REPORT OF THE SECOND NATIONAL CONSULTATION ON TRANSFORMING EDUCATION SUMMIT HELD ON 11TH AUGUST 2022, AT FRASER SUITES, ABUJA,

1.0 INTRODUCTION

The United Nations Secretary-General announced in his report to the UN General Assembly his intention to convene a Transforming Education Summit (TES) in September 2022. The Summit is aimed at mobilising action, ambition, solidarity, and solutions to transform education between now and 2030. Inclusive dialogues on the transformation of education require broad public engagement and mobilisation. The Government-led national consultations would seek to ensure meaningful engagement of the full set of education stakeholders.

As a build up to the Transforming Education Summit to be held at the United Nations Headquarters (New York City, USA) in September, 2022, the first Nigeria National Consultation was held on 9th June 2022, with the support of UNICEF and UNESCO, to engage key stakeholders in discussions and identify Nigeria's key priorities for education system transformation. Subsequent to this, Nigeria held the Second National Consultation on 11th August 2022, which aimed at reviewing Nigeria's TES National report and her co-leadership role in the Thematic Action Track 3, while also providing a platform to integrate highlights of findings from engagements with youth, civil societies and non-governmental organizations.

2.0 PARTICIPANTS

Participants at the second National consultation included, **Hon. Goodluck Nanah Opiah**, Minister of State for Education; **Mr. Andrew David Adejo**, Permanent Secretary, Federal Ministry of Education; **Mrs. Maryam Uwais**, Special Adviser to the President on Social Investment Programmme; Representative of Prof. Isa Ali Ibrahim Pantami, Minister of Communication and Digital Economy; Representative of the Minister of Foreign Affairs; **Arc. Sonny T. Echono**, Executive Secretary, TETFund; **Prof. Abubakar Adamu Rasheed**, Executive Secretary, NUC; **Prof. Josiah O. Ajiboye**, Registrar, Teachers' Registration Council of Nigeria; **Prof. Akpama Simon Ibor** Executive Secretary, National Commission for Mass Literacy; **Prof. Ismail Junaid**, Executive Secretary, Nigeria Educational Research and Development Council; **Mr. Mattias Schmale**, UN Resident Coordinator, Nigeria; **Ms. Saadhna Panday-Soobrayan**, the Chief Education UNICEF; UNESCO; stakeholders from the academia, Vice-Chancellors and former Vice Chancellors; Directors from the Federal Ministry of Education and NUC; CSOs and Speaker Youth Parliament, etc.

3.0 OPENING CEREMONY

The event started at 10:00 am with the National Anthem and the second stanza as the opening Prayers.

3.1 AN OVERVIEW OF THE SECOND NATIONAL CONSULTATION

The Deputy Executive Secretary (Administration) Mr. Chris J. Maiyaki submitted that the Transforming Education Summit (TES) is scheduled to hold in September 2022. He noted that

COVID-19 had disrupted education globally thereby necessitating an urgent call to transform education, as the world is confronted by a learning crisis of unimaginable proportions. The foreseen Summit he said, would seek to renew global commitment to education as a pre-eminent public good and a game changer to national development. The Government of Nigeria, with the backing of UNICEF and UNESCO, organised this second National Consultation, as a build up to Nigeria's effective participation in the September Summit in New York.

Mr. Maiyaki stated that the Second National Consultation was coming on the heels of a fruitful and rewarding first National Consultation which took place on 9th June 2022, from where a National Statement was articulated. It was also to build on the huge gains recorded from Nigeria's active and notable participation at the Pre-Summit which was held at the UNESCO Headquarters in Paris. The second National Consultation, therefore, sought to broaden consultation, enrich and harmonise our National Statement as well as get an update on Nigeria's co-leadership role with Romania, based on the remarkable and significant multilateral work being carried out by the Action Track 3 Team, in respect of the critical role of: Teachers, Teaching and Teaching Profession. The meeting, he remarked, was to incorporate the highlights of findings from engagements with youths, civil societies, who are critical stakeholders in the transforming education project.

The National Consultation, in advance of the September 2022 Transforming Education Summit was necessary, he enthused, to develop national statements to feed into the Summit to renew Nigeria's commitment to the Education 2030 agenda by mobilising cross-sectoral stakeholders in support of education. He acknowledged the pivotal role of adopting an all-encompassing approach with government agencies, multiple constituencies and the youths, as pivotal to ensuring meaningful outcomes and achieving set objectives. He further disclosed that the expectation at the end of the Consultation, was that a common vision would have been developed and Nigeria's commitment renewed with re-aligned actions, to put its weight behind the global effort to transform education between now and 2030. In closing, he stressed the need to focus on the much-needed policy, planning and budgetary changes to recover learning losses, get SDG4 back on track and re-imagine education for the future.

