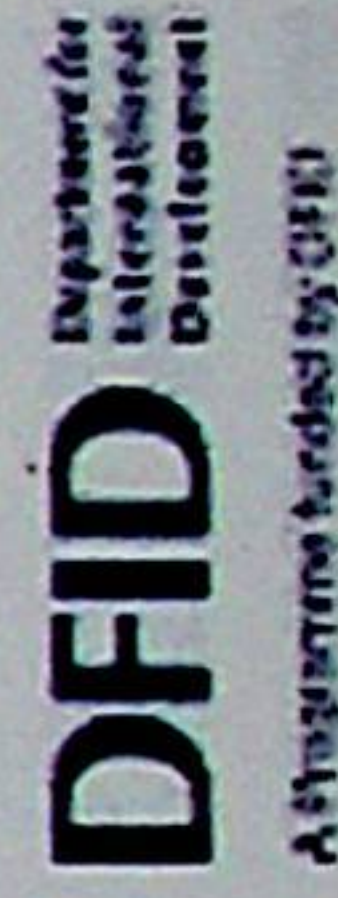
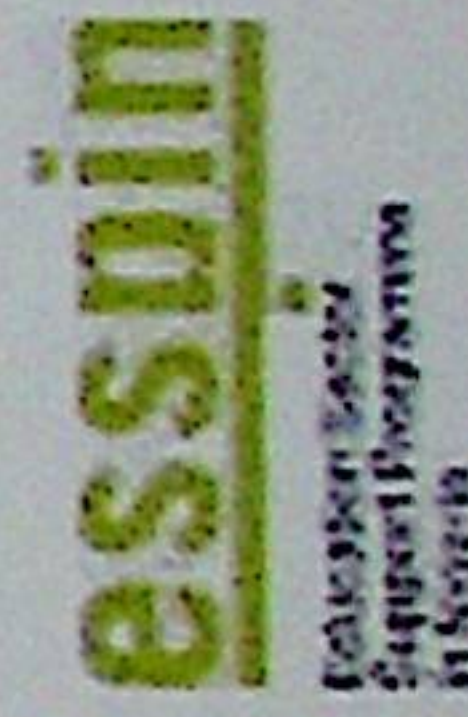
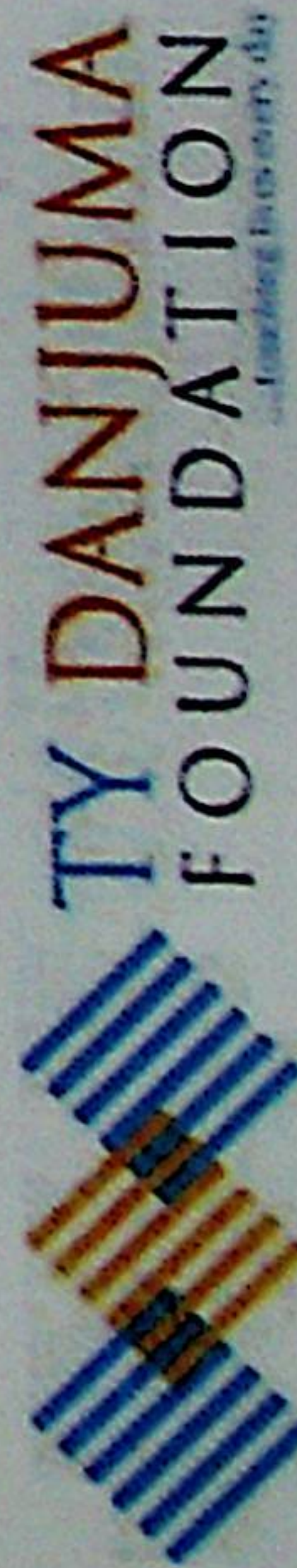




Policy Review & Recommendations: Interim report

Encouraging greater civil society engagement
in rebuilding Nigeria's education system over
the next 10 years

MARCH 2011



FOREWORD

Over three decades of military dictatorship has left Nigeria's social infrastructure in ruins. The 2011 elections taking place this April is widely expected to usher in a new democratically elected administration, which will further strengthen Africa's largest democracy.

As Nigeria's democracy matures, there is a rising consciousness of the role each and every one of us must play in strengthening Nigeria's institutions, holding our leaders to account, while playing a full role in shaping the future we want for our great nation.

In 2010, the Next Generation – an independent think tank chaired by Ngozi Okoiji-Iweala, managing director World Bank, and Nigeria's former Finance Minister, produced an influential report on the future of Nigeria which concluded that:

“By 2030, young people, not oil will be Nigeria's most valuable asset”

The report concludes that this positive picture of the future will not be achieved without the right level of investment in education, healthcare and social infrastructure.

The realisation of Nigeria's potential lies in developing highly-skilled upwardly mobile citizens. The consequences are dire if nothing is done to engage and equip the next generation with the skills they need to meaningfully engage with an increasingly competitive knowledge-based society.

I commend the efforts of the talented and dedicated men and women who convened in London in February 2011 to develop a high level framework for all those working to improve Nigeria's education sector over the next 10 years, and the many others who contributed to the success of the event.

This interim report is a call to action.

Ambassador Dozie Nwanna (OON)

Acting Nigerian High Commissioner to the UK & Northern Ireland



“Upon the Education of the people of this country, the fate of this country depends.”

Benjamin Disraeli (British Prime Minister – Feb 1874 to April 1880)

