



Report of the

20TH NIGERIAN ECONOMIC SUMMIT

*Transforming Education through Partnerships for
Global Competitiveness*



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*The 20th Nigerian Economic Summit (NES 20) took place from 18 to 20 March 2014, at the Congress Hall of the Transcorp Hilton, Abuja. NES 20 was jointly organised by the Nigerian Economic Summit Group (NESG), the Federal Ministry of Education (FMoE), and the National Planning Commission (NPC).

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Executive Summary

The 20th Nigerian Economic Summit was held from March 18th to 20th, 2014 at the Transcorp Hilton Hotel, Abuja, Nigeria. In attendance was the Vice President of the Federal Republic of Nigeria, Arc. Namadi Sambo, as well as several cabinet ministers. In attendance were also top CEOs and key players in the education sector, telecommunications, oil and gas, manufacturing, financial markets, food & beverages, media, insurance, and research. Of particular significance was the participation of a cohort of Nigerian students drawn from Federal Government Colleges all over the country. For the first time, we had a plenary session run and devoted to hearing the voices of Nigerian students.

The theme of this year's Summit was "Transforming Education through Partnerships for Global Competitiveness." The Summit was designed to push for permanent structural changes that would allow Nigeria develop 21st century skills in our children. The medium term objective was to develop new ways of building capacities and capabilities in the education and learning space in Nigeria, as well as to capture the attention and interest of key stakeholders on the centrality of education and learning for economic development and nation building.

The Summit was structured into plenary and breakout sessions, which elucidated high-level and in-depth discussion and debate between the participants. NES 20 emphasised the rationale for having a high quality educational sector, which is essential to develop skills, foster global competitiveness and ensure all Nigerians can fulfil their potential. The Summit also identified key policy and institutional reforms necessary to reform the educational sector in Nigeria. These included a move from education spending to education investment, measuring of learning outcomes, curriculum development to take into account global challenges and changes.

At the Summit, there was a Presidential policy dialogue led by the Vice-President of the Federal Republic of Nigeria, Arc. Namadi Sambo, aimed at distilling what is required to ensure the Nigerian education sector can deliver highly skilled, globally competitive individuals for the Nigerian economy.

There were plenary sessions on developing education as the bridge to a better future for Nigeria; creating an accountability framework in education; access, equity and inclusion; skills, knowledge transfer and relevance and a plenary on "Leadership and Ownership in Education: A conversation with State governors". In addition, there were simultaneous workshops aimed at providing solutions to challenges in technical and vocational education; in ensuring tertiary education creates competitive and employable graduates; in relation to the neuroscience of early years and basic education; sustainable structural reform in education; teacher education and effective partnerships in education.

In conclusion, the Summit underscored the necessity for all stakeholders to collectively work to build a national consensus on what is required to rebuild, revamp and reinforce the education sector to secure Nigeria's future and fulfill the potential inherent in our vast human resources.

NES 20 Recommendations

Foundational Statements

- Education must inculcate the values of leadership, intuition, honesty, integrity, and 21st century skills.
- We must migrate from education spending to education investment
- We must achieve 100% disbursement of education budgets
- We must remodel the learning environment and physical infrastructure to reflect “the character of education”
- Focus on trending global skills by establishing research and development capabilities in schools.
- Research on trending skills: The entire education system should not be fixed, but transformed to propel us into the 21st century
- Devolve responsibility to schools- you cannot hold them accountable if you do not make them responsible
- It is crucial to transition from traditional examinations to measuring learning outcomes, since what gets measured gets done

Curriculum Development

Incorporate the following elements into curriculum development across Early childhood, Basic Education, Senior Secondary and Tertiary curriculum:

- Values: Honesty, Respect, Diversity, Integrity and Compassion
- Skills & Competencies: Literacy, Numeracy, Leadership, Technology, Financial Literacy
- Communication, Creativity, Critical Thinking and Collaboration
- Knowledge: Multiple Languages: Native, English, French, Chinese

Early Childhood and Basic Education:

- Create awareness campaign on the importance / value of ECCD
- Create a National Feeding Program “ A Hungry Child cannot Learn’
- Establish continuous skills needs survey to ensure our education is fit-for-purpose
- Curriculum should be available and accessible online
- Foreign languages (French and Chinese) should be mandatory

Secondary:

- Institute more activity-based learning and mandatory internships

Tertiary

- Public sector should conduct continuous research on jobs for the future in collaboration with private sector.
- Transform traditional testing methods to continuous real-time assessment of learning.

NES 20 Recommendations (cont'd.)

Next Generation Teachers

- Institute general primary education as opposed to subject specific expertise
- Colleges of education to offer B.Ed to increase professionalism of teaching
- Upgrade colleges of education to deliver world class teacher training
- Upgrade teacher training and expand content to include critical thinking, problem solving, and using technology in teaching and learning
- Deploy a school-based teacher mentoring programme
- Establish and codify teacher standards, supported by use of technology
- Performance-based reward systems – “ Pay for outcomes and not years of service”
- Restructure the Teachers Registration Council of Nigeria (TRCN to be like ICAN and NBA).
- Review conditions of employment for teachers: wages, career path, recruitment and selection etc.
- Building professional learning communities: “ twinning” public schools and private schools

Knowledge Transfer through ICT for Global Competitiveness

- All schools must have access to internet
- Facilitate establishment of tertiary research networks- Tertiary institutions should encourage and facilitate faculty collaboration through online communities (short term)
- Improve ICT Infrastructure (connectivity, bandwidth, power) for increased access
- Use of digital libraries to cut cost of textbooks
- Increase access to education through mobile and web platforms by providing content and devices for learning
- Federal Ministries of Education, National planning, Science & Technology and Communication Technology to develop blueprint for introducing ICT and the use of ICT in Education

Sustainable Structural Reforms in Education

- Urgently fix National Education management Information System (EMIS) and State-EMIS
- Devolve delivery and supervisory functions to the community level
- Create a framework to benchmark schools on student learning outcomes
- Reduce the number of education parastatals as recommended by the Oronsaye Committee and the PTTE Report
- Amend the constitution to grant autonomy to LGAs

- Amend UBEC law to transfer its functions and UBE Intervention Funds to States and Local Governments
- Empower result-based financing and accountability system at LGA to school level
- Empower schools with direct funding
- Create a public expenditure tracking system for education outputs and outcomes
- Establish PPP framework to increase quantum of private investments in education
- Enforce private sector involvement in the monitoring mechanism for contributory funds in Education e.g. ITF, ETF,
- Grant autonomy to Tertiary Institutions.

(The Neuroscience of) Early Years and Basic Education

- Update teacher training and pupil curriculum in line with global best practice
- Establish ECCD Resource Centres in every state and local government
- Extend maternity leave to 6 months
- Minimum qualification of teachers in ECCD to be first degree
- Private partnerships on food programs; teacher training and crèches
- Partnerships with health institutions on knowledge dissemination at ante-natal clinics

Effective Partnering for Access, Quality and Accountability

- Allow flexibility in implementation of curriculum at the local institution level
- Increase access to Tertiary Education Trust Fund for public and private institutions
- Increase research and development activity in line with private sector needs
- Institute internal quality assurance peer reviews for academic research

Technical and Vocational Skills Development

Regulation/policy

- Re-position vocational education establishing it at par with academic degrees
- Increase alignment between national economic policies and technical and vocational educational curriculum
- Upgrade and conclude the National Vocational Qualification Framework
- Provide incentives to private companies such as tax breaks to increase private participation

Delivery

- Laboratories and relevant infrastructure must be furnished with relevant tools and equipment to facilitate learning
- Conduct private sector skills Gap survey
- Expose TVET Teachers and principals to Industries and new technology

Access

- Increase access to TVET by licensing and accrediting private training centres
- Create a platform for online vocational studies which would be linked to internship in the work place

Tertiary Education for Competitiveness and Employability

- Enhance governance such as strengthening the National Council on Education (NCE) to review the status of education.
- The Tertiary Education Trust Fund should be more easily accessible and should also be available to private institutions.
- The curriculum developed by regulatory bodies should be set as a minimum standard that can be customized by tertiary institutions.
- Internal quality assurance mechanism must be put in place in every institution with a feedback system to enhance accountability.
- There should be set standards as well as monitoring and evaluation of research work to ensure adherence to relevant quality standards.
- Laboratories and relevant infrastructure must be furnished with the relevant tools and equipment to facilitate learning.
- Training, development and motivation of teachers needed to upgrade teachers' skills during their active careers.
- Interaction between academia and industry must be strengthened to allow for the convergence of career paths and commercialization of knowledge.

Day 1

Tuesday, 18 March 2014.

Welcome Address



Foluso Phillips
Chairman, Board of the NESG.

“A recent survey on Education and Employability estimates that 24 million jobs are needed over the next ten years to reduce the current unemployment level by half.”

The Chairman welcomed all dignitaries present including the President of the Federal Republic of Nigeria and the summiteers.

He began by emphasising that this was the 20th Summit held since the formation of the NESG 21 years ago and expressed how proud the Group is to be a part of the development of the Nigerian economy through contribution to national policies.

Mr. Folusho Phillips explained that the Summit came earlier than usual this year for two reasons; Nigeria will host the World Economic Forum for Africa (WEFA) in May 2014 for the first time since its inception 24 years ago. Therefore, holding the Summit thereafter could be a distraction for many, in light of the impending 2015 General Elections.

He gave a recap of the previous Summit “Growing Agriculture as a Business to Diversify Nigeria’s Economy”, and lauded the participation of the Federal and State Governments, economic players from all sectors, youths and Nigerian farmers. He went further to share the progress on the recommendations received during the summit, as follows:

- Draft bill has been prepared to make the Growth Enhancement Scheme into Law
- A draft bill for the formal National Policy has been reviewed by stakeholders
- Progress in the creation of the commodity exchange driven by the Ministry of Industry Trade and Investment.
- Investments by the private sector with a \$100 million investment from Cargill.
- \$72 million investment in a cassava to starch processing plant in Kogi State by Crest Agro products.
- \$515 million investment in production of tomatoes, rice and sorghum in Kano State by Dansa Foods.
- \$217 million investment in processing cassava to starch in Kwara State.

- Funding support from the likes of the World Bank, African Development Bank, The International Fund for Agricultural Development, Islamic Development Bank and the European Investment Bank.

He shared the results of the **Education and Employability** survey that shows that 24 million jobs are needed over the next 10 years to reduce the current unemployment rate by half. He cited the recent and unfortunate incident of 100,000 people applying for 4,500 jobs, from the Nigerian Immigration Service, with some applicants losing their lives, to further buttress the deplorable state of employment in the country.

The Chairman reminded all present that the focus of NES#20 is to undertake the review of the educational system and sector. More specifically, he indicated three things that the Summit aims to achieve:

- To identify and understand the problems
- Our capacity to effect the necessary changes
- Devise a structure to ensure sustainability

He called upon the general public to join hands in creating this needed change, while advising that Nigeria as a country has to have a more collective and uncompromising approach to dealing with corruption. He appealed to the President to come down harder on corruption and appealed to all present, not to allow the forthcoming general elections destabilise the economy, as the country's interest should be priority.

He reiterated that the NESG is a non-partisan organisation, which through hard work and commitment, has made its voice heard to create a better society.

He summarised the focus of the entire programme in the next three days as geared towards building a better society.

Transforming Education in Nigeria: Implications for the Future



Chief (Barrister) Ezenwo Nyesom Wike,
Supervising Minister of Education

“Some tertiary institutions have not been able to fully access the funds allocated to them through TETFund due to their inability to meet the laid down conditionalities”

The Minister started by highlighting the emphasis that the President’s transformation agenda places on education as an instrument for human capacity development and social emancipation. He informed the audience of the existence of a roadmap for the Nigerian education sector that charts a course for repositioning education.

He also mentioned that there exists a one-year strategy to implement this roadmap, as well as a 4-year strategic plan for the development of the education sector between 2011 and 2015. This strategic plan presents the challenges of quality education at all levels – basic, senior secondary and tertiary, and proposes turnaround strategies that will ensure the actualization of the millennium development goals, while redirecting Federal Government’s investments in education.

Chief Wike indicated in great detail the quantum of Federal Government’s investment in curriculum development across basic, secondary and tertiary education levels. He also described the investment in equipment for public schools at the secondary level, as well as the presidential sponsor schemes for tertiary education implemented in 2012 as part of the government’s efforts to achieve Vision 20:2020.

He added that the government is also investing in developing a critical mass of professionals by sponsoring outstanding students with first class honours to attend the top 25 universities in the world. Over 100 scholarships were given in the 2012/2013 academic session and 100 more will be given in 2013/2014.

This investment was reported to have brought about significant improvement. He highlighted a steady increase in primary and junior secondary school enrolment between 2010 and 2013. Although performance in the West African Examinations Council (WAEC) fluctuated during the years 2009 to 2013, and performance in the National Examinations Council (NECO) was weak between 2009 and 2011, it rose significantly between 2012 and 2013.

The minister further stated that at least one federal university has been established in each State of the Federation, increasing total State and Federal universities from 101 in 2009 to 129 in 2013.

The key challenges in the education sector as highlighted by the Minister include unaccessed funds at every level of the educational system, large numbers of unqualified teachers, and inadequate teachers as well as infrastructure to cater to the newly introduced trade and entrepreneurship subjects. Gaps between the tertiary programmes and the requirements of the local and international work environment have also found many Nigerian graduates lacking in competitive skills upon graduation.

He further noted that the federal government has also faced challenges in implementing its policies, as States have not utilized their own funds to cascade federal trainings for teachers. At the same time, policies for national implementation, such as the Post-UME, have often been disregarded as most universities still have their own entrance examinations.

In conclusion, Barrister Wike summarised that the way forward was to strictly implement the minimum qualifications for teachers in primary and junior secondary schools, advocate for state budgetary allocations for curriculum review, create enabling environment for private sector participation in providing needed infrastructure and facilities for newly introduced subjects, and close existing gaps between the extant programmes of universities and the requirements of the labour market by establishing closer relations and partnerships in addressing the issues involved.

Plenary I – Presidential Policy Dialogue



Vice President, Namadi Sambo [middle] in a group photograph after the Presidential Policy Dialogue.

“The government has contacted General Electric and other major private stakeholders to find ways of collaboration in revamping the education sector.”

Moderator:

- Ms. Bronwyn Nielsen, Executive Director, CNBC

Panellists:

- The President of the Federal Republic of Nigeria represented by the Vice-President, His Excellency, Architect Namadi Sambo GCON
- Ambassador Maryam Katagum, Nigeria’s Permanent Delegate to UNESCO
- Professor PAI Obanya, Chairman, West African Examinations Council (WAEC) and Chairman Presidential Task Team on Education (2011)
- Dr. Elizabeth King, Vice President, Human Development, World Bank
- Mrs. Maryam Lemu, Administrator, New Horizons College, Minna
- Professor Jibrilla Amin, Vice Chancellor, Federal University of Dutse, Jigawa State
- Mr. Paul Brennan, Vice President, International Partnerships, Association of Canadian Community Colleges
- Dr. Alex Otti, Managing Director, Diamond Bank Plc

The ball was set rolling by the Honourable Minister/Deputy Chairman of the National Planning Commission, Ambassador Bashir Yuguda, who stated that the Presidential Policy Dialogue is the highpoint of the Nigerian Economic Summit, as the session provides participants with the opportunity to learn the key policy initiatives of government. This year’s Presidential Policy Dialogue will focus on access to education, funding, quality and the way forward.

THE DIALOGUE:

Each panellist responded to the particular question posed by the moderator to him/her, which has been grouped below, for ease of reference.

Architect Namadi Sambo GCON – Vice President Federal Republic of Nigeria

Question: What is the Federal Government's vision for education of the Nigerian child?

Response: The government's vision is to produce enlightened and skilled citizens who will contribute to the socio-economic development of Nigeria.

Question: There is the insinuation that there is lack of political will to change the course of educational development in the country. What is your reaction to this?

Response: This is not correct, as this administration has been implementing the transformation agenda, of which education is at the forefront. Our theme is "education, education, education". The Presidential Task Team on Education has come up with guidelines and some of these have been implemented.

The transformation agenda on education is global, much as the same efforts are being made in other sectors of the economy, including electricity, transportation, agriculture and manufacturing. The education sector will feed all these areas. Certainly, the government has the political will to change the education agenda for Nigeria's development.

Question: A seeming silver bullet is the National Teacher Education Policy, which is still on the drawing board. When will this be passed into law for implementation?

Response: The policy is instrumental to solving the big problem the nation is facing in education. Citing his experience as a State

Governor in Kaduna, there is a fundamental difference in primary education, which is the responsibility of Local Governments (LGAs), and secondary school for which the States are responsible.

There are some LGAs that, after paying salaries of staff and teachers, have nothing left for capital projects. Under my watch, the Kaduna State government enacted a law to support the LGAs and that every teacher would earn salary that is 5% above other civil servants on the same level.

The private sector and development partners can also support the governments to improve teacher quality. Towards this, the government has contacted General Electric and other major private stakeholders to find ways of collaboration in revamping the education sector.

Question: What solutions are available for taking primary education from the LGAs to the States?

Response: States should partner with LGAs to add value to primary education. There is definitely the need for the National Assembly to act on appropriate legislation to enable other tiers of government to support and partner in primary education. The ongoing constitutional amendment is a great opportunity to achieve this. It is good to note that the number of schools have increased astronomically from over 50 years ago.



Vice President, Namadi Sambo [middle] during the Presidential Policy Dialogue

*Dr. Elizabeth King, Vice President,
Human Development, World Bank*

Question: What are your thoughts as a foreigner to the Nigeria educational system?

Response: I am excited about education as subject of discussion by various stakeholders; I would like to highlight the fundamental need of a child's education being more paramount to an educational specialist. Also, emphasis should be placed on learning outcomes that are relevant for life, work and succession. There are concerns about the inadequate information available for policy formulation and good investment decisions, requiring that investments be evidence-based rather than policy based.

Question: Where else in the world have you seen a similar situation and what solutions can be represented that Nigeria can replicate?

Response: The first step in the transformation agenda of the education sector is to have a national dialogue on education. South Korea is a reference case, where over two generations ago, employment rate and literacy was very low. However, it took a generation with the political will and leadership with a strong desire to make the change.

Nigeria is in the right direction with the Summit initiative to transform its education sector. Even the richer countries have begun to take their education sector more seriously, especially in light of the generational lifestyle changes and the kind of jobs available in the labour market. The shift is psychological, demographic, aging, geographical and also due to globalisation.

There is need to rekindle the prestige in the teaching profession, and equip students with problem-solving skills as well as soft skills which invariably enhance their self-confidence and self-esteem.

Question: What do you think, with respect to what Mrs Maryam has said, in spite of research?

Response: Fifth grade/primary education is the responsibility of both parents and local government, although schools have greater accountability and responsibility. Incentives should be provided to financially support teachers.

Question: What can we do to ensure that local governments are more accountable and also take responsibility for education?

Response: Monitoring the back data and update is important. The key challenge though is that we do not have the kind of instruments to possibly marry and connect performance with financial resources, and access to the right information is also difficult. Tracking of policy execution in the educational system is crucial.

Question: Give us one short-term implementation system solution to change things in Nigeria.

Response: *The output of the Nigerian Educational system should be measured just after secondary school (before transition into university).* This tool will provide a platform for discussion to continue and ensure that the federal government is committed to improving education.

Mr. Paul Brennan, Vice President, International Partnerships, Association of Canadian Community Colleges

Question: As the VP of International Partnerships, Association of Canadian Community Colleges (ACCC), I believe there are about 130 institutions in your fold and not only are you a global institution, but you are also involved in reforming education across the globe, not only in Africa, but also in Brazil and China etc. So what is your view looking into Nigeria?

Response: The ACCC has been in operations for thirty years and currently chairs the World Federation of Colleges and Polytechnics (WFCP), which is an international network of colleges, and national and regional associations of colleges. Visits to several countries have allowed ACCC to collate what is working and what is not working.

The precarious changes in the economy, which affects the global market and the importance of partnership between employers and the school system, is crucial if the Nigerian educational system is going to make progress. The current leading practices, which most countries are adopting, is a policy that makes it mandatory for school curriculum to be developed in collaboration with employers to ensure that the skills of graduates make them employable.

This model will prevent the Nigerian educational system from preparing graduates for jobs of yesterday instead of preparing and equipping them for jobs available today and those of the future. Quantitative measures like total number of students enrolled, number of teachers present or number of graduates are slowly being replaced by new quality indicators, which measure the number of graduates that obtain employment or successfully start a new business.

There is need for a dynamic partnership at the base between employers and the educational system.

Question: What is your opinion on teacher quality?

Response: The example of a programme in Brazil, a country that shares similarities to Nigeria in terms of its population size and huge social gaps in terms of revenue, best illustrates this. The programme is an exchange arrangement in which thousands of Brazilian teachers visit countries with more developed educational systems for three months to observe what teachers do, how to be proactive about the needs of children and how they learn, how applied research is conducted and supports SMEs.

The outcome of this programme is a new pedagogy, improved relationship between teachers and the industry, and raised teacher status. Through a report produced by each teacher at the end of the programme, there is currently a transformation process in the Brazilian educational system.

Dr. Alex Otti, Managing Director, Diamond Bank Plc

Question: Do you agree that the money kept in the banks is the key to unlocking the problem of education in Nigeria?

Response: The level of unemployment in Nigeria is immense and the quality of education is poor. The first question we need to ask is “who are our teachers and what are they teaching?” We have a dysfunctional educational system. A fundamental question to ask ourselves is “what kind of education do we want?”

The poor quality of graduates of the Nigerian educational system reflects in the long hours spent interviewing job seekers

and ending up with mostly unemployable candidates. Contributions are being made to improve the Nigerian education sector through setting up of private schools, CSR initiatives and PPP projects. There is the initiative of the Central Bank of Nigeria (CBN), which is being championed by the banks that now go to schools to teach financial literacy.

“Corruption is a constraint in education funds allocation, management and utilization. But money alone is not the problem.”

Question: Does the quality of teaching affect the Nigerian students?

Response: No doubt, the quality of teaching affects the quality of Nigerian students. In Nigeria, we do not attract the right talent to the teaching profession. There is need for a policy to tie products of our schools to jobs/employment and also for teachers to be able to interact with the industry. Another important issue is the poor public perception of the teaching profession, which is regarded as a last resort. The critical place education in the modern economy recommends that if education cannot be funded adequately, then we shouldn't fund defence, the Presidency, power sector, etc.

Question: Is there any significant progress made regarding the TETF Fund?

Response: Some progress has been made so far, but a lot more can still be done. The constitutional problem of the local government being responsible for primary education, whereas some States don't even have local government chairmen and there is mismanagement of funds as State Governments often usurp local government allocations and leave them with little or nothing. This needs to be addressed urgently before any concrete progress can be made.

Question: Will the empowerment of the local governments help resolve the problem of education in Nigeria?

Response: This is possible, but It will take some time to achieve. The constitutional amendment required will be the challenge, as bills take so long to get passed in the National Assembly. The solution required for public schools to compete with private schools is to take primary education out of the hands of the local governments. The problem facing the Nigerian education sector is bigger than donations and gifts from individuals and private organizations.

Professor PAI Obanya, Chairman, WAEC and Chairman Presidential Task Team on Education (2011)

Question: What were the key findings of the Presidential Task Team Report on Education?

Response: Education is currently facing a crisis, as the world and education appear to be moving in tangential directions. *Students graduate with a lack of practical knowledge and the number of out-of-school individuals significantly dwarfs the number of those actively learning in schools.* Inadequate planning, lack of education and management information system, mismatch between structure and function at the ministerial levels, the lack of systematic training in management, and the misconception of curriculum as a package, rather than a context with pedagogy pose challenges to the educational system. Consequently tackling the issue of investment in education and other pivotal areas that create positive multiplier effects are likely to make a significant impact.

Question: What is your opinion on the declining quality of teachers in Nigeria?

Response: Over the years, teachers and the teaching profession were devalued. In traditional times, teachers were respected. The Government should be lauded for making notable efforts to create a national teacher education policy that takes care of the logistics of teaching, which involve teachers' remuneration as well as career pathways. The execution of this policy would be the next step in improving teacher quality.

Question: What are your thoughts on how to restructure the education sector when it comes to delivery across primary school with local government, states dealing with secondary school and tertiary education at the Federal level?

Response: *The Ministry of Education should be professionally restructured, duplicated agencies streamlined and local government agencies empowered.* Overlooking the LGAs would overburden other levels of government; emphasis should be on the delivery agents closest to the people. Restructuring would be effective only when constitutional powers are given back to the LGAs and the LGAs are staffed to be as competent at every level.

Professor Jibrilla Amin, Vice Chancellor, Federal University of Dutse, Jigawa State

Question: According to one of the earlier speakers – Professor PAI Obanya, the National Teacher Education Policy had been developed, but it was yet to be implemented. Does it have any implication on the educational system?

Response: When policies are forced on people, it does not really work. There is need for consultations, so that along the line, if there were one or two things that should be brought on board, that could have been done. Example is the issue of autonomy of

Universities. There is however, need to agree on the extent of the autonomy. This should not extend to financial autonomy, as this would result in universities charging higher fees, which may not be affordable to Nigerian students.

Question: What is your view of the tertiary institutions on old professors who teach with old system?

Response: It is very much the same as those at other levels of the educational system, whereby the *teaching profession is a last resort to a lot of people*. It is however, a little better in the universities. A lot is expected from lecturers, but they are poorly remunerated. This notwithstanding, many people are still in the profession due to interest and they thus are able to make a difference. The welfare of teachers needs a lot of improvement.

Question: What is your number one short-term solution for Nigeria's educational system?

Response: There are several problems, but the number one in my view is giving autonomy to universities and empowering the students.

Mrs. Maryam Lemu, Administrator, New Horizons College, Minna

Question: How do you feel about the education policy as a person operating at the basic educational level?

Response: We are currently facing a lot of challenges, one of which is the lack of participation in the update of the curriculum by the education policy makers, affecting the relevance of content. This in the long run, affects the student's psyche as he/she sees the curriculum as not totally incorporated into his/her future ambition, and desires and accordingly, the syllabus

should evolve from the perspectives of all stakeholders.

Question: What is the purpose of the 6-3-3-4 system of education?

Response: The aim of this system of education is to guide the students in appropriately choosing their desired course either from the arts/humanities, sciences or the technical. Towards this, at least thirty-seven new courses have been incorporated into the syllabus.

Question: What is the status of the teaching profession from your point of view or does it counter the reality stated that being a teacher brings you to a level of poverty?

Response: The teaching profession serves as a last resort to a lot of people. It is viewed as a stepping-stone to greener pastures. As of today, there is no respect or regard for teachers in Nigeria. In an opinion survey carried out on students on their dream professions, no one mentioned teaching as their dream profession.

The poor remuneration and the disdain for the teaching profession leave little or nothing in the minds of the future generation to crave for the profession. There is a need to promote the profession and uphold the value of the teaching profession.

Question: What are the challenges of cultural values in the educational perspective?

Response: *Cultural values are foundational for any society, but unfortunately in Nigeria, nearly all sectors are morally bankrupt.* In my school, we adhere strictly to the morals of teaching and uphold the sense of direction and responsibility. Those that attended public schools should take personal responsibility, engage with and invest in their alma mater.

Another weakness in the system is in government ministries that work in silos; rather, they need to collaborate more for innovative ideas that donors can fund and on which tertiary institutions can leverage. It must be recognized also that there is funding gap, which stalls implementation of laudable educational projects. This will go a long way in reversing the decadence in the public schools.

Ambassador Maryam Katagum, Nigeria's Permanent Delegate to UNESCO

Question: With reference to the national teacher education policy that was first introduced in 2008, what are the critical issues you think are affecting teachers?

Response: Several years of decay in the Nigerian educational system has led to a decline in the quality of teachers. It all starts from how teachers are recruited. Is it the best that are recruited? Or are they people that regard teaching as a stepping-stone?

The approach to ensuring high teacher quality in Norway, which has one of the best quality educational systems in the world, is to attract and recruit the top-ten graduating students in tertiary institutions to be teachers. Also important is the role of rights and responsibilities of students and teachers in the Nigerian educational system. Teachers should leverage information and communication technology (ICT) to build their capacity and help the students to fulfil their dreams.

Question: What is your view on the budgetary mechanism?

Response: With reference to the Minister's assertion that funds for education sector improvement are lying unutilized in the banks because schools are not accessing the funds, there is obvious challenge of capacity deficit in the institutions.

Plenary II – Quality Education: The Bridge to The Future



[L-R]: Prof. Godswill Obioma, Rev. Sam Adeyemi, Prof. Mohammed K. Farouk, Prof. Onyebuchi Chukwu, Mr. Foluso Phillips, (Chairman, NESG), Mr. Tom Rudmik, Prof. Abiola Awosika, Mr. Frank Nweke II, Mr. J.W. Wilson, Mr. Chika Mordi, and Mr. Fela Durotoye,).

“The real problem with education is the system itself. Only a small percentage of the students are smart, while most of the others are average.”

Background Presentation

- Mr. Tom Rudmik, (CEO, Co-Founder, Profound Learning Institute)

Moderator

- Professor Abiola Awosika: GM, EduTech Software Solutions Ltd

Panellists

- Professor Mohammed K. Farouk: Vice Chancellor, University of Gombe
- Pastor Sam Adeyemi: Founder Daystar Leadership Academy
- Mr. Fela Durotoye: Founder, GEMSTOME 2025
- Mr. Chika Mordi: CEO, National Competitiveness Council of Nigeria
- Professor Godswill Obioma: Executive Secretary, Nigerian Educational Research and Development Council (NERDC)
- Professor Onyebuchi Chukwu: Honourable Minister of Health
- Mr. J.W. Wilson: Managing Director, Advanced Learning Institute

TRANSFORMATION: A VISION, A CHALLENGE, A HOPE, A FUTURE REALITY?

The present state of the Nigerian educational system is in need of transformation. The current situation is summarised as follows:

- Most populous country in Africa with 174.5 million people
- 63% of the population is under the age of 24. 110 million
- 10.5 million are out-of-school children

The goal of improvement is to catch up with the rest of the world. The challenges the sector is facing are enormous and a two-pronged strategy should be adopted for transformation of the sector.

Firstly, fix what is broken through System Improvement. The Bill Gates Foundation spent USD 3 billion on public education, but it was unsuccessful. Bill Gates was quoted to have said, *“The experience has been sobering. It’s hard to improve public education, more funding isn’t the answer: efforts by the Ford, Carnegie and Rockefeller foundations, among others, increased investments, but the efforts made little difference in closing the achievement gap.”* The real problem with education is the system itself. Only a small percentage of the students are smart, while most of the others are average. We require a new improved system that will prepare Nigerian children to be future-ready.

There are three stages for global economic development:

- Factor-driven economies – focus on improving basic skills
- Efficiency-driven economies – focus on relevant technical skills
- Innovation-driven economies – focus on future-ready skills (innovate and invent)

If an economy is factor-driven, it will continuously play catch up. In the industrial age, knowledge doubled every 50 years; while in the information age, knowledge doubled every 18 months. In the current creative age, knowledge doubles exponentially!

Secondly, transform what is obsolete. What worked before won’t work now. Incremental transformation is what is needed to build a vision for the future. There is a huge gap between how things were done traditionally, and how it should be done in the future-ready educational system in respect to science, system, curriculum, performance, focus, skills, time to learn, and assessment.

In conclusion, transforming the system can improve profound learning. Can Nigeria emulate this? Is there any hope? Yes! This is evident in the example of K-12 Research & Development School for Profound Learning founded in 1997 in Calgary, Canada.

A similar approach was initiated in Lagos, during the West African Education Transformation Conference in July 2012. At the conference, we invited **Imaginal Leaders** to join us on a journey of transforming their schools, and this led to a series of workshops involving stakeholders.

PANEL DISCUSSIONS:

Question 1: What do we need to do to transform education? Do we need to scrap the obsolete and build the future? Can we afford it?

Mohammed Farouk: The system has good policies and a good curriculum. What it lacks is implementation. In order to attain the desired end, we need to:

- Teach creative thinking skills from basic to tertiary
- Instil moral values in students
- Focus on acquisition of knowledge
- Focus on quality of education

Question 2: How do you build values in children for the future?

Sam Adeyemi: If the system is obsolete, then it should be changed. What is the purpose of education? Why should we change it? The reason behind the change is to cultivate the Nigeria that we want.

Do we have the Nigeria that we want? How do we go about it? We need a vision because without vision, there is no value.

We need to value human life and treat people with respect. Curriculum is important, but how are the students treated? What kinds of facilities are available? We have values in our national pledge such as honesty, value for human life and respect.

Question 3: Values are great; but values without skills are a problem. What kinds of skills are required? What do we want to possess?

Fela Durotoye: What kind of nation will we have in the future? The future is here and not a time zone to come. This means everything we can be and that we have not yet become. Leadership skills are needed, and it is the ability to create and deliver desired change. This is important especially as it drives intuitive skills, which help in making the right choices.

In order to deliver the desired effect, we cannot become “verbals” - people that talk about things but don’t do the “talked-about”. The aforementioned skills need to be converted to practical tools like the value cards (with snippets on positive values) that are being distributed to schoolchildren. Each card contains 10 values that they should possess.

Question 4: How do we get there?

Chika Mordi: We can look at successful countries such as South Korea and Singapore. They focused fundamentally on the totality of the educational system as an integral part of the economy. The country should make education its strategy, thereby making a conscious decision to improve the sector. This means the system has to produce people to lead the economy. We need to decide where we want to be and our educational system will be designed around it.

Question 5: We have to know where we are in terms of numbers. How do you see data helping us craft the vision?

Godswill Obioma: We have Vision 20:2020, but the government needs to drive the vision. There is a need to build institutions that can drive the required change in the education sector.

Data is good, but what kind of data? We need to build Management Information Systems that will help to create policies that are evidence-based. There is a need to know our population – how many people have

been in and out of schools? There is a need to create reliable data because this will help us make plans for the future.

Question 6: You say we have a vision and we know where we want to be in 2020. Tom says we are working with a system that is old and obsolete. Professor Chukwu has done some work in health and was able to implement the transformation agenda in health. How did you do it?