4.0 OPENING REMARKS

The United Nations Resident and Humanitarian Coordinator in Nigeria, Mr. Matthias Schmale represented by the Regional Education Advisor, UNESCO, Abuja, **Mr. Mamadou Lamine Sow**, extended his warm welcome to all special guests at the second National Consultation. The Transforming Education Summit, he said, was a key initiative for a common agenda to spotlight the urgency to transform education on the back of COVID-19 and to accelerate progress to achieving Sustainable Development Goals 4 on Quality Inclusive Education.

He stated that the Pre-Summit held in Paris in June 2022 with 154 Ministers in attendance, provided a forum for countries to present preliminary outcomes of national consultations and engage in the discussions on the Summit Five Action Track. He commended the Nigerian Government, and Nigerian delegation for the impactful contribution at the Pre-summit. The outcome of the consultation, he said, indicated that more work needed to be done to localise deeper conversations on Nigeria's specific transformations and to ensure the full inclusion of the diverse

group of young people in the conversation. He spotted that COVID-19 had unprecedented impact on the education system, but also opened new opportunities for the coming together of all partners to support education. Transforming Education summit offers a unique opportunity to reflect on education transformative actions for a sustainable change. He enjoined all, to fully participate in the process to ensure a viable acceleration for the building of human capital needed for the social and economic transformation in Nigeria.

He requested all to ensure that children in Nigeria are safe on the way to, from and while in school, and urged government to make education affordable for all learners - the poor, vulnerable, excluded, and marginalised children. He said Nigeria should mobilise and significantly increase resources allocated to education and ensure that funds are used efficiently and effectively to support the disadvantaged children. Also, Nigeria should prioritise the quality of learning through a renewed curriculum that includes 21st century needed skills. He emphasised that Nigeria would not achieve great gains unless there is a rapid transformation of the teaching profession by redefining teacher and teaching standards. He stated that there was the need for an inclusive and equitable, digitally propelled learning system supported by evidence-based policies and programmes that will ensure affordable, accessible, quality and sustainable blended learning approaches for all children.

5.0 BRIEF REMARKS BY THE HONOURABLE MINISTER OF EDUCATION

The Honourable Minister of Education, Mal Adamu Adamu, represented by the Honourable Minister of State for Education, Hon. Goodluck Nanah Opiah, in his remarks stated that the Federal Ministry of Education was grateful and appreciated all forms of contribution by stakeholders towards the development of Education in Nigeria. He encouraged all to continue to do their best towards the realisation of education goals, in line with SDG4 in Nigeria. He stated that the second National Consultation on Transforming Education Summit was a right step in the right direction, noting that it would deepen the conversation on the challenges facing education in Nigeria and proffer solutions. He promised that the Ministry of Education, in Nigeria, would accept and implement all recommendations.

5.1 BRIEF COMMENTS BY FEDERAL MINISTRIES

5.1.1 The Honourable Minister of Communication and Digital Economy

The Honourable Minister of Communication and Digital Economy, Prof. Isa Ali Ibrahim Pantami, represented by the Technical Assistant, Dr. Femi Adebighe, in his remarks stated that Transforming education was impossible without integrating digital technology. He stated that the education sector was badly affected during COVID-19 pandemic as over 1.5 billion people globally were disconnected from school as a result of the lockdown, and therefore, digital technology becomes very important to address this global problem. He remarked that, as the nation prepares for the Summit, it should take into cognizance the opportunities that digital technology provides. Thereafter, he assured the meeting that the Ministry was looking forward to partnering with the drivers of the education sector in Nigeria, towards its transformation.

5.1.2 The Honourable Minister of Foreign Affairs

The Honourable Minister of Foreign Affairs, Hon. Geoffrey Onyeama, was represented by the Director, Policy, Planning, Research and Statistics, Amb. Janneth Olisa, who in her remarks, expressed deep gratitude for the invitation extended to the Ministry to participate in the Consultation. She disclosed that the Ministry was looking forward to a global education sector, and would ensure that policies put in place are all inclusive. She pledged the Ministry's support for the FME and NUC to champion education programmes for a better future for Nigeria and Nigerians.