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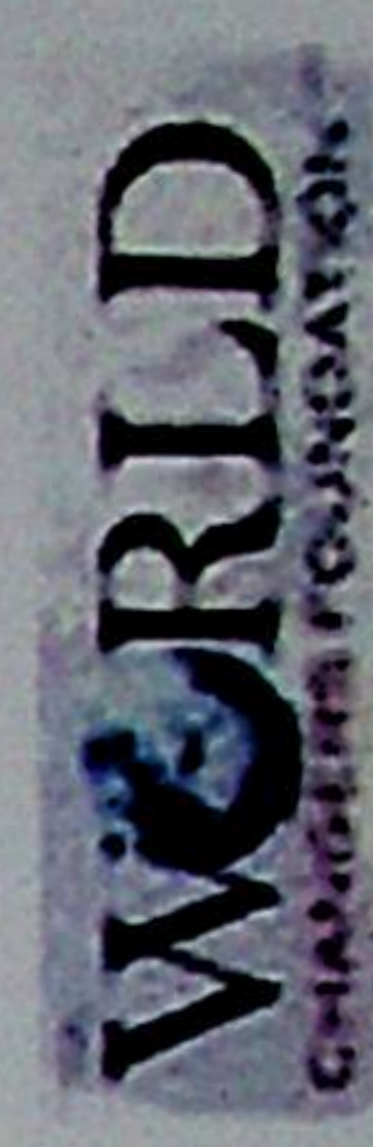
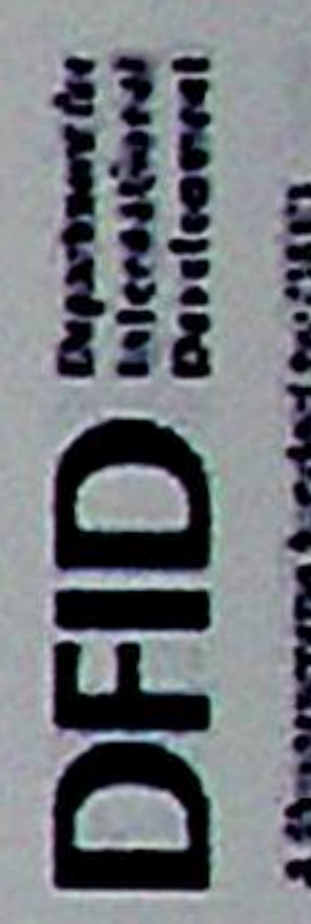
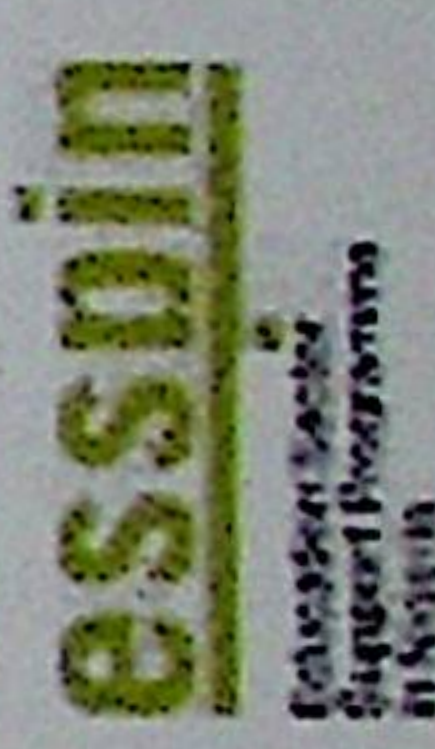
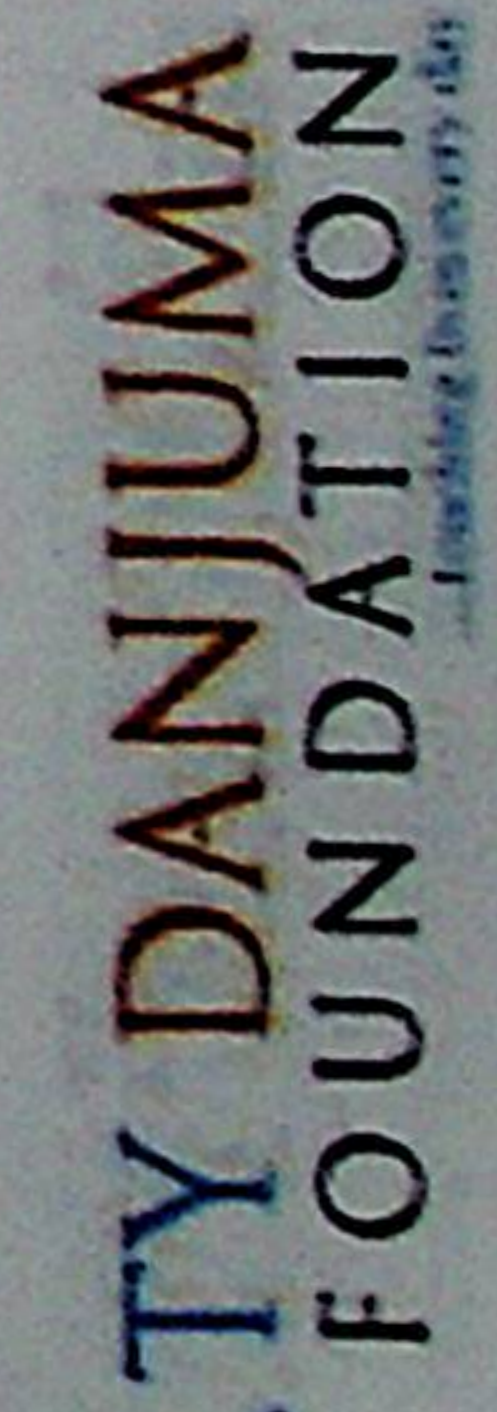
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Executive Summary

We conclude that the key challenge facing the Nigerian Education system is not so much the absence of credible policies, but the collective ability of those in a position to deliver the outcomes we all desire. That is why we are developing a framework for all those working to develop Nigeria's education sector.

Despite existing policies and roadmaps, with over 8 million children out of school, Nigeria tops the list of countries with unschooled children.

The vast majority of the Nigerian children who go to school are subjected to appalling learning conditions and taught by teachers who are inadequately trained, and insufficiently motivated to effectively discharge the awesome responsibility of developing the next generation of Nigerians.

With increasing religious and sectarian violence, which are perhaps the most politically sensitive of the unintended consequences of the lack of investment in education, there is no questioning the need to act.

We can't make excuses if we want to make progress

Countries all over the world are reforming their education systems as it is increasingly accepted that national competitiveness in the 21st century will primarily be driven by highly skilled citizens equipped to thrive, shape and re-shape the future of a more connected planet.

While education reform in the Nigerian context will require a return to the basics and require Nigerians to re-consider the fundamental purpose of education, advances in information communications technology, Nigeria's vast youth population and natural resources, the rising fortunes across the African continent, and the potential for global partnerships mean Nigeria could well leapfrog traditional development paths to deliver a generation of Nigerians ready and able to compete with the world's best within the next 10 to 15 years.

A new paradigm

For Nigeria to achieve its potential to become one the world's 20 largest economies by 2020, Nigerian education must be transformed to become the

process for acquiring the set of formal and informal skills, and values required to engage and make a meaningful contribution to society.

Government's role in improving standards

Governments can and must play a key role in setting, reviewing and policing the implementation of standards in education provision. In Nigeria, the process needs to be much more collaborative and engage a wider base of stakeholders. To be successful, education policy development will involve all those with the capacity to influence the development of the next generation.

Globally, the best education systems are driven by active non-state actors; Nigeria is no exception. Parents, religious organisations, non-government, civil society and private-sector organisations already make a valuable contribution to educating Nigerian children.

According to independent reports¹, much of what is good about the delivery of education in Nigeria today is down to the non-state sector. However, this is achieved at a cost that excludes the vast majority of school-age Nigerian children.

Encourage greater civil society participation in the delivery of public education

We believe every Nigerian child should have access to good quality education that enables them to make a positive contribution to society. For this to happen, non-state actors must be invited and empowered to play a greater role in the delivery of low cost and free public education.

