Science School Masaka amounting to one billion naira. (#1,000,000,000:00).

6. Sponsoring Students of Kebbi State to three Federal Government Colleges and two Army Command Science secondary Schools from the 21 Local Governments across the state.
7. Increasing the school feeding monthly Bill from 250 million to 300 million to encourage school attendance

THE DEVELOPMENT OF SCIENCE AND TECHNICAL EDUCATION IN KEBBI STATE

The vision of creating science and technical education board was made possible by His Excellency, the late former executive governor of defunct, the Sokoto State, Alhaji Shehu Muhammad Kangiwa in the year 1980. At that time, Kebbi was part of the old Sokoto state, the board had full autonomy in running its affairs without interference from the Ministry of Education. The Science and Technical Education Board was inherited from the defunct Sokoto State, when Kebbi state was created in 1991. In continuation of the policy of prioritizing Science and Technical Education, His Excellency Alhaji Saidu Usman Nasamu Dakingari, Governor of Kebbi State 2007 – 2015, created the Ministry of Science and Technical Education in 2009 in order to meet the national and global challenges of science and technology education, the administration of Governor Abubakar Atiku Bagudu, 2015 – 2023 of dissolved the Ministry of Science and Technical Education and in its place created the Ministry of Higher Education.

Since Ministry of Higher Education was created in place of the Ministry of Science and Technical Education, the science and technical colleges in the state as special schools continued under the Ministry of Higher Education for sometimes before finally transferring them to the Ministry of Basic and Secondary Education (MBSE).

As at 2017, there were 17 of such colleges of science and technical education in the state. The breakdown of the colleges is as follows;

- i. 9 boys science colleges
- ii. 4 girls science colleges
- iii. 3 technical colleges
- iv. Technical college of Lailaba was not opened then.

The situation of the colleges as at 2017 was shown in the table below.

STATISTICAL ANALYSIS OF STUDENT AND TEACHER RATIO				
S/N	Name of school	Total no of students	Total no of TRS	TRS ratio
1.	Nagari College B/Kebbi	2531	96	1:26
2.	GGSC Argungu	2020	46	1:44
3.	GSC Basaura	583	30	1:19
4.	GSC Kardi	626	35	1:18
5.	GSC Bayawa	416	10	1:42
6.	GSC Aliero	1401	66	1:21
7.	GSC Koko	1947	34	1: 57
8.	GGSC Yauri	1007	29	1:35
9.	GSTC Bunza	1863	46	1:41
10.	GSTC Saminaka	838	17	1:49
11.	GGSC Dakingari	1882	11	1:171
12.	GSC Dakongari	1336	33	1:40
13.	GSC Zuru	2171	48	1:46

14.	GSTC Zuru	2170	42	1:52
15.	GSC Ribah	1524	17	1:90
16.	GSC Warrah	600	6	1:100
17.	GSTC Lailaba			
	TOTALS	22,915	566	1:40

The picture of the science and technical colleges in the state as at 2017 was very impressive with 22915 students, 566 teachers and an average teacher/pupil ratio of 1:40. I could not lay my hands on the situation of the colleges as at the year 2025 under the Ministry of Basic and Secondary School Education. One can only hypothesize that their students enrolment and teaching force might have increased in the past eight years. This administration of comrade Dr. Nasir Idris alone within its two years of stewardship had recruited additional 2000 teachers and these colleges must have gotten their fair share of the distribution of such teachers. In another development, the Executive Governor, comrade Dr. Nasir Idris, at the inauguration of the 21 LGEA chairmen on the 30th of August 2025 pledged additional recruitment of teachers up the number earlier employed which is a welcomed development.

