



Transforming Education Summit (TES) Nigeria National Consultation Report

1. TES NATIONAL CONSULTATION PROCESS

Convener's Name: Prof. Abubakar Adamu Rasheed

Number of consultations (1)

Basic information on all the consultation(s) convened

Date:	9 June 2022
Title:	Nigeria National Consultation Meeting
Types (e.g., National/Subnational)	National
Geographical Focus	National
Number of Participants	213
Language used	English

Total Number of Participants

Age Range of Participants		
	0-17	58
	18-29	25
	30-59	125
	60+	5
	Total	213

Gender

Gender of Participants		
	Male	107
	Female	106
	Total	213

Number of Participants from each Sector (UN internal participants)

Number of Participants from each Sector		
	Education	15
	Health	
	Social Policy	1
	Communication	2
	WASH	
	Nutrition	
	Child Protection	1
	Total	19

Number of Participants from each Stakeholder Group

Number of Participants from each stakeholder group		
	Youth	25
	Students	58
	Government partners	51
	International Non-Governmental Organization	18
	Development partners	11
	Research Institutions	15
	Media	15
	NGOs	18
	Coalition	2
	Total	213

2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation to ensure the following principles of national consultations?	
	<p>A whole government approach: While the consultation was led by the Federal Ministry of Education, strong support was also shown by the following Ministries that attended the National consultation meeting (Finance, Budget and Planning, Communication and Digital Economy and all the agencies and commissions under the Ministry of Education). The Minister of Communications attended the national consultation and provided a message of support. Strong political will for the transformation of education is evident across sectors, as demonstrated by the speakers' acknowledgment of the role of education in driving economic growth and supporting digital transformation and sustainable development.</p>
	<p>Inclusion and equality: The national consultation was inclusive of all key stakeholders in Nigeria including government, development partners, NGOs, academia, students, youth, religious leaders, Parent Teachers Association (PTA), and people with disabilities. The coming together of these diverse groups made the national consultation robust and engaging. Several youth organizations were represented at the consultation and the overview of youth engagement was provided by a young person. In addition, in preparation for the national consultation, young people were engaged on the thematic tracks of TES through both UReport¹ and face-to-face focus group discussions². Findings from these youth dialogues informed the group work held at the national consultation on the five thematic papers and the drafting of the national consultation report.</p>
	<p>Focusing on youth 'as agents of change':</p>

¹ U-Report uses the RapidPro platform to send out polls and messages through SMS, WhatsApp, and Facebook messenger. Responses from U-Reporters are received on the platform and automatically updated in the backend analytics platform, where data analysts pull these results and share complete reports on the polls.

² At the preparatory phase of the National consultation, UNICEF Nigeria conducted Focus Group Discussions (FGDs) with 23 girls from Northeast and Southwest zones, who represent one of the most marginalized populations in Nigeria

Prior to the national consultation, we engaged 108,005 youth participants (out of 470,000 polled) (23 percent response rate), ranging from 15-35 years of age, on questions related to their experiences with education and priorities for education transformation in Nigeria. The data was further enriched with focus group discussions with 23 girls from the North-east and North-central zones, who represent one of the most marginalized populations in Nigeria. Both the U-Report questionnaire and the FGD protocol were aligned with the five thematic action tracks of the Transforming Education Summit. In addition to basic demographic information, questions addressed the following topics by theme:

- **Theme 1: Inclusive, equitable, safe, and healthy schools:** Participants' reasons for and worries in going to school; barriers they and others face in accessing education; how safe and well they feel while learning; and what the government should do to address factors that prevent them from going to school.
- **Theme 2: Learning and skills for life, work, and sustainable development:** How prepared they feel with the skills needed for everyday life, finding a job, contributing to peace, and solving challenges; how the pandemic has affected them, their learning and their well-being; whether schools have done enough to help children and young people recover and what the government's priorities for recovery should be going forward; and what the government should do to ensure that young people learn and are resilient.
- **Theme 3: Teachers, teaching in the teaching profession:** Whether they feel there are enough teachers who are prepared to help them develop the knowledge and skills that they need; whether teachers welcome their ideas, respect them, keep them safe, and make them feel included what teachers could do differently to make sure that all children and young people are learning; and how teachers can be better supported.
- **Theme 4: Digital learning and transformation:** Whether digital learning should be a priority for Nigeria; what the role of digital learning should be; whether anything concerns them about digital learning and what the government should do to address this; and how education could be changed to be more innovative.
- **Theme 5: Financing education:** Whether finances ever prevent them from going to school; whether the government doesn't do enough to support children and young people financially to access education; and what else the government could do to support schools and families to ensure access for all children and young people.

During the national consultation, out of 213 participants, 83 were young people.

3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks.

1. Inclusive, equitable, safe, and healthy schools:

- **Public financing, provisioning, transparency, and accountability are needed to guarantee safe schools.** The delivery of education succeeds when there is coherence across policies, planning, budgeting, effective governance, and accountability.
- **Sufficient data must be made available through timely monitoring, and it must be used for**

decision-making. Nigeria lacks a robust monitoring and tracking system exclusively dedicated to safety and security in schools where joint safety and security risk assessments are conducted for all schools

- **Capacity must be enhanced, and effective early warning systems developed for rapid response.** Government and the private sector must commit to investing in training and equipment for security agencies to aid rapid response to security threats.
- **Schools and communities must be the champions of safe school protocol:** School-based management committees play a dynamic role in devising practical solutions for protecting education from attack and for helping negotiate schools as peaceful zones with their specialized knowledge about context and conflict dynamics.
- **The continuity of learning must be guaranteed, especially during a crisis.** Continued access to education for children affected by an attack is essential to mitigate the psychosocial impacts on children, ensure learning continuity and facilitate return to school when it is safe.

2. Learning and skills for life, work, and sustainable development:

- **Reconceptualization of the school curriculum at all levels is needed** to revolve around the knowledge economy and digital capabilities; to integrate life skills and skills to solve the most pressing challenges facing society (e.g., climate change); and to include learner-centered, individualized, and experiential learning
- **Institutionalize “trade, job, career and employability fair”** to run periodically within the schools or locations across the country where students can easily participate. This should be a joint project of the Federal Ministry of Education and its relevant agencies, the Federal Ministry of Labour and Employment, Nigeria Employers Consultative Association, International Labor Organization, and others
- **Step up career guidance and counseling for secondary school students and integrate career attachments into their curriculum.** Schools will need to partner with resource persons, professionals, and work organizations within their locality to render this a social responsibility.
- **Rethink the funding models of Nigeria’s public schools** to forestall the financial crises and incessant strikes which are damaging the quality and reputation of the products of the institutions.

3. Teachers, teaching, and the teaching profession:

- **Implement evidence-based programmes with a proven track record for increasing the supply of qualified teachers.** Build on lessons learned from the previously implemented interventions, such as the Special Teacher Upgrading Programme, which provided free in-service training for basic education teachers to obtain the minimum qualifications, and the Federal Teachers Scheme, which deployed teachers to states with the largest workforce gaps and offered practical training and support through internships for recently qualified teachers.
- **Institutionalize fully developed teacher education programmes** per global standards and nationally established benchmarks including leveraging other teacher education programmes and improving recruitment processes to expand access to teacher qualifications, e.g., Professional Diploma in Education (PDE), and Post Graduate Diploma in Education (PGDE).