6.0 PAPER PRESENTATIONS

Three presentations were made as follows:

- Transforming Education in Nigeria: TES and beyond by the Permanent Secretary, Federal Ministry of Education, **Mr. Andrew David Adejo**;

- Overview and update on Thematic Action Track 3 (TAT3): Teacher, Teaching and Teaching Profession - Co-Lead Paper with Romania by the Executive Secretary NUC, **Prof. AbubakarAdamu Rasheed,** mni, MFR, FNAL; and

- The highlight of findings from engagement with young people by the Speaker Youth Parliament, **Mrs Azeezat Yishawu.**

6.1 TRANSFORMING EDUCATION IN NIGERIA: TES AND BEYOND

The Permanent Secretary, Federal Ministry of Education, Mr. Andrew David Adejo, made a presentation on **Transforming Education in Nigeria: TES and beyond**. In his presentation, he disclosed that Nigeria's efforts at achieving its SDG4 target was not encouraging, as a result of high rate of out-of-school children, which had risen to 9 million. He underscored the importance of education, of which priority should be given in every nation. This prompted the call by the United Nation's Secretary-General, for the Transforming Education Summit coming up in September, to mobilize action, ambition, solidarity, and solutions to transform education between now and 2030. He added that as a build up to the forthcoming New York TES in September, preparatory work, consultations, public engagements and mobilisation had been on going. He shared that transforming education in Nigeria needed to include:

- Elevating education to the top of the political agenda;
- Ensuring full recovery from COVID-19 education disruption;
- Addressing educational exclusion, safety and health (especially mental health)
- Transforming the teaching profession;
- Renewing curricula and pedagogies;
- Steering the digital transformation for just and equitable learning; and
- Financing education.

He concluded by establishing that it was necessary to focus on the much - needed actions to recover learning losses and to achieve the SDG4 target, of which can be achieved through an inclusive, equitable, safe and healthy schools; creating enabling environment for technical education; automatic employment of students that studied education; continuous capacity building of teachers; and rethinking public and private financing.

6.2. OVERVIEW AND UPDATE ON THEMATIC ACTION TRACK 3 (TAT3): TEACHER, TEACHING AND TEACHING PROFESSION - CO-LEADERSHIP WITH ROMANIA

The Executive Secretary, National Universities Commission, Prof. Abubakar Adamu Rasheed, commenced the overview and update on Thematic Action Track 3 (TAT3): **Teacher, Teaching and Teaching Profession**, by stating the steps taken so far to develop the discussion paper to feed into the Summit, which includes:

- First draft discussion paper - 13th May 2022
- Global consultation on discussion paper - 24th May 2022
- Second draft discussion paper - 3rd June 2022
- Global consultation on recommendation of action - 14h June 2022
- Consultation with Education International
- Written input to discussion paper from fifteen (15) countries/organisations
- Technical consultations with TAT4 and TAT5
- Discussion paper on Thematic Action Track 3 (TAT3): **Teacher, Teaching and Teaching Profession** - 15th July 2022

The discussion paper on TAT3, which was finalised on 15th July 2022, covered the following themes, which were expected to guide subsequent activities towards transforming education:

- The context, challenges and opportunities confronting TAT3
- What does the desired transformation look like: in the short, medium and long terms
- Mapping of key investments, interventions and game changers
- Achievement of synergies and alignments across the 5 Thematic Action Tracks and their sub-themes
- Accountability and follow-up mechanisms.

He further said that, presentations were made by him and Ms. Ligia Deca, Presidential Advisor to the Romanian Government on Education and Research Matters as co-leads on the Thematic Action Track 3 (TAT3), at the pre-summit held at the UNESCO Headquarter in Paris, France, 28-30 June 2022.

He added that looking at the Nigeria situation, the presentations on TAT3 were focus on the transformation needed (which is to professionalise, train, motivate, support and empower teachers and educational personnel to innovate and transform teaching); main policy levers (which centred on strengthening national teacher and education personnel policies, participation of teacher and education personnel in policy-making and investing in teachers and education personnel); and possible global initiatives. In order to bring about peaceful, just and sustainable futures, education

itself must be transformed, hence, the call for Transforming Education Summit by the United Nations Secretary-General, towards mobilising action, ambition, solidarity and solutions necessary to transform education between now and 2030.