Onyebuchi Chukwu: There is a need for local tolerance. There is also a need to discern human capital because it is now known that human capital is more important than infrastructure. The Ministry of Health has engaged in programmes that develop the educational aspects of health. The ministry partnered with the private sector and Nigerians in Diaspora. The group sat together and reviewed the curriculum and made it available. There is no need to re-invent the sector. We should work with what we have. There are currently on-going collaborations with the Ministry of Agriculture.

Question 7: It is a good time to bring Mr. Wilson in to talk about neuroscience. How does that affect the way our children learn and how does that affect the quality of education?

J.W Wilson: Research in my institute has shown that the whole system is built on a fallacy. In the past, you only needed to know a reasonable number of things; but now, the amount of information available is infinite. Information is doubling every 18 months now, so memorization cannot work and needs to be eliminated.

Every child is different and learning is a neurological growth. The biology of learning should be understood and learnt; otherwise, we will have kids that are restricted in their imagination and knowledge.

Plenary III – ICT, Knowledge Transfer and Relevance



[L-R] Mr Bambo Bashorun (Director of ICT, State of Osun and Project Coordinator Opon Imo); Ms. Megan Evans (International Ambassador, Udemey Inc); Mr. Gerald Ilukwe (Managing Director, Galaxy Backbone) Mr. Foluso Phillips (Chairman, NESG); Mr Chineye Mba-Uzoukwu (CEO InfoGraphics Nigeria Limited); Mrs. Sola David - Borha (CEO, Stanbic IBTC); Mr. Gossy Ukanwoke, (Founder, Ben American University and Student Circle); Mr Gbenga Sesan (Founder Paradigm Initiative Nigeria and Ajegunle.org); Mr. Chidi Onyejekwe (Shell Nigeria Exploration & Production)

Background Presentation:

- Mr. Gossy Ukanwoke, Founder, Ben American University and Student Circle

Moderator:

- Mr Chineye Mba-Uzoukwu (CEO InfoGraphics Nigeria Limited)

Panelists:

- Mr. Gerald Ilukwe (Managing Director, Galaxy Backbone) responsible for offering ICT support to the Federal Government of Nigeria
- Ms. Megan Evans (International Ambassador, Udemey Inc) an online marketplace for online courses
- Mr Gbenga Sesan (Founder Paradigm Initiative Nigeria and Ajegunle.org) an ICT firm offering ICT education to less privileged children
- Mr Bambo Bashorun (Director of ICT, State of Osun and Project Coordinator; Opon Imo)
- Mr. Chidi Onyejekwe (Shell Nigeria Exploration & Production) one of the leading oil and gas exploration and production company in Nigeria.

THE POSSIBILITIES PROVIDED BY TECHNOLOGY IN THE EDUCATION LANDSCAPE: CHANGE, TRANSFORMATION AND STRUCTURE”

In today’s fast changing knowledge society, the importance of ICT cannot be over emphasized. Information and communication technologies (ICT) are often associated with the most sophisticated and expensive computer-based technologies, but in reality it is not the case.

ICT encompasses more conventional technologies such as television, radio and telephone technology as well as computers, satellite and wireless technologies, and the internet. Thus, ICT can be defined as the basic information handling tools; a varied set of goods, applications and services that are basically used to produce, store, process, distribute and exchange information.

PANEL DISCUSSION

ICT, knowledge and innovations are drivers of economic growth, social development and job creation. There are challenges and opportunities presented by ICT, as well as those of knowledge transfer that arise from the limitations of ICT, cultural implications and generational differences.

Like all great innovations, we have come to accept that ICT in education has its strengths and weaknesses. Understanding this is important if we are to adopt ICT for effective learning in Nigeria.

The strengths of ICT in education include:

Cost:

Adoption of ICT for learning would reduce the cost of education in Nigeria. The cost of buying a tablet and downloading e-books on the tablet is way lower in comparison to the amount of money currently spent on printing and buying of textbooks for students - *Mr. Chineye Mba-Uzoukwu*

Flexibility:

With the adoption of ICT, it won't matter where students are, for the learning process to continue. They could either be home after school hours or in school.

Aside from cost reduction, ICT provides flexibility in learning time and content choices that enables permutation of time and content choices for optimum educational goals and outcome - *Ms. Megan Evans*

Innovation:

With learning flexibility that ICT facilitates, students and teachers alike will be able to develop ideas that will facilitate economic development. Incorporating ICT into education and learning will facilitate creativity and skills acquisition for superior performance and self-empowerment- *Mr Bambo Bashorun*

The challenges or weaknesses envisaged include:

Equity:

Adoption of ICT in Nigeria's educational system could create a new class of knowledge-rich and poor students; as those who have access to ICT would be knowledge rich and those without poor. This could breed a knowledge or digital gap amongst students.

Connectivity:

Connectivity could constitute a problem to ICT in education. But with continuous improvement and proper management of the system, there should be more positives, including quality uniform content to be accessed by all students - *Mr. Gerald Llukwe*

Government needs to spend more efficiently on education so as to encourage partnerships from the private sector. Technology infusion into education is critical for national development.

Content Generalization:

With ICT in education, there is the tendency to address problems in a general way, sometimes failing to take into consideration special effort in solving local and culturally sensitive issues. In a country like Nigeria with a population of 170 million people with different traditions and religions, it is of high importance to deal with these challenges.

While this is a possible challenge, it can be avoided if policy makers and ICT developers focus on local content development, delivery, and the peculiarity of the students - *Mr Bambo Bashorun*

Present Attitude to ICT by School Teachers:

With the educational system framework in Nigeria and the general perception, teachers are more likely to see adoption of ICT as means to discard them, rather than an effort to enhance learning and their capacity. Efforts in that direction might be frustrated through unions and other vices.

Teachers should be reoriented on this, as it will improve and make their jobs easier. Teachers also would need to align with this innovation - *Mr. Gbenga Sesan*

Conclusion/Recommendation

ICT is the way forward for better learning in Nigeria, and towards this, the following recommendations were made:

- Nationwide attitudinal change to understanding of teaching and learning
- Reorientation and retraining of all academic staffs
- Policies and institutional frameworks to enable integration of ICT into our educational system
- Synergy between players in the public sector in remodelling curriculum at all levels to ensure maximum deployment of ICT-based learning
- Public-Private Partnerships to create better management systems for our schools.



Mr. Gossy Ukanwoke, Founder, Ben American University and Student Circle, during his background presentation - Plenary III

Plenary IV: Funding Education: Our Shared Responsibility



{L-R} Senator Uche Chukwumeruje, Mr. Laoye Jaiyeola, Dr. Bright Okogun, Mrs. Sola David-Borha, Mr. Frouk Gumel, Mr. Foluso Phillips, Ambassador Bashir Vaguda, Mr. Patrick Okigbo III,

Background Presentation:

- Patrick O. Okigbo III, Principal Partner, NEXTIER

Moderator:

- Mr. Farouk Gumel, Head of Consulting Practice, PWC

Panellists:

- Senator Ahmed Muhammad Maccido, Chairman, Senate Committee on Appropriation
- Dr. Bright Okogu, Director-General, Budget Office of the Federation.
- Dame Alice Lawrence-Nemi, Commissioner for Education, Rivers State (Represented by Perm. Sec, Ministry of Education, Rivers State)
- Dr. Musa Babayo, Chairman, Board of Trustees, Tertiary Education Trust Fund (TET Fund)
- Mr. Laoye Jaiyeola, Managing Director, Kakawa Discount House Limited

“Nigeria allocates less than the UNESCO recommended 4-6% of GDP and 15-20% of total public expenditure”

BEST PRACTICES FOR FUNDING EDUCATION IN NIGERIA

Education is critical to the development of human societies and achievement of human development indicators. Nigeria’s education sector is performing poorly despite increases in public and private sector funding; FGN increased education budget by 190% from N149.3 billion (in 2005) to N432.8 billion (in 2013).

The increased investment is not delivering the desired results. The problem, therefore, is not money. Contrary to conventional thought, funding is not the most critical challenge. Governance and accountability processes are.

Implementing best practices in governance and accountability is a prerequisite for accessing private sector funding for education. With improved accountability, private funding can be attracted to Nigeria’s education system.

Unless efficiency and accountability are improved, development partners are unlikely to provide further resources (World Bank, 2008)

PANEL DISCUSSION

Achievements and Progress Made

Notable progress has been made in the funding of public education in Nigeria within the last decade. There are three key areas of progress:

Significant increase in the quantum of funding for public education

Between 2005 and 2013, funding from the federal budget rose from N143.9 to N432.8 billion, representing a 190% increase. The budgetary allocation to the education sector was N630 billion in 2013, implying a 130% increase over a six-year period.

There has been a huge increase in private sector contributions to the education sector in the last few years. This is evident in the increase in the Tertiary Education Trust Fund (TETFUND) that receives the statutory 2% education tax on corporate earnings. In the four years (2010 – 2013), N618 billion was generated, compared to the N519 billion in the preceding 17 years (1993 - 2009).

Improved coordination of government funding for education

Up until 2010, the Education Tax Fund (ETF) was responsible for funding all levels of Nigerian education – primary, secondary and tertiary. However, with multiplicity in responsibilities and conflicts with other funding bodies, the ETF was restructured and became the Tertiary Education Trust Fund (TETFUND).

This has significantly impacted on the capacity of the funding body to provide much needed infrastructure to universities and other higher educational institutions. TETFUND is responsible for an estimated 6% of total education funding and accounts for 68% of infrastructure development in the universities.

Governance

- Effective coordination of FG, State and LG spending on education with regards to tracking and reporting.
- Use of outcomes-based funding mechanism (Results Framework) to guide policy development, programme planning, and budgets.
- Fully costed long-term strategic plan with short-term operating plans.
- Ensure independence of the service providers to manage their own resources with separation of funding from service provision.
- Clearly defined performance targets and performance related rewards for both the organisation and the individuals.
- There are various public private partnerships models that can deliver the desired outcomes.

Efficiency

- Strong leadership on planning and management of public education system.
- Multiplicity of agencies with overlapping responsibilities. For e.g., NUC, NBTE, NCCE are all focused on tertiary education.
- Realignment of personnel and capital costs as a first step to increasing volume of financial resource.
- Encourage competition among service providers, and choice, among service users.
- Independent monitoring and evaluation of tertiary institutions while encouraging accountability and focused spending.

Disposition towards new models for funding public education

Relative to the 1980's and 1990's, governments in Nigeria are becoming more open to innovative ideas in financing public schools, and collaborating with the private sector to improve the quality of public education. Public-Private Partnerships (PPPs) have been implemented in Nigeria with some success.

The emergence of a PPP model is demonstrated for example, in Rivers State, where the State Government provides the funds for the building of infrastructure and teaching facilities in secondary schools, while the private sector is in charge of running and managing these schools, resulting in overall higher quality education.

Challenges

The following factors limit the flow and impact of funds on public education in Nigeria at the basic, secondary and tertiary levels. These require policy attention to improve funding for public schools in Nigeria:

Absence of a result-based framework for funds allocation to public schools

Burden sharing is inevitable, as the private sector is eager to provide funds in the form of investment in the public school system, but the absence of a result-oriented concern. The expected results are not concretely defined as a result of inefficient monitoring and poor feedback system for funds allocated to public education projects. Private investors need to be clear about what is being funded, measures for tracking implementation progress and statistical evidence on the deliverables.

Lack of adequate mechanisms to ensure good governance and accountability in the public educational system

Institutional and structural funding models at all levels are not effective enough to promote accountability and good governance. Tracking mechanisms for money spent in public schools are weak. Government spending in the sector is not properly monitored and accounted for, and this undermines the impact of the funding currently channelled to public education. The absence of these mechanisms depletes trust and confidence in the system, which in turn, affects private sector interest in education funding partnerships and mobilization of funds for public education.

Recommendations

The panellists made the following key recommendations:

- Need to focus on improving governance and accountability in the public educational system as the primary strategy for increasing funding into the system.
 - Make public funding for education more competitive by adopting results-based funding for public schools.
- Entrench financial autonomy (especially at tertiary level) to allow public universities the scope to combine tuition fees, private grants, and government funds to finance their operations/activities.
- Focus more on demand-side financing mechanisms for public education (scholarship boards; student loans, bursaries) in collaboration with the private sector.

- Introduce merit-based incentive programmes.
- Introduce sustainable funding frameworks that encourage Public-Private Partnership (e.g. Floating of Student Loan Bonds).
- Develop an institutional model for effective monitoring of funding for education.



Patrick O. Okigbo III, Principal Partner, NEXTIER, during his background presentation – Plenary IV

Actionable Priorities for 2014

One critical action was identified as central to this overarching message:

Develop and communicate a robust action plan to enhance governance, transparency and accountability across each level of the public educational system to optimize current funding. This reform should be geared towards ensuring effective monitoring of funds by emplacing institutional safeguards that guarantee that funds are optimally utilized.

Responsibility

Federal Ministry of Education

Timeline

End of June 2014

Day 2

Wednesday, 19 March 2014.

Plenary V: Education: For What Purpose?



[L-R]: Mr. Wale Goodluck, Senator Uche Chukwumeruje, Dr. Victor Koh, Ms. Ronke Azeez, Mrs. Grace Laoye-Tomori, Mr. Foluso Phillips, Mr. Nicholas Okoye, Mr. Frank Nweke II, Dr. Oby Ezekwesili, Barrister Nyeson Wike, Ambassador Bashir Yaguda, Dr. Enase Okonedo, Mr. Chidi Okoro.

“Nigerians spend over US\$1 billion on educating their children in Ghana, some US\$3-4 billion in the United Kingdom and US\$5 billion in the United States. Funding is also a key challenge”

Key Note Address:

- Dr. Oby Ezekwesili, Senior Economic Advisor, Open Society Foundation

Moderator:

- Mr. Nicholas Okoye, President/CEO, Anabel Leadership Academy

Panellists:

- Mrs. Grace Laoye-Tomori, Deputy Governor and Commissioner for Education, Osun State
- Mr. Babs Omotowa, MD/CEO, Nigerian Liquefied Natural Gas (NLNG) Limited
- Dr. Enase Okonedo, Dean, Lagos Business School (LBS)
- Professor Rashid Aderinoye, Executive Secretary, National Commission for Nomadic Education (NCNE)
- Mr. Wale Goodluck, Corporate Services Executive, MTN Nigeria
- Dr. Victor Koh, Senior Leadership Consultant, International Leadership Foundation (ILF) and Senior Vice President, International Leadership University (ILU)
- Ms. Ronke Azeez, Special Adviser to the Governor of Lagos State, Lagos Eko Project
- Mr. Chidi Okoro, Managing Director, GlaxoSmithKline Consumer Nigeria Plc.

PROGRESS MADE AND ACHIEVEMENTS

The Federal Government is in the process of transforming and redefining the purpose of education to address the existing crisis in the sector. The initiative on early child education recognizes its importance to the formation of a child’s cognitive ability.

Some State Governments have made concrete achievements in teacher training and capacity building. In Ogun State, for example, over 8,000 teachers were trained through partnerships with the State University for in-service trainings; private organizations and groups that trained teachers in the State; and government funded international trainings for teachers. These have been complemented with promotion and incentives.

Also, Lagos State saw significant improvement in WASCE performance from 18% of its students obtaining five credit grades (including Mathematics and English) in 2009 to 41.1% in 2013, contrary to the decline in national figures.

There has been notable improvement in private sector involvement and partnership with the public sector in educational development, especially in the training of and incentives to teachers, as well as funding and skills acquisition. MTN provides scholarships to students in tertiary institutions studying education courses, while NLNG runs a vocational school in Bonny Island to address the evident skills gap in graduates and also a top-up programme for teachers in Bonny to further incentivize and equip them. GlaskoSmithKline has also partnered with Nigerian universities to train dentists.

An indicator that is often ignored is the number of expatriates in the employ of Nigeria-based foreign companies. For example, MTN had reduced the number of expatriates in its employ from over 300 in 2002 to about 18 at date, most of the positions filled by products of the Nigerian educational system!

Issues and Challenges

Quality education should be a right and not a privilege. About 80% of students are trapped in failing public schools and 30%-40% of school-age children are out of school in Nigeria. There is gender disparity in education.

Nigerians spend over US\$1 billion on educating their children in Ghana, some \$3-\$4 billion in the United Kingdom and \$5 billion in the United States. Funding is also a key challenge.

The level of funding for education is still far below the UNESCO recommendation of 26% of the budgetary allocation for developing nations. Nigeria's 2014 federal budget for education is a paltry provision of 10.63%, which compares poorly with countries like Ghana with allocation of as much as 31% to education.

Another perspective to the funding challenge is the little attention to value for money in the allocation and governance of the budgetary allocation. Focus has been more on structural matters such as fences and buildings, to the detriment of human capital development. Consequently, increase in funding has not resulted in improved academic performance in Nigerian tertiary institutions; rather, it has been in decline.

A disconnect between the industry and the educational system, whereby the depth and breadth of the curricula offered in Nigeria's institutions of higher learning are at variance with industry needs. The size of the skilled workforce is not in consonance with the huge population and high population growth rate. Most of the curriculum is obsolete and therefore, incapable of transforming the large and growing population into formidable and competitive workforce.

Another weakness in the system is the colonial inheritance and post-colonial emphasis on basic education/literacy, as opposed to learning for creativity and problem solving. The focus has been on imparting knowledge, rather than nurturing the mind, proper values, and ability to learn and develop globally competitive people. Focus should be on teaching people how to learn, think critically and generate solutions.

The inadequacy of number and quality of teachers as well as poor attention to teacher training is another major challenge.

The output (graduates) of an educational system cannot be better than the teachers that produce them. Teaching profession as last resort for job seekers cannot build a teaching population that is truly professional.

Overall Recommendations

Launch a massive redemption of the public school system as a priority for the Federal government. Ensure that all citizens have full access basic and secondary education. Education spending must be smarter by ensuring that budgets address the core needs of the society and that focus is on the key aspects of education (such as the development of teachers).

Focus education on building character, knowledge and skills. Values such as integrity, trust and honesty need to be integrated into the learning curricula. Expand the current access to early child education and this should be provided at a low cost. This is key to bridging the inequality gap.

Create a platform for partnership with the industry towards achieving already identified milestones. Incorporate specific industry skills into school curricula so as to match the economic needs with the graduates produced. Vocational enterprise institutions should be encouraged.

Conduct curricula research to understand the current global trends and identify potential areas of growth and focus, so that the skills taught are not obsolete. Global best practice should be identified and adapted to specific local needs.

The teaching profession should be glamorized and made attractive to ensure recruitment and retaining of the right quality of teachers with the right skills required to make the necessary changes.

Incentives to attract these skills should include salary structures that are attractive and benchmarked to private sector salary structures. The role of teachers in the success of the education sector cannot be over emphasized.

Realign the sector agenda with the fundamental and relevant vision for the education sector, which existed under previous governments and stop re-inventing the wheel.



Dr. Mrs Oby Ezekwesili, Senior Economic Adviser, Open Society Foundation, during her Keynote presentation – Plenary V

Plenary VI: Access, Equity and Inclusion



[L-R]: Ms. Maryam Augie, Mrs. Maryam Uwais, Dr. Mairo Mandara, Mr. Frank Nweke II, Ambassador Bashir Yaguda, Prof. Hassana Alidou, Mr. Foluso Philips, Dr. Shettima Kole, Dr. Dikko Suleiman, Mr. Otto Orondaam, Mr. Christian Rogg

“The challenges to access, equity and inclusion include continuous underfunding of education, lack of infrastructure and material, ineffective teaching force, poverty and socio cultural attitudes”

Background Presentation:

- Mr. Christian Rogg, Acting Head, Department for International Development (DFID), Nigeria

Moderator:

- Professor Hassana Alidou, Director, UNESCO Regional Office, Abuja.

Panellists:

- Professor Chidi Odinkalu, Chairman of the Governing Board, National Human Rights Commission
- Dr. Dikko Suleiman, Executive Secretary, Universal Basic Education Commission (UBEC)
- Mrs. Maryam Uwais, Chairperson, Isa Wali Empowerment Initiative, Kano State
- Dr. Mairo Mandara, Country Representative to Nigeria, Bill & Melinda Gates Foundation
- Dr. Shettima Kole, Director, MacArthur Foundation
- Ms. Maryam Augie, Executive Director, Ayahay Foundation
- Mr. Otto Orondaam, Founder Slum2School Project

“WHY THEY NEED TO BE IN SCHOOL: ADDRESSING THE CHALLENGES THAT PREVENT ACCESS, EQUITY AND INCLUSION FOR ALL CHILDREN”

Schooling and learning brings benefits to both individuals and socio-economy of the country. Some of the benefits include:

- With each year of school, there is a 9% increase in wage income
- High rate of return: 15% for primary; 29% for tertiary
- Schooling delays marriage age; better birth spacing
- Progress on other MDGs, e.g. educating girls reduces maternal mortality
- More inclusive growth and poverty reduction
- Reduced violence and conflict

The presentation focused on two areas of the state of basic education in Nigeria, and how to get children into school, keep them there and make sure they learn.

The state of basic education in Nigeria is bad, as 60% of children in Nigeria are not able to read a complete sentence. Not enough children are attending primary school and not enough children in school are learning. Nigeria is behind other MINT countries in education.

There is a big variation between the statistics in the north and in the south and across geopolitical zones. Female children statistics is worse according to Nigeria Education Data Survey (NEDS) 2010. The challenges to access, equity and inclusion include continuous underfunding of education, lack of infrastructure and material, ineffective teaching force, poverty and socio cultural attitudes.

The learning wheel provides a framework on how to address these challenges. The enabling environment covers the home, political and school environments, within which there are delivery systems, accountability and good teaching practices working through assessment that results in learning.

Addressing challenges in the home and school environment can be done through cash transfers / scholarships to combat poverty and support girls schooling, and also provide better and safer school environments. It is important to also improve accountability in schools through the strategy of School Based Management Committees whose members support resource mobilization (with local/state government), improve school planning and create greater voice for women and children.

The final recommendations are to focus on learning, children in school, acquiring knowledge/skills, and improve opportunities to learn through accountability, delivery system and teaching practice.

PANEL DISCUSSIONS

Question: What can we do to ensure that the rights of children, youths and adults are addressed?

Chidi Odinkalu

- The government needs to uphold the right of every citizen to education.
- Education as a human right should address functional issues of national security (especially insurgency) and citizenship to deal with corruption (such as forgery of certificates).
- Learning opportunities can be increased if civil movements are encouraged to mobilize citizens to give back to the system.

Question: Understandably, the challenges of the education sector in Nigeria are huge. What are the new initiatives by the government? Is UBEC making any intervention?

Dikko Suleiman

The federal government is funding education, but this is not the only means to improve education. A total sum of N238 billion has been disbursed to the sector till date and the states are expected to complement this with counterpart funding. The fund is used to build new schools, train teachers, provide new furniture, and purchase textbooks. Once the state government meet the conditions precedent (including a spending plan agreed with UBEC), they can access the funds. UBEC later monitors and evaluates the programme to ensure that the plan is being followed and if it is making an impact in the sector.

UBEC also addresses the increasing number of out-of-school children by:

- Introducing Early Education Child Development (EECD).

So far there are 22,345 classes of EECD in Nigeria and about 2,994,734 children are enrolled in the pre-primary school programme. The elites are not aware of this initiative;

- The Almajiri Schools programme in the North was initiated to teach religious courses, and efforts are being made to introduce western education into the curriculum. The programme is a boarding school with free food and uniforms;
- The vocational schools in the South are for students roaming the streets who have the opportunity to learn a skill to equip them for the future.

Question: What can be done to address socio-cultural issues in access, inclusion and retention?

Mario Mandara

The Northwest and Northeast zones have the lowest rate of enrolment due to socio-cultural factors which can be addressed as follows:

- Awareness should be created on the need to be sensitive to the religious and cultural beliefs of the community being served;
- The elite, traditional and religious leaders should enlighten the members of the community on the benefits of education;
- Basic amenities/facilities should be provided to boost enrollment in education.

Question: What has the Isa Wali Empowerment Initiative been doing to impact education in Kano State?

Maryam Uwais

Women are the catalyst for the promotion of access to education within the community and the family. The support of traditional and religious leaders is needed to address the huge population practicing early marriage in adolescent women in the north.

Our foundation speaks to girls about the benefits of education. The tendency to supplement family income by engaging children to support their mothers rather than go to and stay in school is being discouraged by the foundation. As such, community ownership of education is necessary to encourage children to go to school.

Question:

What is the woman's involvement in education in the northern region?

Maryam Augie

Government should empower women by creating businesses for them across the country, especially in the northern region.

This would enable them to use the profits made from these businesses to send their kids to school. In particular, girl-child education helps to eradicate child molestation and maltreatment by their husbands in the future.

Question: What is the impact of education in the rural areas?

Otto Orondaam

Education in Nigeria is not free, but subsidized. Parents still bear most of the costs. This makes it difficult for some poor parents to send their children to school. The situation is worsened by lack of adequate attention given to slums,

which are typically densely populated and have a high rate of out-of-school children caused partly by inadequate educational opportunities for the dwellers. Accordingly, education should be made free in the rural areas.

Question: What is the role of philanthropy, looking at the demand for education in partnership with the government?

Shettima Kole

The quality of the teachers in the educational system is poor. From discussion with parents, they do not see the need to send their children to schools as the products of these schools cannot speak a complete sentence correctly, and they do not get jobs after school. They therefore, see education as a waste of investment.

We can improve the quality of education by simply re-allocating the funds and resources for more beneficial impact. We should ensure that teachers are well trained, while automatic promotion for school children should be discontinued.

QUESTIONS AND COMMENTS FROM THE AUDIENCE

Gloria Adetua:

In Benue State, there is a legislated policy that states: 'It is a criminal offence to make your children hawk on the streets while they should be in school'. Other States of the country should imbibe such law.

Engr. F.C.

One of the problems in the North West and North East is that some of the people sent there to propagate the importance of education are not known in those communities and are not getting the expected response. This is a challenge to the elites and religious leaders from those areas.

They should go back to these communities to encourage them to embrace education and also engage the Boko Haram sect to stop portraying education as bad. There should also be equality in distribution of education infrastructure as well.



Mr. Christian Rogg, Acting Head, Department for International Development (DFID), Nigeria, during his background presentation - Plenary VI

Design Workshops

Design Workshop I: Curriculum Development for a Future Ready Education System

Facilitator

- Ms. Sola Adeola, Co-Founder, Designing Futures

Resource Persons

- Professor Godswill Obioma, Executive Secretary, Nigerian Educational Research and Development Council (NERDC)
- Oremeyi Okilo, Nigerian Educational Research and Development Council (NERDC)
- Dr. Jill Jupiter Jones, Team Leader for Education, USAID, Nigeria
- Mr. Muda Yusuf, Director-General, Lagos Chamber of Commerce and Industry
- Mrs. Bola Kalejaiye, Head of School, Discovery House Montessori School
- Mrs. Adesuwa Ifedi, Country Director, Enactus Nigeria
- Mrs. Iyadunni Olubode, Executive Director, Leap Africa
- Mrs. Maureen Iyasele, CEO, JOBMAG
- Engr. Ademola Isaac Olorunfemi, Nigeria Society of Engineers (NSE)
- Mrs. Celine Oni, Head of Learning & Development, Nigerian Employers Consultative Association (NECA)
- Hajiya Rakiya S. Bamali, Vice-Principal, Fou'ad Lababidi Islamic Academy
- Mr. Okechukwu Ofili, Design/Project Engineer & CEO, Okadabooks.com
- Mr. Tom Rudmik, CEO & Co-Founder, Profound Learning Institute
- Barr. Chike Nwaezuoke, Director Basic & Secondary Education, Federal Ministry of Education
- Mr. Amos Cirfat, President, Science Teachers Association of Nigeria
- Mr. Ayo Otulayo, Managing Director, Prime Atlantic Limited
- Mr. Innocent Oaikhena, Teacher, Corona Secondary School, Agbara

Panel Discussants

Workshop Objectives

- Find a solution for how the curriculum of basic and secondary education can develop the skills, competencies, attitudes, values and knowledge that Nigeria requires.
- Identify the set of skills and competencies that are necessary to make Nigeria's educational system and its products future ready.
- Specify actionable steps that must be taken to ensure that the continuous development of the skills and competencies are institutionalized.
- The resource persons and summiters were grouped into four, in accordance with the progressing education stages in Nigeria: the early childhood education, basic education, senior secondary education and tertiary education.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Childhood Education (ECE)</p>	<ul style="list-style-type: none"> ▪ Nigerians are increasingly aware of the need to improve early child education, as it is the foundation for subsequent learning. Increasing number of parents now send their children to the ECE centers, as they are eager to prepare their children for further learning. Moreover, the new policy on ECE stipulates attention to nutrition and health, which radically enhances stronger academic base. ▪ There is need for improvement in the assessment of students, which is presently traditional and reflects inadequate understanding of the modules. Special education for children with disabilities has not been given adequate attention. ▪ Focus at this stage should be on social competency skills such as sociability, functional, confidence and articulation that makes children healthy, informed and curious. Teachers should monitor and evaluate these skills in children, building a portfolio of the child's achievement in these different areas over the years for any necessary reference against the milestones of observable behaviour at different stages. <p>Short-term goals</p> <ul style="list-style-type: none"> ▪ Close the gap between the proliferation of facilities for ECE and public awareness. Establish a national feeding programme to cater for children of poor families. <p>Medium-term goals</p> <ul style="list-style-type: none"> ▪ Establish a body of policy think-tank and set standards for early child development, and create instruments to determine when children need particular intervention.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Basic Education</p>	<ul style="list-style-type: none"> ▪ The 6-3-3-4 format was designed to take care of every capability as well as nurture and discover talents. The curriculum is rich in content, with core subjects like Mathematics and English Language having depth and breath. Moreover, the curriculum is also to instil moral values through religious studies. However, the curriculum is grossly out of touch with current global trends in education and it is overly theoretical in many aspects. ▪ Consequently, the products of the educational system are unable to adapt to or connect with the contemporary labour market. The Nigeria of 2015 will have a prominent industrial sector and information technology will therefore, be crucial to both the education and development of the nation. A more globalized world is envisaged in 2015, and the consequent diffusion of cultures will lead to the erosion of indigenous cultures. As such, there is need to develop other aspects of our culture beyond the languages.

Basic Education (cont'd)	<ul style="list-style-type: none"> ▪ With the global orientation towards information technology, Nigeria needs self-directed learners that can focus on contemporary and emerging issues. These students should be encouraged to develop skills, competencies, and knowledge in the areas of character development, reading, writing and communication skills, leadership skills, ICT skills, arts, music and design skills, creative thinking capacity, financial literacy, interrogative skills and entrepreneurial skill. <p>Short-term action steps</p> <ul style="list-style-type: none"> ▪ Increase access to online and offline curriculum, create a teachers’ registration council and provide ICT training for teachers. <p>Long-term action steps</p> <ul style="list-style-type: none"> ▪ Institute a policy that requires professional services such as teacher training; certification and assessment to be outsourced to private organizations, as this will allow private service providers bring expertise, merit and objectivity into the process.
Secondary School Education	<ul style="list-style-type: none"> ▪ The new curriculum incorporates technical and vocational subjects, but the competence/ability of the teachers to teach these subjects is questionable. ▪ In order to define the skills and competencies for the ideal Nigerian student based on the likely socioeconomic needs in 2025, seven habits were identified for the “master learner” as character, independent worker, collaborative worker, principle-centred leader, quality producer, critic/creative thinker and life-long learner. The basics that underlie these are self-reliance and writing skills. The second level is to develop the ability to conduct independent research, analytical problem solving, innovate and invent. ▪ Soft skills like teamwork, patience and respect are important because they equip the students with relationship abilities at an occupational level. Private organizations and research institutions should make available their facilities to students for research purposes and practical learning. ▪ Community development programmes should be introduced at all primary and secondary schools as means of inculcating the right values in students.

- The current curriculum is argued to be very detailed theoretically and has a lot of content knowledge, but its strength is more in its robustness and broad subject base. It however, is not current and does not prepare students for the world of work. The theoretical base is also highly important for a graduate. A major weakness in the curriculum is an overreliance on traditional assessment methods of examinations and tests.
- Projecting for the future, in 2025 there would be less reliance on human labour but more of entrepreneurial, innovative and self-reliant workers. Nigeria will have people who are highly competent in the areas of power generation and renewable energy, while the economy will be fully diversified with less and less reliance on a particular sector.
- For various tertiary educational institutions, the most important skills are technical, vocational and entrepreneurial. As well, interpersonal, leadership and team-working skills, and high standard of work ethics are highly desirable attributes for a fresh graduate. In addition, graduates should be able to speak another language apart from English language.
- In order to assess these skills, competencies and overall knowledge, the Students' Industrial Work Experience Scheme (SIWES) should be strengthened as platform for a proper assessment of potential graduates. This can be achieved through continuous dialogue between the tertiary institutions and the employers of labour.
- There is need to re-evaluate industrial training and extend the existing strategic partnerships between industries and tertiary institutions (e.g. Kwara State University with some corporate entities) to improve the relevance of curriculum content. Continuous dialogue between them should lead to identification of work-ready skills that can be incorporated in the curriculum. An online repository should be created for update of the occupational skills required.
- Emerging industry skills should be incorporated in curriculum development along with continuous research and data collection on jobs for the future. Innovation and result-oriented research should be actively driven and rewarded in the development of a globally competitive curriculum.

Short-term Actionable Steps

- Professional services such as teacher training, certification and assessment should be outsourced to private organizations to allow peculiar expertise, merit and objectivity to the processes.
- Continuous support services from private organizations such as scholarships and infrastructure development.
- Private organizations and research institutions in Nigeria should make available their facilities to students for research purposes and practical learning.
- The current curriculum should integrate a student guide and make it available online.

- The Academia should start a dialogue with key private sector players to identify work-ready skills towards designing curriculum to produce these skills.
- A detailed assessment of basic and secondary education via data capture and analysis should be undertaken
- Review current education policies to identify what is working and what is not.

Medium-term Actionable Steps

- Complement the current senior secondary school curriculum with internship opportunities for students with private organizations.
- Introduce community engagement programmes in all primary and secondary schools to expose students to desired societal values.
- Create an online repository to update schools on required occupational skills.
- Reintroduce foreign languages as compulsory subjects at all levels of the curriculum.
- Teachers should be recertified every three to six years.