Science and Technical Education has over years enjoyed special attention dating back to 1980 in the Defunct Sokoto state of which Kebb was a part. With the creation of Kebbi state in 1991, it inherited the science and technical education board in order to continue to give such studies a pride of place in its educational efforts. In

pursuance of this, a whole Ministry of Science and Technical education was created in the place of board in the year 2009. Given this positive development of according science and technical education priority attention in the state, it is not advisable to abandon the policy now in this age of science and technology. In the light of this, it is hereby recommended that science and technical education board with autonomous status should be established to guide the state government strides in science and technology.

When science and technical education board was established in the defunct Sokoto state in 1980, it was the first of its kind in the entire northern states. In emulation of the old Sokoto state educational initiative Kano state under Alhaji Muhammad Abubakar Rimi studied Sokoto experiment and adopted it in total. At one time Kano state special science colleges were best in Nigeria, whose products became assets to the state in terms of medical doctors, engineers, architects etc. Having been part of this pioneering initiative, Kebbi state may wish to reconsider its decision of transferring its special Science and Technical College to then Ministry of of Basic and Secondary Education. Science and Technical Colleges can still be under the Ministry of Basic and Secondary Education, but as an autonomous parastatal to be named Science and Technical education Board. Already Kebbi State has Abdullahi Fodiyo University of Science and Technology Aliero (AFUSTA) Kebbi state polytechnic Dakingari, whose mandates are clearly in the promotion of Sciences and

applied sciences. In addition, there is Waziri Umaru Federal Polytechnic Birnin-Kebbi. The science and technical colleges should serve as feeder institutions and ensure that Kebbi State fills its rightful quota in these higher institutions within its vicinity and other tertiary institutions in the country.

HIGHER EDUCATION DEVELOPMENT IN KEBBI STATE

To give impetus to the development of Higher Education in the state, Ministry of Higher Education was created in 2016. It was sequel to the recommendation of Professor Attahiru Muhammadu Jega led joint committee, comprising of three state of Sokoto, Zamfara and Kebbi States. The committee recommended among other things tertiary institution under one umbrella. Hitherto, all the higher institutions in the three sister states were allocated to different ministries, thereby making it difficult to harmonize their activities and programmes for effective services delivery. Ministry of Higher Education in Kebbi state is the metamorphoses of the then science and technical education board and eventually to Ministry for Science and Technical Education, 1991 – 2025.

The ministry of Higher education is saddled with the responsibility of supervising all state owned and Private Tertiary institution as well as, further improve the organizational and managerial structures and processes of these institutions. In

addition to these the Ministry is saddled with the management and control of the State Scholarship Board.

OBJECTIVES OF THE MINISTRY FOR HIGHER EDUCATION

- i. To provide state level leadership in all activities affecting the system of higher education in the state.
- ii. To identify policy consideration on higher education, specifying the significance thereof, and making recommendation thereon, to His Excellency, the Governor.
- iii. To facilitate and coordinate the master planning effort and execution of all state policies and progress on higher institutions.
- iv. To determine the higher education needs of the state in both public and private institutions.
- v. To advise government on, and ensure proper procedure of, the appointments of Vice Chancellor, Rectors, Provosts and Principals of State Tertiary Institutions.
- vi. To assist state tertiary institutions to secure accreditation with relevant bodies such as NUC, NCCE and NBTE and to establish linkage programme with other institutions of higher learning in Nigeria and abroad.

- vii. To prepare an annual budget for state tertiary institutions and see to it proper implementation.
- viii. To supervise the revenue and expenditure of state tertiary institutions.
- ix. To monitor and oversee the affairs of all tertiary institution in the state.
This refers to all state-owned institutions pursuing post-secondary education.
- x. To liaise between the governor and governing council of the state's tertiary institutions.
- xi. To monitor admission and area of specialization of Kebbi state indigenes in Federal and State institutions of higher learning with a view to meeting the manpower needs/requirement of the state.
- xii. To inspect, license, register and accredit all private higher institutions that offer Diploma/certificate courses in the stat.
- xiii. To assist Kebbi state indigenes to secure admission into federal and state institutions of higher learning and monitor their academic performance.
- xiv. To provide manpower, training and discipline of staff of the state tertiary institutions.
- xv. Organize stakeholder's meetings, workshops/seminars on various aspect of higher education.
- xvi. Carryout any other duty assigned by His Excellency.