The National Convener and Co-Lead with Romania, enjoined participants and critical stakeholders to make additional input and provide more insights, where necessary.

6.3. THE HIGHLIGHTS OF FINDINGS FROM ENGAGEMENT WITH YOUNG PEOPLE

Mrs. Azeezat Yishawu, Speaker Youth Parliament presented a paper on the highlight of findings from engagement with young people. In her presentations, she established that the Nigerian, population as at 2022 is 206 million, out of which 40 million are youths within the ages of 15 - 24year olds. The findings from youth dialogue on the 5 Thematic Action Tracks have shown that:

- On the first thematic action track – **Schools and learning environments** - schools often failed to meet students' basic needs. Only 1 in 4 young people reported always having access to food and clean water for drinking at school, whereas half of young people noted that these were only "sometimes" available, and 17% reported that they are never available at school.

- Similarly, only half of young people reported feeling safe at school regularly, whereas one third shared that they only felt safe some of the times and 15% responded that they do not feel safe.

- The most common responses were related to insecurity or security challenges, locally and nationally, including insurgency, banditry and kidnapping, the lack of protective measures, such as fences, at schools, and the presence of cultism.

- On the second thematic action track – **Learning and skills for life, work and sustainable development** – majority of young people were not convinced that their education provided them with the skills needed to start working. Young people felt they learned less during the COVID-19 pandemic and think there is a global learning crisis.

- On the third thematic action track – **Teachers, teaching and the teaching profession** – majority of young people believed teachers needed teaching materials, training, capacity building and practicum, improved motivation, improved salaries, and greater attention to teachers' welfare was needed.

- On the fourth thematic action track – **Digital learning and transformation** – young people were asked about their access to the internet in general, at school, and from the perspective of affordability. Many responded that internet access remains limited and unaffordable**.**

- On the fifth thematic action track – **Financing education** – majority of youth engaged agreed that financing should be a priority in education. Young people agreed that the

government should provide more support to enable all children learn basic reading and mathematics in primary school.

Mrs. Azeezat Yishawu concluded by saying that, for young people, transforming education meant addressing the most pressing barriers to quality learning in our schools. Based on the consultations with young people, there were several recommendations, which government must do to address the challenges in education, access and quality, and, thus transform the educational landscape in Nigeria. These include:

- **Prioritise access for all:** Address financial barriers, increase and improve infrastructure, guarantee that children's basic needs (for food, water and safety) are met, including addressing insecurity issues and their impact on schools, as young people stressed the threats of banditry, kidnapping and attacks and the need for security infrastructure. There is also the need to eradicate gender-based violence and discrimination.

- **Increase support for teachers**: Young people report that teachers need teaching and learning materials and training in order to teach better. Capacity strengthening should be accompanied with ongoing support in the form of practical experience, mentorship and coaching. Young people also see the need to pay teachers better as a priority for improving teaching and learning, to increase incentives and motivation, and to pay greater attention to teachers' welfare.

- **Improve quality and relevance of learning and skills development**: Provide learning materials, strengthen teaching practices, teach not only foundational but also transferable and job-specific skills, and empower young people with information about climate change and human rights.

- **Prioritise equitable, inclusive digital learning**: Ensure equitable and affordable internet access, especially in schools. Teach digital skills and empower children and young people with knowledge about online safety.

- **Improve education financing**: Increase funding volume, especially the resources available to support quality learning, as well as infrastructure and learning equipment, and ensure efficiency in education funding.

7.0 DISCUSSION SESSION

The discussion panel sought to identify gaps, challenges and future actions on Thematic Track 3 (TAT3): **Teacher, Teaching and the Teaching Profession**. The panel was moderated by **Professor Steve Nwokeocha**, with panelist as **Dr. Matthew Sunday Dada**, Dean, Faculty of Education, University of Abuja, **Mrs. Ruth C. Oluwajuyigbe**, Teacher, Federal Government Girls College, Bwari, FCT, **Mr. Adamu Ango**, Nigeria Union of Teachers and **Mrs. Christable Omolade,** Regional Technical Adviser (Sub-Sahara Africa (VSO).