Long-term Actionable Steps

- Evaluation requirements should evolve from the traditional testing methods to real-time assessment of students.
- Use technology to drive integration of curriculum across all levels.
- Train teachers in the delivery of dynamic pedagogies that will enhance learning.

Design Workshop II: Skills Development: Technical and Vocational Education

Panel Discussants	<p>Facilitator</p> <ul style="list-style-type: none">▪ Mrs. Bolaji Osime, CEO Global International College <p>Resource Persons</p> <ul style="list-style-type: none">▪ Mr. Afolabi Imoukhuede, CEO, MCS Consulting▪ Mrs. Joke Silva, Proprietor and Founder of Lufodo Academy of Performing Arts.▪ Dr. Masa'udu Adamu Kazaure, Executive Secretary, National Board For Technical Education▪ Mr. Henry Okolo, Managing Director, Dorman long Engineering Limited▪ Mrs. Adesola Eghagha, Country Representative, City & Guilds International▪ Dr. Hassan Ndahi, Senior Specialist, Skills and Employability, ILO▪ Mr. Innocent Chukwuma, Regional Representative, Ford Foundation Office for West Africa.▪ Engr Ernest Nwapa, Executive Secretary, Nigeria Content Monitoring Board.▪ Engr Kalu Ofor, Director, Technology and Science Education, Federal Ministry of Education▪ Dr. Kudi Ladipo, Director, Yaba College of Technology▪ Engr. Olawumi Gasper, Executive Secretary, Executive Secretary, Lagos State Technical and Vocational Education Board▪ Mrs. Ekua Abudu, Greenwood House School, Lagos▪ Mr. Anuj Patia, Representing Rahul Savara, Group Managing Director, Chi Ltd.▪ Mr. Paul Brennan, Vice-President, International Partnership, ACCC▪ Mr. Frank Edwards: Director of Workforce Development, Pearson, UK.
Background Presentation	<p>There are three pillars to the Technical and Vocational Education Training (TVET):</p> <ul style="list-style-type: none">▪ TVET Educational System▪ Delivery of high quality TVET education▪ Access to TVET <p>The Federal Executive Council's (FEC) approved the six-level framework and placement for holders of TVET qualification in the scheme of service in April 2013. At present, there are 138 technical colleges and about 70 vocational institutions in Nigeria. The Dangote Group and General Electric have committed \$9 billion and \$1 billion respectively to develop manufacturing and assembly plants to create a combined 10,000+ jobs for technicians.</p>

Panel Discussion	<p>The NBTE has over 180 curricular for technical and vocational institutions, and there are plans to have an African Regional Qualification framework so as to ensure a unified standard aimed at global competitiveness. At present, there are thirteen National Occupational Standards (NOS) developed for four sectors of the economy ~ Energy, Hospitality & Tourism, Construction and Service industries.</p> <p>The National Vocational Qualifications (NVQs) based on NOS for various occupations was last produced in Nigeria 1963! This notwithstanding, the First Local Training of NVQ Assessors commenced at NBTE College of Education on 24th February 2014.</p> <p>There are 34 newly introduced vocational subjects into the secondary school curriculum.</p>
Progress Made / Achievements	<ul style="list-style-type: none"> ▪ Development of 13 National Occupation Standards (NOS) and training of assessors based on the developed NOS. ▪ Technical Colleges in Lagos have been streamlined to focus on specific trade areas as Centres of Trade Excellence. As a result, the five technical colleges in Lagos are being gradually transitioned to becoming industrial hubs in collaboration with industry partners. ▪ In Lagos State, LASTVEB has successfully organised foreign trainings for some teachers. On return from these trainings, participants have shown considerable improvements in their understanding of current trends in technology as well as increased professionalism in the discharge of their teaching duties. ▪ Contrary to general misgivings about the TVET programme, Lagos State is successfully running six technical colleges, with one of them having student population of about 2,500. Capacity constraints have made these schools unable to admit more applicants. ▪ The Federal Ministry of Trade and Investment is in the process of formulating an Industrial policy. ▪ There is growing awareness on the need for vocational skills, making technical colleges to increasingly get accredited.

Challenges/ Issues Raised	<ol style="list-style-type: none"> 1. No appreciation for TVET / Negative Societal perception to TVE <ul style="list-style-type: none"> ▪ Perceived superiority of academic institutions over their technical counterparts makes higher percentage of education funds to be allocated to the academic institutions. ▪ Technical colleges generally perceived as second and last option for those that fail to gain admission to academic institutions. ▪ This is part the reasons for soaring Nigerian students enrollment in schools in Ghana, Togo and England. ▪ In Nigeria, the industries that have gained appreciation over time are Nollywood and the soccer industry. 2. Underfunding has resulted in: <ul style="list-style-type: none"> ▪ Lack of equipment and obsolete textbooks ▪ Continuous training for teachers 3. Limits to career progression in technical fields and limited opportunity for continuous learning 4. Uncompetitive remuneration and poor motivation 5. Level at which access to TVET should be provided to students 6. Cumbersome curriculum necessitates that some subjects have to be dropped to accommodate vocational subjects 7. Discrimination and stigmatisation 8. Independence of students in deciding their career path 9. Attitude change through public campaign 10. Standardization and guidelines or requirements of professional bodies 11. Huge disconnect between industry and TVE policy drivers
Recommendations	<ul style="list-style-type: none"> ➤ Actively encourage Public-Private-Partnership that involves government, employers, and the academia. ➤ Provide sufficient funding to enable acquisition and deployment of modern affordable equipment. ➤ Train the teachers continuously on handling and assemblage of the specialised TVET equipment. ➤ Embark on active advocacy to change mind-sets and re-orientate people on the importance and values of TVET. ➤ Develop a legal framework to make TVET compulsory at the Junior Secondary School level, and also for NVQF towards the removal of the disparity between university and technical education.

Recommendations (cont'd)	<ul style="list-style-type: none"> ➤ Redesign Nigeria's industrialisation policy to feed into TVE and education in general, while the TVE and other related policies should be an offshoot of the industrial policy. Towards this, the Government should set up a think-tank group with membership drawn from the Federal Ministry of Education, National Board for Technical Education and National Universities Commission to constantly monitor changing trends in industry, anticipate future needs and draw up a training policy for TVET. ➤ Set standards to promote best practices and ensure competitiveness. Create a platform for online vocational studies and link it to internship in the work place and recognized for certification on the NVQF.
Actionable Priorities	<ul style="list-style-type: none"> ▪ NESG should anchor the setup of the policy team ▪ Review of the Industrial Training Fund (ITF) Act ▪ Re-orientate the general public on the importance of TVET, and create a circle of influence in schools and industry advisory teams ▪ Solicit adequate funding for TVET ▪ Have a post-summit project to review the industrial policy ▪ Funding through partnerships with NGOs, government and private sector ▪ Standardization and partnerships (public-private-partnership) ▪ Vocational TVET should be part of PTA/Counselling ▪ Identify role models and develop campaigns around those personalities ▪ Train and retrain teachers and lecturers in TVET

Design Workshop III: (The Neuroscience of) Early Years and Basic Education

Panel Discussants	<p>Facilitator</p> <ul style="list-style-type: none">▪ Mrs. Wonuola Adetayo, Managing Director, SoftSkills Management Consultants <p>Resource Persons</p> <ul style="list-style-type: none">▪ Prof. Modupe Adelabu, Deputy Governor and Chairman, SUBEB, Ekiti State▪ Mrs. Kemi Adebajo, Country Representative, Jolly Phonics▪ Mrs. Seyi Oshikanlu, Proprietor, The Manor School, Abuja▪ Dr. Olu Ayewoh, Technical Adviser to the Minister of Education▪ Professor Selina Ekpo, Department of Early Child Education, University of Uyo▪ Mrs. Fatima Gambo Barba, FCT Secondary Education Board▪ Ms Sue Williamson, School Quality Specialist, Education Sector Support Program in Nigeria (ESSPIN), UKAID, Abuja▪ Mrs. Debola Atoyebi, Director, Heritage House Montessori School'▪ Dr. Toju Chike-Obi, Consultant Paediatrician, Tabitha Medical Centre▪ Mr. J.W. Wilson, Executive Director, Advanced Learning Institute▪ Dr. Grace Bamigboye, Consultant, Speech and Language Pathologist▪ Mrs. Catherine Bickersteth, CEO, Strategic Educational Advisory Services Limited▪ Dr. Olusegun Odukoya, Managing Director, Eko Hospital Plc.▪ Dr. Chukwuma Agomoh, Director of Quality Assurance, Universal Basic Education Commission (UBEC)
Objectives	<p>Develop a strategy document on:</p> <ul style="list-style-type: none">▪ The importance of early education and the science that underpins it▪ The requirements for basic education in Nigeria▪ Identify initiatives that will assist the early years and basic education in Nigeria

Introduction	<p>Early childhood education is important to lifelong development, but it is not a legal requirement in Nigeria. Annually, over 200 million children (5 years & below) in middle and low-income families will not attain their development potentials due to poverty, nutritional deficiency, inadequate care and inadequate learning opportunities.</p> <p>Basic Education (BE) in the Nigerian context is the nine-year mandatory educational training of children aged 5 to 14 years, where the student is expected to have completed his/her primary and junior secondary schooling (Pry 1 to JSS 3). This ensures the acquisition of basic tools sufficient for survival, and the student prepared to be functional and competitive in the real world.</p> <p>Early experiences provide essential catalysts for normal brain development of children. Absence of early stimulation results in pruning of neurons and synaptic connections. Experience refines existing brain structures already present genetically, such as reading, singing, music, skill or sporting ability.</p>
Achievements and Progress Made	<p>Early years:</p> <ul style="list-style-type: none"> ▪ There are resource centres that provide parenting classes where teachers are also trained on early childhood education (Lagos State) ▪ There is legal framework for early childhood education ▪ The private sector is involved in early years education in the form of Montessori Heritage schools that train and certify teachers ▪ Availability of resources and materials in early childhood education ▪ Integrated Early Childhood Development (IECD) programme has now been introduced to support early childhood development curriculum <p>Basic Education:</p> <ul style="list-style-type: none"> ▪ UBE Act makes it mandatory for children to have 9 years of Basic Education (6 years in primary school and 3 years in junior secondary school) ▪ Integrated Early Childhood Development (IECD) curriculum to support the early childhood development programme ▪ Government intervention to improve the level of access in the North – Almajiri and Nomadic education schemes ▪ Aggressive increase in enrolment percentage of children in some states (Ekiti State) ▪ Introduction of incentives to encourage teachers – housing scheme and 20% increase in salary for teachers in rural areas in Ekiti State

Challenges/Issues Raised	<ul style="list-style-type: none"> ➤ Early Years Education (EYE): <ul style="list-style-type: none"> ▪ Lack of understanding of neuroscience and its implications for early childhood development ▪ Teachers are ill equipped ~ content and methods are unavailable ▪ Parents are unaware of the relevance of neuroscience and early years education ▪ Lack of awareness of existing government standards guiding EYE ▪ No assessment, policing and mechanism for ensuring compliance ➤ Basic Education <ul style="list-style-type: none"> ▪ Lack of awareness of existing basic education standards ▪ Poorly structured educational curriculum ▪ Poor qualification of teachers and skill mismatch ▪ Absence of objective teachers performance and evaluation framework ▪ Parental pressure on children to skip classes from primary to JSS leading to immature students ▪ Inadequate provision of functional skills for children ▪ Inadequate teachers training programmes ▪ Security and infrastructure needs are still unaddressed in many schools and gender inequality persists
Recommendations	<ul style="list-style-type: none"> ➤ Early Years Education <ul style="list-style-type: none"> ▪ Educate the teachers, and sensitize and educate parents on early childhood learning and understanding of the importance of neuroscience ▪ Set the minimum qualification for teachers at Bachelors' degree ▪ Update teachers training and pupils curriculum, incorporating feedback from stakeholders of Teachers Training Colleges ▪ Partner with health agencies for dissemination of awareness during antenatal classes and immunization ▪ Every State of the Federation should have resource centre with a miniature version established at the Local Government level ▪ Extend maternity leave to a minimum of 6 months to encourage better bonding between mothers and their children ▪ Amend the UBE Act and the Early Child Act to focus on early child education ➤ Basic Education <ul style="list-style-type: none"> ▪ Overhaul teachers pre-service credentials, including content and context ▪ Introduce incentives programme for teachers and pupils, e.g. food programme and housing ▪ Review maternity leave provision in the Employment and Labour law to encourage mothers to spend more time with their children ▪ Encourage private organisations to set up resource centres – crèche, social and recreation parks

➤ **Basic Education (cont'd)**

- Identify areas of teachers' deficit through evaluation and training referrals
- Harmonise Almajiri and other Islamic schools to improve the level of literacy
- Parents and communities should take ownership of schools through the Parents/Teachers Association (PTA)
- Conduct impact assessment on students to measure the performance of teachers and significance of training.
- Address security and infrastructure needs in schools and gender inequality

➤ **Teachers**

- Provide relevant exposure for teachers through exchange programmes
- Provide requisite equipment and tools for teachers
- Motivate teachers, including improved remuneration

➤ **Themes for Early Education**

- Total development of the child – physically, socially and psychologically
- Inculcate social norms and values
- Lay foundation for aggregate learning between Age 1 and 6
- Lay foundation for lifelong learning

➤ **Teacher recruitment should be based on the following criteria:**

- Personality
- Willingness to learn
- Love for children
- Interest
- Emotional stability

- Partnership with private sectors for food programmes to address nutritional needs for early childhood
- Every State must have at least one resource centre to train and re-train teachers
- Set up resource centres to update methodology and benchmark against global standards
- Organisations should provide or partner with crèches for mothers of young children
- Teachers training and pupils curriculum for early years and basic education should be urgently updated in line with global best practices
- Extend maternity leave to a minimum of six months, with full salary payment to allow mothers bond properly with their children
- Review the UBE Act to accommodate the early years of childhood development
- Enforce compliance of basic and early years childhood education laws
- Domicile the implementation of the policy of early childhood education in the Ministry of Education
- Sensitize parents on early childhood learning and understanding of the importance of neuroscience

Design Workshop IV: Tertiary Education: Competitiveness And Employability

Panel Discussants	<p>Moderator</p> <ul style="list-style-type: none"> ▪ Mrs Nike De Souza – Managing Director, People Temp Limited <p>Resource Persons</p> <ul style="list-style-type: none"> ▪ Professor Olusola Oyewole, President, Africa Association of Universities and Vice Chancellor, Federal University of Agriculture, Abeokuta ▪ Mr. Niyi Yusuf, Managing Director, Accenture Nigeria ▪ Dr. Enase Okonedo, Dean, Lagos Business School ▪ Engr. Abdullahi Sule, Deputy Group Managing Director, Dangote Sugar Refinery Plc ▪ Mrs. Hindatu Abdulahi, Director, Tertiary Education, Federal Ministry of Education ▪ Mallam Aliyu Naiya, Acting Executive Secretary, Tertiary Education Trust Fund (TETFund) ▪ Mr. Olufemi Adeagbo, Managing Director, Comnavig ICT Consultants ▪ Mr. Nicholas Vervelde, Managing Director, Nigerian Breweries Plc ▪ Professor. A.A.A. Atayero, Deputy Vice-Chancellor, Academics, Covenant University ▪ Professor Femi Bamiro, Good Governance Africa and Former Vice-Chancellor, University of Ibadan ▪ Mrs. Detoun Ogwo, Director, AGDC Employability & Enterprise Development Ltd/GTE ▪ Ms. Edefe Ojomo, Lecturer, Faculty of Law, University of Lagos ▪ Mr. Chibuzor Asomugha, Representative, Academic Staff Union of Polytechnics ▪ Dr. Kenneth Amaechi, University of Edinburgh, UK
Objectives	<ul style="list-style-type: none"> ▪ Identify global standards for effectiveness (competitiveness) in tertiary education ▪ Affirm the relevance of tertiary education to achieve Nigeria’s developmental objectives (social and political participation, employability, etc. ▪ Identify the gaps in the current Nigerian system (formalistic vs. functional systems) ▪ Identify the critical success factors for impactful tertiary education in Nigeria
Achievement	<ul style="list-style-type: none"> ▪ The National Universities Commission has in place a good curriculum referred to as the Benchmark Minimum Academic Standards, which is reviewed from time to time.

- Legislation governing tertiary institutions is mostly out-dated and is not reflective of global standards. Tertiary institutions do not enjoy the required level of autonomy that allows implementation of global educational standards. There is variation in acceptable standards across the geo-political zones in Nigeria. Also examination misconduct is not adequately penalized.
- Funding deficiency for infrastructure, research and staff salaries. It is difficult to access available funds (such as the Tertiary Education Trust Fund). The utilization of available funds is not monitored for effective use. Institutions also do not have budgetary structures that provide information on cost projections for the effective running of each department, faculty and school as a whole. Public institutions are not actively generating funds, but rather depend solely on allocations from the government.
- Obsolete, rigid and non-implemented curriculum. The curriculum in most institutions is not relevant to the current industrial/market needs of the country and global trends, and often not fully implemented. As well, the curriculum does not allow for innovation and differentiation to cater for the specific needs of their students.
- Accountability: Tertiary institutions are not held accountable for the quality of their graduates and the fees paid by parents. There are no employability policies, implementation strategies and performance matrices to measure success. Most institutions have no internal quality assurance units that monitor the quality of teaching.
- Quality of research: Staff promotions are based on the quantity of research and not quality. Often, researches conducted are irrelevant to the country's current and future needs.
- Learning methods: Methods are not responsive to student needs with respect to growing student population, learning environment for impactful education and use of technology and tools.
- Infrastructure: Laboratories and relevant infrastructure are inadequate.
- Training, development and motivation of teachers: There are inadequate measures to ensure the continuous development and upgrading of the skills of teachers during their active careers. Salaries do not reflect the relevance and importance of teachers to human capital and national development.
- Inadequate interaction between academia and industry: Students and lecturers alike do not get sufficient opportunities to interact with relevant industries and bring practical experience back to the classrooms and ensure commercial use of knowledge. There is no convergence of academia with market dynamics and global trends.

Issues Raised (cont'd)	<ul style="list-style-type: none"> ▪ Lack of institutional framework for national manpower: There are no adequate, relevant and timely data on the manpower needs of the market and an assessment of skill gaps/requirements for national development. ▪ Measurement of institutional performance: The standards and indices for measuring the impact of tertiary institutions are not global and do not provide meaningful assessment of achievement.
Recommendations	<ul style="list-style-type: none"> ➤ Governance: Strengthen the National Council on Education (NCE) to review the status of education in meeting its defined objectives and measure the impact of investments in education. Conduct a review of the existing legislation to realign to global standards in education. ➤ Funding: Make the Tertiary Education Trust Fund more easily accessible and available to private institutions. Public tertiary institutions should seek for grants, corporate contributions and other sources of internally generated revenue to reduce their reliance on allocations from the government. The institutions should establish budgetary structures that help to determine the cost of running each course/programme and its cost recovery. ➤ Curriculum development: Set as a minimum standard the curriculum developed by the regulatory bodies for the tertiary institutions to customise to cater for specific economic requirements and targets. Involve employers, industrialists and professional bodies in curriculum development and review. Orient curriculum towards problem solving and support for entrepreneurship and vocational arts. ➤ Accountability: Have internal quality assurance mechanism in every institution with a feedback system, and increase the frequency of quality measurements. ➤ Quality of research: Set standards and strengthen monitoring and evaluation of research work. Enlist private partners to support research funding, and ensure that research is relevant to the country's current and future needs. Impact assessment should focus on innovations and the economy. ➤ Learning methods: Have an even mix of theory, practical and mentoring. Use technology to create multiple learning channels.

➤ **Infrastructure:**

Furnish laboratories and other facilities with relevant tools and equipment. Explore partnerships with business organizations for sharing of facilities (such as laboratories).

➤ **Training, development, appointments and motivation of teachers:**

Set clear and objective measures for the development and upgrading of the skills of teachers in line with national development needs and global trends. The criteria for the appointment of vice-chancellors should include administrative/managerial skills. Compensation system should benchmark global best practices and value-based.

➤ **Interaction between industries and academia:**

Improve interaction between the academia and industry for the convergence of career paths and commercialization of knowledge. Set up a think tank or industry advisory council to continually evaluate market needs and integrate it into the tertiary curriculum. Institute the Student Industrial Work Experience Scheme (SIWES) for social science students as well.

➤ **Institutional framework for national manpower:**

Profile employment opportunities on an on-going basis to streamline the curriculum of the tertiary institutions to meet specific industry and economy needs.

➤ **Measurement of Institutional performance:**

Establish adequate standards and performance indices for tertiary institutions and for the assessment of their impact on the economy.

Design Workshop V: Sustainable Structural Reforms in Education

Moderator:

- Dr. Marito Garcia, World Bank.

Resource Persons

- Prof. Ladipo Adamolekun, CEO Adamolekun Associates
- Prof. Pai Obanya, Chairman WAEC
- Dr. Ifechukwu Nnatuanya, Director, DPI Associates
- Ms. Marie Francois Marie-Nelly, Nigeria Country Director, World Bank
- Ms. Ronke Azeez, Special Adviser to Governor, Lagos State
- Mr. Philip Oduoza, CEO of UBA
- Mrs. Oluwatoyin Sanni, CEO UBA Capital
- Chief Emeka Izeze, MD Guardian
- Prof. Chinedu Ike, University of Nigeria
- Prof. Michael Omolewa, University of Ibadan
- Ms. Nguyan Feese, Country Teacher Program Manager, DFID

Panel Discussants

Objective

The main objective of this workshop on Sustainable Structural Reforms In Education is to examine the reforms required at various levels of education in Nigeria and develop an outline of what is urgent, what is priority and what is inevitable in order to build a robust system to produce the desired education outcomes.

Issues raised	<p>Institutional structures and management of Federal, State and Local Government systems;</p> <ol style="list-style-type: none"> 2. Funding vehicles; and 3. Legal framework on education policies, standards and management systems. <p>Structure:</p> <p>Dysfunctional educational structure caused by military incursion into Nigerian politics that created communication gaps among the three tiers of government. A true federal system is not in practice in educational development.</p> <p>There are multiple educational agencies with duplicated functions and high running cost. This requires streamlining to improve efficiency of the structure.</p> <p>The local government lacks expertise, adequate funding and the governance structure to perform its role effectively. This capacity can however, be outsourced where adequate funds are available and the focus of the local governments maintained on their constitutional responsibility for primary education.</p>
Issues raised (cont'd)	<p>Funding vehicles:</p> <p>Inadequate funding was not the main challenge as generally perceived, but inefficient management, transparency and accountability for available funds. This calls for a public expenditure tracking system for education outputs and outcomes that would be published periodically to track and manage allocated funds. Intervention funds should be directed to priority areas based on needs assessment. Also the gap might be the limited capacity of the fund administrators.</p> <p>There is huge amount of UBEC, TETFund and donor funds that were not accessed. UBEC policy on access to funds needs to be urgently reviewed in light of the problems associated with accessibility.</p> <p>There is no robust framework for Public-Private-Partnership in fund generation and management for the education sector.</p> <p>Legal framework:</p> <p>There are no consolidated laws on education, which is a major setback of the sector.</p> <p>The decisions of the National Council on Education (NCE) are not always informed by reliable and accurate data, and most of its decisions are not implemented. The Education Management Information System (EMIS) at each level of government is inefficient.</p>

Recommendations	<ul style="list-style-type: none"> ➤ Management of the educational system should go back to the original constitutional provisions for different tiers of government. ➤ Empower local governments for effective delivery of basic education, which is one of their constitutional responsibilities. ➤ Establish a robust accountability system for basic education at the local government level, heads of schools and School-Based Management Committees (SBMCs). These should all be trained in results-based financing. ➤ Set benchmarks to ensure transparency and accountability for student learning outcomes. ➤ Emplace a public expenditure tracking system for education outputs and outcomes.
Recommendations (cont'd)	<ul style="list-style-type: none"> ➤ Review the UBE law and UBE intervention fund guidelines towards devolution of management to local governments and schools. ➤ Allow negotiation of utilization of UBEC funds with States to improve access. ➤ Streamline education management parastatals to sharpen their focused. ➤ Emplace national and state EMIS to ensure accurate and reliable data for effective planning. ➤ Review and consolidate laws relating to education management, standards and policies. ➤ Establish a PPP framework for education to increase quantum of private investment in education. ➤ Implement the recommendation in the Oronsaye Committee's report on streamlining the multiple agencies involved with education management.

Design Workshop VI: Effective Partnering for Access, Quality and Accountability

Panel Discussants	<p>Moderator</p> <ul style="list-style-type: none">▪ Dr. Modupe Adefeso-Olateju, The Education Partnership, Lagos <p>Resource Persons</p> <ul style="list-style-type: none">▪ Prof. Abebayo Adeyemi, Chairman, Committee of Vice-Chancellors▪ Dr. Tunde Adekola, Senior Education Specialist, The World Bank▪ Mrs. Sola David-Borha, CEO, Stanbic-IBTC Bank Plc▪ Ms. Tokunbo Durosaro, Director, Oando Foundation▪ Mr. Kola Oyeneyin, CEO Venia Business Hub & Gen Voices▪ Mr. Abimbola Ajinibi, Regional Manager, First Trustees Limited
Background	<ul style="list-style-type: none">▪ There are diverse stakeholders in the education sector, each having the following key roles:▪ Government - policy development and enforcement, funding, political will and education▪ Students - disciplined and willing to learn.▪ Employers - funding budgetary allocations.▪ Private sector - involvement in curriculum development▪ Parents - discipline and moulding correct values.▪ Faith-based organisations - moral values▪ Donors - sustained funding.▪ Labor unions - maintain conducive teaching and learning environments▪ Old students' associations - school development.▪ Professional associations - quality control▪ NGOs - accountability.▪ Community - security of students, structures and environment.▪ PTA - strong collaboration between teachers and parents. Provision of instructional facilities.

1. Adopt a school

(e.g. Stanbic IBTC and GTB) to enable the private sector contribute to the funding needs of the adopted schools.

2. Private equity fund that invests in Education.

This has been done in Brazil and China where the investments are typically in tertiary education.

3. International development partners.

Provision of fund/curriculum in line with the education aspiration of the country.

Partnerships have proven to be an effective way to improve education in Nigeria. An example is the Oando Foundation initiative that involves the local government of the prospective schools, which are involved right from the outset. This has fostered full transparency and mitigates hostility. There are three inferences to be made from this and other cases:

- Most of the existing corporate partnerships are not holistic and only cover urban areas. The civil society organisations have tended to focus on the rural areas where most of the schools are dilapidated.
- Government involvement in partnerships is important right from the outset.
- Focus should be on co-funding and not co-management, as the schools primarily belong to the government.

▪ The following barriers have been identified from the partnership experiences:

1. Lack of access to information
2. Weak data collation and availability
3. Resistance to change

1. Co-funding with private sector
2. Improvement in collaboration between private companies and civil society
3. Private sector partnerships with public schools and public sector partnerships with private schools
4. Performance league tables for private and public schools that can serve as motivation for improved performance, investments and results.
5. A strategic roadmap for partnership at every level of education.

Recommendations	<ul style="list-style-type: none"> ➤ Make the teaching profession more attractive to the best brains through: <ul style="list-style-type: none"> ○ Provision of more incentives for teachers ○ Provision of more structured training for teachers. ➤ Increase private sector investment in ECCDE (Early Child Care Development Education) ➤ Reform teacher training colleges through joint efforts between the government, private sector and professional associations. ➤ Government should outsource quality assurance roles. ➤ Develop educational alliance between private companies and other stakeholders. NESG board members should lead and spearhead advocacy for the alliance.
Action Based Activities	<ol style="list-style-type: none"> 1. Private sector should get involved in curriculum development. 2. Embark on extensive capacity development for teachers. 3. Screen out teachers that are not qualified. 4. Provide tax incentives for private companies involved in education development. 5. Encourage strong community involvement. 6. Base funding on clearly defined criteria.

1. Adopt an appropriate model (such as the Oando Foundation) for education partnership.
2. Private sector organizations should come together in alliances to:
 - Adopt public schools
 - Make available educational research data accessible to stakeholders
 - Co-share school development projects
 - Operate through identified niche areas
3. Government should incentivize partnerships.
4. Private organisations should develop social contracts.
5. Introduce formal school leagues for both public and private schools in Nigeria to track performance and encourage competition.
6. Develop a formal educational roadmap for Nigeria.
7. Reform teacher training colleges.
8. The NES#20 green-book should be presented to the National Council of Education and State-level stakeholders.

Design Workshop VII: Teacher Education: Developing a New Generation of Teachers

Panel Discussants

Facilitator

- Mrs. Folasade Adefisayo, Corona Schools, Agbara

Technical Support

- Professor Abiola Awosika, GM, EduTech Software Solutions Ltd

Resource Persons

- Professor Muhammed Junaid, Executive Secretary, National Commission for Colleges of Education
- Dr. Aminu Ladan Sharehu, Director-General, Nigerian Teachers Institute, Kaduna
- Dr. Blessing Ijioma, Provost, Alvan Ikoku Federal College of Education, Owerri
- Professor Addison Wokocha, Teachers Registration Council of Nigeria
- Mr. Graham Stothard, Principal, Grange School, Lagos
- Mrs. Ifueko Thomas, Director, Corona Teachers College
- Ms. Mourie Nishad, Deputy Programme Manager, Teacher Development Programme, Abuja
- Mr. Segun Olukoya, Head of Business Development, Nextzon Business Services
- Mr. David Rice, Research Director, Tony Elumelu Foundation
- Mrs. Iyabo Awokoya, Managing Director, Sages Consult Ltd
- Mr. Ngozi Dozie, Director, Kaizen Venture Partners
- Dr. Jumoke Oduwole, Lecturer, Faculty of Law, University of Lagos

Objectives	<ol style="list-style-type: none"> 1. To identify the expected attributes and competences of the Nigerian teacher and school leader. 2. To create strategies that will transform teaching into a career of choice. 3. To identify sustainable strategies for up-skilling existing teachers. 4. To develop a framework based on best practices for initial teacher training and continuous professional development over the course of a teacher's career. 5. To identify possible partnership projects.
Interactive Sessions	<p>The workshop examined four sub-themes:</p> <ul style="list-style-type: none"> • The qualities of an ideal teacher; • The present day Nigerian teacher; • The ideal school leader/administrator; and • The actual Nigerian school leader <p>➤ The Nigerian teacher:</p> <ol style="list-style-type: none"> 1. Poorly trained. Not constantly engaged in capacity building activities to upgrade her teaching skills. 2. Poorly motivated. Not incentivized enough to encourage her to perform better at her duties. 3. Suffering from low self-esteem. <p>➤ Nigerian school leaders lack:</p> <ol style="list-style-type: none"> 1. Modern and innovative mindset / skills. 2. Good leadership skills. 3. Vision and foresight. 4. A proper monitoring, evaluation and accountability framework.

➤ **Progress / Initiatives in Teacher Training**

1. The “Corona i-Teach” programme aims to re-establish dignity in the teaching profession and develop a new breed of teachers with the best qualities to impart key knowledge in the minds of Nigerian students. The programme only accepts applicants with at least a second-class upper university degree.
2. The “Teach Nigeria” initiative is a volunteer programme in the teaching profession that aims to get the best and brightest teachers into schools. It is a platform for graduates to teach for two years after undergoing teacher training. Afterwards, the graduates can be retained in the teaching profession. This initiative is modelled after the UK’s “Teach First” and the United States’ “Teach for All” programmes.
3. The National Commission for Colleges of Education (NCCE) developed the “New Teacher Education Policy”, which was established on 15th April 2010. Five new National Certificate of Education (NCE) programmes were introduced at the College of Education level and the new minimum National Certificate of Education (NCE) standard will become effective in October 2014. In addition, an NCE programme for primary and early childhood education has been recently introduced. There also exist partnership between the NCCE and DFID to introduce a new curriculum.

- The ideal teacher should be technically proficient.
- Constantly engage teachers in capacity building.
- Properly motivate teachers, placing value on teachers that use more dynamic and innovative teaching methods.
- Teachers must take responsibility for their personal and professional development.
- School leaders / administrators should become more data-driven.
- School leaders should be trained in leadership and management skills.
- Professional integrity should be demanded from school administrators.
- Public-Private-Partnerships (PPPs) should be encouraged between public and private schools. Encourage exchange programmes in which private schools will train public school teachers.
- Encourage initiatives such as I-teach and Teach Nigeria programmes to partner with the government in coaching, mentoring and teacher training.
- Increase the budgetary allocations to education.
- Strengthen and make more objective the annual appraisal system for assessing the performance of Nigerian teachers.
- Make the teaching curriculum more practical and relevant to the needs of our society.
- Make available and accessible the infrastructure and tools required by teachers to perform their professional responsibilities efficiently.
- Relevant authorities should define career paths for both teachers and school leaders.
- Encourage partnering and twinning between public and private schools.
- Establish professional learning communities.

Plenary VII: Creating an Accountability Framework for Education in Nigeria



[L-R]: Dr. Zakari Lawal, Mr. Gori Olusina-Daniel, Mr. Joseph Tegbe, Mr. Frank Nweke II, Ambassador Bashir Yaguda, Mr. Osita Chidoka, Mr Foluso Phillips, Dr. Macjohn Nwaobiala, Ms. Sarah Ruto, Mrs. Marie Francois Marie Nelly, Mr. Udom Inoyo.

“The Ministry of Education should submit Nigerian educational system to international assessment test for ranking.”

Background Presentation:

- Ms. Sarah Ruto, Regional Manager, Uwezo Kenya.

Moderator:

- Mr. Osita Chidoka, Corps Marshal, Federal Road Safety Commission

Panellists:

- Dr. Macjohn Nwaobiala, Permanent Secretary, Federal Ministry of Education
- Mrs. Marie Francois Marie Nelly, Nigeria Country Director, World Bank
- Mr. Joseph Tegbe, Partner, KPMG
- Mr. Udom Inoyo, Inoyo Toro Foundation
- Mr. Gori Olusina-Daniel, Convener, Every Nigerian Child Project and Founder
- Dr. Zakari Lawal, National Planning Committee

PROMOTING ACCOUNTABILITY WITHIN THE EDUCATION SYSTEM: ROLES AND RESPONSIBILITIES OF THE STATE AND NON-STATE SECTOR

A review of how the critical gap between education outcomes and the learning system was bridged in Eastern Africa illustrated the crucial role a citizen-led assessment programme for measuring outcomes can play in providing information on whether school children are learning or not.