This interim report outlines 20 policy initiatives Nigerians across the state and non-state sectors can implement immediately to ensure more Nigerian children can access good quality education that will enable them to make a positive contribution to society.

The Future By Us Organising Committee

¹ A framework for improving Nigeria's Education Sector, John Martin, DFID funded Education Sector Support Programme in Nigeria (Feb 2011)

I Background

1.1 Nigeria's ability to realise its vision of becoming one of the 20 largest economies in the world by 2020 is predicated on its capacity to transform its 70 million youth population into highly skilled and competent citizens capable of competing globally.

1.2 The Future By Us Education Summit² was convened by Ambassador Dozie Nwanna OON the acting High Commissioner to the United Kingdom & Northern Ireland, following the Parliamentary Roundtable discussion on

'Expanding Civil Society Engagement in Nigeria's Education Sector' held in the British House of Commons in December 2010.

1.3 The event brought together a cross section of indigenous³ and UK-based expert researchers, practitioners and other key stakeholders in a process designed to produce a framework for all those working to improve the delivery of education in Nigeria over the next 10 years.

1.4 As key stakeholders and participants of the Future By Us Education Summit, the Federal Ministry of Education asked the Summit to submit key recommendations to the Professor Obanya-led Presidential Taskforce Team on Education.

² See <http://www.thefuturebyus.org/> for more details

³ We are grateful for the participation of self-sponsoring panellists and key resource people from the Federal Ministry of Education, Kwara State Commission for Education, the DFID sponsored Education Sector Support Programme in Nigeria (ESSPIN), Selem Consult Ltd, BEC International Ltd, Golden Heart Foundation, African Children Development Foundation, Living Seed Academy, Two Reel Studios, without whom the event would not have been possible.

2. The Challenge

2.1 Despite some notable progress in Kwara, Rivers, and Lagos States, far too many Nigerian school-age children are not in school.

2.2 The vast majority of those who are, record abysmal learning outcomes. For example it is widely reported that;

- There are between 8 and 30 million Nigerian school-age children out of school
- Infrastructural challenges beleaguer schools, particularly in rural areas
- 4 in 5 Nigerian children who sat for the 2009 GSCE failed
- Tertiary education faces challenges of lack of motivation by students and decline in the quality of learning at universities
- Young Nigerians who graduate even from University, have minimal work readiness skills

2.3 This is a national crisis that will not be solved by Government alone.

2.4 As parents, aunts, uncles, cousins and grandparents, service providers, consultants, civil servants; elected officials or not, Nigerians have a collective responsibility to the children who will grow up to shape the future of our great nation.

2.5 We conclude that the key challenge besetting the Nigerian Education System is not so much the absence of credible policies or well-conceived plans, but the collective ability of all those in a position to improve Nigeria's education sector to deliver the outcomes we collectively desire.

7 Key Causal Issues

2.6 The Future By Us Education Summit identified 7 key causal issues that any solution-focussed intervention must tackle:

- i. The politicisation of Education that underpins the lack of consistency in the development and delivery of education policy

- ii. Lack of a compelling vision and purpose for education
- iii. Erosion of core values on which the fabric of our society can be built
- iv. A repressive sense of disempowerment and disaffection that stifles initiative and full engagement across wider society
- v. The absence of governing enforceable standards across the education sector
- vi. Corruption at every level of society
- vii. The absence of the rule of law

2.7 To tackle these issues we must;

- i. Investigate why, despite the existence of clear policy and statutory mandates, 2 years since the publication of the Education Roadmap, delivery is hampered by lack of adequate resources and under-delivery.

- ii. Develop a renewed focus on delivery by producing a clear framework for all those working to improve Nigeria's education sector that highlights, celebrates and mainstreams the contributions non-state actors make in improving the delivery of education outcomes.

- iii. Encourage private sector, non-government and wider civil society organisations – including faith-based organisations to play a greater role in improving access, equity, and quality in Nigeria's education sector.

- iv. Develop a pragmatic view of the role government can and must play in rebuilding Nigeria's education sector.

- v. Focus on interventions that deliver against each of the following five key areas of focus identified by the Summit.

- a. Improve the quality of education
- b. Increase access and equity in education
- c. Increase the value and effectiveness of funds invested in education

- d. Establish effective independent performance monitoring & review
- e. Establish strong and highly influential independent policy advocacy

3. Recommendations

Develop and commit to the delivery of a compelling long term vision, which all stakeholders can buy into for the development of Nigerian Children.

3.1 The Federal Ministry of Education has had 14 ministers over the last 12 years⁴. This has negatively impacted the strategic development of the Nigerian education sector.

3.2 The current state of Nigeria's education sector provides enough evidence to suggest that the disadvantages of frequent changes in Education ministers far outweigh any conceivable advantages.

3.3 Nigeria is a great country blessed with many worthy, talented and resourceful people. This said, political appointments to Education, Health and Power, should be free from frequent leadership changes which serve only to create the sort of start stop; stop start approach that have left Nigeria way behind former economic contemporaries such as Singapore, Malaysia, and South Korea.

3.4 We must not compromise on ensuring stable and effective leadership on education.

3.5 This is because we know that the improvements we seek and know are possible, will only come from long term planning, years of relationship building with internal and external stakeholders, and focussed systematic implementation of well thought out strategies.

⁴ The Politics of Education, Professor Pai Obanya, May 2010

- 3.6 To be successful, public sector leaders will consult widely, listen, build consensus and embrace ideas from across the private, public and voluntary sectors⁵.
- 3.7 The challenges facing Nigeria's education sector are well documented and understood.
- 3.8 The 'Roadmap for the Nigerian Education Sector'⁶ published in April 2009 contains a detailed overview of the challenges besetting the Nigerian Education Sector and key policy recommendations.
- 3.9 The document outlines four core areas of focus designed to address these challenges. Notably:
- i. Access & Equity
 - ii. Standards & Quality Assurance
 - iii. Technical & Vocational Education
 - iv. Funding & Resource Utilisation
- 3.10 The 'One Year Strategy for the Development of the Education Sector'⁷ produced in May 2010 incorporates these and includes two additional priority areas:
- v. Strengthening the Institutional Management of Education, and
 - vi. Teacher Education & Development
- 3.11 The recommendations in these six core areas, if properly and fully implemented, have the potential to significantly address the challenges identified in the 2009 Roadmap for the Nigerian Education Sector.

⁵ Reforming Education: What Governments Can Do. Mallam Bolaji Abdullahi, Honourable Commissioner for Education, Science & Technology, Kwara State. The Future By Us: Rebuilding Nigeria's Education Sector, February 2011

⁶ Roadmap for the Nigerian Education Sector, Dr Sam O. Egwu, Federal Ministry of Education, April 2009.