The discussion was centered on the following questions and responses:

1. **What are the most pressing challenges facing teachers, with regards to teaching practices and the teaching profession in Nigeria and globally?**

    - Teachers education: Pre-service teacher training, in-service training and re-training
    - Admission of rejected students from other programmes into education
    - Outdated curriculum
    - Funding
    - Lack of required textbooks
    - Poor reading culture
    - Overcrowded classrooms with damaged tables and chairs
    - Teachers not open to new learning method (Technological learning method)

2. **How are teachers' roles, the expectations placed on them, and the qualifications needed for teaching being affected by the current context of technological transformation, globalisation, insecurity, climate change and others?**

    - How to combine technological innovations with pedagogical skills in teaching
    - How to integrate technology with regular classroom instructions
    - Globalisation - how to become agent of transformation
    - Issues of teachers and students insecurity, leading to closure of schools.
    - Lack of current information by teachers
    - Teachers are not exposed to exchange programmes in other countries to learn new teaching methods in line with global best practices

3. **What has been done already that has worked in addressing these challenges and what further is needed to respond to these challenges and shifting demands on teachers?**

    - Supervisory role of government agencies should be strengthened
    - Enabling environment for teachers to be trained and retrained,
    - Motivation of teachers
    - Data gathering and analysis for planning purposes
    - Engagement with government, advocacy policy review
    - Capacity building for teachers to meet teachers needs

4. **What should be the role of policy makers, government agencies, the private sector, the civil society, and media in facilitating effective solutions for improving the quality of teaching practices and creating an environment that enables and sustains the positive transformation of the teaching profession?**

    - Funding
    - Recruitment of more teachers to bridge the gap in teaching
    - Provision of enabling environment, Security should be enhanced
    - Philanthropies should donate more fund and equipment to schools. Receiving agencies and government should be more transparent in the utilization of the donations
    - Government should recognise and support on stakeholders in the education sector
    - Government should key into policy review and technical support
    - Encourage in-service training
    - Proper monitoring and feed backs

5. **This is not an entirely new endeavour for Nigeria and, in fact, the country has a long history of setting high standards for reforms in the teaching profession. What are some effective practices and lessons learned that Nigeria can share with the world related to these issues?**

    - Establishment of the Teachers Registration Council- regulatory body that controls the profession
    - Licensing of teachers in respect of their qualifications
    - Institutionalisation of committees of practice
    - Teachers deployment policy (State Policy)- it should be nationalized
    - Free compulsory education
    - Exportation of good practices in the teaching profession (Professionalization in Teaching)

6. **If the transformation of teaching and the teaching profession is to be meaningful and effective, it must center the perspectives, expertise and professional experience of teachers themselves. How can educational transformation and the transformation of the teaching profession be induced and led by and with teachers?**

    - Constant training and retraining of teachers with current teaching methods in line with global best practices
    - Good remuneration and welfare packages for teachers
    - Recruitment of more qualified teachers to balance teachers students ratio
    - Education Administrator should be qualified teachers with relevant experience

7. **What is the one game changer we need in the teaching profession?**

    - Teachers personal development
    - Community of practice –discuss challenges and good practices
    - Teacher's perception- see the teaching profession as core not second class.
    - Conscious efforts at investing in the training of women as teachers by government

RESOLUTION

The meeting resolved that:

- Transforming Education will not end with the Summit in September, 2022, but appropriate government agencies in Nigeria at the highest level of authority must work to ensure that resolutions reached at the Summit would be duly cascaded, mainstreamed and implemented with the promise from stakeholders and development partners to follow-up on the implementations***;*** and

- Accelerated efforts should be made by concerned government agencies to improve the status of teachers and their working environments and to make teaching profession more attractive.

9.0 CLOSING

The consultation was adjudged to be a huge success and quite a rewarding experience for all participants. It came to an end with closing remarks by the UN Resident Coordinator, Nigeria, **Mr. Mattias Schemale**, who appreciated the zeal, passion and commitment exhibited by all, which has further underscored the fact that Nigeria was really committed to the transforming education project. He said that transformation, more especially in education will take time to come to fruition, and there was more to do to identify that one single game-changer. He appreciated his colleagues in UNESCO and UNICEF, for their good work towards the betterment of education in Nigeria, adding that the UN was proud to work with the Nigerian government not only to prepare for TES in the short term, but to also to work on the follow up action post-TES, to ensure a sustainable transformation of education for a better future for all children in the long-term. Thereafter, a vote of thanks was delivered by **Mrs. Khadijah A. Liman**, SDG4 Focal Person, Federal Ministry of Education, who appreciated participants and stakeholders for their commitment towards the development of education in Nigeria through their active participation and contributions in the Second National Consultation on Transforming Education Summit.