While the design of such programme is key to educational assessment, it is also important to build responsibilities across education stakeholders, promote focus on the learning agenda; and engender social pressure for effective education delivery. Complementing this involvement of all stakeholders is to design a reward and incentive system, and ultimately ensure that inputs into education are accounted for.

ACHIEVEMENT AND PROGRESS MADE

- An existence of the Federal Inspectorate Service (FIS) responsible for quality assurance, with similar responsibilities at state and local government levels. The FSI supervises and monitors both public and private schools.

- A tested training model for teachers' capacity development. For example, Akwa Ibom operates a teacher capacity enhancement scheme that involves screening of teachers to select the best performing and laud their efforts. After doing this for two years, it was determined that a complementary mentorship programme was needed to ensure that the outcomes are sustainable.
- Federal unity schools have instituted a School Based Management Committee (SBMC) involving all stakeholders into their management systems. These stakeholders include the parents, teachers, principals, community leaders, students, and old student bodies.
- The National Planning Commission (NPC) in collaboration with the Ministry of Education has developed key performance indicators for measuring education outcomes, which has been evaluated in the last three years.
- *Over-centralization of education*. There is a downward flow of policies and resources, without an effective input and feedback system.
- *Dearth of data* and the capacity in collating relevant data.
- Integrity of the educational system's *testing process*. The data collectors and evaluators often focus on the wrong metrics.
- The *burden* of education is unfairly placed solely on the government.
- The *private schools* are not adequately monitored and/or regulated for compliance with Nigeria's education targets.
- The *drivers of education* (teachers and parents) tend to be politically sensitive, focusing their roles and responsibilities to the perceived preferences of political leaders rather than the nation's vision for education.

Challenges

- *The responsibility of the Federal Inspectorate Service in quality assurance*. Attempts over the years to upgrade its system and strengthen its capacity to deliver its core mandate have proven unsuccessful due to lack of political will.
- *Poor motivation for teachers has hindered accountability*. Recent studies from six states of the federation have shown that teachers spend only three hours and forty-five minutes of the total time allocated to lecturing.
- Lack of *well-stocked libraries*, as most of the books available are not age appropriate.
- Partial implementation of the *education regulatory frameworks* and processes.
- Heads of schools and teachers do not have control over the resources they manage, and therefore, lack capacity for *accountability*.
- Weak *monitoring framework* that created disconnect between the level of investment in education and outcome.

Recommendations

- Review the existing legal and regulatory frameworks for education and ensure implementation.

- Define a clear vision and adapt programmes accordingly, providing quantitative targets with resources properly aligned with the targets.
- Develop and apply non-traditional ways of measuring performance and providing evidence of gaps in education.
- Develop effective strategy for acquiring data. For example, the Randomized Control Technique (RCT) produces defined outcomes based on random test on school students against key performance indicators.
- Clearly define responsibilities for all stakeholders in the educational system.
- Emplace mentorship programmes for teachers.
- Introduce outcome-based tests and individualized teaching methods.
- Require joint accountability of all stakeholders in the educational system.
- Engage professionals to adopt schools and participate in their management.
- Take education out of the realm of politics.
- Carefully articulate method for assessment of performance of regulatory agencies.

Actionable Priorities for 2014

The top priorities recommended for action in 2014 are:

- Use simple elements of measurements that affect results and resources.
- The Ministry of Education should submit Nigerian educational system to international assessment test for ranking.
- The Ministry of Education should develop a robust accountability framework and encourage the use of School Based Management System to involve stakeholders in school activities.



Sarah Ruto, Regional Manager, Uwezo Kenya during her background presentation – Plenary VII

Day 3

Thursday, 20 March 2014.

Special Plenary: Student Body Interactive Session



[L-R]: Mr. Foluso Phillips, Barrister Nyeson Wike, Comrade Adams Oshiomole, Vice President, Namadi Sambo, Ambassador Bashir Yaguda, Mr. Frank Nweke II, Ms. Modupe Adelabu, Senator Uche Chukwumeruje with students.

“Recognise hardworking and successful students. There is a growing sense among youths that success in education is not rewarding and hard work “does not pay””

Keynote Address:

- J.W. Wilson, Managing Director, Advanced Learning Institute

Moderator:

- Ikudike Chidiogo - Federal Government Girls College, Abaji

Panellists:

- Noah Ogah - Federal Science College, Ogaja
- Abdulahi Kure Rukayat - Federal Government Girls College, Gusau
- Igoche Alfred - Federal Science and Technology College, Ikinrun
- Agboola Gloria - Federal Science and Technology College, Ikinrun
- Ekakrane Stephen - Federal Government College, Warri
- Ogbonna Happiness - Federal Government College, Okigwe

EARLY BRAIN AND CHILD DEVELOPEMNT

The brain structure evolves with time. Children process information three times faster than adults - 15,000neurons/hour compared to 5000 neurons/hour. Education systems should be built with significant input from children who are the primary beneficiaries of the system.

Existing education systems become obsolete with advancements in information technology and increase in brainpower. Efforts must be made to ensure that education systems in Nigeria evolve to keep pace with advancements in technology and brainpower.

COMMENTS FROM STUDENT PANELLISTS

Theme 1 - What we desire of the education system of our future

We need our schools to:

- *Be ‘inspiration centres’ rather than mere academic institutions*

- Equip students with the skills required to contribute positively to the development of their societies and humanity in general;
- Challenge our thinking and expand our vision;
- Focus on development of the right type of leaders; that are transformational and equitable in their thoughts and actions - “leaders that take away the doors, make the least the best, and make the last the first”.

We need our system of learning to:

- *Be practical, wherein teachers are able to make their students comprehend and appreciate what they are being taught in a very practical sense* - “what you do, you never forget”
- Be interactive - must encourage the sharing of ideas that lead to enlightenment, and must be fun for both the students and the teacher.

Theme 2 – What we desire of our parents in our educational development

We need our parents to:

- Dedicate and spend a lot more time with us, in spite of the challenges and demands of work;
- Create an environment at home that aids our learning and development. A happy and peaceful home is important for our development. We need care, support, and love and peace.
- *Not judge us by our grades, but by our potential.* Understand us better, listen to us, advise and encourage us to develop our potential;
- Refrain from choosing careers for us. We want to be able to discover our talent for ourselves.

- Recognize that charity begins at home. The world has changed significantly and kids have to struggle to balance their academics with their social lives. In the past, kids had between three and five friends; today kids could have as many as 5,000 friends through social media. We need you to help orient, structure, and guide us through this challenge.

Theme 3 – What we need to develop the skills for the future

To develop the skills for the future we need:

Access to constant electricity;

- 24/7 access to modern technology;
- Interactive boards - we learn better when we can visualize what is being taught;
- Modern teaching practices such as electronic delivery/completion of assignments. These practices make learning more efficient;
- School social platforms - that encourage group learning;
- Equal opportunities for access to education - eliminate financial barriers to education through free education up to secondary level. If fees must be charged, then there must be access to student loans at zero percent interest;
- Eliminate tribalism, favouritism, and corruption in our schools. Encourage unity.

Theme 4 – Our specific requests from the Government and the Private Sector

- Provide security - Learning is difficult if we feel unsafe. Our government should provide security in our schools.
- Recognise hardworking and successful students. There is a growing sense among youths that success in education is not rewarding and hard work ‘does not pay’.

We believe better public recognition of successful students and more effective efforts at stamping out examination malpractices will help reverse this negative trend.

- Recognise and reward our teachers. We believe our teachers should be properly remunerated and catered for. If our teachers are made to feel important, they will be able to contribute better to the education system.
- Help us to be globally competitive. Equip us with the tools that we need to compete with our peers globally. Invest in our libraries and laboratories. We want to set global standards instead of having standards defined for us.

IN CONCLUSION:

- Any investment in our education is an investment in the future of our country. We promise not to disappoint you.
- Just as coffee beans change the texture and composition of water when exposed to high temperatures, we believe we can and will change this great country.



J.W. Wilson, Managing Director, Advanced Learning Institute, during his background presentation – Student Plenary

Plenary VIII: Leadership and Ownership in Nigerian Education



[L-R]: Comrade Adams Oshiomole, Mrs. Sola David-Borha, Barrister Neyson Wike, Mr. Foluso Phillips, His Excellency Vice President, Namadi Sambo, Ambassador Bashir Yaguda, Mr. Kayode Akintemi, Mr. Jim O'Neill, Ms. Modupe Adelabu, Mr. Frank Nweke II, Senator Uche Chukwumerije, Mr. Mutiu Sunmonu.

“Teaching must be made a priority for Nigeria, and recruiting the brightest minds to teaching would significantly benefit the younger generation”

Background Presentation:

- Mr. Jim O'Neill, Former Chairman, Goldman Sachs Asset Management.

Moderator:

- Mr. Kayode Akintemi, General Manager, Operations, Channels Television

Panellists:

- His Excellency, Comrade Adams Oshiomole, Governor of Edo State
- Mr. Bukar Abba Kyari, CEO, Central Securities Clearing System
- Mrs. Sola David-Borha, CEO, Stanbic IBTC Bank Plc
- Senator Uche Chukwumerije, Chairman, Senate Committee on Education
- Professor Oyewusi Ibidapo-Obe, Former Vice Chancellor, University of Lagos State
- Mrs. Modupe Adelabu, Deputy Governor, Ekiti State

TRANSFORMING EDUCATION THROUGH PARTNERSHIPS FOR GLOBAL COMPETITIVENESS

Nigeria has made great strides in the objective of being one of the largest economies in the world by 2050. As Nigeria has a large, young population that is expanding significantly, the country has a massive potential for economic growth.

He indicated that in order for Nigeria to realize its potential of becoming one of the largest economies in the world, this growing youth population must be harnessed and nurtured. Therefore, education will play a critical role in the development of the nation, and significant investments must be made into the sector.

A Growth Environment Score (GES) chart indicated that Nigeria is one of the next eleven (N11) emerging countries in the world.

The GES index measures sustainable growth, and a country's ability to fulfil its growth potential. Factors used to measure the GES include political stability, investments into the country, use of technology, education, etc.

In comparing Nigeria with South Korea, a few decades ago, they were both on the same level in terms of the state of their economies and their potential for growth. Today however, South Korea has far surpassed Nigeria, and is even favourably compared to the G7 countries. Of the 170 countries measured in the GES analysis, South Korea scored highest because of its significant use of technology. Nigeria must therefore emulate the success of South Korea by increasing access to and making use of technology in every sector of the economy, especially in education.

The 'teach for all' programme is a global initiative that enlists bright and talented higher education graduates to commit time to teaching, with the aim of expanding the education opportunities of a country. This programme should be implemented in Nigeria, in a "Teach for Nigeria" format, as it could possibly be a transformational agent, and play a significant role in the advancement of the education sector.

PANEL DISCUSSION

Comrade Adams Oshiomole

Question: What are your comments on the development of the education sector?

Response: The quality of Nigerian leaders has deteriorated and the same rot characterises our education sector. That is why we can shut down schools for six months and no one has issues with it. Everybody has now resorted to privatized solutions, but there is a beacon of hope that it is not too late for Nigeria to reverse this trend.

The way forward is to go back to the people and find out what needs to be done. Edo State has decided to find out whether the teachers are competent to teach by conducting an assessment of teachers in the state.

It distorts the true picture of the education sector when we showcase students from the most privileged schools as the 'typical' Nigerian students, when they are actually the minority. Rather, children from schools without roofs and other infrastructure should also be selected to see how much their presence could enhance the entire stage.

Question: One of the key things for quite a few people is, many leaders can't beat their chest and say they have an eye for development in the country.

Response: It is desirable for the State Government-owned schools to perform as well as those of the Federal Government. This would be a positive development.

It is an irony that it was business as usual when schools were shut down for several months, whereas a shut down in the oil and gas sector would have caused serious unrest throughout the country.

The real issue is for all leaders to show courage to ensure we go beyond building attractive schools, but give attention also to the quality of teachers. The questions to ask are: 'who is a teacher?' and 'what does it take to be a teacher?'

The budget allocations to education are not as important as the application of the funds released.

There is a need to focus on community school development in the villages and not just schools in the cities. It is difficult to imagine village students emerging as leaders in future without such balance in development.

Teachers who cannot spell correctly should not be allowed to teach. There is the paradox that a lot of people read education, but they are not competent teachers. Perhaps one of the factors that

caused the deterioration in graduate quality is the widespread practice in the last twenty years of the introduction of the vice chancellors' list, registrars' list, governors' list, etc. in the admission process! The sector problems linger because many state governments have not paid the counterpart funding required for accessing some education intervention funds. Redeveloping education is all about leadership, conviction, courage and political will. Leadership at all levels should address these issues.

Question: State one thing that is most important to education development in the country.

Response: Courage on the part of political leadership to return to merit is critical. Only teachers who deserve to be in class should be allowed to teach. Also, the funds released for education must be judiciously used.

Bukar Kyari

Question: In terms of training and development, what is the private sector doing to bring students up to leadership roles that the public sector does not do?

Response:

- There is a line in sight to leadership. In order to enable students fall into the system, they go through aptitude and interpersonal skills tests.
- In both the private and public sectors, there are many more transactional leaders than transformational leaders.

Jim O'Neill

Question: Across the rest of the world, the quality of education varies. If we look at Nigeria, we could say that we have a crisis. What are the things you see as best practices, which our leaders can take away and start to implement, starting tomorrow?

Response: Singapore is one of the smallest countries in the world, but it has one of the highest literacy rates. An organization called "Teach For All" recruits the brightest graduates to teach in impoverished schools. Discussions are already on to establish a "Teach for Nigeria"

initiative, which would support the education sector.

Question: Give one recommendation that can improve Nigeria's education sector.

Response: Teaching must be made a priority for Nigeria, and recruiting the brightest minds to teaching would benefit the younger generation.

Sola David-Borha

Question: What is the position of your organization as a private-sector player in terms of employing youth and the process of promotion of leadership?

Response: The majority of fresh graduates who undertake the tailored graduate recruitment examination lack the capacity to think. The assessment in our organisation is designed to evaluate the capacity of the job seekers for critical thinking, in which those who have not been taught are unable to succeed.

The capacity for critical thinking is key, as every company that recruits spends the first year training the newly recruited staff to fit into the organisation's culture, making the capacity to learn critical. Students should be taught how to be leaders and to build good character.

Stakeholders should take ownership for good governance in their respective spheres of influence. Thereafter, issues of finance and budgeting, adequate teacher training and consequent teacher satisfaction could be addressed.

Question: What is one thing that if we started doing tomorrow would reposition our concept of leadership and management of institutions of learning?

Response: Ensure good governance of public institutions so that their published accounts and information, is publicly available and hold their leaders accountable.

Uche Chukwumerije

Question: What is the National Assembly doing on the issue of leadership and the ability to influence and drive the education sector to the level that we are aspiring to?

Response: As a part of leadership in government, the legislature insists on national concerted leadership, in which meaningful consultations are done between the legislature, executive, and other interest groups. An example is the process of appropriation, which brought up the envelope system, which now needs to be drastically reviewed.

Far wider conversation with all the interest groups must be taken before the government arrives at a realistic budget estimate. There is little consultation between the Ministry of Education and the legislature whenever the budget comes to the legislature, limiting the contribution from the legislature.

Such a faulty funding profile frustrates the managers in the field, as the amount allocated for education becomes asymmetric to need. This is why a large number of projects have remained uncompleted over years.

Otewusi Ibidapo-Obe

Question: Talk about leadership in our institutions of learning across the different levels, from primary to tertiary level. How critical has it been and where are we at now?

Response: The challenge of the education system is that of attitude. A change of attitude to the motivation of teachers is important, giving attention and care for teachers. Failings in this are partly responsible for fall in the quality of teachers.

Question: In terms of where the change will start, who will champion the process?

Response: Teachers will start the chain process and then move it to the students, which will trigger change around the system.

Question:

Still on leadership in education, who will bell the cat? Is it those in it or those who are in control outside of the system?

Response:

Both groups should have the collective determination to bring change. Excellent students from all tiers of education soon learn terrible skills if there is leadership failure.

Question:

What is the one thing that you feel we should start doing tomorrow that will reconstitute our leadership and how we manage our education system?

Response:

School admission and job appointment should be based on merit rather than connections. This should be complemented with consistency and the political will to take decisive decisions.

Modupe Adelabu

Question:

Where should the responsibility for the change that we desire in the education sector start from? Do we start from within the school system or from outside the system?

Response:

The responsibility for change must start from the political leadership – the Governor of the State himself or herself. To lead change in education, the Governor must demonstrate passion and love for education, and must as a necessity be properly educated.

The education sector must be manned by educationists in order to achieve impactful change because educationists have first-hand experience of the problems in the system, and are therefore better equipped to address them.

This approach has led to success in Ekiti State, where all heads of key government agencies in education are educationists.

COMMENTS BY THE AUDIENCE

Student from Federal Government College (FGGC), Warri, Delta State

We must learn to stop talking about change. Changes should be implemented within us.

Student from Federal Government Girls College (FGGC), Umuahia, Abia State
All Nigerians should deemphasize tribalism and unity is important. We need to stand together.

Question:

What do you believe is the Philosophy of education in Nigeria?

Response:

Education is a constitutional and human right to all Nigerians, and it is one that provides adequate skill sets for the learner to ensure his survival and ability to contribute to National development. Put simply, it is a socio-economic liberator that helps to improve the human condition however low it is.

Question:

Do you believe that there is enough predictability of outcome when it comes to the Nigerian educational system?

Response:

This question calls for a proper systems analysis of our education sector. I believe this will reveal why we have had issues with graduates and employability.

There seems to be a disconnect between the economy and education. A proper systems analysis will show that we have Input (resources, student, and infrastructure) Process (lectures, exams, social interactions and networking) Output (certificates). So much

people will do whatever it takes to get it. However, the outcome, which speaks about what the certificate says that the holder knows and is able to do in the work situation, is greatly de-emphasized. The outcome of education is the most crucial part of learning and this is where the emphasis needs to be. In addition to that, therefore, if Nigeria is going to be one of the top 20 economies by 2020, we must form a conscious synergy between education and the economy.

In other words, the industry must inform education about the relevant skill sets and competencies to drive them, and education must continue to research and inform industries on improvements and current trends.

Question:

What should the learner look like after going through the primary educational system?

Response:

Well, generally, after going through the primary education, a learner should have adequate literacy and numeracy skills to proceed to the secondary school. The key to learning is reading with comprehension. We learn to read so that we can read to learn.

It is critical that a learner leaving primary school should be able to read with comprehension. Everything being equal, the learner would have gone through an effective early childcare education programme, gone through Kindergarten where the foundation for effective education is anchored.

Question:

Do you think we will see a situation where ethics, values, respect will be infused in the educational system?

Response:

The truth is the new curriculum has integrated ethics, values and respect, among others.

emphasis is placed on the certificate that It is important however, to emphasize that they are implemented to the spirit of the letter.

Question:

Where are the biggest gaps when it comes to skills and core competencies?

Response:

Primary level: literacy, numeracy, basic science and technology.

Secondary schools and Tertiary: though literacy continues to be a nagging problem, emphasis at these levels should be on Science, Technology, English and Mathematics. The key driver to all of these is the quality of the teacher to ensure instructional effectiveness. It is important to have qualified teachers with appropriate placements and a reasonable student/teacher ratio. It is important that teachers' welfare is improved and every effort made to make the profession attractive to the younger generations.

Question:

Do you believe that we can shape education policy to achieve our national aspiration and ultimately playing a prominent role in the global knowledge economy?

Response:

Absolutely. How? We must have a synergy between education and the economy. If this is done, the capital flight from Nigeria to other countries through importation of goods and the education of the Nigerian children overseas will be prevented. The saved revenue will then be used within the country to develop all sectors, which when put together will make Nigeria attractive for investments, both foreign and local.

Question:

What should the learner look like after going through the secondary educational system?

Response:

After the secondary educational system, the learner should have basic skills and competencies needed for the world of work.

Question:

What campaigns are being driven to amplify public awareness among learners, families and all other stakeholders on the potential for employment and self-fulfilment that technical training and vocational education can offer?

Response:

The on-going plans of the Federal government to establish universal education vocational centres across the country, speaks clearly of the government's recognition that technical and vocational training are the drivers of our economy. It is important that we improve the skills of our artisans and others and stop the wholesale outsourcing of technical jobs.

Question:

Where does the nation stand from an attitude perspective when it comes to education?

Response:

The much talked about culture of impunity or the fact that we do what we do because we can get away with it seems to be our greatest impediment to development. However, the good thing about attitude is it can be changed through behaviour modification strategies. With the current situation in Nigeria, education is currently getting the greatest attention than it has had in our history, this is because most of the challenges of the country can be hinged on our level of illiteracy, poverty and ignorance.

For us to have a sustainable and meaningful development in the sector, all hands must be, on deck. This will include the private, public and international development partners as government cannot do it alone.

Question:

What should the learner look like after going through the tertiary educational system?

Response:

The learner should have much improved functional skills and expertise to productively engage in the world of work.



Jim O'Neill, From BRICS to MINT during his background presentation - Plenary VIII

QUESTIONS AND RESPONSES

How important is education when it comes to Nigeria's National development?

- Education is key and critical to the development of all sectors.

Is it not important to re-examine the federal budget allocation towards education?

- The federal government in the last 4 years has systematically increasing budgetary allocation in the sector and intends to sustain this trend.

Is bureaucracy killing the education sector? How can implementation of policy be expedited?

- Bureaucracy tends to slow down implementation of policies generally. However, to overcome these challenges there is a need to properly streamline roles; backed up with adequate monitoring and accountability.

E-learning is being touted as a potential silver bullet for Nigeria doing enough to integrate technology into the educational system?

- Government initiated Nigerian Research and Education Network (NGren) in tertiary institutions in line with e-learning platform. For other levels

Federal government formulated a platform as a blue print, and now awaiting implementation.

Corruption must be stemmed. Is corruption rife in the education environment? What controls are implemented?

Well, the educational system cannot live apart from the society. So whatever obtains in the society is likely to obtain in the educational system. Measures put in society to check corruption will apply to the educational system.

Is enough being done to address the lack of accountability in government when it comes to education? Is this unfair criticism?

- It is not a criticism, but a relevant question. I honestly feel it is proper to insist on accountability in government, whether it be in education or any sector. It is important to have an effective performance evaluation system with implications for retention, promotion and intervention. Speaking of education particularly there is the need to reactivate and render the inspectorate division highly functional in the educational system.

Are we facing a situation of weak effective governance in education at the Federal, State and Local government levels in the education space?

- Nigeria is currently experiencing a rebirth in the education sector with the Federal government leading by example. It is hoped that the State and local government will follow suit.

What focus is being given to entrepreneurial skills training in education on this front?

- The acquisition of entrepreneurial skills has become one of the critical focal attentions of the Federal government in her bid to promote self-employment training for self-employment.

Is there the political will to create the learner you described to us during this debate?

- Absolutely. Not just the political will, but the sincerity of purpose.

What progress has been made towards achieving a consensus on the road map for the Nigerian educational system?

- The roadmap was approved by the federal executive council in 2009, as a guide for the improvement of the education sector. In 2011, a Four-Year strategy plan was teased out of the roadmap and adopted by the National Council on education for implementation.

What are the key challenges that have been highlighted in the creation of a healthy thriving Nigerian educational system?

- Huge amount of unaccessed UBE funds by States
- Large number of unqualified teachers in primary and secondary schools in many States
- Ineffective supervision and inspection of schools
- Inadequate facilities and infrastructure
- The gap between the extant programmes of tertiary institutions and the requirements in the workforce.

Issues Raised

- Lack of incentives in the teaching profession.
- Mismanagement and misappropriation of funds in the education sector.
- Delay in passage of critical bills in the national assembly.
- Dysfunctional educational system
- The focus of building universities is centred on quantity rather than quality.
- Inconsistent syllabus updates.
- Ownership of responsibility by parents and LGAs.
- Low level of professionalism amongst teachers
- Limited autonomy for LGAs to effectively manage primary education.
- Based on rapid changes in the global labour market there is a mismatch between the products of tertiary institutions and the labour market.
- Lack of autonomy in Nigerian universities
- Inability of States to access education intervention funds
- The FG has established 12 new federal universities in the past 2 years
- 37 new subjects have been incorporated into the basic education syllabus

- Capacity deficit in institutions.
- Poor implementation of policy mechanisms
- Ineffective monitoring and evaluation of educational interventions.
- Process of selecting teaching staff often marred by corruption
- Poor level of accountability in educational institutions.

Poor synergy among Governmental agencies.

Actionable Priorities

- Put in place mechanisms that will make the educational landscape more competitive
- On-going constitutional amendments should incorporate adequate legislation for the education sector at all levels
- Strengthen the institution responsible for collection, research and capacity building
- Focus on girl child education and mass literacy
- Government should muster the political will to implement the PTT
- Implement a regular exchange programme for teachers.

Recommendations/Resolutions

- Financial literacy programmes to be implemented in educational institutions
- Schemes have been set up to assist educational institutions access funds through CSR and PPP
- Kaduna state enacted a law, which enables support the Local Government in funding primary education. It also implemented a wage increase for teachers
- Implementation of the Presidential Task Force (PTT) report on education is in progress
- Private sector and development partners helping to improve teacher competencies.
- Government should declare a state of emergency in the education sector
- Prioritise education funding
- Increase incentives for teachers

- Scholarships given to students
- Increase in enrolment rates by 17%
- Collaboration between States and LGAs provision of basic primary education
- Need policy to tie product of Schools to requirements
- Increased synergy between educational Institutions and Private Sector
- Increased private support for educational institutions
- Getting the National Teacher Policy passed in NASS and signed into law
- Rebuilding the foundation and core values of education
- Enhancing pedagogy

Appendices



THE 20TH NIGERIAN ECONOMIC SUMMIT

“Transforming Education through Partnerships for Global Competitiveness”

Transcorp Hilton, Abuja
March 18 – 20, 2014

Day 0:	
2:00pm – 9:00pm	Arrival and Registration of Delegates
Day 1:	
7:00am – 9:00am	Delegates arrival and Registration continues
9:30am – 9:35am	Welcome Address: Setting the Agenda Mr. Foluso Phillips, Chairman of the Board of the NESG
9:35am – 10:00am	Transforming Education in Nigeria: Implications for the Future Barr. Nyesom Wike, Minister of Education
10:00am – 10:10am	Introduction of the Presidential Policy Dialogue Ambassador Bashir Yuguda, Minister of National Planning
10:10am – 10:30am	Intermission: Documentary on the Education Sector
10:30am – 12:00pm	<p>Plenary I - Presidential Policy Dialogue</p> <p>In 1969, Nigeria determined the philosophy that would anchor the educational sector. After forty-four years, there is need to revisit the philosophical underpinnings of our educational system with a view to determine its fitness for purpose in the 21st Century. This session is designed to elicit ideas around the kind of education system we need and lead a discussion on what Nigeria's ideal education system should be. In essence, we ask that this panel determine the ideal products or education outcomes based on current and projected future needs of the country.</p> <p>Since the return to democracy in 1999, each Administration has reviewed the state of education and many proposals have been presented to reform education in Nigeria. Most recently in 2011, a Presidential task Team on Education was constituted to conduct an assessment of the education system, focusing on core elements: the structure of the 6-3-3-4 system, institutional management of education, regulation, funding, legal frameworks, ethics, and teacher development. This Presidential Policy Dialogue presents opportunities to address the myriad reform efforts, which have not yielded sufficiently</p>
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ Determine the gaps in the implementation of the PTT report that can assist in meeting Nigeria's developmental goals. ▪ <i>To discuss and review the National Education philosophy. Is our philosophy of education still valid and fit for purpose?</i> 	

	<p>beneficial outcomes. This session will discuss the recommendations of the 2011 Presidential Task Team on Education to distil what implementation gaps exist and determine how to bridge those gaps.</p> <p>Moderator: Ms. Bronwyn Nielsen, Executive Director, CNBC</p> <p>Panellists:</p> <ul style="list-style-type: none"> ▪ Dr. Goodluck Ebele Jonathan, GCFR, President, Federal Republic of Nigeria ▪ Amb. Maryam Katagum, Nigeria's Permanent Delegate to UNESCO ▪ Professor PAI Obanya, Chairman, West African Examination Council (WAEC), and the Chair, Presidential Task Team on Education (2011) ▪ Mr. Jim Ovia, Founder, James Hope College, Agbor ▪ Dr. Elizabeth King, Vice President, Human Development, World Bank ▪ Mrs. Maryam Lemu, Administrator, New Horizons College, Minna ▪ Professor Jibrilla Amin, Vice Chancellor, Federal University of Dutse, Jigawa State ▪ Mr Paul Brennan, Vice President, International Partnerships, Association of Canadian Community Colleges
<p>12.00pm- 12:30pm</p>	<p>Invitation to President Goodluck Jonathan to declare NES 20 open - Barr. Nyesom Wike, Supervising Minister of Education</p> <p>President Goodluck Jonathan declares the NES 20 open.</p> <p>Vote of thanks: Frank Nweke II, Director General, NESG</p>
<p>12:30pm – 12:45pm</p>	<p>Tour of Exhibition Stands</p> <p>Minister of National Planning and the Chairman, Board of NESG lead President Goodluck Jonathan on tour of exhibition stands</p>
<p>12:45pm – 2:15pm</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ Articulate a defining vision for the future of education in Nigeria ▪ Identify the specific learning outcomes (skills and values) that must be produced across society in order to prepare a future-ready citizenry ▪ Articulate the structural elements of an educational system best suited for our historical and cultural contexts and which will enable us 	<p>Plenary II – Quality Education: The Bridge to the Future</p> <p>A critical mass of rational citizens is required to create and sustain a functional modern nation-state, which can compete favourably in the global economy. Specific values and future ready skills must be cultivated for society to function effectively, and to consistently serve the collective interest of all our citizens. The foundation of all successful modern nation-states is an educational system which engenders in society, a modern mindset and a culture of learning; thereby producing the right sets of functional skills and values that allow ordinary people achieve their highest potential.</p> <p>This plenary will examine the components of a quality education system that will enable Nigeria achieve its articulated strategic visions as a Nation. This session will examine what is required in order to ensure that our education system is fit for purpose and will also contribute to the global discourse on the post-2015 Millennium Development Goals (MDGs) on Education by identifying and articulating Nigeria's education priorities for the future.</p> <p>Background Presentation: Transformation: A Vision, A Challenge, A Hope, A Future Reality? By Mr. Tom Rudmik, CEO and Co-founder, Profound Learning Institute</p>

<p>achieve our strategic goals in the shortest possible time frame.</p> <ul style="list-style-type: none"> ▪ Define what we want in terms of “quality education” ▪ Document Nigeria’s education sector priorities post-2015 	<p>Moderator: Professor Abiola Awosika, General Manager, EduTech Software Solutions Limited</p> <p>Panellists:</p> <ul style="list-style-type: none"> ▪ Professor Onyebuchi Chukwu, Honourable Minister of Health ▪ Professor Godswill Obioma, Executive Secretary, Nigerian Educational Research and Development Council (NERDC) ▪ Mr. J.W. Wilson- Managing Director, Advanced Learning Institute ▪ Mrs Fatimah Abdurahman, President, All Nigerian Confederation of Principals of Secondary Schools ▪ Professor Mohammed K. Farouk, Vice Chancellor, University of Gombe ▪ Mr. Chika Mordi, CEO, National Competitiveness Council of Nigeria (NCCN) ▪ Pastor Sam Adeyemi, President, Daystar Leadership Academy ▪ Mr. Fela Durotoye, Founder, Visible Impact and GEMSTONE 2025
<p>2:15pm – 3:00pm</p>	<p>LUNCH</p>
<p>3:00pm – 4:30pm</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ <i>Identify appropriate skills required to prepare Nigerian Youths to be globally competitive.</i> ▪ <i>Identify the challenges and critical success factors in knowledge transfer.</i> ▪ <i>Identify the opportunities provided by ICT in improving education.</i> 	<p>Plenary III: ICT, Knowledge Transfer and Relevance</p> <p>Information and Communications Technology (ICT), knowledge and innovation are driving forces in economic growth, social development and job creation. Although formal education is a critical part of a nation’s development, knowledge transfer in all its forms is its cornerstone. The use of technology enhances knowledge transfer by converting tacit knowledge (conceptual and mental process) to explicit knowledge (tangible and systematic). Tools like wikis, blogging, 3D animations, etc. have changed the way knowledge is shared and transferred. Mentoring, Networking, collaborative research, associations are easier in the electronic environment but they have financial, structural, infrastructural and cultural implications.</p> <p>This session will consider the challenges and opportunities presented by ICT as well as the challenges of knowledge transfer such as the limitations of ICT, cultural implications and generational differences.</p> <p>Background Presentation: “The possibilities provided by technology in the education landscape: Change, transformation and structure” by Mr. Gossy Ukanwoke, Founder, Beni American University and Student Circle.</p> <p>Moderator: Mr. Chinenye Mba-Uzoukwu, CEO, InfoGraphics Nigeria Limited</p> <p>Panellists:</p> <ul style="list-style-type: none"> ▪ Mrs. Omobola Johnson, Minister of Communication Technology ▪ Mr. Gerald Ilukwe, Managing Director, Galaxy Backbone Plc ▪ Mr. Segun Ogunsanya, Managing Director, Bharti Airtel Nigeria ▪ Ms. Megan Evans, International Ambassador, Udemy Inc. ▪ Mr. Gbenga Sesan, Founder, Paradigm Initiative Nigeria (PIN) and Ajegunle.org ▪ Mr. Bambo Bashorun, Director of ICT, State of Osun and Project Coordinator, Opon Imo ▪ Mr. Chidi Onyejekwe, Managing Director, Shell Nigeria Exploration and Production Co Ltd