⁷ 'One Year Strategic Plan for Development of the Nigerian Education Sector', Professor Ruqayyatu Ahmed Rufa'i, Hon Minister for Education, May 2010.



Nigerian Federal Policy Framework

Vision: To become an economy model delivering sound education for public good.

Mission statement: To use education as a tool for fostering development of all Nigerian citizens to their full potential in promoting a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God.

Mandate: To:-

- Formulate and coordinate a national policy on education
- Collect and collate data for purposes of educational planning and financing
- Prescribe and maintain uniform standards of education across the country
- Develop curricula and syllabuses at the national level
- Harmonize educational policies and procedures of all States through the instrumentality of the National Council on Education
- Effect cooperation in educational matters on an international scale

Policy Priority Areas of Focus:

- I. Access and Equity
- II. Standards and Quality Assurance
- III. Technical & Vocational Education & Training
- IV. Funding & Resource Utilization
- V. Strengthening the Institutional Management of Education
- VI. Teacher Education & Development

Source: Mid Term Report on One Year Strategy for the development of the Education Sector

#	Recommendation	High Level Framework	Outcomes
1	Depoliticise political appointments to Education	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy 	<ul style="list-style-type: none"> i. Reduce the impact of frequent leadership changes ii. Build long term relationships with various stakeholder groups iii. Increase collaboration between state and non-state actors
2	Develop and widely communicate an empowering vision that will compel all who hear and see it, to understand the need to do all that is required to work towards a goal that over 10 years, will see all Nigerian children have access to good quality education that will enable them to make a positive contribution to society.	<ul style="list-style-type: none"> a. Reduce the impact of frequent leadership changes b. Increase the number of effectiveness of non-state actors taking action to improve Nigeria's education sector c. Increase collaboration between state and non-state actors d. Increase access and equity e. Increase value and effectiveness of education funding f. Independent performance review and monitoring g. Influential independent advocacy 	<ul style="list-style-type: none"> i. Reduce the impact of frequent leadership changes ii. Increase the number of effectiveness of non-state actors taking action to improve Nigeria's education sector iii. Increase collaboration between state and non-state actors Reduce the impact of frequent leadership changes iv. Increase the number of effectiveness of non-state actors taking action to improve Nigeria's education sector v. Increase collaboration between state and non-state actors
3	Review existing programmes, initiatives, agencies and parastatals against their effectiveness at delivering the vision to see every Nigerian child gain access to good quality education that will enable them to make a positive contribution to society.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy 	<ul style="list-style-type: none"> i. Build on existing best practice ii. Identify and cut waste iii. Identify and widely implement best practice
4	Consolidate on the existing Education Roadmap and One Year Plan by developing a multi-year phased systematic plan of strategic improvements, which over time, will lead to measurable	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of 	<ul style="list-style-type: none"> i. Build on existing best practice ii. Identify and cut waste iii. Identify and widely implement best

	<p>improvements in the number of children that access good quality education.</p>	<p>education funding</p> <ul style="list-style-type: none"> d. Independent performance review and monitoring e. Influential independent advocacy 	<p>practice</p> <ul style="list-style-type: none"> iv. Reduce the impact of leadership changes v. Increase the number of effectiveness of non-state actors taking action to improve Nigeria's education sector vi. Increase collaboration between state and non-state actors
<p>5</p>	<p>Strengthen delivery capability across the sector by developing a pragmatic view of the roles and capabilities of a broader base of stakeholder groups⁸, work in a phased approach scaling up successes in areas of greatest need, political will, and or ease of implementation.</p>	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy 	<ul style="list-style-type: none"> i. Build on existing best practice ii. Identify and cut waste iii. Identify and widely implement best practice iv. Pilot and mainstream innovative solutions v. Reduce the impact of leadership changes vi. Increase the number of effectiveness of non-state actors taking action to improve Nigeria's education sector vii. Increase collaboration between state and non-state actors viii. Increase the value and effectiveness of resources invested in education ix. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education

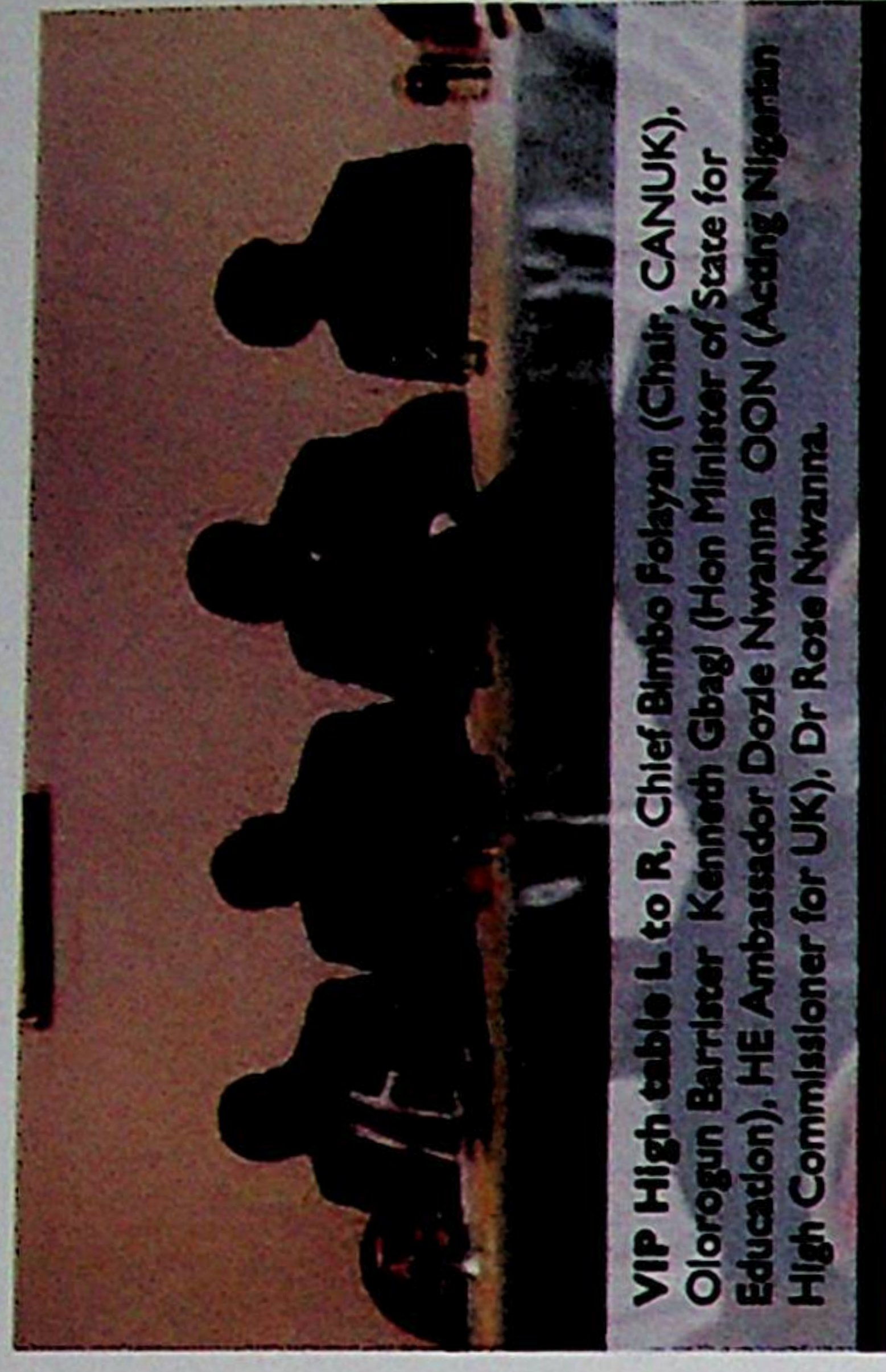
⁸ See Appendix I FUTURE BY US Capability Matrix.