- **Accredit and license the teaching workforce** through full implementation of the Teacher Registration Council of Nigeria (TRCN) regulatory mandates and frameworks including the development of a national teacher competency framework, teacher qualification, and teacher continuous professional development plans and programmes, and their application and monitoring in all pre-service teacher education institutions and in schools. Provision of supportive supervision, continuous mentoring.
- **Effective management of teachers' performance and quality assurance of the teaching profession using** a robust teacher management information system and data collection tools at the school, local and state level. Monitoring should include data for timely identification of workforce, capacity and resource gaps by state and enumeration area for targeted, needs-based deployment of qualified teachers, the delivery of capacity strengthening initiatives, and the provision of resources.
- **Sustain and improve teacher motivation, support, and welfare through the professionalization of teaching**, the provision of professional allowances (27.5% increase in basic salary of registered teachers), access to clear career paths and progression, job security, increased opportunities for participation in decision-making at all levels of the education system, operationalization of nationally approved benefits at the state and local level, and development and strengthening of school leadership capacity.

4. Digital learning and transformation:

- **Increase public provisioning to support digital learning infrastructure:** National and state governments and the private sector must work together to bring electricity and connectivity to the millions of unconnected children across Nigeria. Partnerships and significant capital investments, both in education and other relevant sectors, are needed.
- **Investment in data and evidence:** Even pre-COVID-19, learning outcomes were not systematically measured and education policies lacked evidential backing – with or without digital technologies. Significant evidence gaps also exist on equity in access to digital learning; risks and opportunities children face online; and the effectiveness of different implementation modalities of digital learning platforms, especially for the most vulnerable children
- **Provide further and ongoing support for teachers' digital-pedagogical competencies:** Despite efforts to date to increase teachers' and school leaders' capacity to deploy technology in the classroom, digital skills alone do not suffice to ensure that these devices are effectively used to support quality learning.

5. Financing of Education:

- **With less than a decade until 2030, the Federal Government of Nigeria must take concrete action to mobilize all available resources for education, increase budgetary allocation and improve funding efficiency.** These steps are necessary to address the persistent challenges of Nigeria's large out-of-school population, learning poverty, and lack of school safety and to ensure that no child is left behind.
- **Increasing funding alone will be insufficient. The timely release of allocated funds and the efficient use of these investments to improve learning quality are indispensable.** In addition to increasing the number of schools and related infrastructure, a significantly higher proportion must be utilized for expanding pre-primary participation, addressing equity issues—especially increasing access for children from low-income households—and targeted efforts to improve the

quality of teaching and learning, including increasing capital expenditure and expenditure on teaching and learning materials

- **Improving budget transparency, oversight, accountability, and participation is a critical link. The lack of data on education spending impedes the government's ability to plan, coordinate and execute a budget based on equity and need.** It also presents challenges for monitoring funding effectiveness, determining return on investment, identifying gaps, and eliminating inefficiencies. Importantly, when budget data is not transparent, both state and non-state actors are unable to fulfill their roles in the budget accountability ecosystem and provide evidence-based suggestions on how to improve budget allocation and execution within the sector. Strengthening the availability and use of data on education funding is an indispensable step toward transforming education in Nigeria.

What are the main outcomes regarding the four key components of the national consultation(s)?
For the record, the four key components are:

1. Recovery from Covid-19 disruption [short-term]

Federal and state ministries of education with support from UN agencies and development and private partners are continuing to improve and scale up the offerings for alternate and remote education delivery. Community learning hubs and radio and television delivery have enabled learning continuity during the pandemic. While these alternative learning modalities can provide continued access to learning for those who have not yet returned to school after the COVID-19 closures, low- and no-tech remote learning must also be harnessed to reach those who never enrolled in formal education, those who dropped out for other reasons, such as girls who become pregnant, and those whose education continues to experience disruption, because of insecurity. Building on experience from the pandemic, these offerings must be accredited, included in education policies and strategies, adequately financed, and targeted to reach the most vulnerable, including Almajiri, adolescent girls, and nomadic populations. They must also be used together with data from ongoing assessment of learning outcomes to deliver targeted, remedial education based on learning gaps both for children in and outside of the formal system.