- xvii. To produce state indigenes who will represent the state in all tertiary institutions in country in science and technology courses.
- xviii. To serve as feeder in the state university of science and technology, Aliero as well as other tertiary institutions that are scientifically and technically bias.

NATURE OF TERTIARY INSTITUTIONS BEFORE THE CREATION OF MINISTRY FOR HIGHER EDUCATION

Prior to the establishment of Ministry for Higher Education, the School of Nursing and Midwifery and the School of Health Technology, Jega were under the watchful eyes of the ministry of health, which was more concerned with the services rendered to hospitals and other health agencies. On the other hand, the College of Agriculture, Zuru was under the supervision of the Ministry of Agriculture. The Ministry of Education was the supervisory body of the Kebbi State University of Science and Technology Aliero, the College of Education Argungu and the College of Legal and Advanced Studies, Yelwa Yauri. This arrangement did not only make the administration of these institutions difficult but also cumbersome as there was no synergy in the supervision of these institutions of higher learning. The creation of the Ministry of Higher Education, however, brought into focus the much needed synergy in administering these citadels of higher learning. The cumulative effect of

these institutions under different administrative bodies almost led them to loose their accreditation status because most of their courses were on interim status.

THE STRUCTURE AND POSITION OF TERTIARY INSTITUTIONS UNDER MINISTRY FOR HIGHER EDUCATION

Apart from producing the manpower needs of the state and country at large, the creation of the Ministry for Higher Education, brought in the much needed synergy in administration of these tertiary institutions under one umbrella.

Kebbi state has seven (7) tertiary institutions admitting successful candidates from various secondary schools both within and outside the state. These institutions of higher learning enable our teeming youths obtain certificates, diploma, national certificates, degrees and post graduate degrees, alongside with other institutions of higher learning in the country.

The seven (7) higher institutions in the state are the Abdullahi Fodiyo University of Science and Technology Aliero, Adamu Augi College of Education Argungu, School of Nursing and Midwifery Birnin Kebbi, School of Health Technology Jega, College of Legal and Advanced Studies Yelwa Yauri, and The State Polytechnic Dakingari. The data below presents an overview of the tertiary institutions in the state as at 2017.

OVERVIEW OF KEBBI STATE TERTIARY INSTITUTIONS								
S/N	Institutions	Year of establishment	Total no of Undergraduate programme	Total of postgraduate programme	No of academic department	No of academic staff	Non of non-academic staff	Student enrollment
1	KSUSTA, Aliero	2006	23	13	18	235	1918	
2	AACOE, Argungu	1993			19	144	140	6097
3.	COA, Zuru	1976			16	210	287	4500
4	SON & MWF B/K	2002				50	199	619
5	COBAS, Yauri	1995			5	67	61	1107
6	Health Tech. Jega	1971			6	67	16	1411
7	Poly D/Gari	2013			10	56	255	140
					74	829	2876	13874

The picture of then 7 tertiary institutions as at 2017 was made up of 74 academic departments, 829 academic staff, 2876 non-academic staff and 13874 students. The enrolment figure of the Kebbi state University of Science and Technology Aliero was not available. The student enrolment figure of the Kebbi State polytechnic Dakingari was and still very low. The combined number of academic and non-academic staff of 311 more than doubled the student enrolment of 140 spread in 10 academic departments.