Clearly define and communicate the delineation of responsibilities between Federal, State and Local Governments

3.12 Education is on the concurrent legislative list of responsibilities for the Federal, State and Local Government.

3.13 This is unique in Africa and means that the responsibility for the development and delivery of education policy is shared by all three autonomous tiers of government.

3.14 A pragmatic, clear and widely communicated delineation of responsibilities for each tier of government is required.



#	Recommendations	High Level Framework	Outcomes
6	The Federal Government should retain responsibility for setting, reviewing and enforcing the achievement of minimum standards for access, equity and quality of education across the public and private sectors, as defined by clear learning outcomes and other appropriate performance indicators.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring 	<ul style="list-style-type: none"> i. Identify and cut waste ii. Identify and widely implement best practice iii. Encourage accountability and increase community engagement and awareness iv. Strengthen enforcement and compliance with FG standards v. Increase the value and effectiveness of resources invested in education vi. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education
7	State Governments should assume responsibility for establishing and implementing plans for achieving and improving on the standards set for access, equity and quality of education across the public and private sectors within their states.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy 	<ul style="list-style-type: none"> i. Identify and cut waste ii. Identify and widely implement best practice iii. Encourage accountability and increase transparency iv. Strengthen enforcement and compliance with FG standards v. Increase the value and effectiveness of resources invested in education

8	<p>Local Governments should take responsibility and be held accountable by their respective State Governments and electorates for achieving and improving on the standards set for access, equity and quality of education across the public schools within their local government area.</p>	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy 	<ul style="list-style-type: none"> vi. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education i. Identify and cut waste ii. Identify and widely implement best practice iii. Encourage accountability and increase community engagement and awareness iv. Strengthen enforcement and compliance with FG standards v. Increase the value and effectiveness of resources invested in education vi. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education
9	<p>These changes should initially be implemented across selected States that show the greatest interest in improving education outcomes, as well as those states that demonstrate the greatest need for improvement, with the view to expand more widely over the next two to four years</p>	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy 	<ul style="list-style-type: none"> i. Build up a benefits case that will encourage voluntary compliance, and strengthen the case for other measures that may be required to transform Nigeria's education landscape ii. Learn and improve on implementation challenges iii. Avoid wide revolt that could undermine real progress



The Living Seed Academy was established in 2009 by Dr & Mrs Moses Adli to provide children from poor and low income families with access to good quality yet affordable (N3,000 per term) primary and secondary education. Speaking at the Future By Us Summit, he had this to say:

“Almost all of the private sector education in Nigeria, even those provided by churches are out of reach of the poor. It is unacceptable that churches charge their members and their communities such high tuition fees when they rely on the tithes and offering of church members to build the primary, secondary and now Universities that they will never be able to benefit from.”

In a democracy, the obligation to protect the weak and the vulnerable lies primarily with Government. Churches and other religious organisations seeking permission to operate education establishments who rely on gifts and donations from the general public should be encouraged to demonstrate how they are contributing to improving access and equity, especially amongst children from poor and low income families, and those traditionally excluded from education.

Establish an independent organisation that will serve as an Education Watchdog with a mandate to review, report and publish performance on education delivery outcomes

Education Roadmap and the 'One Year Plan for Strategic Development of the Education Sector'.

3.18

Without timely, accurate, and relevant data, it is impossible to accurately measure the effectiveness of resources invested in education, recognise and replicate areas of best practice, assess the effectiveness of interventions and effectively plan improvements that will incrementally scale up successes and address areas marked for improvement.

3.16 There are a number of national level (e.g. Federal Office of Statistics, UBEC) and state level agencies and officers (e.g. SUBEB) responsible for capturing and reviewing data on education outcomes.

3.17 The Federal Ministry of Education's 2010/11 mid-term report documented the lack of timely and relevant data as a key factor slowing down the rate of progress on the delivery of the published

#	Recommendation	High Level Framework	Outcomes
10	Establish an independent Education Watchdog that will institute, review, benchmark, advice on and implement education policy based on evidence gathered from Education Sector Audits across public and private sector providers.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy 	<ul style="list-style-type: none"> i. Encourage accountability and increase community engagement and awareness ii. Identify and widely implement best practice iii. Strengthen enforcement and compliance with FG standards iv. Increase the value and effectiveness of resources invested in education v. Attract greater level of participation from non-state actors
11	The independent Education Watchdog will be a membership organisation with representatives from the private sector, indigenous and international NGOs, faith-based organisations, civil society with a mandate to commission and report on independent audits of the financial and non-financial performance of basic education, secondary and tertiary institutions across the Federal Republic of Nigeria	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<ul style="list-style-type: none"> i. Encourage and empower mid and senior level business, civil society and faith-based leaders to meaningfully contribute to the development of the Nigerian Education system ii. Harvest ideas and resources from some of the most talented and resourceful individuals and organisations iii. Improve the level of collective responsibility and civic response to the key challenges facing our country
12	The independent Education Watchdog should establish and report on a	<ul style="list-style-type: none"> a. Improve quality 	<ul style="list-style-type: none"> i. Encourage accountability and increase

	<p>clear set of core performance indicators that will benchmark the performance of education delivery providers across the federation.</p>	<p>b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group</p>	<p>community engagement and awareness ii. Harvest ideas and resources from some of the most talented and resourceful individuals and organisations iii. Improve the level of collective responsibility and civic response to the key challenges facing our country</p>
13	<p>This independent Education Watchdog will retain its independence while developing strong working relationships with Federal, State, and Local Government agencies, philanthropy and fund making organisations, grassroot community organisations, and other key stakeholders across the education sector.</p>	<p>a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group</p>	<p>i. Increase collaboration between state and non-state actors by providing advocacy and support for Public Private Partnerships ii. Increase the value and effectiveness of resources invested into education</p>

Review the legal, statutory and contextual framework underpinning Nigeria's education sector.