<p>4:30pm – 6:00pm</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ <i>Examine best practices for funding basic, secondary and tertiary education.</i> ▪ <i>Define and consider sustainable methods for bridging the funding gap for public schools.</i> ▪ <i>Determine how to better manage existing funds for education.</i> 	<p>Plenary IV- Funding Education: Our Shared Responsibility</p> <p>Education is a cardinal tool for national development. Despite political commitment to trying to reverse years of neglect in the education sector and a significant increase of federal funding and investment in basic, secondary and tertiary education, funding is still low compared to other sub-Saharan countries, and is low in light of the overwhelming requirements of education in Nigeria. It is time to find more innovative ways of financing public education in Nigeria. The dilapidated state of public schools illustrates that the current funding mechanism is insufficient and ineffective. Perhaps it is time to consider public-private partnerships for funding public schools, and to consider fees as a means of funding tertiary education. Whilst public schools are a necessity, dilapidated and derelict public schools do not serve the interests of the Nigerian child and in fact do our children a great disservice.</p> <p>This session will examine sustainable and practical methods for funding the public school system, based on best practices in other jurisdictions. The session will specifically look at opportunities for collaboration and synergy between the public and the private sector for funding the public school system.</p> <p>Background Presentation: “Best Practices for Funding Education” by Patrick Okigbo III, Principal Partner, Nextier Limited.</p> <p>Moderator: Mr. Farouk Gumel, Head of Consulting Practice, PWC</p> <p>Panelists:</p> <ul style="list-style-type: none"> ▪ Sen. Ahmad Muhammad Maccido, Chairman, Senate Committee on Appropriation ▪ Dr. Bright Okogu, Director General, Budget Office of the Federation ▪ Dame Alice Lawrence-Nemi, Commissioner for Education, Rivers State ▪ Alhaji Wada Zakari, Executive Chairman, State Universal Basic Education Board (SUBEB), Kano State and Dean of Chairmen, SUBEBs ▪ Mr. G.I Onuoha, Education Secretary, Ideato South LGEA, Imo State ▪ Professor Longmas Sambo Wapmuk, Director General, Industrial Trust Fund (ITF) ▪ Dr. Musa Babayo, Chairman, Board of Trustees, Tertiary Education Trust Fund (TETFund) ▪ Mr. Laoye Jaiyeola, Managing Director, Kakawa Discount House Limited ▪ Dr. Zakari Lawal, Director, Monitoring and Evaluation, National Planning Commission
<p>8:00pm – 10:00pm</p>	<p>Summit Opening Dinner</p> <ul style="list-style-type: none"> ▪ Welcome address by Ntufam Ugbo Esq. Executive Secretary, National Planning Commission ▪ Goodwill message by sponsor ▪ Vote of thanks by Mrs, Wonu Adetayo, CEO Softskills Consulting and Board Member NESG.
<p>Day 2:</p>	
<p>9:30am – 11:00am</p> <p>Expected Outcomes:</p>	<p>Plenary V: Education: For What Purpose?</p> <p>Conventional wisdom acknowledges the importance of education, but it is ultimately the responsibility of each sovereign entity to determine the purpose of</p>

<ul style="list-style-type: none"> ▪ Discuss the purpose of education in Nigeria and for Nigeria. ▪ Define the over-arching aims of a Nigerian education ▪ Determine the values, competencies, skills and knowledge that we would like Nigerian students to possess. ▪ Link education priorities to national developmental aspirations 	<p>education. Education is the process by which population is transformed into human capital. Without an educated workforce a country cannot be productive, leading to a failure in industry. Education is also important in establishing the right values and attitudes within a populace. With greater cultural influences in our global community, it is even more critical to ensure that a country's culture and values are preserved. Education is also futuristic in nature as rapid technological advances make the future even more uncertain and new skills and aptitudes are needed to prepare children for the future.</p> <p>These issues illustrate the need for a dialogue to find the delicate balance between preserving our history and cultural identity, while ensuring adaptability for future needs. This panel is designed to deepen our understanding of our 'why' and propose ideas on the purpose of a Nigerian education. The session will link our educational priorities to national developmental aspirations.</p> <p>Keynote Address: "Education: For What Purpose?" by Dr. Oby Ezekwesili, Senior Economic Advisor, Open Society Foundation</p> <p>Moderator: Mr. Nicholas Okoye, President/CEO, Anabel Leadership Academy</p> <p>Panellists:</p> <ul style="list-style-type: none"> ▪ Mrs. Grace Laoye-Tomori, Deputy Governor and Commissioner for Education, Osun State ▪ Mr. Babs Omotowa, MD/CEO, Nigerian Liquefied Natural Gas (NLNG) Limited ▪ Dr. Enase Okonedo, Dean, Lagos Business School (LBS) ▪ Professor Rashid Aderinoye, Executive Secretary, National Commission for Nomadic Education (NCNE) ▪ Mr. Wale Goodluck, Corporate Services Executive, CEO, MTN Nigeria ▪ Dr. Victor Koh, Senior Leadership Consultant, International Leadership Foundation (ILF), and Senior Vice President, International Leadership University (ILU). ▪ Ms. Ronke Azeez, Special Adviser to the Governor of Lagos State, Lagos Eko project. ▪ Mr. Chidi Okoro, Managing Director, GlaxoSmithKline Consumer Nigeria Plc.
<p>11:00am-12:30pm</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ Demonstrate the socioeconomic impact of the high out-of-school ratio. ▪ Identify best practices that have improved access, equity and inclusion in other developing country contexts. ▪ Agree how the public and 	<p>Plenary VI– Access, Equity and Inclusion</p> <p>While Nigeria subscribes to the United Nation's goal of universal primary education for all children, the country must provide every child with an education that opens up opportunities for employment and self-fulfillment, regardless of social class, gender, financial ability, ethnicity, physical or cognitive abilities. However, the issues of access, equity and inclusion remain problematic in Nigeria. In 2012, UNESCO reported that only 47% of the eligible population obtained a basic education. Children with physical or learning disabilities continue to be disadvantaged and are excluded from mainstream education. In spite of recent efforts at improving access to schooling, such divergences are exacerbating violent conflict across the country.</p> <p>This session will examine key factors that are barriers and enablers of educational access, equity and inclusion. Factors and mechanisms that influence access and equity, such as culturally specific initiatives, alternative channels of education (online/distance learning) will be examined. There will be</p>

<p>private sectors in Nigeria can collaborate to enforce the right to basic education.</p>	<p>opportunities to highlight the role of the private and non-governmental sectors in supporting the government’s strategies to improve access, equity and inclusion.</p> <p>Background Presentation: “Why they need to be in school: addressing the challenges that prevent access, equity and inclusion for all children” Mr. Christian Rogg, Acting Head, Department for International Development (DFID), Nigeria.</p> <p>Moderator: Professor Hassana Alidou, Director, UNESCO Regional Office, Abuja.</p> <p>Panellists:</p> <ul style="list-style-type: none"> ▪ Hajia Zainab Maina, Honourable Minister for Women Affairs and Social Development ▪ Professor Chidi Odinkalu, Chairman of the Governing Board, National Human Rights Commission ▪ Dr. Dikko Suleiman, Executive Secretary, Universal Basic Education Commission (UBEC) ▪ Mrs. Maryam Uwais, Chairperson, Isa Wali Empowerment Initiative, Kano ▪ Dr. Mairo Mandara, Country Representative to Nigeria, Bill and Melinda Gates Foundation ▪ Dr. Shettima Kole, Director, MacArthur Foundation. ▪ Ms. Maryam Augie- Executive Director, Ayahay Foundation ▪ Mr. Otto Orondaam, Founder, Slum2School Project
<p>12.30pm – 1.30pm</p>	<p style="text-align: center;">LUNCH</p>
<p>1:30pm – 3:45pm</p>	<p style="text-align: center;">DESIGN* WORKSHOPS (Parallel sessions) <i>(*will have the creative mapping of discussions during the workshop)</i></p>
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ Develop a solution for how the curriculum for basic and secondary education can develop the skills, competencies, attitudes, values and knowledge that Nigeria requires. ▪ Identify the set of skills and competencies that are necessary to make Nigeria’s educational system and its products future ready ▪ Specify actionable steps that must be taken to ensure that the continuous development of the skills and competences are 	<p>Design Workshop I: Curriculum Development for a Future Ready Education System</p> <p>Given the central roles that curricula play in the achievement of national development goals and plans, Nigeria must take care to articulate curricula, particularly at the pre tertiary levels, that align with our educational, economic, social and other development goals. At the primary and secondary levels, the curriculum determines what basic knowledge and skills all students must master. At the tertiary levels, college curricula should expose trainee teachers to new theories and thoughts about teaching and learning, equipping them with the tools to appropriately interpret and implement curricula at the lower levels and fuel students’ abilities to think deeply and creatively.</p> <p>The curriculum must maintain the balance between necessary prescription of content, and freedom for students and teachers to explore new knowledge and find innovative solutions to problems in a world of rapid changes. This calls for a new approach to curriculum development that will articulate standards for content and skills that must be mastered but also allows for a range of options for demonstrating such mastery. A new approach to curriculum development will consider the integral role of assessment in evaluating and tracking progress: combining traditional and non-traditional assessment formats and evaluation criteria. Interdisciplinary approaches to teaching must be encouraged in and out of classrooms as well as the integration of rich co-curricular programs that encourage our students to become lifelong learners. Our goals must be to design curricula that address present needs and anticipate those of the future.</p>

<p><i>institutionalized</i></p>	<p>Participants will proffer ideas for a curriculum framework. They will consider issues of content, and collaboration among key stakeholders, including examining bodies.</p> <p>Facilitator: Ms. Sola Adeola, Co-Founder, Designing Futures</p> <p>Design workshop resource persons:</p> <ul style="list-style-type: none"> ▪ Professor Godswill Obioma, Executive Secretary, Nigerian Educational Research and Development Council ▪ Mrs. Adesuwa Ifedi, Country Director, Enactus Nigeria ▪ Dr. Jill Jupiter Jones, Team Leader for Education, USAID, Nigeria ▪ Mrs. Iyadunni Olubode, Executive Director, Leap Africa ▪ Mr. Muda Yusuf, Director General, Lagos Chamber of Commerce and Industry ▪ Mrs. Maureen Iyasele, CEO, JOBMAG ▪ Mrs. Bola Kalejaiye- Head of School, Discovery House Montessori School ▪ Engr. Ademola Isaac Olorunfemi, President, Nigerian Society of Engineers (NSE) ▪ Mrs. Celine Oni, Head, Learning and Development, Nigerian Employers Consultative Association (NECA) ▪ Barr. Chike Uwaezuoke, Director, Basic and Secondary Education, Federal Ministry of Education ▪ Hajiya Rakiya S. Bamalli, Vice Principal, Fou’ad Lababidi Islamic Academy ▪ Mr. Amos Cirfat, President, Science Teachers Association of Nigeria ▪ Mr. Okechukwu Ofili, Design/Project Engineer and CEO of okadabooks.com ▪ Mr. Ayo Otulayo, Managing Director, Prime Atlantic Limited ▪ Mr. Tom Rudmik, CEO and Co-founder, Profound Learning Institute ▪ Mr. Innocent Oaikhena, Teacher, Corona Secondary School, Agbara
<p>Expected Outcome:</p> <ul style="list-style-type: none"> ▪ <i>Review the learning outcomes of vocational and technical education in Nigeria to meet the skills requirements of a dynamic global business environment.</i> 	<p>Design Workshop II- Skills Development: Technical and Vocational Education</p> <p>Technical and Vocational Education (TVE) “prepares learners for careers that are based in manual or practical activities, traditionally non-academic and related to a specific trade, occupation or vocation.” It offers TVE graduates quicker access to entrepreneurship and employment opportunities; it is a significant employment booster and a veritable engagement medium for younger people. In Nigeria, we have had a significant reduction on the availability and quality of TVE institutions, and a consequent reduced quality of artisans to the extent that expatriates now undertake basic vocational jobs in Nigeria.</p> <p>Today’s globalizing economy requires Nigeria to nurture a pool of well-skilled workers who are able to adapt rapidly to their changing environment and the evolving needs of the country’s production system. This workshop focuses on the importance of vocational education in increasing employment and national competitiveness. A key fact of this workshop will be to discuss the introduction of the new TVE curriculum to schools in June 2014 as well as the level of</p>

	<p>preparedness to ensure that this curriculum achieves its objectives and that the students who choose this curriculum are not disadvantaged in relation to their peers.</p> <p>Facilitator: Mrs. Bolaji Osime, CEO Global International College</p> <p>Design workshop resource persons:</p> <ul style="list-style-type: none"> ▪ Dr. Masa'udu Adamu Kazaure, Executive Secretary, National Board for Technical Education ▪ Mr. Chukwuma Henry Okolo, CEO, Dorman Long Engineering Limited ▪ Engr. Ernest Nwapa, Executive Secretary, Nigerian Content Development Monitoring Board ▪ Mr. Innocent Chukwuma, Regional Representative, Ford Foundation Office for West Africa ▪ Mr. Rahul Savara, Group Managing Director, Chi Limited ▪ Mr. Frank Edwards, Director of Workforce Development, Pearson UK ▪ Dr. Lola Amao, Managing Director, Lonadek Oil and Gas Consultants ▪ Mrs. Joke Silva, Proprietor, Lufodo Academy of Performing Arts ▪ Dr. Hassan Ndahi, International Labour Organization ▪ Ms. Adefunke Adeyemi, Regional Head, Africa and the Middle East, International Air Traffic Association ▪ Kingsley Kuku, Special Adviser on Niger Delta Affairs and Chairman Presidential Amnesty Program ▪ Dr Margaret K. Ladipo, Rector, Yaba College of Technology ▪ Mr. Yahaya Ado Kwa, Government Technical College, Kano ▪ Mr. Afolabi Imoukhuede, CEO, MCS Consulting and Skill-Up Initiative ▪ Engineer M.K. Ofor, Director, Technical and Science Education, Federal Ministry of Education ▪ Mrs. Adesola Eghagha, Local Representative, City & Guilds International ▪ Engineer Olawumi Gasper, Executive Secretary, Lagos State Technical and Vocational Board ▪ Mrs. Ekuah Abudu, President, Association of International School Educators of Nigeria.
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ <i>This session will develop a strategy document that will illustrate the importance of early childhood education and</i> 	<p>Design Workshop III: (The Neuroscience of) Early Years and Basic Education</p> <p>Early Years - Research has shown that the first five years of a child's life are the most crucial for intellectual development. Every year, over 200 million children under the age of five in low- and middle-income countries will not attain their development potential due to poverty, nutritional deficiencies, inadequate care and learning opportunities. Despite the importance of early childhood education</p>

<p><i>the science underpinning early childhood education and determine what initiatives may assist in promoting this level of education in Nigeria.</i></p> <p>▪ <i>The second part of this session will also create a strategy document that will provide what is required for basic education in Nigeria to equip Nigerian pupils with the literacy and numerical skills needed at that level.</i></p>	<p>to lifelong development, early childhood education is not a legal requirement in Nigeria. This session will aim to develop solutions by early education specialists and stakeholders on what legal and policy initiatives are required for Nigeria to fully support early childhood education.</p> <p>Basic Education - All over the world, basic education seeks to ensure that by age 11, all children can read and write adequately and have learnt basic life skills that could be used in the workplace. However, basic education in Nigeria is not meeting this challenge. 40% of Nigerian children aged 6-11 do not attend any primary school with the Northern region recording the lowest school attendance rate in the country, particularly for girls. Despite an increase in net enrollment rates in recent years, it is estimated that about 10.5 million children of school age are still not in school. This situation is being addressed by the implementation of the Universal Basic Education scheme, which is the Government's strategy to fight illiteracy and extend basic education opportunities to all children in the country. This session is designed to distill what is needed for basic education in Nigeria to fulfil its objectives.</p> <p>Facilitator: Mrs. Wonu Adetayo, CEO Softskills Consultants</p> <p>Design workshop resource persons:</p>		
	<table border="1"> <tr> <td data-bbox="435 981 987 1155"> <ul style="list-style-type: none"> ▪ Professor Modupe Adelabu, Deputy Governor and Chairman SUBEB, Ekiti State </td> <td data-bbox="987 981 1418 1155"> <ul style="list-style-type: none"> ▪ Mr. J.W. Wilson, Executive Director, Advanced Learning Institute </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Professor Modupe Adelabu, Deputy Governor and Chairman SUBEB, Ekiti State 	<ul style="list-style-type: none"> ▪ Mr. J.W. Wilson, Executive Director, Advanced Learning Institute
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	<table border="1"> <tr> <td data-bbox="435 1155 987 1312"> <ul style="list-style-type: none"> ▪ Mrs. Kemi Adebajo, Nigeria Country Representative, Jolly Phonics </td> <td data-bbox="987 1155 1418 1312"> <ul style="list-style-type: none"> ▪ Mrs. Seyi Oshikanlu, Proprietress, The Manor School, Abuja </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Mrs. Kemi Adebajo, Nigeria Country Representative, Jolly Phonics 	<ul style="list-style-type: none"> ▪ Mrs. Seyi Oshikanlu, Proprietress, The Manor School, Abuja
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	<table border="1"> <tr> <td data-bbox="435 1435 987 1581"> <ul style="list-style-type: none"> ▪ Professor Selina Ekpo, Lecturer, Department of Early Child Education, University of Uyo </td> <td data-bbox="987 1435 1418 1581"> <ul style="list-style-type: none"> ▪ Mrs. Catherine Bickersteth, CEO, Strategic Educational Advisory Services Limited </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Professor Selina Ekpo, Lecturer, Department of Early Child Education, University of Uyo 	<ul style="list-style-type: none"> ▪ Mrs. Catherine Bickersteth, CEO, Strategic Educational Advisory Services Limited
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	<table border="1"> <tr> <td data-bbox="435 1704 987 1879"> <ul style="list-style-type: none"> ▪ Mr. Sue Williamson, School Quality Specialist, Education Sector Support Program in Nigeria (ESSPIN), UKAID, Abuja </td> <td data-bbox="987 1704 1418 1879"> <ul style="list-style-type: none"> ▪ Dr. Chukwuma Agomoh, Director of Quality Assurance, Universal Basic Education Commission (UBEC) </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Mr. Sue Williamson, School Quality Specialist, Education Sector Support Program in Nigeria (ESSPIN), UKAID, Abuja 	<ul style="list-style-type: none"> ▪ Dr. Chukwuma Agomoh, Director of Quality Assurance, Universal Basic Education Commission (UBEC)
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	<table border="1"> <tr> <td data-bbox="435 1879 987 2002"> <ul style="list-style-type: none"> ▪ Mrs. Debola Atoyebi, Director, Heritage House Montessori School </td> <td data-bbox="987 1879 1418 2002"> <ul style="list-style-type: none"> ▪ Dr. Mrs. Adrienne Tikolo, Head of School, Newland Elementary School, Lagos </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Mrs. Debola Atoyebi, Director, Heritage House Montessori School 	<ul style="list-style-type: none"> ▪ Dr. Mrs. Adrienne Tikolo, Head of School, Newland Elementary School, Lagos
<ul style="list-style-type: none"> ▪ Mrs. Debola Atoyebi, Director, Heritage House Montessori School 	<ul style="list-style-type: none"> ▪ Dr. Mrs. Adrienne Tikolo, Head of School, Newland Elementary School, Lagos 		
	<table border="1"> <tr> <td data-bbox="435 2002 987 2067"> <ul style="list-style-type: none"> ▪ Dr. Toju Chike-Obi, Consultant Pediatrician, Tabitha Medical Centre </td> <td data-bbox="987 2002 1418 2067"></td> </tr> </table>	<ul style="list-style-type: none"> ▪ Dr. Toju Chike-Obi, Consultant Pediatrician, Tabitha Medical Centre 	
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<p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ Identify global standards for effectiveness (competitiveness) in tertiary education ▪ Affirm the relevance of tertiary education to achieve Nigeria's developmental objectives (social and political participation, employability etc.) ▪ Identify the gaps in the current Nigerian system (formalistic vs functional systems) ▪ Identify the critical success factors for impactful tertiary education in Nigeria. 	<p>Design Workshop IV: Tertiary Education: Competitiveness and Employability</p> <p>According to the World Bank, qualified human capital remains scarce in sub-Saharan Africa compared to the developmental needs of both the region and the African continent. As skills for the knowledge economy are built at the tertiary level, improving tertiary education should be high on the national development agenda. There is an urgent need to define the key functions that our tertiary education system is expected to perform and determine how to promote those functions more effectively. There should be a focus on capacity and skills building for participation in national and global markets as well as the continued inculcation of social and cultural values for national development.</p> <p>Issues relating to proper science education (practical knowledge and application); education in the social sciences and humanities (preparing graduates to participate in influencing socio-political and economic change and development); and continuing education (providing a space for lifelong learning and societal development), amongst others, are areas where tertiary education is expected to impact Nigerian society. It is also important to situate the current state of the Nigerian tertiary education system within a wider global perspective to see how Nigerian graduates can be better prepared to compete globally with their counterparts around the world, especially as companies and governance institutions expand their scope beyond national borders.</p> <p>This workshop focuses on the relevance of the Nigerian tertiary education system to national development and how to position it for greater national and global impact.</p> <p>Facilitator: Mrs Nike De Souza, Managing Director, People Temp Ltd.</p> <p>Design workshop resource persons:</p>
<ul style="list-style-type: none"> ▪ Professor Olusola Oyewole- President, Africa Association of Universities and Vice Chancellor, Federal University of Agriculture, Abeokuta 	<ul style="list-style-type: none"> ▪ Mr Solomon Adegbe-Quaynor. Nigeria Country Manager, International Finance Corporation (IFC)
<ul style="list-style-type: none"> ▪ Mr. Niyi Yusuf, Managing Director, Accenture Nigeria 	<ul style="list-style-type: none"> ▪ Mr. Nicholas Vervelde, Managing Director, Nigerian Breweries Plc
<ul style="list-style-type: none"> ▪ Christos Giannopoulos, CEO PZ Cussons Nigeria 	<ul style="list-style-type: none"> ▪ Professor AAA. Atayero, Deputy Vice-Chancellor, Academics, Covenant University
<ul style="list-style-type: none"> ▪ Dr. Enase Okonedo, Dean, Lagos Business School 	<ul style="list-style-type: none"> ▪ Professor Femi Bamiro, Good Governance Africa and Former Vice Chancellor, University of Ibadan
<ul style="list-style-type: none"> ▪ Engr. Abdullahi Sule, Deputy Group Managing Director, Dangote Sugar Refinery Plc 	<ul style="list-style-type: none"> ▪ Mrs. Detoun Ogwo- Director, AGDC Employability & Enterprise Development Ltd/GTE

	<ul style="list-style-type: none"> ▪ Mrs. Hindatu Abdulahi- Director, Tertiary, Federal Ministry of Education 	<ul style="list-style-type: none"> ▪ Professor Chiedu Mafiana, Director, Quality Assurance, National Universities Commission
	<ul style="list-style-type: none"> ▪ Dr. Kenneth Amaeshi, University of Edinburgh, U.K 	<ul style="list-style-type: none"> ▪ Ms. Edefe Ojomo, Lecturer, Faculty of Law, University of Lagos
	<ul style="list-style-type: none"> ▪ Mr Olufemi Adeagbo, Managing Director, Comnavig ICT Consultants 	<ul style="list-style-type: none"> ▪ Mr Sunday Obonnaya, Representative, Academic Staff Union of Polytechnics
	<ul style="list-style-type: none"> ▪ Professor Ogunyemi, Representative Academic Staff Union of Universities 	<ul style="list-style-type: none"> ▪ Mr. Asagha Nkoro, National President, National Association of Colleges of Education Academic Staff Union
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ <i>Specify the actionable steps that will enhance the efficiency and effectiveness of the key stakeholders in the sector</i> ▪ <i>Agree the roles and responsibilities of the key stakeholders who need to act to make sustainable structural reforms a reality</i> ▪ <i>Articulate the strengths and competencies that the state and non-state sectors possess, which can promote access to high quality education and strengthen accountability in the sector</i> ▪ <i>Determine a model of PPP that can meaningfully address the critical challenges of access and quality in education</i> ▪ <i>Identify the barriers to meaningful partnership for education and how these challenges can be mitigated.</i> 	<p>Design Workshop V: Sustainable Structural Reform in Education</p> <p>Nigeria's education system has been described as "under-performing, dysfunctional and in a state of crisis". The six spheres of education - Early Childhood, Basic, Secondary, Tertiary, Special and Technical & Vocational Education face similar issues in relation to access, equity, quality and funding. Several attempts have been made in the last 2 decades to develop Roadmaps and Strategy documents to deal with the multifaceted issues affecting the education sector in Nigeria. But it is obvious that these attempts at solving the problems are not dealing with root causes. For instance, we are yet to address the governance and management structures in education that have been described as over-bureaucratic and overly centralized leading to duplication and ineffectiveness. We also have to address ineffective and weak systems of data collection, analysis and dissemination, which make monitoring and evaluation difficult. Educational transformation must be motivated by a strong desire to radically improve the status quo in teaching, learning and management of the educational system. Given the centrality of education to national development, it is apparent that every challenge faced by the nation has roots traceable to education.</p> <p>This design workshop is expected to take a serious, hard look at the Nigerian education system, its institutional structures, funding vehicles, legal framework and management of the national systems and determine why our educational system is failing. Radical improvements in education standards must be driven by a "re-form" of structures, policies and approach to education management. A desire for high quality and effective education comes at a price. The workshop will examine the reforms required at the various levels of education. It will look at what is urgent, what is priority and what is inevitable if we are to build an education system that is fit for purpose.</p> <p>Facilitator: Dr. Marito Garcia, World Bank</p> <p>Design workshop resource persons:</p>	
	<ul style="list-style-type: none"> ▪ Mr. Boni Haruna, Honourable Minister of Youth Development 	<ul style="list-style-type: none"> ▪ Mrs. Marie Francois Marie Nelly, Country Director, World Bank
	<ul style="list-style-type: none"> ▪ Mrs. Jean Gough, Representative, 	<ul style="list-style-type: none"> ▪ Ms Arunma Oteh, Director

	United Nations Children's Fund (UNICEF) Nigeria	General, Securities and Exchange Commission
	<ul style="list-style-type: none"> Professor PAI Obanya, Chairman, West African Examination Council (WAEC), and the Chair, Presidential Task Team on Education (2011) 	<ul style="list-style-type: none"> Professor Ladipo Adamolekun, CEO, Ladipo Adamolekun & Associates
	<ul style="list-style-type: none"> Ms. Ronke Azeez, Special Adviser to the Governor of Lagos State, Lagos Eko Project. 	<ul style="list-style-type: none"> Professor Yemi Osinbajo, Professor of Public Law, University of Lagos and Former Attorney General, Lagos State
	<ul style="list-style-type: none"> Professor Michael Omolewa, Professor of Adult Education, University of Ibadan 	<ul style="list-style-type: none"> Mr. Acha Leke, Partner, McKinsey & Company
	<ul style="list-style-type: none"> Mr. Joseph Tegbe, Partner, KPMG 	<ul style="list-style-type: none"> Mrs. Nguyan Feese, Country Program Manager, Teacher Development Program, DFID
	<ul style="list-style-type: none"> Professor Lukman Ibrahim Diso, University Librarian, Bayero University, Kano 	<ul style="list-style-type: none"> Mrs. Obi Nnamani, Author and Educationist, Enugu
	<ul style="list-style-type: none"> Mr. Musa Mai Samari, University of Abuja 	<ul style="list-style-type: none"> Professor Chinedu Ike, University of Nigeria
	<ul style="list-style-type: none"> Mr. Phillip Oduoza, CEO, United Bank for Africa (UBA) 	<ul style="list-style-type: none"> Dr. Ifechukwu Nnatuanya, Director, DPI Associates
	<ul style="list-style-type: none"> The Education Attache, Embassy of Finland, Abuja. 	
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> Articulate the strengths and competencies that the state and non-state sectors possess, which can promote access to high quality education and strengthen accountability in the sector Drawing on Nigerian and international models of effective partnership, determine a model of PPP that can meaningfully address the critical challenges of access and quality in education Identify the barriers to 	<p>Design Workshop VI: Effective Partnering for Access, Quality and Accountability</p> <p>Education is both a public and a private concern with responsibilities and benefits for the entire nation, and one of the key barriers to achieving the Millennium Development Goals on education is low the level of non-state participation in education processes. In Nigeria, education is on the concurrent legislative list, with the three tiers of government assuming various levels of responsibility in the education sector. The non-state sector also contributes to education provision, management and financing. From the payment of education taxes to corporate social responsibility projects and philanthropy, the impact of the private sector and civil society is felt in education. Nevertheless, it is apparent that in order to effectively achieve strategic education goals, there is need for a measure of coordination both in non-state support for education and in the design and implementation of public-private collaboration for equitable access, quality/relevance and accountability.</p> <p>This session aims to provide clarity on the strengths and incentives that the state and non-state sector bring to the processes of expanding equitable access, improving quality/relevance and ensuring accountability and the demand for accountability. The discussion will delve into frameworks for education</p>	

<p>meaningful multisectoral partnership for education and agree how these challenges can be mitigated</p>	<p>partnerships drawing lessons from other countries have improved their education systems through systematic partnerships. The barriers to such effective collaboration will be discussed and itemized with a view to providing solutions to these challenges.</p> <p>Facilitator: Dr Modupe Adefeso-Olateju, Managing Director, The Education Partnership Centre</p> <p>Design workshop resource persons:</p> <table border="1"> <tr> <td data-bbox="432 483 986 607"> <ul style="list-style-type: none"> ▪ Mrs. Sola David-Borha, CEO, Stanbic IBTC Plc </td> <td data-bbox="991 483 1412 607"> <ul style="list-style-type: none"> ▪ Mrs. Bridget Okpa, Director, Federal Ministry of Education </td> </tr> <tr> <td data-bbox="432 613 986 714"> <ul style="list-style-type: none"> ▪ Mr. Kola Oyeneyin, CEO, Venia Business Hub & Convener, GenVoices </td> <td data-bbox="991 613 1412 714"> <ul style="list-style-type: none"> ▪ Ms. Tokunbo Durosaro, Director, Oando Foundation </td> </tr> <tr> <td data-bbox="432 721 986 922"> <ul style="list-style-type: none"> ▪ Professor Adebayo Adeyemi, Chair, Committee of Vice-Chancellors and Registrars of Private Universities and Vice-Chancellor, Bells University of Technology. </td> <td data-bbox="991 721 1412 922"> <ul style="list-style-type: none"> ▪ Dr. Tunde Adekola, Senior Education Specialist, The World Bank. </td> </tr> <tr> <td data-bbox="432 929 986 1102"> <ul style="list-style-type: none"> ▪ Professor Isa Ciroma, Deputy Director General and Head of Campus, Nigerian Law School, Yola </td> <td data-bbox="991 929 1412 1102"> <ul style="list-style-type: none"> ▪ Professor Rashid Aderinoye, Executive Secretary of the National Commission for Nomadic Education (NCNE) </td> </tr> <tr> <td data-bbox="432 1108 986 1243"> <ul style="list-style-type: none"> ▪ Professor Offiong E Offiong, Commissioner for Education, Cross River State </td> <td data-bbox="991 1108 1412 1243"> <ul style="list-style-type: none"> ▪ Major General Sunday Adebayo, Commander, Nigerian Army Education Corps </td> </tr> <tr> <td data-bbox="432 1249 986 1384"> <ul style="list-style-type: none"> ▪ Ahmed T Lawal, Executive Secretary, Unity Schools Old Students Association (USOSA) </td> <td data-bbox="991 1249 1412 1384"> <ul style="list-style-type: none"> ▪ Dr. Olayinka Akindayomi, Board Member, Child Development Centre </td> </tr> <tr> <td data-bbox="432 1391 986 1541"> <ul style="list-style-type: none"> ▪ Ms. Hauwa Yabani, Managing Director, Abuja Technology Village </td> <td data-bbox="991 1391 1412 1541"> <ul style="list-style-type: none"> ▪ Mr. Dauda Iliya, Secretary General, Unity Schools Old Students Association </td> </tr> <tr> <td data-bbox="432 1547 986 1682"> <ul style="list-style-type: none"> ▪ Mr. Abimbola Ajinibi, Regional Manager, Port Harcourt, First Trustees Nigeria Limited </td> <td data-bbox="991 1547 1412 1682"> <ul style="list-style-type: none"> ▪ Hajia Fatimah Ahmed, Director, Federal Inspectorate Service </td> </tr> <tr> <td data-bbox="432 1688 986 1809"> <ul style="list-style-type: none"> ▪ Mr. George C. Nwalupue, Director, Social Development, National Planning Commission </td> <td data-bbox="991 1688 1412 1809"> <ul style="list-style-type: none"> ▪ Mr. Obong J Obong, Secretary General, National Union of Teachers (NUT) </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Mrs. Sola David-Borha, CEO, Stanbic IBTC Plc 	<ul style="list-style-type: none"> ▪ Mrs. Bridget Okpa, Director, Federal Ministry of Education 	<ul style="list-style-type: none"> ▪ Mr. Kola Oyeneyin, CEO, Venia Business Hub & Convener, GenVoices 	<ul style="list-style-type: none"> ▪ Ms. Tokunbo Durosaro, Director, Oando Foundation 	<ul style="list-style-type: none"> ▪ Professor Adebayo Adeyemi, Chair, Committee of Vice-Chancellors and Registrars of Private Universities and Vice-Chancellor, Bells University of Technology. 	<ul style="list-style-type: none"> ▪ Dr. Tunde Adekola, Senior Education Specialist, The World Bank. 	<ul style="list-style-type: none"> ▪ Professor Isa Ciroma, Deputy Director General and Head of Campus, Nigerian Law School, Yola 	<ul style="list-style-type: none"> ▪ Professor Rashid Aderinoye, Executive Secretary of the National Commission for Nomadic Education (NCNE) 	<ul style="list-style-type: none"> ▪ Professor Offiong E Offiong, Commissioner for Education, Cross River State 	<ul style="list-style-type: none"> ▪ Major General Sunday Adebayo, Commander, Nigerian Army Education Corps 	<ul style="list-style-type: none"> ▪ Ahmed T Lawal, Executive Secretary, Unity Schools Old Students Association (USOSA) 	<ul style="list-style-type: none"> ▪ Dr. Olayinka Akindayomi, Board Member, Child Development Centre 	<ul style="list-style-type: none"> ▪ Ms. Hauwa Yabani, Managing Director, Abuja Technology Village 	<ul style="list-style-type: none"> ▪ Mr. Dauda Iliya, Secretary General, Unity Schools Old Students Association 	<ul style="list-style-type: none"> ▪ Mr. Abimbola Ajinibi, Regional Manager, Port Harcourt, First Trustees Nigeria Limited 	<ul style="list-style-type: none"> ▪ Hajia Fatimah Ahmed, Director, Federal Inspectorate Service 	<ul style="list-style-type: none"> ▪ Mr. George C. 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<p>Expected Outcomes:</p> <ul style="list-style-type: none"> ▪ Identify the expected attributes and competences of the Nigerian teacher and school leader 	<p>Design Workshop VII: Teacher Education: Developing a New Generation of Teachers</p> <p>Barack Obama stated that “From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it’s the person standing at the front of the classroom.” Research also suggests that, among school-related factors, teachers are of the utmost</p>																		