The issue of very low, Students enrollment figure still persists at the State Polytechnic Dakingari. In contrast with Adamu Augie college of Education Argungu, there is remarkable development in terms of programme of study, staff strength and students enrolments. For instance AACOE now runs the following

degree programmes in collaboration with the Usmanu Danfodiyo University, Sokoto as follows;

1. B.Sc Ed Geography
2. B.Sc Ed Physics
3. B.Sc Ed Biology
4. B.Sc Ed Chemistry
5. B.A Ed Islamic studies
6. B.A Ed English language
7. B.A Ed Hausa
8. B.A Ed Primary education

By the affiliation agreement, 25 percent of the lecturers teaching the affiliated programmes must come from the parent university issuing the degree certificate. In pursuance of this, the Kebbi state government has approved appointment of 18 visiting professors and 18 visiting lecturers for the school of undergraduate studies of AACOE. Another impetus with far reaching consequences for the future development of AACOE in particular and all Nigeria Colleges of Education is the Federal Government recent granting of licenses to such colleges to run degree programmes without requiring affiliation with universities. The minister of state for education, Dr. Suwaiba Ahmad Sai'd was quoted saying:

“For the first time in our History Colleges of Education have been given legal authority to simultaneously offer both NCE and degree programs in teachers education disciplines”.

With this development, AACOE could further expand its training programmes in the production of NCE and degree teachers for the needs of Kebbi State and beyond.

The situation of students’ enrolment by institution and gender as at August, 2025 is hereby presented.

S/N	Institution	Male	Female	Total
1.	Polytechnic Dakingari	133	28	161
2.	College of Advanced & Legal Studies Yauri	477	147	624
3.	Abdullahi Fodiyo University of Science and Technology, Aliero	6,175	2,075	8,249
4.	College of Health Technology, Jega	1,094	868	1,962
5.	Adamu Augie College of Education, Argungu	1,142	511	1,653
6.	College of Nursing Sciences, Birnin – Kebbi	267	1023	1,290

There is a noticeable sharp decline of student enrolment in Adamu Augie College of Education from 6097 in 2017 to 1653 in 2025. On the other hand, student enrolment at the College of Nursing sciences Birnin-Kebbi, more than doubled from 619 in 2017 to 1,290 in 2025, with female population constituting 79.3 percent of the total enrolment. This is a welcomed development of high participating rate of women in Kebbi State health sector. The male counterpart constituted 20.69 percent of the

student enrolment in the College of Nursing Science. There is a slight downward trend in the student enrolment at College of Health Technology, Jega from 1411 in 2017 to 1290 in 2025, while very low students enrolment still persists at state polytechnic Dakingari from 140 in 2017 to 161 in 2025.

The highlights of the achievements of the Ministry of Higher Education under the current administration with respect to higher education institutions in the state are as follows;

- i. For the first time all the six state owned tertiary institutions have full complement of governing councils to run the affairs of the institutions on behalf of the proprietor.
- ii. There was review of the existing laws passed through the State House of Assembly to the effect of the change of name from KSUSTA to AFUSTA
- iii. Appointment of vice-chancellor AFUSTA, Provost for the College of Health Services, Jega, Provost, College of Advanced and Legal Studies Yauri and Rector Polytechnic Dakingari through the governing councils.
- iv. General upward review of the monthly cash allocations to the higher institution in the state.
- v. Appointment of Vice Chancellor for AFUSTA
- vi. Implementation of new minimum wage for the staff of AFUSTA

- vii. Provision of 18-seater bus to the State college of nursing sciences, Birnin-Kebbi.

HIGHLIGHTS OF THE CHALLENGES OF THE STATE OWNED TERTIARY INSTITUTIONS

1. First and foremost with the governing councils in place for all the tertiary institutions in the state, there is need for full autonomy, including financial autonomy for them to run their affairs under the supervision of the councils. In the current arrangement, the institutions still heavily rely on monthly cash allocation, even though there was general upward review of the Cash allocation to the institution under the current administration, it is still inadequate.
2. The salary package of ACCOEA is still being implemented at 75 percent instead of full 100 percent implementation. There is the need for completion of the remaining twenty five percent under negotiation between the governing council and staff unions of the college for industrial harmony.
3. There is the need for AFUSTA, AACOEA and other tertiary institutions to showcase their achievements through organized convocation ceremonies in their institutions. For instance AFUSTA started graduating students since 2011. There is the need for a joint convocation to show-case the remarkable, achievements accomplished by the university over this period of time.