3.19 Basic education in Nigeria is compulsory. Yet over 30 million children aged 3 to 14 years are not in any sort of early care or basic formal education⁹.

3.20 There are supply-side factors such as the availability of classrooms, trained motivated teachers and associated resources that significantly complicate this issue.



HE Ambassador Dozie Nwanna OON, the acting Nigerian High Commissioner to the UK, addressing key panellists and resource People at the Future By Us Summit held at the Nigerian High Commission.

⁹ The Roadmap for the Nigerian Education Sector, Dr Sam Egwu, Federal Ministry of Education, April 2009

#	Description	High Level Framework	Outcomes
14	Invite non-state actors (private sector and faith-based organisations, grassroots community groups and other NGOs) to bid for the day-to-day management of State funded schools that will see the non-state service providers challenged with meeting clear standards and learning outcomes for the same level of investment currently committed to by the State.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<ul style="list-style-type: none"> i. Increase the value and effectiveness of resources invested in education ii. Encourage accountability and increase community engagement and awareness iii. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education
15	Encourage and where necessary, compel more individuals, civil society organisations, private sector organisations, religious organisations, and other NGOs to play a more active role in the provision of early care and basic education.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<ul style="list-style-type: none"> i. Increase the value and effectiveness of resources invested in education ii. Encourage accountability and increase community engagement and awareness iii. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education
16	Churches and mosques, which are predominantly closed for significant periods during the week, should be repurposed to provide early care and basic education support throughout the week, especially targeted at pupils from poor and low income families.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<ul style="list-style-type: none"> i. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education ii. Increase the value and effectiveness of resources invested in education iii. Encourage accountability and increase community

17	<p>Private companies who tender for significant public sector contracts (i.e. above N20million) commit as part of their proposals to finance the delivery of infrastructural and other resource needs of publicly funded schools.</p>	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<p>engagement and awareness</p> <ul style="list-style-type: none"> i. Increase the value and effectiveness of resources invested in education ii. Encourage accountability and increase community engagement and awareness iii. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education
18	<p>Private companies who tender for public sector contracts of any amount should demonstrate their contribution to wider civil society as a necessary pre-condition for contract award.</p>	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<ul style="list-style-type: none"> i. Increase the value and effectiveness of resources invested in education ii. Encourage accountability and increase community engagement and awareness iii. Increase the number of school-age children from poor, low-income families and traditionally excluded groups with access to good quality education
19	<p>Undertake a complete review of the statutory, regulatory and legal Framework underpinning the Nigerian Education System with consideration for the need to encourage, incentivise and manage greater non-state involvement in rebuilding the Nigerian Education sector.</p>	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<ul style="list-style-type: none"> i. Increase the value and effectiveness of resources invested in education ii. Encourage accountability and increase community engagement and awareness iii. Strengthen enforcement by criminalising corruption in education iv. Increase the number of

20	Enforcement, monitoring and evaluation need to be systematically embedded as core aspects of the review of the statutory, regulatory and legal framework underpinning the Nigerian Education System.	<ul style="list-style-type: none"> a. Improve quality b. Increase access and equity c. Increase value and effectiveness of education funding d. Independent performance review and monitoring e. Influential independent advocacy & policy group 	<ul style="list-style-type: none"> i. Criminalise corruption in education ii. Increase the value and effectiveness on funding reaching schools iii. Encourage accountability and increase community engagement and awareness iv. Increase the number of school age children from poor and low-income families, and traditionally excluded groups, access to good quality education. 	school-age children from poor, low-income families and traditionally excluded groups with access to good quality education
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4. Conclusion

4.1 Today, despite its vast oil wealth, Nigeria ranks 142nd in a total of 169 countries rated on the Human Development Index¹⁰, which is 12 and 11 places below Ghana (130) and Cameroon (131), and in the same category as Ethiopia (157) and Chad (163).

4.2 When compared to former economic contemporaries like Korea (12), Singapore (27), and Malaysia (57), the scale of years of missed opportunities – the result of over three decades of military misrule, becomes apparent.

4.3 Depressing as it may seem, Nigerians must take the view that it is never too late to get off the wrong track, and start on the right path.

4.4 We cannot give up on our children, give in to the dark forces that suggest there is no hope for Nigeria, or chart a slow path to reform to appease those who have a significant stake in keeping things as they are.

4.5 Nigeria is blessed with a host of talented professionals from across the public, private and voluntary sectors.

4.6 Many of whom, as we discovered at the Future By Us Education Summit, are already doing what they can to make a difference to the lives of thousands of Nigerian children, often within the means of their own limited resources.

¹⁰ Human Development Report 2010, The Real Wealth of Nations: Pathways to Human Development.
UNDP 2010

4.7 Given the chance, and with a little bit of help from Nigerians in the diaspora and our friends in the international community, Nigerians in wider civil society can expand the role they currently play in improving the Nigerian education sector.

4.8 To achieve this, the Federal Government needs to provide clear leadership by setting, monitoring and where necessary taking appropriate action to enforce minimum standards for education.

4.9 State and Local Governments have a greater role to play in drafting and implementing interventions that ensure more Nigerian children have access to good quality education.

4.10 To achieve this, State and Local Governments must engage the private and voluntary sector in the delivery of public education while retaining the responsibility for setting, monitoring and where necessary taking appropriate action to enforce minimum standards for schools and other education providers across the private and public sectors.

4.11 This will be achieved once policy makers, legislators and other public officials work to establish an enabling environment with clearly and widely communicated standards and policies.

Delivery framework

4.12 We did not set out to produce another set of policy recommendations.

4.13 We are developing a framework for all those working to improve Nigeria's education sector over the next 10 years, which will be launched in Abuja by November 2011.

4.14 Once complete, the framework will set out and widely communicate through online and traditional media channels, clear roles for each

stakeholder category working to improve Nigeria's education sector over the next 10 years.

4.15 It will include a directory of existing schemes, projects, and organisations working to improve Nigeria's education sector.

4.16 This will lead to a greater pooling of resources and collaboration across the public, private and voluntary sectors, and inspire greater community engagement as we create a membership organisation that will serve as a non-profit collaboration and capacity development platform for all those working to improve Nigeria's education sector.

4.17 As part of this framework, we recommend that each of the three tiers of government, as appropriate, implement policies that promote quality in education, encourage, incentivise and where necessary compel private and civil society organisations to play a greater role in addressing the infrastructure deficit and manage the delivery of education in our failing and impoverished public schools.

4.18 We also challenge public sector officials to implement community engagement practices that promote greater community participation in the management of schools, as well as greater use of community assets such as mosques and churches to offer early care and basic education to those who need it the most – children from poor, and low income families and those from traditionally excluded groups such as disabled children and those from migrant populations.