<ul style="list-style-type: none"> ▪ <i>Create strategies that will transform teaching into a career of choice</i> ▪ <i>Identify sustainable strategies for up-skilling existing teachers</i> ▪ <i>Develop a framework based on best practices for initial teacher training and continuous professional development over the course of a teacher's careers</i> 	<p>importance. Most nations that have become the standard bearers in education have re-defined their teachers, elevated their training and enhanced its status. In Nigeria, the training and development of teachers is deficient and the initial teacher training does not adequately prepare teachers for the realities of the classroom. We reduce the academic requirement to teacher training institutes, which don't attract the best candidates. The teaching profession is not fully professionalized and the status of teachers has never been worse.</p> <p>This session is to make a call for a new kind of teacher. To identify what we need to do to ensure our teachers are well trained and positioned to deliver. Lagos State is moving towards excellence in this area through the Eko Project. One of their major strategies was the plethora of training programmes for teachers and school leaders.</p> <p>Facilitator: Mrs. Folasade Adefisayo, Director, Corona School, Agbara</p> <p>Design workshop resource persons:</p> <ul style="list-style-type: none"> ▪ Professor Muhammed Junaid, Executive Secretary, National Commission for Colleges of Education ▪ Dr. Aminu Ladan Sharehu, Director General, Nigerian Teachers Institute, Kaduna ▪ Dr Blessing Ijioma, Provost, Alvan Ikoku Federal College of Education, Owerri ▪ Professor Addison Wokocha, Teachers Registration Council of Nigeria (TRCN). ▪ Mr. Segun Olukoya, Head of Business Development, Nextzon Business Services ▪ Mr. S.O. Fadahunsi, Lagos State Model College, Ojo ▪ Ms. Misan Rewane, Founder, West African Vocational Education (WAVE). ▪ Mr. David Rice, Research Director, Tony Elumelu Foundation ▪ Mr. Graham Stothard- Principal, Grange School ▪ Mrs. Ifueko Thomas, Director, Corona Teacher's College ▪ Mr. Odion Omonfoman, Founder, United for Education ▪ Ms. Mourie Nishad, Deputy Programme Manager, Teacher Development Programme, Abuja. ▪ Mrs. Fatimah Abdurahman, President, All Nigerian Confederation of Principals of Secondary Schools ▪ Mrs. Iyabo Awokoya, Managing Director, Sages Consult Limited ▪ Mr. Ngozi Dozie, Director, Kaizen Venture Partners ▪ Dr. Jumoke Oduwole, Lecturer, Faculty of Law, University of Lagos
<p>3:45pm - 5:15pm</p> <p>Expected Outcomes:</p>	<p>Plenary VII: Creating an Accountability Framework For Education in Nigeria</p>

<ul style="list-style-type: none"> ▪ Agree roles and responsibilities of critical stakeholders as they pertain to accountability in the education sector. ▪ Review regulation and quality assurance frameworks. ▪ Identify transferable models of non-state participation in fostering accountability in the education sector 	<p>Stakeholder accountability is one of the critical pillars that support successful education systems. Thus, it is important to identify the stakeholders in our educational system and define their roles and responsibilities in promoting the proper functioning and success of the system. Given the importance of education to nation building, we shall adopt an inclusive and comprehensive definition of stakeholders that covers everybody who lives and/or works within the national space to clearly articulate the role of critical stakeholders in promoting accountability within the national educational system. A culture of accountability stimulates systemic efficiency, community support, school-level effectiveness and higher learning outcomes.</p> <p>While the regulatory framework at the government level is somewhat clear, there is little clarity regarding education goals and accountability for ensuring that desired outcomes are met. Pertinent issues in the sector will be highlighted, for instance: who bears responsibility when a child is unable to read or write on completion of primary school or when secondary school students persistently fail Mathematics and English Language at senior secondary level and are thus precluded from tertiary education? What should guide the grade promotion of students in public schools? Should the renewal of private school licenses be based on learning outcomes? In relation to tertiary education, who bears responsibility for institutional failings due to strikes? Is the composition of the regulatory agencies adequate for Nigeria's needs? These issues will be discussed in the session.</p> <p>Background Presentation: 'Promoting Accountability within the Educational System: Roles and responsibilities of the state and non-state sector' by Sarah Ruto, Regional Manager, Uwezo Kenya.</p> <p>Moderator: Mr. Osita Chidoka, Corps Marshal, Federal Road Safety Commission</p> <p>Panellists:</p> <ul style="list-style-type: none"> ▪ Chief Emeka Wogu, Honourable Minister of Labour & Productivity ▪ Dr. Macjohn Nwaobiala, Permanent Secretary, Federal Ministry of Education ▪ Mrs. Marie Francois Marie Nelly, Nigeria Country Director, World Bank ▪ Mr. Joseph Tegbe, Partner, KPMG ▪ Dr. Nasir Isa Fagge, President, Academic Staff Union of Universities (ASUU) ▪ Mr. Udom Inoyo, Founder, Inoyo Toro Foundation ▪ Mr. Gori Olusina-Daniel, Convener, Every Nigerian Child Project and Founder, World Changers Foundation
<p>7:00pm – 9:00pm</p>	<p>Summit closing dinner</p> <ul style="list-style-type: none"> ▪ Welcome address by Mr. Laoye Jaiyeola, NESG Board member ▪ Special Guests of Honour ▪ Dinner ▪ Message from the Next Generation ▪ Entertainment ▪ Goodwill message from Sponsor ▪ Vote of thanks by Mrs. Alero Ayida-Otobo, Chairperson, Central Organizing Committee, NES#20.
<p>Day 3:</p>	

10.00am-10.25am	Keynote address: “From BRICS to MINT: The centrality of education and learning to nation-building and economic development” by Mr. Jim O’ Neill, Former Chairman, Goldman Sachs Asset Management
10:25am – 12:00pm Expected Outcomes: <ul style="list-style-type: none"> ▪ <i>Establish a consensus that the entire education system requires exceptional leadership because of its critical role in producing future leaders.</i> ▪ <i>Develop clear cross-cutting and specific parameters for leadership in the sector</i> ▪ <i>Pinpoint identifiable resultant ownership actions by stakeholders</i> ▪ <i>Share experiences between the governors on developments in the education sector in their various states with a view to establishing leadership ‘highpoints’</i> 	Plenary VIII – Leadership and Ownership in Nigerian Education The future of a nation can be determined by the quality of its education system because our schools produce leaders in all areas: government, business, innovation and invention. Clearly, Nigeria urgently requires education reform that is sustained, sustainable and divorced from political, ethnic and religious interests. It is self-evident that this kind of reform requires a champion who will take leadership and will also engage all stakeholders to take ownership of and make demands for the continuing reform of the sector. In addition, qualitative leadership should cut across key segments such as the schools and even the labour unions in the education sector. Most importantly, Nigeria’s second tier of government, the states, is very critical to achieving our expected deliverables in education. It becomes very imperative, therefore that the leadership at the states is engaged on this subject. This session will deliberate on the necessary next steps towards ensuring that the sector sustains a leadership imperative that is necessary to transform the system on a continual basis to elicit the required multi-stakeholder ownership. Moderator: Mr. Kayode Akintemi, Channels Television Panellists: <ul style="list-style-type: none"> ▪ His Excellency, Emmanuel Uduaghan, Governor, Delta State ▪ His Excellency, Comrade Adams Oshiomole, Governor, Edo State ▪ His Excellency, Kayode Fayemi, Governor, Ekiti State ▪ His Excellency, Alhaji (Dr.) Mukhtar Ramalan Yero, Governor, Kaduna State ▪ Senator Uche Chukwumerije, Chairman, Senate Committee on Education ▪ Hon Comrade Aminu Suleiman, Chairman, House Committee on Education ▪ Mr. Tony Elumelu, Founder, Tony Elumelu Foundation ▪ Mr. Mutiu Sunmonu, Managing Director, Shell Petroleum Development Co. Nig. Ltd. ▪ Mrs. Sola David-Borha, CEO, Stanbic IBTC
12:00pm – 12:15pm	Presentation of Summit Summary to President Goodluck Jonathan - Mr. Frank Nweke II, Director General, NESG
12:15pm – 12:30pm	Closing Address: HE Arc. Namadi Sambo, Vice President of Nigeria delivers the closing address and declares the summit closed.
12:30pm-12:40pm	Vote of Thanks: Mr. Tunde Lawal, Co-Chair Joint Planning Committee, NES 20.
12:45pm– 12:55pm	Media Briefings

Appendix B: List of NESG Staff

S/N	NAME	DESIGNATION
1	Frank Nweke II	Director General
2	Sope Williams-Elegbe	Associate Director and Head of Research
3	Innocent Azi	Senior Manager and Head of Programmes
4	Akin-Olusoji Akinyele	Senior Associate and Research Team Lead
5	Charles Nwanze	Associate and Programmes Coordinator
6	Feyisayo Ajayi	Associate and Policy Analyst
7	Jadesola Rawa	Associate and Acting Head of Corporate Services
8	Esse Kughegbe	Programmes Executive
9	Fortune Nwaiwu	IT Administrator
10	Nwanyanwu Christopher	IT Officer
11	Olajiire Onatade-Abati	Research Analyst
12	Wilson Erumebor	Research Analyst
13	TemitopeAdesanya	Research Analyst
14	Kadiri Otaru	Research Analyst
15	Sunday Ehuwa	Finance and Accounts Manager
16	Tonia Chiejina	Finance and Accounts Analyst
17	Tolulope Adigun	Marketing and Communications Officer
18	Daniel Inyang	Marketing and Public Relations Officer
19	Ramla El-Rufai	Research Intern
20	Chuba Ezekwesili	Research Intern
21	Adebanjo Adeboye-Moses	Research Intern
22	Obiora Ukwuaba	Administrative Assistant
23	Olu Akintoye	Administrative Assistant
24	Chinwe Okoh	Abuja Liaison

Appendix C: List of Participants

S/N	NAME	POSITION	COMPANY
1	A.A. Ibukun-Oyewola	Principal	Federal Government College
2	A.I. Udensi	Registrar	Federal College of Education
3	A.M. Mfiangh	Member	Rivers State Economic Advisory Council
4	A.R.T. Solarin	Director General	National Mathematical Centre
5	AAA. Atayero	Prof/Deputy Vice Chancellor (ACAD)	Covenant University
6	Abayomi Ibikunle Oyeeyemi	Director	Ministry of Education, Calabar
7	Abbass Masanawa	Zonal Head (Abuja)	Zenith Bank Plc
8	Abdul Hamid O. Raji	Registrar	Federal Polytechnic
9	Abdulah Hindatu	Director, Tertiary Education	Federal Ministry of Education
10	Abdullah A. Sule	Deputy Group Managing Director	Dangote Sugar
11	Abdullahi A. Baba	Bursar	Federal College of Education
12	Abdullahi M. Ibrahim	Group Executive, Retail, North	First Bank of Nigeria Ltd
13	Abel Olajide Olorwisola	Dean of Post-Graduate School	University of Ibadan
14	Abih Anthony Chinwuba	Provost	Federal College of Education (Tech)
15	Abimbola Agboluaje	MD	WNT Capitas
16	Abimbola Ajinibi	Regional Head	First Trustees
17	Abimbola Kehinde	Member	Student for Liberty
18	Abiodun Adegboye	Associate Director	Pricewaterhouse Coopers
19	Abiodun Aribidisi	Personal Assistant to Chairman	SevenUp Bottling Co. Plc
20	Abioye Olufemi	Consultant	CGIME
21	Abolaji Osime	Founder / CEO	Global International College
22	Abolurin T. Modupe	Principal	Federal Government Girls' College
23	Abombola Agbeyule	Deputy MGR – Corporate Planning & Strategy	SKYE Bank Plc
24	Abosedo Foluso Caulerick	Principal	Federal Government College
25	Aboyeji Iyinoluwa Samuel	CEO	FORA
26	Abraham Nwankwo	DG	Debt Management Office
27	Abu A. Matthew	Director, Project Management	Tertiary Education Trust Fund
28	Abubakar Bafeto	Director	Federal University
29	Abubakar Rasheed	Vice Chancellor	Bayero University
30	Adaeze Ebegbulem	AG. Head (Human Resource Department)	Nigerian Export-Import Bank
31	Adaeze Nnamani	Director	Centre for Public Policy and Research
32	Adamu Aliyu Sumaulla	Chairman Governing Council	Federal College of Education
33	Adaora Umeoji	Executive Director	Zenith Bank Plc
34	Addison Mark Wokocha	Registrar/ Chief Executive	Teachers Registration Council of Nigeria
35	Adebakin Moruf A.	Deputy Rector	Yaba College of Technology
36	Adebayo Babatunde	Snr. Manager, Marketing	Chi Ltd
37	Adebayo Sodade	Perm Sec	Lagos State Government
38	Adebisi Fashoyin	GM (Marketing/Sales)	Mobile Knowledge Solutions Ltd
39	Adebisi Mofoluke	Perm Sec.	Oyo State Government
40	Adebola Atoyebe	CEO/Director of Studies	Heritage House Montessori Centre
41	Adebusuyi John Adetayo	Engineer	Zinox Technologies Ltd
42	Adediran Ademola Abayomi	Director, Macro Economic Planning	
43	Adedotun Sulaiman	Chairman	Corona Schools Trust Council
44	Adegoke Salami	Analyst	FBN Capital
45	Adejojo M. Waheed	Deputy Vice Chancellor (Academic)	Federal University of Agriculture
46	Adekunle Adebisi	General Manager, Sales	MTN Nigeria
47	Adelagun Okanlawon		
48	Ademola Isaac Olorunfemi	President	Nigerian Society of Engineers
49	Adenike Okunbekun	Principal	Federal Government Girls' College
50	Adeniran Gabriel	Head Budget Coordination (BOF)	Budget office of the Federation
51	Adeniyi Akinlusi	Chief Executive	Trustbond Mortgage Bank Plc
52	Adeniyi Falade	Managing Director	Crusader Sterling Pensions Ltd
53	Adeseye Ogunlewe	Pro-Chancellor & Chairman of Council	Federal University of Agriculture
54	Adesina Jimoh	Area Sales Manager	Flour Mills of Nigeria Plc
55	Adesuna Ifedi	Country Director	Enactus
56	Adetayo Adedayo	Member	Student for Liberty
57	Adeyanju Olomola	Head, Public Affairs & Communications	Nigerian Bottling Company Ltd
58	Adeyemi Ademola	Deputy Director	National Planning Commission
59	Adeyoin Adesina	Head of School	Corona Schools Trust Council
60	Adu Bolanle	Ag Principal	Federal Government College
61	Affiong Amana	Director	Cognituk Consulting Ltd
62	Afolabi Fatai Agboola		
63	Afolabi Imoukhuede	CEO	MCS Consulting
64	Afolabi Olajuwon	Assistant Director	Budget Office of the Federation
65	Agbejimi Oluwaseun O.	Assistant Manager	Central Securities Clearing System Ltd
66	Agnes Adekunle	Snr. Rep. Social Performance	Chevron Nig. Ltd
67	Ahmed Isah Sokoto	Principal	Federal Government College
68	Ahmed Rabi	Chairman	Dala Inland Dry-Port
69	Ahmed T. Lawal	Executive Secretary	Unity Schools Old Students' Association
70	Aileru Jumo	Assistant Director	Budget office of the Federation
71	Aina Babatunde	Snr. Planning Officer	Nigerian Ports Authority
72	Aisha Alrine Sheji	Principal	Federal Government Girls' College
73	Aisha Bubaram	Snr. Manager	First Bank Nig. Plc
74	Ajala Mercy Obiajulum	Principal	Federal Government College
75	Ajayi Ifeoluwa Isaac	Principal	Abigail School Asokoro
76	Ajiboa Lawal Y.	Principal	Federal Science/Technology College Doma
77	Ajibola Alfred	Assistant Manager	NEXIM Bank
78	Akanni Rabiati Olaitan	Principal	Federal Science/Technology College
79	Akeem Salami		National Planning Commission
80	Akinola Babatunde		Intel
81	Akinwale Goodluck	Corporate Services Executive	MTN Nigeria Communications Ltd
82	Aladesanmi Adeyinka	Director (Admin)	LivingSpring Integrated Educational Programme Ltd
83	Alagabe Agodi	Founder/Head of School	Centre for Teaching & Learning/Chemiconics
84	Alayande Folarin	Director, Health & Public Sector	Accenture
85	Albert Okumagba	GMD	BGL Plc
86	Alex Orti	Managing Director	Diamond Bank Plc
87	Alexandra Machenzie	Counselor	Canadian High Commission
88	Aliko Dangote, GCON	Chairman	Dangote Group Nig. Ltd.
89	Alimi Morayo S.	Director, General Services	Surveyor General Office
90	Aliu Anetu-Anne O.	Deputy Director, Child	Federal Ministry of Women Affairs & School Development
91	Aliyu Musa Kadiri	Deputy Director	Universal Basic Education (UBEC)
92	Aliyu Naiya	Ag. ES	Tertiary Education Trust Fund
93	Alonge Oladeji	Manager, Product Marketing	Flour Mills Nigeria Plc
94	Amaka Agu		UBA
95	Amanze Gerald Eziokwu	Chief Planning Officer	Anambra-Imo River Basin Development Authority
96	Amina Zubairu Dabo	Educational Coordinator	Essence International
97	Aminu K. Kurfi	Hon. Commissioner	Ministry of Education
98	Aminu Ladan Sharehu	Director General	National Teachers' Institute, Kaduna

Appendix C: List of Participants

S/N	NAME	POSITION	COMPANY
99	Aminu Shehu	Assistant Director	Tertiary Education Trust Fund
100	Aminu Y. Musa	Deputy Director	Universal Basic Education (UBEC)
101	Ammar Mohammed Mahmoud M	First Secretary / Consular	Sudanese Embassy
102	Anas Aminu Abdurrahman	Deputy Director HRM	Tertiary Education Trust Fund
103	Anayo Utulu Godwin		SOS Children's Village Nigeria
104	Ander Einarsson	Finance Director	Promasidor Nigeria Limited
105	Andrew Enahoro	Head, Legal & Public Relations	Promasidor Nig. Ltd
106	Angel Oluwayimika Adelaja	SA	National Poverty Eradication Programme
107	Angela Adeboye	Managing Partner	Global Shapers
108	Ani Charles Bassey-Eyo	Managing Partner	Axiom Learning Solutions Limited
109	Aniekwe Wilson M.	Bursar	Federal College of Education
110	Anita Ekeada	Business Manager	UBA
111	Anna Bamaiyi	Principal	Federal Government Girls' College
112	Annabel Adogo	Sales Executive	Promasidor Nig. Ltd
113	Anne Nzegwu	Head (MSU)	National Planning Commission
114	Anne Onyebuchi Okonkwo	Deputy Director/ Principal	Federal Government College
115	Annette Fisher	MD	FA Global
116	Anthony C.	Assistant Chief	Ministry of Finance
117	Anthony Chiejina	Group Head, Corporate Communications	Dangote Group
118	Anthony Enwereji	General Manager	Trawalex
119	Anthony Okechukwu Ubah		
120	Anthony V. Ndah (Snr)	Chairman	Cost-Link Associates
121	Antoina T. Simbine	Research Professor	NPC/NISER
122	Anuj Bhatia	Head, Corporate Responsibility & Sustainability	Chi Ltd
123	Aremu A.A.	Director PRS Dept	Federal Ministry of Women Affairs & Social Development
124	Arinze Gabriel	Director	ICAN
125	Arolasafe Gbenga	Coordinator, Info & Comm. Technology	Tertiary Education Trust Fund
126	Aruya Emmanuel Olu	AC. Principal	Federal Government College
127	Asamaigo Okeoghene Marvelous	Member	Student for Liberty
128	Asiha Bello-Asemota	Area Operations Manager	Wakanow.com Ltd
129	Asta Ndajiwon	Principal	Federal Ministry of Education
130	Asuelinmen I. M.	Principal	Federal Government College
131	Atijat Morayo Sumaila	Member	Enactus Nigeria
132	Auwal Yaro Tsiga	Admin. Manager	WACOT Ltd
133	Awoala Gabo	Audio Visual	NLNG
134	Awofisayo Olufunke	Director/Principal	Federal Government Academy
135	Ayamebo Okorosaye-Orubite	Executive Director	Education Quality Assurance Agency, Rivers State
136	Ayo Ajayi	Principal	Trusted Edge
137	Ayo Atsenewa	Professor of Law	University of Lagos
138	Ayo O. Oguejiofor	Principal	Federal Science/Technology
139	Ayoo Felix Akaazua	Snr. SA. To the Governor on Higher Education	Government House
140	Ayuba Didam	Deputy Director, Policy Affairs	Department of Policy & Implementation
141	Azeh E.E.	Principal	Federal Government Girls' College
142	Baba Mohammed	Head, Capital Markets	The Presidency, BPE
143	Baba Sali Song	Director	Universal Basic Education (UBEC)
144	Babatope Ebenezer	Chairman Governing Council	Yaba College of Technology
145	Babatunde Dabiri	Board Member	Corona Schools Trust Council
146	Babaunde Aina	Snr. Planning Officer	Nigerian Ports Authority
147	Bala Abdullahi Kwatu	MD	Niger Resources Ltd
148	Bala Ajija	Director	Nigerian Investment Promotion Commission
149	Bala Bawa Kdoje	Chairman of Governing Council	Federal College of Education Technical
150	Bala Kabiru	Board Member	National Universities Commission
151	Bambo Bashorun	Director, JCT	Osun State Government
152	Bango Adi	Snr Lecturer	Lagos Business School
153	Banjo R. Ogunsola	Deputy Director (Planning)	Lagos State Ministry of Economic Planning & Budget
154	Barakat Abubakar	Provost	Federal College of Education (T)
155	Baru Maikanti K.	GGM	NNPC
156	Bashir Lawani	Snr. Manager	Dangote Group
157	Bashir N.B.	Principal	Federal Government Girls' College
158	Bashirat Odunewu	Group Executive, Institutional BKG	First Bank of Nigeria Ltd
159	Bassey Duke Akon	Principal	Federal Government College
160	Bayo Adesanya	Associate Partner	Phillips Consulting
161	Bella Anne Ndubuisi	Media/Communication Officer	Global Shapers
162	Bello Adama	Principal	F.G.G.C
163	Bello Bara 'at Shu'aib	Group Leader	Enactus Nigeria
164	Bello Garba	Board Member	Erisalat Nigeria
165	Ben Langat	Managing Director	Nigerian Bottling Company Ltd
166	Ben Mgbemere	Director	Nigerian Investment Promotion Commission
167	Ben N. Mbah	Provost	Federal College Of Education
168	Benjamin E. Dikki	Director General	The Presidency, BPE
169	Benjamin N. Tsado	Deputy Director	Universal Basic Education (UBEC)
170	Benn Ebikwo	Deputy Director, Public Relations	Tertiary Education Trust Fund
171	Benson L. Utsu	Principal	Federal Government College
172	Bernadette Nwamaka Odum	Principal	Federal Government Girls' College
173	Binta Max-Gbinjije	CEO	Stanbic IBTC Trustee
174	Biodun Adedipe	Chief Consultant	BAA Consult
175	Biodun Omotosho A.	Sales	Flour Mills of Nig. Plc
176	Bisayo O. Orokiti	Assistant Lecturer	Kwara State University
177	Bisi Onasanya	GMD/CEO	First Bank of Nigeria Ltd
178	Bola Kalejaiye		
179	Bosedede Familoni	Gender Focal Person	International Labour Organization (ILO)
180	Brian Wilson	Director, Education	British Council
181	Bridget Okpa	Director	Federal Ministry of Education
182	Bridget Oyefeso-Odusami	Head, Sponsorship & Events	First Bank of Nigeria Ltd
183	Bright I.C. Iweh	Hos ICT	Federal Science/Technology College
184	Bright Okogu	DG	Budget office of the Federation
185	Brooke Butler	Country Director	Oxford Business Group
186	Bukar Kyari	Managing Director	Central Securities Clearing System Ltd
187	Bukar Umar	Deputy Director	Tertiary Education Trust Fund
188	Bunmi Lawson	Managing Director	ACCION Microfinance Bank Ltd.
189	C.E. Oma-Williams	Principal	Federal Government College
190	C.I. Odigbo	AG. Provost	Federal College of Education (Tech)
191	C.J. Nzerem	Principal	Federal Government Girls' College
192	Carol Nelson-Aruonwu	Assistant Director	Federal Ministry of Education
193	Catherine Bickersteth		Strategy Educational Advisory Services
194	Cele U. Njoku	Rector	Federal Polytechnic
195	Chairty Ogar	Principal	Federal Government College
196	Chalya Shagaya	Head of Special Projects	Abuja Business Council
197	Charles A. Akitoye	Chairman	College of Education

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S/N	NAME	POSITION	COMPANY
198	Charles Harry	Member	Rivers State Economic Advisory Council
199	Chegba S.G.	Director/Principal	Federal Government Boys' College
200	Chibuzo Asomugha	President	Academic Staff Union of Polytechnics
201	Chide Okolo	General Manager, Africa& Middle East	Organina Schweppes International
202	Chidi Ajuzie	Chief Technical Officer	Backbone Connectivity Ltd
203	Chidi Anselm Odinkalu	Chairman	National Human Right Commission
204	Chidi Luwah	Executive Director	ICRC
205	Chigozie Asiabaka	Vice Chancellor	Federal University of Technology
206	Chigozie Cyril Asiabaka	Vice Chancellor	Federal University of Technology (FUTO)
207	Chika Enueme	Snr. Programme Officer (Education)	Braced Commission
208	Chika Mordi	Chairman	NCCN - UBA Capital
209	Chike Udenze	Pro Chancellor	Federal University of Agriculture, Makurdi
210	Chike Uwaezuoke	Director Basic & Secondary Education	Federal Ministry of Education
211	Chikwendu Charles	Office Director	Zinox Technologies Ltd
212	Chima Ubani	Director	NERDC
213	Chinedu Stanley		Ministry of Finance
214	Chinegwu Bernadette	Director	Federal Ministry of Education
215	Chinyere Magdalen Ogundu	Director/Principal	Federal Government College
216	Chisom Asiegbu	Planning Officer	National Planning Commission
217	Chris 'E Oyemenam	DG	National Identity Management Commission
218	Christian Chukwuma Agomoh	Director, Quality Assurance	Universal Basic Education (UBEC)
219	Christiana Kaneng Dashe Wulma	Deputy Director	Federal Science/ Technology College
220	Christiana O. Ogbede	Deputy Director	Federal Ministry of Education
221	Christy Atako	Director	Niger Delta Development Commission
222	Christy L. Kato	Principal	Federal Government Girls' College
223	Chuka Ofili	SA to the GMD/CEO	Diamond Bank Plc
224	Chukwuka Ernest U.	Ag. Principal	Federal Government Girls' College
225	Chuma Ezedinma	OIC	UNIDO
226	Chuma Nwankwo	Head, Human Resource	Consolidated Breweries Plc
227	Clinton Igwe	Deputy Director	Budget office of the Federation
228	Colleen Zamba	Economic Adviser	UNDP
229	Cynthia Ukah	Sales Executive	Promasidor Nig. Ltd
230	Cyril Ebigwei	Director, Principal	FSTC Tunubo
231	D.A. Okpara	Deputy Vice Chancellor	Micheal Okpara University of Agriculture
232	Dagogo MJ Fubara	Member	Rivers State Economic Advisory Council
233	Dainel Gori Olusina	Partner	Adams & Moore
234	Dainel O. Ichape	Chief Accountant	National Teachers' Institute
235	Daivd Longwap Wonang	Provost	F.C.E
236	Dame Akon E. Nduanofit	Principal	Federal Government College
237	Dame Alice Lawrence-Nemi	Commissioner for Education, Rivers State	Ministry of Education, Rivers State
238	Daniel C. Okolo	Principal	Federal Science/Technology College
239	Daniel Cavegn	Counselor/Deputy Head of Mission	Embassy of Switzerland
240	Danjuma Jemimah J.	Principal	Federal Ministry of Education
241	Danladi Verheijen	Managing Director	Verod Capital Management Ltd
242	Danlami Jelka	Deputy Director	The Presidency, BPE
243	Danlami Saleh Yebu	Governing Council Chairman	Federal College of Education
244	Daouda Toure	Resident Coordinator	United Nations
245	Dapo Oyewole	SA to Hon. Minister	National Planning Commission
246	Daramola Ola	Head, Business Support Group	Kakawa Discount House Ltd
247	Dauda Alhassan	Deputy Director	Universal Basic Education (UBEC)
248	Dauda Iliya	Secretary General	Unity Schools Old Students Association
249	Dauda Lawal	Executive Director, Public Sector (North)	First Bank of Nigeria Ltd
250	David Anaka	Team Lead	Enactus Nigeria
251	David Emenike Uduanu	Managing Director	Pensions Alliance Ltd
252	David Rice	Director	Tony Elumelu Foundation
253	Debo Fatoye	GM, Technical	Nigdel United Oil Company Limited
254	Deji Fisho	Executive Vice Chairman	XS Energy Limited
255	Detoun A. Oguo	Director	AGDC
256	Dikko Suleiman	Executive Secretary	Universal Basic Education (UBEC)
257	Dogara M. Sheitu	Director	National Planning Commission
258	Doibo Daukoru Albertine	Managing Partner	
259	Don Obot Eriebet, CON	Pro-Chancellor	University of Jos
260	Dorothy Omenogor Ukachukwu	Deputy Director of Education	Federal Science/Technology College
261	E.A. Apeji	Director	Budget office of the Federation
262	E.I. Kucha	Vice Chancellor	University of Agriculture
263	Ebere Young	CEO	Benchmark
264	Ebisintei A. Awudu	Director, PRD Dept	Surveyor General Office
265	Ebuka Ezech	Programmes Officer	Enactus Nigeria
266	Ebuka Obi-Uchendu	TV Presenter	Ebonylive Television
267	Eddy Ogbeihe	Deputy Director	National Planning Commission
268	Edefe Ojomo	Lecturer	University of Lagos
269	Edith N. Ekpunobi	Deputy Director	National Teachers' Institute, Kaduna
270	Edozien Nnoli Nndidi	Director; Head, West Africa	Actis
271	Efe Adefulu	Director, Programmes & Operations	Junior Achievement Nigeria
272	Efe Odeleye	Founder	Lead Now Foundation
273	Efiong Umanah Eyaekop	Director of Planning, Research & Statistics	Ministry of Finance
274	Ejeh Alex Usman	Principal	Federal Science/Technology College
275	Ejide Temitope Oluwapelumi		Layode-Lafose VJA Aleke
276	Ekamen Cheve	Holiday Dept.	Wakanow.com Ltd
277	Ekanem Kufre	Corporate Affairs Adviser	Nigerian Breweries Plc
278	Eke Ugbaba Eke	VP/GMD	Schlumberger
279	Elizabeth A. Ugo	Hon. Commissioner	Commissioner for Education
280	Elizabeth Adetoun Tijani	Ordeley to the Deputy Governor	Osun State Governor
281	Elizabeth Asabe Kasuwa	Principal	Federal Government Girls College
282	Elizabeth B. Omotowa	Director	Federal Ministry of Education
283	Elizabeth Egharevba	Ag. Director, Admin.	National Planning Commission
284	Eloho Samuel Omuye	Ag. Director	National Planning Commission
285	Emeka Offor	Director	Nigerian Investment Promotion Commission
286	Emeka Ugwu-Oju	President	South-East South.South Professionals
287	Emeke Izeze	Managing Director	Guardian Newspapers Ltd
288	Emem Eruk	Directorate Head, Abuja Bank	United Bank for Africa Plc (UBA)
289	Emevwo Biakolo	Dean	School of Media and Communication, Pan-Atlantic University
290	Emillian Bribena	Ag. Rector	Federal Polytechnic Bayelsa
291	Emma Ogbugo	Director, EMIS	Ministry of Education, Port Harcourt