4. With the view mandate of the College of Advanced and Legal Studies, Yauri, there is need for recruitment of qualified lecturers in law for the running of the legal programme in the college.
5. The very low student enrolment at the state polytechnic Dakingari is threatening the very existence of the institution. This issue should be addressed through the completion of the permanent site of the institution, providing the necessary security of life and property at the main campus and mounting courses akin to polytechnic.
6. The College of Nursing Sciences of AFUTSA should be provided with necessary infrastructural and instructional facilities to meet the requirements of the accrediting body, i.e the Nursing and Midwifery Council of Nigeria.

KEBBI STATE SCHOLARSHIP BOARD

The Kebbi State Scholarship Board was created in 1991, shortly after the creation of the state. It has been in existence through an edict as a body responsible for providing financial aid to all students who are indigenes of Kebbi state, who secured admission into recognized institutions of higher learning in Nigeria and abroad. The Board awards financial aid to candidates who completed and submitted Kebbi State scholarship form after following due process. The financial aid awarded by the Board is usually in form of scholarship, Bursary award and grant/assistance. In the case of students sponsored outside the country, the scholarship entails transportation

to and from the land of study for every two years, book allowances, upkeep allowance and other expenses demanded by the institution of learning.

Another form of financial assistance or aid is the grant, given to an eligible candidate pursuing a higher education programme or conducting a research in a specific area of human endeavor from a recognized institution of learning within or outside the country. Such award has no repayment condition and tied to a specific study programme or research relevant to the needs of Kebbi state.

The third form of financial aid by the Board is bursary award, offered to students notably undergraduates to enable them pursue and complete their chosen field of study. It is a selected grant that does not cover the entire study. Normally, such award only covers registration fees, excluding other study expenses.

Since its inception in 1991, students of tertiary institutions in the country pursuing different programmes are eligible for consideration for financial support as long as they fill in application forms and support them with necessary documentation. Scholarships are offered to bonafide indigenes of the state to enable them undergo a range of courses irrespective of any difference. However, it was found out that students offering degree, diploma and certificate courses in certain institutions in the country such as Petroleum Training Institute, Effurun Delta state, French Language Village Badagry, Lagos state, Nigeria Institute of Transport Technology, Zaria,

Nigeria Civil Aviation institute, Marine Institute, Oron Akwa Ibom are not under the traditional scholarship schemes. This seems to point to a differential treatment. There also used to be a time when students undergoing courses in Colleges of Education had their matters handled by Ministry of Education. The scholarship board has the mandate to administer all forms of scholarship, be it Bursary award, grant or scholarship statutorily. There appears to be no documentary procedure for scholarship, eligibility. However, areas of critical needs i.e medicine, allied medical science, pharmacy, ICT are given priority. There is also no standard mechanism to ensure the return of the beneficiaries from abroad to serve the state. In view of high cost of training abroad, covering transportation, to and from the land of study every two years, books allowances, upkeep allowances and other expenses demanded by the institution of learning, there is need for a strong mechanism in form bond compelling such beneficiaries to come back and serve Kebbi state. In the absence of such mechanisms, overseas sponsorship may tend to constitute a drain to state resources meant to provide for citizens of the state.

The Report of the committee on the Improvement and Development of Education in Kebbi state (2009) further warned against award of foreign scholarships to teenage students as it could be inimical to their cultural development due largely to immaturity and youthful exuberance.

As it is today, Kebbi state provides both local and foreign scholarships, as well as financial assistance to over 30,000 students. As a consequence of this, the current administration of His Excellency comrade Dr. Nasir Idris, (Kauran Gwandu) has invested a total sum of N4,077,045,373:00 in the development of Kebbi state tertiary institutions and scholarship intervention.