4.19 Change will not come overnight. However, in order to live up to its commitments to the international community to achieve universal basic education by 2015, and to be within striking shot of the goal to be among the world's 20 leading economies by 2020, Nigeria must proceed with the steely conviction that we will do right by our children by committing to give each and every Nigerian child the fundamental right to good quality education.

Funding effectiveness and performance management

- 4.20 Finally, we must make sure more of the public money invested in education makes it to the classroom where it matters most.
- 4.21 Besides addressing the resource challenges and infrastructure deficit that beleaguer Nigeria's education system, we need to re-skill our teachers, return dignity to the teaching profession and recruit a new generation of teachers that will lead the transformation of our schools. The National Youth Service Corps provides the clearest opportunity we have to get ahead of the curve.
- 4.22 To be effective, annual school reviews must be designed to recognise best practice, as well as challenge and address inefficiencies and consign ineffective practices to history.

4.23 We cannot shy away from confronting corruption when and where it exists in our society. We must strengthen our institutions and bring integrity back into the public sector by demonstrating our resolve to name, shame and prosecute anyone at any level of society found to over-inflate costs, delay, divert, or steal funds meant to give every Nigerian child a chance to develop the skills they need to make a meaningful contribution to society.

4.24 The education crisis besetting our nation will not be solved by government alone.

4.25 We, The FUTURE BY US team commit to work with government and other stakeholders across the non-state sector to achieve greater civil society engagement in rebuilding Nigeria's education sector.



L-R; Dr Debisi Araba, Mr Babatunde Ogunlola (Executive Director, BEC International), Dr Mustapha Jarimi (Technical Adviser to the Hon Minister of Education), Mr Othman Aliyu (Media Adviser to the Hon Minister of Education), Mr Tefe Davies, Ms Yinka Alli-Balogun, Mrs Alero Ayida-Otobo (Senior Policy Adviser DFID ESSPIN), Mr Aaron Oxley (Executive Director RESULTS UK), Ms Julia Modern (Education Campaigns Manager, RESULTS UK), HE Ambassador Dozie Nwanna OON (Acting High Commissioner to the UK), Mrs Tia Seyi Booth-Ndu, Ms Anthonia Garner, Mr Ashley Bolle (Programme Intern, World Changers Foundation).

APPENDIX I FUTURE BY US CAPABILITY MATRIX

Objective	Key requirements	Federal	State	Local Govt	School / Community	Civil Society / Non-state Stakeholders	Future By Us Group
Improve quality of Education	<ul style="list-style-type: none"> Timely and reliable data on national and regional student enrolment, grade continuation, completion and student learning 	<ul style="list-style-type: none"> Set policy and standards. Train teachers Ensure accessibility of national-level data on education quality 	<ul style="list-style-type: none"> Build classrooms Fund schools Train teachers Carry out inspections Generate state-level data education data 	<ul style="list-style-type: none"> Provide resources Provide textbooks Maintain schools Support learning 	<ul style="list-style-type: none"> Teach children Literacy and numeracy for all Develop citizenship Manage resources efficiently, Governance of schools 	<ul style="list-style-type: none"> Support schools Assist with resources Monitor performance Advocacy 	<ul style="list-style-type: none"> Policy Advocacy
Improve access and equity (esp. for girls)	<ul style="list-style-type: none"> Timely and reliable data on: <ul style="list-style-type: none"> Enrolment Grade continuation Completion Implementation of girl-friendly policies at school level Learning outcomes 	<ul style="list-style-type: none"> Set girl friendly policies Set enrolment and completion targets Target resources to states with lowest girl child enrolment and highest girl child dropout rates 	<ul style="list-style-type: none"> Adopt girl friendly policies Invest in schools to reduce barriers to enrolment and completion Design measures to encourage girls to attend 	<ul style="list-style-type: none"> Monitor enrolments Ensure schools meet targets Ensure environment conducive to girls enrolment and continuation Supply side measures to increase enrolment Inspection to ensure home-level compliance with basic education enrolment 	<ul style="list-style-type: none"> Set school level targets Ensure equity of access and treatment Monitor school targets 	<ul style="list-style-type: none"> Policy Advocacy Monitoring of state level access policies and implementation 	<ul style="list-style-type: none"> Policy Advocacy
Increase value & effectiveness of funds invested in education	<ul style="list-style-type: none"> Accurate data on budget allocations to State Ministries of Education and Local Government Authorities Functional and transparent funds administration system Functional Education Management Information System 	<ul style="list-style-type: none"> Create efficient, fair and transparent systems for distribution of national income Set expenditure targets for states in education Monitor state expenditure 	<ul style="list-style-type: none"> Set budgets matched to plans Ensure funds are released on time Create systems to ensure transparency Monitor expenditure Make public spending and priorities 	<ul style="list-style-type: none"> Maximise funds reaching school Ensure funds reach schools Monitor expenditure at school level Procure equipment Contract works & maintenance 	<ul style="list-style-type: none"> Set school budget based upon plans and targets Ensure value for money Raise supplementary funds where possible 	<ul style="list-style-type: none"> Advocacy for transparency and accountability in funds management, allocation and utilisation 	<ul style="list-style-type: none"> Lobby and advocate for transparency and accountability in funds management, allocation and utilisation Annual Pan-Nigeria report on fund utilisation
Establish an independent performance and monitoring framework	<ul style="list-style-type: none"> Establishment of legally independent watchdog institution 	<ul style="list-style-type: none"> Set national targets Create M&E framework Design data collection systems 	<ul style="list-style-type: none"> Set state targets Collect data 	<ul style="list-style-type: none"> Ensure school reform to standards Monitor schools in line with set performance standards 	<ul style="list-style-type: none"> Develop school targets Carry out self-evaluation 	<ul style="list-style-type: none"> Engage in independent monitoring 	<ul style="list-style-type: none"> Engage in independent monitoring Assist with establishment of independent watchdog
Establish a policy and advocacy platform	<ul style="list-style-type: none"> Identification and convening of key non-state stakeholders in education 	<ul style="list-style-type: none"> Create mechanisms for publication of data to all stakeholders 	<ul style="list-style-type: none"> Create mechanisms for publication of data to stakeholders 	<ul style="list-style-type: none"> Organise data collection 	<ul style="list-style-type: none"> Provide data and information 	<ul style="list-style-type: none"> Ensure wide dissemination of information on performance Create political pressure for continuous improvement 	<ul style="list-style-type: none"> Engage in policy discussions Analysis of data to inform policy decisions; publish annual report on state of education in Nigeria Use influence to advocate change Develop independent watchdog