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S/N	NAME	POSITION	COMPANY
292	Emma Shercliff	Consultant, Teacher Education	British Council
293	Emmanuel Adedeji	Member	Student for Liberty
294	Emmanuel Akoh	Engineer	Zinox Technologies Ltd
295	Emmanuel Alhassan	Director, Resources Mobilization	National Agency for the Control of Aids (NACA)
296	Emmanuel Dien	Personnel Assistance SECOM Protocol	National Planning Commission
297	Emmanuel Emedo	Special Assistant to GMD/CEO	First Bank of Nigeria Ltd
298	Emmanuel Evong	Director	Federal Ministry of Education
299	Emmanuel I. Igweonu	Deputy Rector	Federal Polytechnic Unwana
300	Emmanuel K. Okunoren	Deputy President	Nigerian Council of Registered Insurance Brokers
301	Emmanuel Moore Abolo	Chief Risk & Compliance Officer	Nigerian Export-Import Bank
302	Emmanuel Ogbapy	Relationship Manager	First Bank Nig. Plc
303	Emmanuela Obinuju	CAO	Budget office of the Federation
304	Enase Okonedo	Dean	Lagos Business School (LBS)
305	Eniola Dada	Facilitator	NESG (NIPC PC)
306	Eric Apeji	Director of Research	NERDC
307	Eric Idiahi	Deputy Managing Director	Verod Capital Management Ltd
308	Eromosele Ray-Aigbohain	Project Coordinator	SOS Children's Village Nigeria
309	Esoke Eigbiki	Education Adviser	DFID
310	Esther A. Ojile	Provost	Federal College of Education
311	Ettreh Okpolupm Ikpong	House Leader	Akwa Ibom House of Assembly
312	Eva Ahlen	Chief Education	UNICEF
313	Evans Woherem	MD/CEO	Compumetrics Solutions Ltd
314	Eze Chinwe	Principal Admin Officer	National Planning Commission
315	Ezemoka J.A.	Principal	Federal Science/ Technology College, Jalingo
316	Ezekiel Ajibade	Member	Student for Liberty
317	F.C. Ekeagwu	Principal	F.G.G.C Bakori (FME)
318	F.M. Balogun	Principal	Federal Government College
319	Fabiyi A.A.	Deputy Director, Principal	Federal Government College
320	Fadiora Olubunmi Luke		Student for Liberty (USA)
321	Faleye Davidson Olusesan	MD/CEO	Royal Diadem Communications Limited
322	Farouk Gumel	Partner	PWC
323	Faruk Saleh	Group Managing Director	Metro Capital Advisory Group
324	Fatai Atanda	Hon. Commissioner	Oyo State Government
325	Fatima Daku	Deputy Manager	First Bank Nig. Plc
326	Fatima Gambo Babba	Assistant Director	FCT/SEC Education Board
327	Fatima J. Ahmad	Principal	Federal Government Girls' College
328	Fatimah Ahmed	Director, FLS	Federal Ministry of Education
329	Fatu Jimaita Sabo	Registrar	Federal Polytechnic
330	Favour Omoyibo	Member	Student for Liberty
331	Felicia Iyore Onibon	President/CEO	Change Managers International Network
332	Felix Gbenga Olaifa	Lecturer, Economics Dept)	Kwara State University
333	Felix Okonkwo	Assistant Director	National Planning Commission
334	Femi Jegede	Assistant General Manager, C&SP	Nigerian Ports Authority
335	Femi O.	Operation	MTN Nigeria
336	Fidel Agunbiade	MD	Chequers International
337	Fidelis O. Monye	Principal FGC Ugwolowo (Rtd)	Federal Ministry of Education
338	Florence Ejukeme	Principal	FGGC Akure
339	Folake Ani-Mumuney	Head, Marketing & Corp Communications	First Bank of Nigeria Ltd
340	Folasade Adefisayo	Director	Corona Schools Trust Council
341	Fr Frank Wiggle	Director	Pan African University
342	Franca Thomas		Jnr Achievement Nigeria
343	Frank Edwards	Director,	Pearson Education
344	Funtua Bature Shehu	Principal	Federal Science/ Technology College
345	Fyne Ogolo	Executive Secretary	Nigerian Society of Engineers
346	G. O. Yomere	Chairman	Auchi Polytechnic
347	G.E. Ekhabafe	Principal	Federal Government Girls' College
348	G.U. Evulukwu	Vice Chairman	Travelex
349	Gabriel Okenwa	Zonal Head (Abuja)	Zenith Bank Plc
350	Gabriel T. Suswam, CON	Executive Governor	Government House
351	Gafar Latif A.	Chief Budget Officer	Lagos State Ministry of Economic Planning & Budget
352	Garba G. Ebiye	Relationship Manager	FBN
353	Gautham More	Chief Operating Officer	Software Technology Park Ltd
354	Gbenga Aluko	Director	Chevron
355	Gbenga Sesan	Executive Director	Paradigm Initiative Nigeria
356	Gboyega Ilusanya	Programme Team Leader	Developing Effective Private Education in Nigeria (DEPEN)
357	George Nwalupue	Director	National Planning Commission
358	Georgina Ehuriah	Technical Assistant to the Permanent Secretary	Federal Ministry of Education
359	Gloria Chukwedebe	Member	Nigerian Society of Engineers
360	Gloria Chukwudebe	Member	Nigeria Society of Engineers
361	Gloria Olotu	Head, Internal Audit	Tertiary Education Trust Fund
362	Godswill Obiowa	Executive Secretary	NERDC
363	Godwin E. Odah	MD/CEO	Union Assurance Co. Ltd
364	Godwin Onu	Rector	Federal Polytechnic
365	Gogo Dinah I.	Principal	Federal Government Girls' College
366	Gonya Philibus Job	Snr. Planning Officer	National Planning Commission
367	Goodlife Nmekini	S. A. to the Governor on ICT	Rivers State Government
368	Grace Bamigboye	Consultant Speech - Language Pathologist	Friends' Consult Independent Speech-Language Therapy
369	Grace O. Ogunyomi	Principal	Federal Government Girls' College
370	Grauam J. Strothard	CEO/Principal	Range Education Ltd
371	Greg C. Nwakoby	DVC Administration (Lecturer)	Nnamdi Azikiwe University
372	Gustavo Dzugala	Ambassador	Embassy of the Argentine Republic
373	Habibat A. Ozigis	Principal	Federal Government College
374	Habu J.K	Principal	Federal Government Girls' College
375	Habu Suleiman	Deputy Director	National Planning Commission
376	Hadiza Mohammed	Director	Essence International
377	Hakeem Bello-Osagie	Chairman	Erisalat Nigeria
378	Halimat Sadiya Ahmed	Project Manager	Enactus Nigeria
379	Halimatu S. Abubakar		National Planning Commission
380	Hamza Baba Isa	Deputy Director	FCT Agency for Science & Technology
381	Hanhatu Jonah Dazi	Principal	FSTC
382	Hassan Ndahi	Snr. Specialist, Skill & Employability	International Labour Organization (ILO)
383	Hassana Alidou	Country Representative, Regional Director	UNESCO
384	Henry Imasekha	Chairman	Berkeley Group Plc
385	Henry Nnoshiri	COP/HM	National Planning Commission

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S/N	NAME	POSITION	COMPANY
386	Henry Okolo	Chairman	Dorman-Long Engineering Ltd
387	Hilary Odo Edeogba	Vice Chancellor	Michael Okpara University of Agriculture, Umudike
388	Husaini Bello Kagara	Deputy Director	Universal Basic Education (UBEC)
389	Ibe Justina Ngozi	Director	Federal Ministry of Education
390	IBI Ikpoki	Economic Officer	Delegation of European Union to Nigeria
391	Ibrahim Adamu Kolo	Vice Chancellor	Ibrahim Badamasi Babangida University
392	Ibrahim Aliyu	Chairman	Urban Shelter Right
393	Ibrahim Dikko	Director	Erisalat Nigeria
394	Ibrahim S. Jahun	Council Chairman	Federal Polytechnic Mubi
395	Ibrahim Umar Sanda	Deputy Director	Federal Capital Territory Administration
396	Idiara Kolawole		UBA
397	Idibore Danlami Ali	Deputy Manager	Central Securities Clearing System Ltd
398	Idris A.O. Saidu	Director Finance & Investment	Tertiary Education Trust Fund
399	Ifeanyi Mbanefo	Manager, Community Relations & Development	NLNG
400	Ifeanyi Okolo	Assistant Director	Tertiary Education Trust Fund
401	Ifechukwu Nnatuanya	Director	DPI Associates Ltd
402	Ifediora Amobi	Executive Director	African Heritage Institution
403	Ifeoma Chinyere		Dangote Group
404	Ifeoma Ezenwanne Amaoge	Principal	Federal Government College
405	Ifiok Ukim	Deputy Director, Legal	Tertiary Education Trust Fund
406	Ifueko Omowunmi Thomas	Director of Corona Teachers' College	Corona Schools Trust Council
407	Iheanachor Franklyn C.	Team Lead	Enactus Nigeria
408	Ijeoma Essien	Director, Principal	Federal Ministry of Education
409	Ijeoma Petronilla Efobi	Principal	Federal Government Girls' College
410	Ike Chioke	Managing Director	Afrinvest West Africa
411	Ike Onyechere	Chairman	Exam Ethics Marshals International
412	Ikechukwu E. Anyanwu	Director, Quality Assurance	National Examinations Council
413	Ikechukwu T.	TA to Hon. Minister	National Planning Commission
414	Ikenna Nwosu	Facilitator	
415	Ilem-Iyam I.U	Deputy Director	National Planning Commission
416	Ilori D.G	Principal	Federal Ministry of Education
417	Imam Shaaba Aliyu	Assistant Director	Universal Basic Education Commission
418	Imoh Eboh	Volunteer	Adansonia Foundation
419	Innocent Chukwuma	Representative, West Africa	Ford Foundation
420	Innocent Isichei		IBM
421	Innocent Oaikhena		
422	Inoyo Udom	Executive Director	Mobil Producing Nigeria
423	Irabor Ighedosa	Consultant	Rivers State Ministry of Education
424	Irajen Appasamy	Snr. OPS Officer	World Bank
425	Irene Ubah	Chief Executive	Adenium Business Communication
426	Ireteola Olujimi Olukoya	Registrar	University of Ibadan
427	Isa Garba Halidu	Deputy Director	National Planning Commission
428	Isaac F. Adewole	Vice Chancellor	University of Ibadan
429	Isaac Idowu	Director	Nigerian Investment Promotion Commission
430	Isaac Olusegun Falade	Head, Agro-Inputs	Flour Mills Nigeria Plc
431	Isaac Sola Kolawole	Deputy Director	Federal Government College
432	Isabella Okague	Board Member	Erisalat Nigeria
433	Isiaka Lawal	Coordinator, Corporate Communication	Promasidor Nig. Ltd
434	Ismail Junaidu	Director	NERDC
435	Isreal Igwe	Deputy Director	Federal Ministry of Finance
436	Iyabo A. Awokoya	Managing Director	Sages Consult Ltd
437	Iyabo Olanrewaju, Idowu-Ominiyi	Director	National Planning Commission
438	Iyen Obeghighe	Trade Officer	Embassy of Switzerland
439	J Oloaoye Joseph Jaiyeola	Managing Director	Kakawa Discount House Ltd
440	J. O.G Alabi	Director	Federal Ministry of Education
441	James A. Ojebode	Director Finance & Accounts	National Examinations Council
442	James Ayatse	Teaching	Federal University Dutin-ma
443	James Ayoor Daves	Human Resource	Central Securities Clearing System Ltd
444	Jamilu Muhammed Gidado	Relationship Officer	Dangote Group
445	Janet Gban Uosu	Alumni	Enactus Nigeria
446	Janet Yaro	Sales Executive	Promasidor Nig. Ltd
447	Jean Onyekwelu	Deputy Director	FCT Education Secretariat
448	Jeffrey Steven	Team Lead	Enactus Nigeria
449	Jennifer Dolapo Odudele	Team Lead	Enactus Nigeria
450	Jennifer Ukoh	PR	Erisalat Nigeria
451	Jerome Olagunju Shogbon	Group Executive Director	Chi Ltd
452	Jibo Abdullahi	Deputy Director	Universal Basic Education (UBEC)
453	Jibril Aku	Managing Director	Ecobank Nigeria Ltd
454	Jibrin Yusuf Paiko	Executive Secretary	National Commission for Mass Literacy, Adult & Non Formal Edu
455	Jideani Chike	Managing Director/CEO	Starwood Development Ltd
456	Jill Jupiter-Jones	Education Team Lead	USAID
457	Jimiko Danjuma Habakkuk	Director	FCTA Education Secretariat
458	JJ Iferi	Director	Nigerian Army Education (Corps)
459	Job Obiang Esono Mbengono	Ambassador	Embassy of the Republic of Equatorial Guinea
460	Joe Abah	DG	Bureau of Public Service Reforms, The Presidency
461	Joe Edward Akpa	Director/Head of Secretariat	Rivers State Economic Advisory Council
462	Joe Keshi	DG	Brace Communication
463	Joe Makoju	Chief of Staff to the President	Dangote Group
464	John A. Oloyede	Member	Enactus Nigeria
465	John Asuwe	Director, Human Resource Manager	National Examination Council
466	John Chukwu	Managing Director	Cowry Asset Management Ltd
467	John Oseji	Director	Nigerian Investment Promotion Commission
468	John Tochukwu Okonowo-Uwandu	Director	Joint Admission & Matriculation Board (Jamb)
469	Johnson Abbaly	Executive Director	The Motivational Centre
470	Joke Silver	Founder	LAPA
471	Jonathan Mbaaka	Principal	Federal Science/ Technology College
472	Joseph Arubokki Ajienska	Vice Chancellor	University of Port Harcourt
473	Joseph Mekiliwa	Deputy General Manager, Operations	Central Securities Clearing System
474	Joseph Tegbe		KPMG Professional Services
475	Josephine Nenlana Bako	Principal	Federal Science/ Technology College
476	Josphine Chinyere Okolie	Admin. Officer II	Ministry of Niger Delta Affairs
477	Joy Oziomaaka	SI Program Officer	Chevron
478	Juan Manuel Elegido	Vice Chancellor	Pan African University
479	Juliana Esezobor	Head Group Human Resources	Honeywell Group Ltd
480	Juliet Chukkas-Onaeko	Council Member	ITF, Bfainsville International School
481	Julius Odidi	Snr. Research Manager	National Insurance Commission
482	Kabir Usman	Secretary (Commissioner) for Education	FCTA Education Secretariat
483	Kachi Onubogu	Commercial Director	Promasidor Nigeria Limited

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S/N	NAME	POSITION	COMPANY
484	Kadirji Jibril Amedu	Chairman (Abuja Branch)	Nigerian Association of Technology in EMG. (NATE)
485	Kanto Ekenta	Snr. Education Counselor	Kaplan International College
486	Kayode A. Obasa	Deputy Director	National Planning Commission
487	Kayode Adeleye	Procurement Specialist	Lagos EKO Project
488	Kayode Akinkugbe	Managing Director	FBN Capital
489	Kazure Hassan	Head AIE	Budget office of the Federation
490	Kehinde Sogunle	Executive Director	Sunnet Systems & Datacom Service Ltd
491	Keith Richards	Managing Director	Promasidor Nigeria Limited
492	Kelechukwu Ibe	Executive Assistant	UBA Plc
493	Kelvin Inobemhe	Relationship Manager	First Bank Nig. Plc
494	Kemneke Donatus Onyemegbulam	Deputy Director	FCT Secondary Education Board
495	Ken Nwakpuda	Principal Manager, C&SP	Nigerian Ports Authority
496	Kenneth Adewale Kumpuluyi	Assistant Director, Protocol & Passages	University of Agriculture, Abeokuta
497	Kenneth Nwapuda	Principal Manager	Nigerian Ports Authority
498	Khafil Animashaun	Strategy Officer	Sterling Bank Plc
499	Kins U. Ekebuike	Managing Director	UnityKapital Assurance Plc
500	Kola Jamodu	Chairman	Nigerian Breweries
501	Kola Oyenyin	CEO	Veria Group
502	Kolawole Adebunke Freda	Protocol Agent	Wakanow.com Ltd
503	Kunbi Wuraola	Executive Director	Junior Achievement Nigeria
504	Kunle Oketkun	Managing Director/CEO	Fortis Micro Finance Bank Plc
505	Ladele Olabisi A.	Principal	Federal Science/Technology College
506	Ladi Baba	CEO	Shoreline Natural Resources
507	Ladi Ogwuche	Acting Head Liaison Board	National Business & Technical Examinations
508	Lanre Adekanye	Assistant Director	National Planning Commission
509	Lara Segun	Educationist	Corona Schools Trust Council
510	Larai Nana Ahmed	Principal	Federal Government Girls' College
511	Larry Koinyan (rtd.)	Prof. Chancellor	Nnamdi Azikwe University
512	Lawal Madaki Malikawa	Director/ Principal	Federal Government College
513	Lawal Zakariyau	Director, Monitoring & Education	National Planning Commission
514	Lawrence Ogundana Boyede	Director	Federal Ministry of Education
515	Lekan Asuni	MD	GlaxoSmithKline Pharmaceutical Nig. Ltd
516	Leke Ogunlewe	CEO	Standard Chartered Securities (Nig) Limited
517	Leonard Okpor	Member	Member
518	Lexi Novitske	Associate	Verod Capital Management Ltd
519	Lola Talabi-Oni	MD	BrenttConsulting (Shaper-Lagos)
520	Longmas Sambo Wapmuk	DG	Industrial Training Fund
521	Lukeman Abdullahi Tsiga	Marketing Manager	Chivita Ltd
522	Lydia M. Mogeji	Principal	Federal Government Girls' College
523	Macjohn Onyekwere Nwaobiala	Permanent Secretary	Federal Ministry of Education
524	Mairo Mandara	Country Rep	BMGF
525	Mambo I. Mohammed	Principal Officer (Budget)	Budget Office of the Federation
526	Manur Ahmed	Director Stakeholder Management & Corporate Commu	Dangote Group
527	Margaret Hoshua	Adviser, Federal Reforms, Enabling Environment Reform	GIZ Nigeria (SEDIN Program)
528	Maria-Celestina Agu	Principal	Federal Government Girls' College
529	Mariam Katagum	Civil Servant	Embassy of Nigeria
530	Marie Francoise Marie-Nelly	Country Director	World Bank
531	Mark Chime Okezie	Principal	Federal Science/Technology College
532	Marta Favara	Economist	World Bank
533	Mary Bright Emmanuel	Member	Enactus Nigeria
534	Mary Silas	Snr. Planning Officer	Nigerian Ports Authority
535	Maryam A. Augie	Executive Director	Ayahay Foundation
536	Maryam Abdu	Social Policy Specialist	UNICEF
537	Maryam S. Lemu	Head, Resource Dept.	New Horizon College
538	Masa'udu	Executive Secretary	National Board for Technical Education
539	Maureen Ihonor	Educational Administrator	Corona Schools Trust Council
540	Maureen Iyasele	Founder	Jobmag
541	Mercy O. Okoye	Principal	Federal Government Girls' College
542	Mercy Osundahunsi	Principal	Federal Government Girls' College
543	Mgbahuruike		
544	Michael Benjamin	Team Lead	Enactus Nigeria
545	Michael Chigbundu	Profit Centre Manager	UBA
546	Michael Omolewa	Emeritus Professor	University of Ibadan
547	Micheal Abua Egbudu	SA to Secretary	National Planning Commission
548	Micheal Kalu Ofor	Director	Federal Ministry of Education
549	Micheal Nagaji	Tech. Assistant to the Hon. Minister	National Planning Commission
550	Micheal West Minabelem	Perm Sec	Rivers State Ministry of Education
551	Michel Arrion	Ambassador, Head of Delegation	Delegation of European Union to Nigeria
552	Mike I. Obadan	Professor	University of Benin
553	Mike O. Onolemen	Hon. Minister	Federal Ministry of Works
554	Mile Patrick M.	Bursar	Federal College of Education (Tech)
555	Minabelem Michael West	Permanent Secretary, Rivers State	
556	Minna Suleiman Moh'd	Deputy Director	Budget Office of the Federation
557	Modupe Olayinka Ojo	Assistant Chief Statistician - Economics Intelligence	Ministry of Economic Planning & Budget
558	Mofoluso O. Ayeni	Vice Chairman	Tantalizers Plc
559	Mohammed Auwal		National Planning Commission
560	Mohammed Inuwa Shebu	Executive Director	Aso Savings & Loans Plc
561	Mohammed J. Yinusa	Group Managing Director	DN Tyres & Rubber Plc
562	Mohammed K. Farouk	Vice Chancellor	University of Kashere
563	Mohammed K. Manko	Principal/ Director	Federal Government College
564	Mohammed Lawal Buga	Deputy Director	Raw Materials Research & Development Council
565	Mohammed M. Karage	Director, Principal	Federal Government College
566	Mohammed Sa'adu	Principal	Federal Government College
567	Mohammed Sallah Shertima	Board Chairman	National Commission Nomadic Education
568	Mohammed Shahid Ahmed	Director, Partnership	British Council
569	Momoh Hussain	CAO Economics	Budget Office of the Federation
570	Momoh-Musa Amina	Principal Accountant	University of Port Harcourt
571	Mosope Anuivi Hundeyin	Member	Student for Liberty
572	Mourie Nishad Chowhory	Deputy National Program Manager	Teacher Development Program
573	Mr. Foluso Phillips	Chairman	Phillips Consulting
574	Mufutau O. Olatinwo	Rector	Federal Polytechnic Offa
575	Muhammed Baba Orire	Deputy Director	Ministry of Niger Delta Affairs
576	Muhammed Bello Umar	Director (HRM)	Federal Ministry of Education
577	Muhammed Ibn Junaid	Executive Secretary	National Commission for Colleges of Education
578	Muhammed L. Darda'u	College Bursar	Federal College of Education (T)
579	Muhammed Lawal Abubakar	Executive Secretary	Joint Tax Board
580	Muritala Awodun	Director	Kwara State University
581	Musa Babayo	Chairman Board of Trustees	Tertiary Education Trust Fund

Appendix C: List of Participants

S/N	NAME	POSITION	COMPANY
582	Musa Maikasawa	Director	FCT Agency for Mass Education
583	Musa S. Izom	Secretary	FCT Education Resource Centre
584	Musa Tahir	Ag. Registrar	Nigerian Arabic Language Village Ngala
585	N.C. Uzowulu	Principal	Federal Government Girls' College
586	Naomi S. Biki	Director, Admin & Finance	FCTA Education Secretariat
587	Natsu A.N.	Principal	Federal Government Girls' College
588	Ndidi Nonye	Chief Admin Officer	Budget Office of the Federation (FMF)
589	Ndubueze Vin. O	Provost	Novena University
590	Nemi Okujagu	Technical Adviser to the Statistician General	National Bureau Organisation
591	Ngozi Molokwu	PA	Central Securities Clearing System Ltd
592	Ngozi Uchechi Ekpi	Principal	Federal Science/Technology College
593	Nicolass Vervelde	Managing Director	Nigerian Breweries
594	Nike Bajomo	Head, Business Development	Stanbic IBTC Pension Managers Ltd
595	Nike De Souza	MD/CEO	People Prime
596	Nimi D. Briggs	Chairman	Rivers State Economic Advisory Council
597	Niyi Olorunto	Director	Independent Securities Ltd
598	Niyi Yusuf	Country Managing Director	Accenture
599	Njoku Festus Adibe	2nd Vice President	Nigerian Institute of Architects (NIA)
600	Nkechi Jane Ogujiofor	Classroom Teacher	Ministry of Defence
601	Nnamdi Anammah	CEO	Prudential Trust Ltd
602	Nnanna Ude	COO	Agem Continental
603	Nneka Vivian Atuanya	Deputy Director	Federal Ministry of Education
604	Nse Okon Ekere	Perm Sec	Ministry of Finance
605	Nwabisi Paul Nnaemeka	Principal Planning Officer	National Planning Commission
606	Nwke Tochukwu		
607	O.A. Moronkola	Dean, Faculty of Education	University of Ibadan
608	O.M. Ndimele	Member	Rivers State Economic Advisory Council
609	O.O. Oladipupo	Member	Student for Liberty
610	O.R. LongJohn	Member	Rivers State Economic Advisory Council
611	O.S. Sallam	Principal	Federal Government Girls' College
612	Obasi Phillip Ikechi	Principal Planning Officer	National Planning Commission
613	Obiageli Ezeokoli		National Planning Commission
614	Obinna Chisom-Eze	PR	Etisalat Nigeria
615	Obot Emma E.	Principal	Federal Government Girls' College
616	Odedine Olamide Titilope	Staff Analyst	Dawn Commission
617	Odejimi Adebayo O.	Deputy Director	Federal Ministry of Education
618	Odion Omonfoman	Founder	United for Education Foundation
619	Odo S.A.	Principal	Federal Government College
620	Odukwe Christian A.	Chairman Governing Council	Federal Polytechnic
621	Ogban-Orok I. U.	Principal	Federal Government College
622	Oguntoye Abimbola	Media & Sponsorship (Assistant)	Promasidor Nig. Ltd
623	Ojekunle Alex Aderemi	Network Member	Student for Liberty
624	Ojo Aydeji Kayodeji	Programme Officer	Enactus Nigeria
625	Ojuolape Akinyemi	Director	Artsapes Ltd
626	Okey Ezenwa	Chairman	Federal Polytechnic
627	Okolo Bartho N.	Vice Chancellor	University of Nigeria
628	Okonofua Lucky Irhiogbe	Chief Admin. Officer	Budget office of the Federation
629	Okorosaye-Orubite Anyamebo	Executive Director	Rivers State Education Quality Assurance Agency
630	Okumakugbe Omisi Teddy	Vice President	BGL Plc
631	Olabintan Famutimi	Chairman	Triontinent Oil Services Ltd
632	Olabisi Towry-Coker	Trst Council, Chairman	Atlantic Hall Educational
633	Oladipo Famakinwa	DG	Dawn Commission
634	Oladipo Odujirin	Chairman of Council	Federal Polytechnic
635	Oladipupo Baruwa	Chief Investment Officer	Nigerian Investment Promotion Commission
636	Oladiran Olojo	Head, Corporate Affairs	Standard Chartered Bank Nig. Ltd
637	Oladoyin Adeske Orugun	Assistant Director, Social Mobilization	Universal Basic Education (UBEC)
638	Olalandu Segun	Marketing and Communication	Accenture
639	Olaniran Olayinka	Regional Bank Head	United Bank for Africa Plc (UBA)
640	Olaoye Adekunle Tajudeen	Vice Principal (Administration)	Federal Government College
641	Olapeju Olusegun Oladele	Principal	King's College
642	Olatunde Damisa	Ag. Vice Chancellor	Federal University of Petroleum Resource
643	Olawumi Gasper	Executive Secretary/CEO	LASTVEB
644	Olu Abayomi Sanya	MD	Goldbank Management Associates Limited
645	Olu Akpata		Templars
646	Olu Lipede	Director	Federal Ministry of Education
647	Olubukola Dosunmu	President, I.C.T. Chapter	National Association of Private Schools
648	Olufemi Adeagbo	Marketing Director	Comnavig ICT Advisers
649	Olufeyisayo Soewu	Team Lead, Human Resource/Admin	Honeywell Group
650	Olufunmi Olatunde Dawodu	National Executive	Nigeria Cassava Growers Association (NCGA)
651	Olufunto Igun	Executive Director	Corona Schools Trust Council
652	Olukemi Aroddudu	Deputy Director	Budget office of the Federation
653	Olumide Okunola	Programme Lead	IFC (World Bank Office)
654	Olumide Osundolire	Snr. Associate	Banwo & Ighodalo
655	Olusegun Odukoya	CEO	Eko Hospitals
656	Olusegun Olukoya	COO, Business Advisory	NEXTZON Business Services
657	Olusola Obisanya	Education Specialist	Lagos EKO Project
658	Olusola Oyewole	Vice Chancellor	Federal University of Agriculture
659	Olutosin Oni	Vice President	FBN Capital Ltd
660	Oluwafemi Sunday Ogunjobi	Member	Student for Liberty
661	Oluwakemi Michael-Jabagun	Marketing and Communication	Accenture
662	Oluwaseun	Partner	Phillips Consulting
663	Oluwatomiwa Sotiloye	Head, Strategy	UBA
664	Oluwatoyin Cameron	Executive Secretary	Nigerian South African Chamber of Commerce
665	Oluwatoyin Sanni	Group Chief Executive Officer	UBA Capital Plc
666	Omawumi Anne Gomwalk	Public & Govt. Affairs	Mobil Producing Nigeria
667	Omawumi Gomwalk	Snr. Public & Govt Affairs Representative	Exxon Mobil Nigeria
668	Omobayode Abe	Business Development	Intel
669	Omokhodion Bright	Vice Chairman	Edo State Economic & Strategy Team
670	Omolade Ajibola Oni	Member	Student for Liberty
671	Omolade Mark	Liaison Officer	National Institute for Planning & Administration
672	Onche Ugbabe	Chief Strategy Officer	First Bank of Nigeria Ltd
673	Onome John	Operation	MTN Nigeria
674	Onosode Tokunbo Tserun	Deputy Director	Universal Basic Education (UBEC)
675	Onwujekwe Cyril Nwaozor	Principal	Federal Government College
676	Opeyemi Abebe	Trade Commissioner	High Commission of Canada
677	Opeyemi T. Adeabo	Member	Student for Liberty
678	Oroma Wodi	Sales & Marketing Manager	Wakanow.com Ltd
679	Oscar Onwudiwe	Governing Board Member	National Board for Technical Education
680	Osei Oziminde	Accountant	National Planning Commission
681	Osime Ekwutozia Martha	Director/Principal	Queens College
682	Osita Chidoka	Corps Marshal & Chief Executive	Federal Road Safety Corps

Appendix C: List of Participants

S/N	NAME	POSITION	COMPANY
683	Osita Ogbu	Former Minister of NPC	National Planning Commission
684	Osuji Carl-Rudolph	Executive Assistant	Central Securities Clearing System Ltd
685	Otrofanowei Ebiyado Puaye	Principal	Federal Government College Nise
686	Otto Orondaam	Founder/ED	Slum 2 School Africa
687	Ou Ayewoh		
688	Owolabi A.A.	Principal	Federal Science College
689	Oyaziwo Aluede	Vice Chancellor	Ambrose Alli University
690	Oyedemi Stephen Kayode	Charter Team	Student for Liberty
691	Oze K. Oze	Head Corporate Publications & Conferences	First Bank of Nigeria Ltd
692	Ozoemena Nnaji	SA to Deputy Governor	Central Bank of Nigeria (CBN)
693	P.A. Iyimoga	Principal	Federal Government Girls' College
694	P.U. Erhahon	Principal	Federal Government College
695	Paddy Njoku	Chairman, Governing Board	National Examinations Council
696	Pankaj Chawla	Regional Manager	Chi Ltd
697	Parrick E. Eya	Deputy Vice Chancellor	National Open University of Nigeria
698	Patience Edosa-Ogwogo	Snr Programme Officer	NNLG
699	Patrick Hussaini	Rector	Federal Polytechnic
700	Patrick O. Okigbo	Principal Partner	NEXTIER
701	Paul Brennan	Vice President	Partenartats International
702	Paul C. Arinze		Exxon Mobil Nigeria
703	Paul M. Gbededo	Group Managing Director	Flour Mills of Nigeria Plc
704	Paul Olufemi Olagunju	MD	Sunnet Systems & Datacom Service Ltd
705	Paul Popoola	Alumini	Enactus Nigeria
706	Paul Uduk	MD	Vision & Talents Int'l Ltd
707	Paul Uduk	Chief Executive Director	Vision & Talent Information Ltd
708	Pauline Etomaine	Principal	Federal Government College Kwali
709	Pedro Egbe	Member	Rivers State Economic Advisory Council
710	Perry Calderwood	High Commissioner	Canadian High Commission
711	Perry J. Calderwood	High Commissioner	High Commission of Canada
712	Peter Audu	CAO (Economic)	Budget office of the Federation
713	Phillip Chukwuemeka Ikeazor	MD/CEO	Keystone Bank Limited
714	Phillip Ikeazor	Managing Director	Keystone Bank Limited
715	Phillips Oduoza	GMD/CEO	UBA Plc
716	Phillips Oladoyin		
717	Promise Okpala	Registrar/Chief Executive	National Examination Council
718	R.A. Salawu	V.P	FSC
719	Rabi J. Muhammed	Provost	Federal College of Education
720	Rahul Savara	Group Managing Director	Chi Limited/WACOT Ltd
721	Rakiya Shehu Bamaki	Vice Principal Administration	Muslim Community Centre
722	Ramatu Aliyu	Secretary General	Association of Professional Bodies of Nigeria
723	Raphael Anagbe	Team Management & Engagement Staff	Enactus Nigeria
724	Rashid Aderinoye	Executive Secretary	National Commission for Nomadic Education
725	Rashidar Symbola Akande	Lecturer	Kwara State University
726	Rebecca Gunkat	Deputy Director/ Principal	Federal Science/ Technology College
727	Rita C. Okpaleke	Director/Ag. Principal	Federal Government College
728	Rita Odion	Programme Manager	Junior Achievement Nigeria
729	Roland Akalugwa	Technical Assistant	MCS Consulting Ltd
730	Ronke Azeez	Special Adviser	Lagos Eko Project
731	Rose Mary Okogu	Director	Budget Office of the Federation
732	Rosemary Nwangwu	CEO	Nouvelle Consultants Ltd
733	Rosemary Umama	Director	FCT Agency for Science/ Technology, Education Sec.
734	Rowland Ataguba	MD	CANAC - PSO
735	Rowland Ndoma-Egba	Pro-Chancellor	Obafemi Awolowo University
736	Rufai Ladipo	President/CRO	AGILE (Integrated Marketing Comms)
737	S.B. Toluwase	Director, (Expenditure) BOF	Budget office of the Federation
738	Sabo Isiaku	Director	Nigerian Investment Promotion Commission
739	Sadiq Usman	SA to the Governor-Economic Department	Central Bank of Nigeria (CBN)
740	Saidu Sarkin Kudu	Snr. Planning Officer	Nigerian Ports Authority
741	Salami Opeyemi Adesola	Media Director	Enactus Nigeria
742	Salawu B.A. C.	Principal	Federal Government College
743	Saleh Hafsat Aliyu	Principal	Federal Government College Brilliri
744	Salihu Tanko Yakasai		Global Shaper Community
745	Salim Ibrahim	Asst. Sec. Gen	USOSA
746	Salu Adesoji	Principal Planning Officer	Ministry of Economic Planning & Budget
747	Sam Eshiet Ikpe	Director	Ministry of Finance
748	Sam Jacques	Head of Unit, Enabling Environment Reforms	GIZ Nigeria (SEDIN Program)
749	Sam Oluabunwa	Chairman	Neimeth Pharmaceuticals International
750	Samuel Kolajo	Managing Director	Enterprise Transport & Logistics Ltd
751	Samuel Ogbogoro	Head, Corporate Communications	Dana Air
752	Samuel Uche Okeke	Chief Planning Officer	National Planning Commission
753	Samuel-Ipaye Olatunde	Partner	Phillips Consulting
754	Sani Wali Daneji	Area Commercial Manager	Dangote Group
755	Sanni Oluwatoyin		UBA Capital
756	Sanusi Mohammed	Principal	Federal Science/Technology College
757	SaraRuto	Regional Manager	UWEZO
758	Saude A. Aliyu	Director (Principal)	FGC Kiyawa
759	Segun Aina, OFR	President/Chairman of Council	Chartered Institute of Bankers of Nigeria
760	Segun Falade		Flour Mills of Nigeria Plc
761	Sekinat Olusola Yusuf	Board Member	Corona Schools Trust Council
762	Seni Adetu	Managing Director	Guinness Nigeria Plc
763	Sesan Sobowale	Corporate Relations Director	Guinness Nigeria Plc
764	Shehu Abubakar	Executive Director	Keystone Bank Limited
765	Shehu Abubarka	Executive Director	Keystone Bank Limited
766	Shettima Abdulkadir Saidu	Rector	Federal Polytechnic
767	Shina Atilola	GH, Strategy & Communications	Sterling Bank Plc
768	Shobo Vivien	Managing Director	Agusto & Co Limited
769	Sim Fajemirokun	2nd Curator	Global Shapers
770	Simi Nwogugu	Administrator	ACA Foundation
771	Siyabola O. Olubunmi	Director, Revenue	Budget office of the Federation
772	Sola Oyetayo	Managing Partner	Sola Oyetayo & Co
773	Sola Soltan	PRO	Accenture
774	SP Godwin Onah	Admin Officer	Directorate of Police Education
775	Stanley Jegede	Chief Executive	Phase 3 Telecom Ltd
776	Stanley Ogolime	Profit Centre Manager	UBA
777	Stella Etuakpan	Director, Administration	Ministry of Finance
778	Stella Okoli	Managing Director	Emzor Pharmaceutical Industries Limited
779	Stephen Bayley	Deputy Team Leader	Developing Effective Private Education in Nigeria (DEPEN)
780	Stephen Harvey	Deputy Team Leader	Developing Effective Private Education in Nigeria (DEPEN)
781	Steve I. Onu	National President	Nigerian Institute of Town Planners
782	Steve Ohue	Director	Tertiary Education Trust Fund
783	Suleiman Barau	Deputy Governor, Corporate Service	Central Bank of Nigeria