2. Transformation of education [medium-longer-term]

In the medium- to long-term, it will be critical to systematically integrate accredited, alternative learning modalities and to increase the linkages among various learning pathways to support children's entry and re-entry into formal education and their completion of basic education. Central to these efforts will be the development of a quality, inclusive, robust digital learning ecosystem, and the ongoing digitalization of the education sector. While the government has taken several steps to create an enabling environment for digital learning through policy and digital platform development, these must now be adequately financed and operationalized at the national, state and school levels, including through the development of both hard and soft infrastructure. They must also be reviewed to ensure that technology is leveraged to bridge—and does not inadvertently widen—equity gaps and that the principles of Universal Design for Learning are centred to provide inclusive access for all children.

Connecting the most marginalized children and the hardest-to-reach schools with data and devices to access digital learning remains a critical priority. Continued partnerships with the private sector, as well as low-cost, alternative, and innovative solutions such as school- and community-based WiFi hubs, will be necessary to bridge equity gaps in connectivity and devices. Continued advocacy and collaboration



are needed to ensure the affordability of data and devices, including through zero-rating digital learning content. Simultaneously, high quality offline options must be made available, especially in remote locations and emergency contexts.

ICT must be intentionally integrated with classroom and remote instruction to support the digitalization of the education system and of the Nigerian economy. Schools and teachers need support in organizing, selecting, creating, and using quality digital content for learning and skills development. This requires the development and application of quality assurance methods and the upskilling of the teaching workforce and their continuous professional development on digital-pedagogical competencies. Moreover, digital skills must be integrated transversally in the Nigerian curriculum and understood as necessary to support young people's successful transition to meaningful employment, rather than as a stand-alone subject, and support for all education actors to buy-in to digital learning, such as through advocacy and social and behaviour change approaches, is needed. At the same time, youth, despite expressing strong support for digital learning as a key priority, shared concerns about their online safety and the need for guidance on effectively using technology for educational purposes, which must be addressed.

3. Review of national education targets and benchmarks

Nigeria recently undertook an evaluation of progress toward SDG 4.1, which provided valuable insights into what is working and areas for further action to accelerate the achievement of SDG 4. Key among the identified needs is the establishment of a national benchmark, guided by international standards, for proficiency in literacy and numeracy to enable the collection of comparable data on learning outcomes and the design of evidence-based policies, strategies, and interventions. Namely, the findings from this evaluation and the data collected through ongoing assessment at the national and state levels must guide the development of the upcoming Ministerial Strategic Plan and state strategic plans. These must be actioned through the Universal Basic Education Commission Roadmap and reviewed regularly, according to learning assessment results and key education indicators, by the established technical committees and key stakeholders for increased accountability.

4. Ensuring sustainable public financing

With less than a decade until 2030, the Federal Government of Nigeria must take concrete action to mobilize all available resources for education, increase budgetary allocation and improve funding efficiency. These steps are necessary to address the persistent challenges of Nigeria's large out-of-school population, learning poverty, and lack of school safety and to ensure that no child is left behind.

Nigeria has announced an estimated N1.56trn allocation to education in the next four years, and in July 2021, His Excellency President Muhammadu Buhari joined the Global Partnership for Education GPE Heads of State Call to Action to increase domestic education expenditure towards the 20% global benchmark by 2025. To operationalise this commitment, a coherent, cross-sectoral roadmap is needed to detail concrete actions that will be taken to increase the volume of public financing for education, particularly the proportion of resources dedicated to basic (especially primary) education and to learning quality; to improve the efficiency of education financing by improving coordination and the release of federal funds to states and LGAs; to improve budget planning, management, monitoring and transparency; and to work across sectors to address financial barriers to education that exceed the education sector's remit. For example, integrated, pro-poor interventions that address multi-dimensional child poverty and prioritize economic equality and child and family well-being—such as school feeding



programmes, school transportation, and a child support grant and/or unconditional cash transfers — must be central to the government’s plan to improve education access.

The End.