APPENDIX II – THE FUTURE BY US Programme Delivery team

Sponsors:		
Ambassador	Dozie	Nwanna
Chief	Bimbo	Folayan
Ms	Thelma	Ekiyor
Senior Advisors:		
Mrs	Alero	Ayida-Otobo
Mr	Mustapha	Aliyu
Dr	Rose	Nwanna
Mrs	Folasade	Adefisayo
Mr	Fela	Durotoye
Otunba	Dele	Ajayi-Smith
Dr	Vincent	Anigbogu
Mallam	Bolaji	Abdullahi
Chief	Bimbo	Folayan
Mr	Wale	Samuel
Pastor	John	Enelamah
Dr	John	Martin
Mr	Aaron	Oxley
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Mrs	Modupe	Adefeso-Olateju
Mr	Ayo	Olagunju
Dr	Mustapha	Jarimi
Ms	Julia	Modern
Dr	Adebisi	Araba
Ms	Chizoba	Imoka
Mr	Bola	Williams
Mr	Michael	Ochei
Mr	Ifeanyi	Nzekwe
Mr	Nakama	Keri
Mr	Chris	Ngwodo
Mrs	Esohe	Iyamu-Eigbike
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		Chairman, CAN UK
		TY Danjuma Foundation
		Senior Policy Adviser, ESSPIN
		Minister/Head of Education and Welfare, Nigerian High Commission, London
		Executive Director, Refocus Youths
		Director, Corona Schools
		CEO, Visible Impact / Project Raise
		Executive Director, African Children Development Foundation, ED NACEVO
		Executive Director, National Transformation Institute
		Hon Commissioner of Education, Kwara State
		Chair, CAN UK
		National Co-ordinator, CSACEFA
		Executive Director, AIPM
		Programme Director, ESSPIN
		Executive Director, Results UK
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		Partner, Selem Consult
		Technical Adviser to Hon Minister for Education, Federal Minister of Education
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		PhD Imperial College London
		Executive Director, Unveiling Africa Foundation
		Director, The Future Project
		MD, C2Synergy
		Lecturer, Nnamdi Azikiwe University
		Partner, Selem Consult
		Partner, Selem Consult
		Co-founder, Teach for Nigeria
		Lead Consultant, DPI Associates
		PhD, Imperial College London

Mr	Babs	Ogunlola	ED, BEC International
Mr	Tokunbo	Ashaye	CEO, Prime Training Ltd
Ms	Joy	Okofu-Newman	Programme Manager
Mrs	Tia	Boothe-Ndu	Programme team
Ms	Yinka	Alli-Balogun	XN Foundation
Ms	Jumoke	Bamigboye	Project Manager, Future By Us Education Summit
Mr	Itua	Akhigbe	Asst Project Manager, Future By Us Education Summit
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Mr	Chris	Ngwodo	Partner, Selem Consulting
Dr	David	Ogbuelli	President, Golden Heart Foundation
Mrs	Esohe	Iyamu-Eigbike	Co-founder, Teach for Nigeria
Dr	Moses	Adi	President, Living Seed Academy
Mr	Aaron	Oxley	Executive Director, Results UK
Ms	Julia	Modern	Education Campaigns Manager, Results UK
Mr	Bola	Williams	Director, The Future Project
Ms	Chizoba	Imoka	ED, Unveiling Africa Foundation
Mr	Nobert	Onaga	VP, Golden Heart Foundation, Nigeria
Mr	Babs	Ogunlola	BEC International, Lagos
Ms	Antonia	Garner	Co-founder, Diaspora NGO
Mr	Rotimi	Adeniyi	Funding & Finance workstream lead.
Mr	Wale	Oyewole	Two Reel Studios, Nigeria
Pastor	Olusola	Oluniyi	Proprietor – TOLAYOPE Nursery & Primary School, Lagos
Mrs	Margaret	Yau	Head of Education, TY Danjuma Foundation
Mr	Wale	Samuel	National Coordinator, CSACEFA
Mr	Gbenga	Faseke	Executive Director, MDJJ Limited

APPENDIX III Participating Panellists and Key Resource People

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Mrs	Alero	Otobo	Lead Consultant (Policy & Planning), Education Sector Support Programme in Nigeria (DFID)
Mr	Aliyu	Othman	Senior Special Assistant on Media Affairs to the Honourable Minister for Education
Mrs	Antonia	Garner	Ijaw People's Association
Mr	Ayo	Olagunju	Partner, Selem Consult
Mr	Babalola	Ogunlola	Executive Director, BEC International
Mrs	Bolaji	Osime	Founder, Global International College
Dr	Chinwe	Chukwudi	Lecturer, University of Nigeria, Nsukka
Mr	Chris	Maiyaki	Deputy Director/COS to the Executive Secretary National Universities Commission
Mr	Chris	Ngwodo	Partner, Selem Consult
Mr	Chukwuemeka	Okala	NNC & ARC UK
Dr	David	Ogbueli	President, Golden Heart Foundation
Otunba	Dele	Ajayi-Smith	President, African Citizens Development Foundation, chief executive officer, NACEVO
Ms	Elisha	London	UK Country Manager, Global Poverty Project
Mr	Fela	Durotoye	Chief Executive Officer, Visible Impact (Nig) Ltd
Mrs	Folasade	Adefisayo	Director, Corona Secondary Schools
Mr	Ifeanyi	Nzekwe	Lecturer, Nnamdi Azikwe University

Dr	Ifechukwu	Nnatuanya	Principal, DPI Associates
Mr	John	Enalamah	Executive Director, Apostles in The Market Place
Dr	John	Martin	Programme Director, Education Sector Support Programme In Nigeria (DFID)
Ms	Julia	Modern	Education Campaigns Manager, Results UK
Dr	Kabi	Raheem	Lecture, Michael Okpara University of Agriculture
Mr	Kayode	Ajayi-Smith	Executive Director, Joint Initiative for Development
Ms	Louise	Wetheridge	Action Aid
Mrs	Margaret	Yau	TY Danjuma Foundation
Dr	Mark	Abani	Founding Chairman, Central Association of Nigerians UK
Mr	Michael	Ochei	Fellow, Golden Heart Foundation
Dr	Moses	Adi	Founder & President, Living Seeds Academy
Mr	Nakama	Keri	Partner, Selem Consult
Mr	Norbert	Anaga	Vice President, Golden Heart Foundation
Mr	Oga	Adejo-Ogiri	Director, Layer3 Consulting
Pastor	Olusola	Oluniyi	Proprietor, TOLAYOPE Nursery & Primary School
Mr	Oyewale	Oyewole	CEO, Two Reel Studios
Mr	Richard	Ashaye	CEO, Prime Training UK
Mr	Richard	Kuti	CEO, Young Black & Successful
Mr	Samuel	Kasumu	CEO Elevation Networks
Mr	Simon	Moss	General Manager, Global Poverty Project
Mr	Wale	Samuel	National Coordinator, CSACEFA
Ms	Yinka	Alli-Balogun	XN Foundation