Appendix C: List of Participants

S/N	NAME	POSITION	COMPANY
784	Suresh Chellaram	Managing Director	Chellarams Plc
785	Sydniey Silvieira	Commercial Manager	Dana Air
786	Sylvester Onoja, OON	Chairman	Ministry of Education
787	T.A. Nweke	Principal	Federal Science/ Technology College
788	T.S. Tybaugs	D (FS&A)	National Planning Commission
789	T.T. Akande	Rector	Federal Polytechnic
790	Taiwo Okeowo	Deputy Managing Director	FBN Capital
791	Taiwo Omoboriowo	Member	Student for Liberty
792	Tajudeen Ahmed	AGM/ Head Corporate Planning & Strategy	SKYE Bank Plc
793	Tammy John-Tamuno	Recorder	Rivers State Economic Advisory Council
794	Tanimu Gbriel Aduda	Director	Federal Ministry of Finance
795	Tauhida Zayyad	Snr. Public Affairs Representative	Exxon Mobil Nigeria
796	Tayo Kayode	Project Management	National Planning Commission
797	Teddy Okumakube	MD, Private, Equity, BGL Plc	BGL Plc
798	Tejiri Valentine Akpoveta	Team Lead	Enactus Nigeria
799	Temitope Iluyemi	Head, External Relations (West Africa & Central Africa)	Procter & Gamble Nig. Ltd
800	Terfa Toryem	Technical Adviser	Progressive Governors Forum
801	Terry Logun	Consultant	Part Development NGR
802	Thaddeus Tanko Gwapna	Deputy Director	Ministry of Niger Delta Affairs
803	Theresa Mbonu Obiageli	Deputy Director (EPMIS)	FCT Education Secretariat
804	Titi Laoye-Tomori	Deputy Governor	Osun State Government
805	Toba Akinmoladun	Executive Director	OPTS
806	Tolulope Lawrence Akinbogun	Deputy Vice Chancellor, Development	Federal University of Technology
807	Tolulope Obadagonyi	Chief Dealer, Treasury Group	Kakawa Discount House Ltd
808	Tony Monye	Head Economic Intelligence Group	Access Bank Nig. Plc
809	Toyosi Akerle	Founder/CEO	Passnownow.com
810	TPL Steve I. Onu	National President	Nigerian Institute of Town Planners
811	Tunde Adebayo	Human Resource Manager	Honeywell Group Ltd
812	Tunde Ojo	CEO	Touchstone Ltd
813	Tunde Oladipo	Corporate Communication	Dangote Group
814	Tunji Olugbodi	GMD	Verdant Zeal Ltd
815	Uchchukwu Chris Okoro	Hon. Commissioner	Ministry of Education, Enugu
816	Uchegbu Nma	Principal	Federal Government Girls' College
817	Uchendu I.M. Wogu	Assistant Director	Tertiary Education Trust Fund
818	Udeme Ufor	Managing Director	SO&U SAATCHI & SAATCHI
819	Udoh Monilola Omokunmi	Director (IT)	Ministry of Communication Technology
820	Ugbo Fidel U.	Executive Secretary	National Planning Commission
821	Ugo Elizabeth	Commissioner	Ministry of Education
822	Uji N. A.	AG. Director	Ministry of Education (Hqtrs)
823	Ukachi N. Eluwa	AG. Bursar	Michael Okpara University of Agriculture
824	Uloma Ezeaguba	Ag Procurement Officer	Federal Polytechnic
825	Ulu Nnennaya Ejiaku	Principal	Federal Government College
826	Umar Ahmed	General Manager	Zenith Bank Plc
827	Umar Maimunah Baiwa	Deputy Director	FCT Secondary Education Board
828	Umoh Bassey Morrison	Ag. Head Ast & D	Tertiary Education Trust Fund
829	Usen Udoh	MD, Communications & Media Tech	Accenture
830	Usman Momodu	Principal	Federal Government Girls' College
831	Uwa Osa-Obob	Principal	Capital Alliance of Nigeria
832	Uzo Edenigbo	Public Affairs Manager (North Region)	Nigerian Bottling Company Ltd
833	Uzoma John Irene Ifejika	Principal	Federal Government College
834	Victor Emokiniovo Aganbi	Head, Brand Communications & Marketing	Central Securities Clearing System
835	Victor Koh		International Leadership Foundation
836	Victor Okon Edet	HOD (Programme, Monitoring Development)	Ministry of Economic Development
837	Vijay Kumar Gargipati	AVP - Business Development	Software Technology Park Ltd
838	Vincent Chinyere Ukoh	Assistant General Manager, Finance	Central Securities Clearing System Ltd
839	Vincent Nwani	Director	Lagos Chamber of Commerce & Industry (LCCI)
840	Vivian Ikem	Head, Govt. Relations	Nigerian Breweries Plc
841	Wadatau Madawaki Gusau	Assistant Director, Academic Planning	Universal Basic Education (UBEC)
842	Wake Mogaji	Comm. & Knowledge Mgt Specialist	Lagos Eko Project
843	Wale Mogaji	Communication Specialist	Lagos EKO Project
844	Wdward Bristol-Alagbariya	Member	Rivers State Economic Advisory Council
845	William J. Wilson	Executive Director	Advanced Learning Institute
846	Willie Okowa	Member	Rivers State Economic Advisory Council
847	Yahaya Ado Kwa	Lecturer	Kano State Polytechnic, School of Technology
848	Yahaya Salihu Omehi	Deputy Director	Federal Capital Territory Administration
849	Yelwa Fatima Baba-Ari	Director	Federal Capital Territory Administration
850	Yuguda Bashir Alhaji	Supervising Hon. Minister	National Planning Commission
851	Yusuf Bado Mok	Legal Adviser	Federal Ministry of Education
852	Yusuf Muhammed	Ag. DG	National Centre for Technology Management
853	Yvonne Isichei	Executive Director	Keystone Bank Limited
854	Zam Obed	Team Leader	Enactus Nigeria

Appendix D: List of Officials

COMMITTEE	MEMBERS	CORPORATE AFFILIATION	
Central Organizing Committee (COC)	Mrs Alero Ayida-Otubo	CEO Incubator Africa (Chair)	
	Mrs Bolaji Osime	CEO Global International College	
	Prof. Bolaji Awasika	MD Venture Garden Group	
	Barr. Aniekan Ukpanah	Partner, Udo Udoma & Belo-Osagie	
	Dr. Biodun Adedipe	BA Associates	
	Mr. Kayode Akintemi	Channels Television	
	Dr. Dupe Irele	CEO Key Learning Solutions	
	Mrs. Tope Iluyemi	Procter & Gamble Nig. Limited	
	Ms. Sola Adeola	Designing Futures	
	Mr. Sola Oyetayo	Sola Oyetayo & Co.	
	Mrs. Elizabeth Olofin	Fate Foundation	
	Mrs. Mosun Shashore	Renaissance Learning	
	Mr. Joseph Tegbe	KPMG	
	Dr. Segun Odukoya	CEO Eko Hospitals	
	Mr Johnson Abbaly	The Motivational Centre	
	Mr. Fela Durotoye	The Gemstone Leadership Institute	
	Ms. Oyinda Daramola	The Madison School	
	Mrs Bickersteth		
	Mrs. Folashade Adefisayo	Director, Corona Schools Trust Council	
	Ms. Ajibike Bakare	Hope Hill Montessori School	
	Mr. Kola Oyenyin	CEO, Sleeves Up & Venia Group	
	Mr. Oluseyi Oyebisi	ED, Nigerian Network of NGOs	
	Mrs Tokunbo Durosharo	OandO Foundation	
	Mr Jude Ilo	OSIWA	
	Ms. Tonbofa Ashimi	Edward Ekiyor & Co.	
	Mr. Folarin Alayande	Accenture	
	Mr Yomi Fawehinmi	Chevron	
	Mr. Tunji Olugbodi	Verdant Zeal Limited	
	Mrs. Kemi Doherty-Adebajo	Country Rep, Jolly Phonics	
	Mrs. Biyo Davies	Senantra Limited	
	Mr. Kayode Falowo	Greenwich Trust Limited	
	Mr. Fidel Agunbiade	Cheqqueers International Ltd	
	Mr. Muktar Bakare	Pierson	
	Mrs. Irene Ubah	Adenium Communications Ltd	
	Mosunmola Umoru		
	Ms. Henrieta Onwuegbuzie	Lagos Business School	
	Alh. Ahmad Rabiu	Dala Inland Dry Port Nig. Ltd	
	Mr. Ademola Oyinlola	TELL	
	Mr. Yusufu Modibbo	Stanbic IBTC Bank	
	Mrs. Stephanie Ofonagoro		
	Ms Adesuwa Iyedi	Country Director, Enactus	
	Mr Olasumbo Olubiyi	Passplan Limited	
	Ms Edefe Ojomo	University of Lagos	
	Chief Essien Eshiet	Brand believers Ltd	
	Dr. Modupe Adefeso-Olateju	The Education Partnership Centre	
	NESG/NPC Staff Anchors	Dr. Sope Williams-Elegbe	NESG
		Charles Nwanze	NESG
		Wilson Erumebor	NESG

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COMMITTEE	MEMBERS	CORPORATE AFFILIATION
Technical Sub-committee	Mrs Alero Ayida-Otobo	CEO Incubator Africa
	Mrs Bolaji Osime	CEO Global International College
	Prof Bolaji Awosika	MD Venture Garden Group
	Mr. Lanre Akinbo	Wizer Resources Ltd
	Dr. Dupe Irele	CEO Key Learning Solutions
	Mr. Sola Oyetayo	Sola Oyetayo & Co.
	Mrs. Elizabeth Olofin	Fate Foundation
	Mrs. Mosun Shashore	Renaissance Learning
	Prof Chioma Agomo	University of Lagos
	Mr. Joseph Tegbe	KPMG
	Mr. Fela Durotoye	The Gemstone Leadership Institute
	Mr. Fidel Agunbiade	Cheqqeers International Ltd
	Ms. Oyinda Daramola	The Madison School
	Mrs. Folashade Adefisayo	Corona Schools
	Mr. Muktar Bakare	Pierson
	Prof. Anthonia T. Simbine	NISER
	Mr. Nnanna Ayim-Ude	Agon Continental Ltd
	Mr. Oluseyi Oyeibisi	ED, Nigerian Network of NGOs
	Mr. Ademola Oyinlola	TELL
	Mr. Usen Udoh	Accenture
	Ms. Toyosi Akerele	Rise Networks
	Ms. Serah Makka	Tony Elumelu Foundation
	Mr Yomi Fawehinmi	Chevron
	Mr. Clem Ugorji	Coca Cola Nigeria Limited
	Ms. Henrieta Onwuegbuzie	Lagos Business School
	Mr. Kola Oyeneyin	Venia Hub
	Mr. Kayode Akintemi	Channels Television
	Ms. Tonbofa Ashimi	Edward Ekiyor & Co
	Mrs. Irene Ubah	Adenium Communications Ltd
	Mrs Funmi Omojowolo	
	Dr. Martin Oluba	Value Fronteira Limited
	Dr. Tunde Adekola	World Bank
	Dr. Modupe Adefeso	
Mr. Ayo Ajayi	Trusted Edge Consult	
Mr. Joe Dada	ED Corp. Services, UAC	
Mr. Adedayo Idowu	Vetiva Capital Management Limited	
Dr. Tunji Adegbesan	Lagos Business School	
Ms Edefe Ojomo	University of Lagos	
Dr. Teddy Ngu	Honeywell Group	
Ms. Ajibike Bakare	Hope Hill Montessori School	
Ms. Sola Adeola	Designing Futures	
Mr. Oluwatomiwa Sotiloye	UBA	
NESG/NPC Staff Anchors	Dr. Sope Williams-Elegbe	NESG
	Akin-Olusoji Akinyele	NESG
	Wilson Erumebor	NESG

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COMMITTEE	MEMBERS	CORPORATE AFFILIATION
Funding Sub-committee	Funmi Ogunlesi	Citi Bank (Chairperson) Private Sector
	Olumide Akpata	Templers (Vice Chairman) Private Sec.
	Mr. Kayode Akinkugbe	FBN Capital
	Mr. Victor Aganbi	CSCS Nigeria Limited
	Mr. Kingsley James	Digiprints Int'l Limited
NESG / NPC Staff Anchors	Charles Nwanze	NESG
	Jadesola Rawa	NESG
COMMITTEE	MEMBERS	CORPORATE AFFILIATION
Event Planning & Management Sub-committee	Mrs Bioye Davies	Senantra Ltd
	Mr. Aderemi Awe	Comp Prof Assn. of Nig
	Mr. Kingsley James	Digiprints Int'l Limited
	Mr. Oze Oze	First Bank Nigeria Plc
	Mr. Martin Eighbike	Accenture
	Mr. Abiodun Aribidesi	7up
	Ms. Kunbi Wuraola	Junior Achievers
	Ms Mojisola Saka	SoulComm
	Ms. Amaka Agu	UBA
	NESG / NPC Staff Anchors	Esse Kughegbe
Daniel Inyang		NESG
COMMITTEE	MEMBERS	CORPORATE AFFILIATION
Communications Subcommittee	Tunji Olugbodi	Verdant Zeal (Chairman) Private Sec.
	Irene Ubah	Adenium Communications Ltd
	Chris Ubosi	BEAT FM
	Ademola Oyinlola	TELL Magazine
	Solomon Ikhioda	The Think Shop
	Kayode Akintemi	Channels Television
	Folake Ani-Mumuney	First Bank of Nigeria Plc
	NESG / NPC Staff Anchors	Jadesola Rawa
Tolulope Adigun		NESG
Fortune Nwaiwu		NESG
COMMITTEE	MEMBERS	CORPORATE AFFILIATION
Mobilization Subcommittee	Mr Fidel Agunbiade	Cheqqeers International Ltd
	Mr. Kayode Falowo	Greenwich Trust
	Mr. Olumide Akpata	Templers
	Mrs. Rifqat Esere	Aesthetics Furniture Limited
	Mr. Ademola Oyinlola	TELL Magazine
	Mr. Kenneth Etim	Banwo & Ighodalo
	Mr. Sola Oyetayo	Sola Oyetayo & Co
	NESG/NPC Staff Anchor	Innocent Azih
Tope Adesanya		NESG
COMMITTEE	MEMBERS	CORPORATE AFFILIATION
Editorial Subcommittee	Dr. Abiodun Adedipe	BA & Associates (Chairman)
	Mr. Tayo Fagbule	BusinessDAY Media Limited
	Ms. Tonbofa Ashimi	Edward Ekiyo & Co
	Ms. Wendy Okemini	Olaniwu Ajayi & Co
	Mr. Olumide Osundolire	Banwo & Ighodalo
	Mrs. Seyi Bella	Banwo & Ighodalo
NESG/NPC Staff Anchors	Olajiire Abati	NESG
	Kadiri Oturu	NESG
	Tolulope Adigun	NESG

Appendix E: List of Rapporteurs

S/N	NAME	DESIGNATION
1	Anita Ugo Nwachukwu	
2	Tochi Nwoke	
3	Martin Eigbike	Accenture
4	Kemi Ajuwon	Accenture
5	Funmi Akinwolemiwa	Accenture
6	Abosede Alimi	African Capital Alliance
7	Laide John	BAA Consult
8	Mike Ebbe	BAA Consult
9	Bayo Durodola	BGL
10	Oge Enwelu	BGL
11	Adebola Omisola	BGL
12	Andidiong Okon	BGL
13	Jite Okumagba	BGL
14	James Ayoor	Central Security Clearing System
15	Damola Alatishe	Central Security Clearing System
16	Alero Ikazoboh	Central Security Clearing System
17	Oluwaseun Agbejimi	Central Security Clearing System
18	Carl Osuji	Central Security Clearing System
19	Thonia Adi	CGMIE Consulting
20	Abiodun Ajijola	CGMIE Consulting
21	Abioye Olufemi	CGMIE Consulting
22	Akinmade Oladeji Akintoye	CGMIE Consulting
23	George Monyei	CGMIE Consulting
24	Iye Obaze	CRLE
25	Micheal Ihekwoaba	CRLE
26	Ajoke Omoware	Designing Futures
27	Rotimi Oyelere	Elderberry Resource Limited
28	Odejinmi Adebayo Olusanjo	Federal Ministry of Education
29	Carol Nelson-Atuonwu,	Federal Ministry of Education
30	Christiana Ogbede	Federal Ministry of Education
31	Franca Thomas	JA Nigeria
32	Nkechi Azinge	Ker Globa Wave Limited
33	Toyosi Adelakin	KPMG
34	Damilare Ibiroko	KPMG
35	Olujimi Adedotun	KPMG
36	Lanre Adekanye	National Planning Commission
37	Samuel U. Okeke	National Planning Commission
38	Philibus J. Gonya	National Planning Commission
39	Ali Garba	National Planning Commission
40	Temitope Adesanya	NESG
41	Chinweuba Ezekwesili	NESG
42	Soji Akinyele	NESG
43	Kadiri Otaru	NESG
44	Oluwadamilola Ben-Omotehinse	Olaniwun Ajayi LP
45	Abayomi Okubotie	Olaniwun Ajayi LP
46	Ndali Orepitan	Phillips Consulting
47	Mayode Aboderin	Phillips Consulting
48	Stephanie Imhoede	Phillips Consulting
49	Somachi Chris-Asoluka	Phillips Consulting
50	Farida Abu	Phillips Consulting
51	Ene Agese	SIAO
52	Olusegun Owadokun	SIAO
53	Tunde Adepoju	SIAO
54	Femi Luther Abegunde	SoftSkills

Appendix F: Media List

S/N	NAME	POSITION	COMPANY
1	Ms Kemi George-Alli	Editor/Research	Across Africa
2	Mrs Mary Ojulari	Media	Africa Business News Nigeria Ltd
3	Mr Momoh Chizojie Kelvin	Presenter/	African Independent Television (AIT)
4	Hauwa Kassim	Reporter/ Producer & Newscasters	African Independent Television (AIT)
5	Mrs Sheila Obi	Cameramen	African Independent Television (AIT)
6	Mr Andrew Cummings		AHC
7	Mr Mark Edoho	Camera Crew	Arise News London
8	Mrs Funmi Omitowoju	Business Correspondent	Arise News Network
9	Mr Dosunmu M. Olabisiye	Producer	Arise News Network
10	Ekanem Etim-Offiong	Marketing & Distribution	Arise News Network
11	Mr Charles Anigolu	Anchor & Correspondent	Arise News Network
12	Mrs Dorcas Anthon	Cameraman	Ben Television
13	Mr Raphael Ossom	Reporter	Ben Television
14	Mr Harrison Eden	Correspondent	Business Newspaper
15	Prof. O. Jemie	Editor in Chief	BusinessDay Newspaper
16	Mr Badejo Ademuyiwa	Managing Editor	BusinessDay Newspaper
17	Mr Jeremiah Ademu	Cameraman	Channels Television
18	Mr Yusuf Adebayo Ohiare	Manager, MCR	Channels Television
19	Mrs Chimezie Obi-Iwuagwu	Head Business Desk	Channels Television
20	Mr Sulaiman Aledoh		Channels Television
21	Mrs Ada Harriet Agbenyi	Assistant Snr. Presenter/Reporter	Channels Television
22	Mr Adedokun Olaleye Bernards	Marketing Executive III	Channels Television
23	Mr Peter Ahmed		Channels Television
24	Mr Patrick Obuseh		Channels Television
25	Mr Kehinde Olalafe		Channels Television
26	Mr Chamberlain Usoh		Channels Television
27	Mr Nneoraobase Egb		Channels Television
28	Mr Ngwa Desmond Uchenna	Satellite Engineer	Channels Television
29	Mr Kayode Akinsemi	GM Operations	Channels Television
30	Mr Olaiya Olusola	Station Manager	Channels Television
31	Mr George Ojolum	News & Programmes Director	Channels Television
32	Mr Patrick Ineomoh	Transmission Engineer	Channels Television
33	Mr Henry Obot Solomon	Cameramen	Channels Television
34	Mr Alighoda Theophilus	Head Cameramen	Channels Television
35	Mr Femi S. Adewuyi	Head Director	Channels Television
36	Mr Chukwudi Innocent Udechukwu	Cameraman	Channels Television
37	Mr Peter Kelechi Ohanta	Vision Mixer	Channels Television
38	Mr Taiye Sasona	Cameraman	Channels Television
39	Mr Oladipupo Tunde		Channels Television
40	Mrs Ibok Edidiong Ihilosen	Sales & Marketing Executive	Channels Television
41	Mr Muhammed Baba	Cameraman	Channels Television
42	Mr Anthony Forson	Snr Reporter	Channels Television
43	Mr Filani Opeoluwa	General Sales Manager, W/Africa	CNBC Africa
44	Mr Wole Famurewa	Markets Editor, W/Africa	CNBC Africa
45	Mr Van de Vy Frederic	Executive Director	CNBC Africa
46	Ms Maria Bonthuys	Executive Producer	CNBC Africa
47	Mr Benjamin Ayuka	Cameraman	CNBC Africa
48	Mr Olamide Adedeji	Group Producer	Consolidated Media
49	Mr Nesta Sani	Head of News	Consolidated Media
50	Mr Jerry Bambi	TV Presenter	Consolidated Media Associates
51	Mr Yinka Obebe	TV Director	Consolidated Media Associates
52	Mr Hohoimo Edet	News Correspondent	Cool Wazobia Info FM
53	Mr Chibuzor Emejor	Correspondent	Daily Independent
54	Mrs Olayemi Rosemary Ibrahim	Reporter	Daily Trust
55	Mr Adeniyi Adedamola	Social Media Manager	Dangote Group
56	Mr Dayo Adedayo	Chief Photographer	Dayo Adedayo Photography Ltd
57	Mr Olusimi Vijay Afun-Ogidan	Photographer	Dayo Adedayo Photography Ltd
58	Mr Otopa Emmanuel	Photographer	Dayo Adedayo Photography Ltd
59	Mr Bunmi Ogunmodele	SA Media	Ekiti State Government
60	Mr Eben Durodola	Bureau Chief	EKTV
61	Tersoo Gundu	Etisalat	Etisalat Press
62	Mr Aderem Osadare	Photographer	Government House, Press Crew
63	Mr Sunday M. Anifowose	Film Production Officer	Government House, Press Crew
64	Mr Nse Anthony-Uko	Assistant Business Editor	Leadership Newspapers
65	Ms Aisha Augie-Kuta	Head Photographer	Meermaad Network/Unseen Nigeria
66	Mr Thaddeus Ugoh	Reporter	National Accord Newspaper
67	Mr John Peter Odimegwa	Chief Bureau, Abuja	National Daily Newspaper
68	Mr Rotimi Osasona	Photo Editor	National Mirror
69	Tola Akinmutimi	Assistant Editor	National Mirror
70	Mr Ajewole Ebenezer	Information Officer	National Planning Commission
71	Mr Salisu B. Haiba	Head of Information	National Planning Commission
72	Mr O. Justin	Press Cameraman	National Planning Commission
73	Mr Tommy Opue	Chief Photographer	National Planning Commission
74	Mr Isa Abdulwahab	Finance Editor	New Telegraph
75	Mr Onu Okorie	Assistant Business Editor	Nigerian Pilot
76	Mrs Franca Uzoma-Olua	Head, Education Desk	NTA
77	Mr Cliff Ayozie	Head, Business & Economy Newspaper	NTA News
78	Mr Chikwendu Chukwudi	Cameraman	NTA News 24
79	Mr Michael Esogboba	Cameraman	NTA News 24
80	Mr Gbenga Gbelee	Reporter & State House Correspondent	Osun State Broadcasting Corporation
81	Mr Olajide Afolabi Faniyi	Cameraman & State House Correspondent	Osun State Broadcasting Corporation
82	Mr Lakeisha Allen	Project Manager	Oxford Business Group
83	Mr Justin Imo-owo	Photo Journalist	People Daily Newspaper
84	Mrs Folasade Orimolade	Business Editor	Radio House
85	Mr Cornelius Onuoha	MD	Red Gecko PR Ltd
86	Mr Williams Adebola	Director	Red Media
87	Ms Akatugba Daphne Eloho	Communication Associate	Red Media Africa
88	Mr Ugochukwu Iwuchukwu	Press Secretary to the Commissioner	Rivers State Ministry of Education
89	Mr Victor Iroele	Correspondent	Silverbird Comm. Ltd
90	Mr Ayoroh Daniel	Cameramen	Silverbird Comm. Ltd
91	Mr Nicholas Uwerunonye	Tell Communication	Snr. Assistant Editor
92	Mr Babatola Adeyemi	Editor	TF Communications (Leadership & Development Magazine)
93	Mr Wale Elekolus	Photo Editor	The Abuja Insurer
94	Mr Okwe Mathias	Assistant Business Editor	The Guardian Newspapers
95	Mr Walter G. Ukaegbu	Assistant Business Editor	The Sun Publishing Ltd
96	Mr P. John Iorkau	Studio Manager	Triple A
97	Ashade Haruna	Cameraman	TVC
98	Mr Omozara Omondo	Reporter	TVC News
99	Mr Emmanuel Ujah	Abuja Bureau Chief	Vanguard Newspapers
100	Ms Ayode Olatokewa	Snr. Correspondent	Vision Media Services
101	Mrs Hauwa Noroh Ali	Editor	Voice of Nigeria
102	Mr Amadin Uyi	Correspondent	WE 106.3 FM
103	Mr Andi Mannok	Higher Technical Officer II	WE 106.3 FM
104	Mr Adekunle Adewale	Director, News	WE 106.3 FM
105	Mr Ibrahim Abubakar	Executive Director	WE 106.3 FM
106	Mr Joshua Onyenwere	Video Reporter	Xinhua News Agency

Appendix G: List of Sponsors

CATEGORY	COMPANY NAME
SUMMIT PARTNERS	National Planning Commission
	Federal Ministry of Education
DIAMOND SPONSORS	Nigerian National Petroleum Corporation (NNPC)
	First Bank of Nigeria Plc
	Dangote Group
	Zenith Bank
	SHELL
SAPPHIRE SPONSORS	StanbicIBTC
	Chevron
	UBA
	MTN
EMERALD SPONSORS	Promasidor Nigeria Limited
	Accenture
	Federal Road Safety Corps
	Central Securities Clearing System Limited (CSCS)
	Flour Mill of Nigeria Plc
	CHI Limited
	Wacot Limited
	Ford Foundation
	Nigerian LNG
	Banwo & Ighodalo
SUPPORTERS IN KIND	Unified Payment Services Limited
	Zinox Computers
	Dana Airlines
	Phillips Consulting
	Backbone Connectivity Network
	ITEX Furniture
	7 Up Bottling Company

Appendix H: List of Acronyms

S/N	ACRONYM	DEFINITION
1	ACCC	Academic Computing and Communications Center
2	ADB	African Development Bank
3	AGDC	Afterschool Graduate Development Centre
4	ASUU	Academic Staff Union of Universities
5	BE	Basic Education
6	B.Ed	Bachelor of Education
7	CEO	Chief Executive Officer
8	CBN	Central Bank of Nigeria
9	CNBC	Consumer News and Business Channel
10	COC	Central Organizing Committee
11	CSR	Corporate Social Responsibility
12	DEPEN	Developing Effective Private Education in Nigeria
13	DFID	Department For International Development
14	ECCDE	Early Child Care Development Education
15	ECE	Electrical & Computer Engineering
16	EduTech	Educational Technology
17	EMIS	Education Management Information System
18	ESSPIN	Education Sector Support Program In Nigeria
19	ETF	Education Tax Fund
20	EYE	Early Years Educator
21	FCT	Federal Capital Territory
22	FEC	Federal Executive Council
23	FG	Federal Government
24	FGGC	Federal Government Girls College
25	FGN	Federal Government Nigeria
26	FIS	Federal Inspectorate Service
27	FMoE	Federal Ministry of Education
28	GCON	Grand Commander of the Order of the Niger
29	GES	Growth Environment Score
30	GM	General Manager
31	GTB	Guarantee Trust Bank
32	IBM	International Business Machines
33	ICAN	Institute of Chartered Accountants of Nigeria
34	ICT	Information and Communication Technology
35	IECD	Integrated Early Childhood Development
36	IFC	International Finance Corporation
37	ILF	International Leadership Foundation
38	ILO	International Labour Organization
39	ILU	International Leadership University
40	Inc.	Incorporation
41	ITF	Industrial Training Fund
42	JSS	Junior Secondary School
43	KPMG	Klynveld Peat Marwick Goerdeler
44	LBS	Lagos Business School
45	LCCI	Lagos Chamber of Commerce and Industry
46	LG	Local Government
47	LGA	Local Government Area
48	Ltd.	Limited
49	MD	Managing Director
50	MDG	Millennium Development Goal
51	MINT	Mexico Indonesia Nigeria and Turkey
52	MSc.	Masters of Science
53	MTN	Maritime Telecommunications Network
54	N11	Next Eleven
55	NAss	National Assembly
56	NBA	Nigerian Bar Association
57	NBTE	National Board for Technical Education
58	NCE	Nigerian Certificate for Education
59	NCCE	National Commission for Colleges of Education
60	NCCN	National Competitiveness Council of Nigeria
61	NCNE	National Commission for Nomadic Education
62	NECA	Nigerian Employers Consultative Association
63	NECO	National Examinations Council
64	NEDS	Nigeria Education Data Survey
65	NERDC	Nigerian Educational Research and Development Council
66	NES 20	20th Nigerian Economic Summit
67	NESG	Nigerian Economic Summit Group
68	NGO	Non-Government Organisations
69	NGren	Nigerian Research and Education Network
70	NISER	Nigerian Institute of Social and Economic Research
71	NLNG	Nigerian Liquefied Natural Gas
72	NOS	National Occupational Standard
73	NPC	National Planning Commission
74	NSE	Nigeria Society of Engineers
75	NUC	National Universities Commission
76	NUT	National Union of Teachers
77	NVQ	National Vocational Qualification
78	NVQF	National Vocational Qualifications Framework
79	PIN	Paradigm Initiative Nigeria
80	PPP	Public Private Partnership
81	PTA	Parent Teacher Association
82	PTT	Presidential Task Team
83	PTTE	Presidential Task Team on Education
84	PwC	Pricewaterhouse Coopers
85	RCT	Randomized Control Technique
86	SBMC	School Based Management Committee
87	SME	Small and Medium Enterprises
88	SIWES	Students' Industrial Work Experience Scheme
89	SUBEB	State Universal Basic Education Board
90	TETFund	Tertiary Education Trust Fund
91	TRCN	Teachers Registration Council of Nigeria
92	TVE	Technical Vocational Education
93	TVET	Technical Vocational Education and Training
94	UAC	User Account Control
95	UBA	United Bank for Africa
96	UBE	Universal Basic Education
97	UBEC	Universal Basic Education Commission
98	UKAID	United Kingdom Agency for International Development
99	UME	Unified Matriculation Examination
100	UNESCO	United Nations Educational Scientific and Cultural Organization
101	UNICEF	United Nations Children's Education Fund
102	USAID	United States Agency for International Development
103	USD	United States Dollars
104	USOSA	Unity Schools Old Students Association
105	UTME	Unified Tertiary Matriculation Examination
106	WAEC	West African Examinations Council
107	WEFA	World Economic Forum for Africa
108	WFCP	World Federation of Colleges and Polytechnics



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For over 5 decades, Flour Mills of Nigeria and its iconic Golden Penny brand have been part of the lives of Nigerians at home and abroad with annual turnover in the region of N301bn in 2013 and a workforce of over 4900. The company's vision is to be a leading Food Group in Africa; providing an ever expanding portfolio of high quality and affordable products to consumers in the most convenient ways; delivered currently through a range of world class flour, semolina, pasta, noodles and rice products supported by the Golden Penny brand heritage and values.

Flour Mills is also increasing its focus on backward integration in the Agro allied sector with investments being made in five farms in Nigeria which will extend in order to support its sugar, rice and edible oil interests. These plans would be supported by fertilizer division which is the clear market leader in distribution of fertilizer within Nigeria.

FMN would continue to have significant presence in cement with increasing focus on local production. It also has a number of support businesses providing critically important packaging, transport and logistics service to the whole Group.



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