

NEDS7

REIMAGINING EDUCATION DEVELOPMENT IN AFRICA;
BRIDGING THE SKILLS GAP



C O M M U N I Q U E



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Executive Summary

NEDIS VII, held at The Zone Tech Park: Plot 9A, Gbagada Industrial Scheme, Gbagada Expressway, Lagos, Nigeria on the 24th of November, 2022. It featured:

- Plenary sessions and Child-led discussions
- Award ceremony of the inaugural West Africa Teacher Innovation Prize
- Fireside chat with inspiring personalities
- Networking and entertainment
- Exhibition and networking

The Education Partnership Centre (TEP Centre) organised and hosted the seventh edition of NEDIS with support from the British Council, Oando Foundation, and Ford Foundation. The theme for NEDIS 7 tagged Reimagining Education Development in Africa; Bridging the Skills Gap. This theme underscored the need for education to deliver on its mission to equip learners with relevant skills that adequately prepare learners for the future and its unique blend of opportunities and challenges. NEDIS 7 brought together stakeholders in the public and private sectors to explore possible pathways for strengthening education systems and improving effective teaching and learning for skills development and economic prosperity for all.

NEDIS 7 featured seasoned and experienced international and national speakers cutting across research, policy, technology, and the media, weighing in on their experience and expertise on how best to tackle this looming skills crisis, exploring a more sustainable path and reimagining the delivery of pedagogy to equip today's learners effectively. Our speakers included Dr. Manos Antoninis, the director of the UNESCO Global Education Monitoring (GEM) Report, who delivered a keynote address spotlighting Africa's progress toward sustainable development using learning outcome data.

FCDO-funded programme, Partnership for Learning for All in Nigerian Education (PLANE) delivered a presentation on non-state schools in Nigeria expounding its implications for proper regulations and partnerships. Ms. Ferhana Dostmohamed, FD Consultant at the University of Toronto, delivered a second keynote on rethinking Africa's workforce while underscoring the challenges and prospects.

We had a rich and vibrant panel session that mirrored the importance of partnerships, innovation, and proper data collection. We had a science and innovation exhibition fair by eLimu, an ed-tech company providing kids with access to world-class apps and learning resources that improve learners' skills and confidence to learn new subject areas, and Kunda Kids, an award-winning children's publishing company increasing diversity in children's books.

NEDIS 7

Overview of Theme

Skills are moving targets in the rapidly changing world of work, making it increasingly difficult to match supply and demand. Youth are particularly affected by unemployment and inactivity, and the transition from education and training to work is hampered by a lack of demand-driven and practice-oriented training, sluggish economies, and changing labour markets. According to the most recent ILO estimates, youth unemployment was 17.2% in 2020, compared to 6.6% for the total labour force. These inequalities have been exacerbated by the COVID-19 pandemic, which has disrupted many youths' and adults' learning as well as their mental, social, and financial well-being. On the other hand, 69% of employers globally struggle to find the skilled workers they require, emphasising the importance of closing the growing skills mismatch. There are also new opportunities emerging, such as the 85 million additional jobs expected to be created in the green energy transition to achieve the 1.5-degree pathway between 2019 and 2030. Young people and adults need continuous reskilling and upskilling for rapidly changing economies affected by digitization, the shift to a low-carbon economy, and other mega-drivers of change in our economies and societies to improve employability and enable an ecologically sustainable transition.

Reimagining education means empowering learners with knowledge, skills, and values and building attitudes to be resilient, adaptable, and prepared for an uncertain future. Reimagining education aims to contribute to human and planetary well-being and sustainable development by leveraging innovation, collaboration, and partnerships.

The NEDIS education innovation summit is an annual Education stakeholder convening organised and hosted by TEP Centre as a platform to highlight the role of education innovations in solving challenges hindering the delivery of accessible and high-quality education in Africa. The theme of this year's summit "Reimagining Education Development in Africa; Bridging the Skills Gap" seeks to assess the efficacy of current curricula and identify gaps in pedagogical delivery in order to develop learners who are adequately prepared for the future of work while charting a sustainable path with stakeholders to strengthen the education system through partnerships, financing, communication, technology, and policy.

NEDIS 7

Overview of Theme

The robust hybrid event, with over 400 participants joining from different parts of the world, left participants with a heightened sense of urgency for individuals and organisations to play their part in reimagining the education system.

The audience comprised students, teachers, school owners, ed-tech innovators, and stakeholders from various states in Nigeria left with a robust understanding of how to strengthen the education system as a collective by leveraging partnership, data, and the media. Most importantly, there was a consensus that the current education system is not delivering its mission to equip learners with relevant skills and there is an urgency to holistically transform how pedagogy is designed and delivered to prepare learners for a fast-changing world. There were relevant challenges raised, such as the current use of outdated curricula which are unfit to train and equip children and youth for the future of work, the scarcity of data in the education sector, recruitment of unequipped and trained teachers. There were also practical solutions raised to tackle these challenges, such as meaningful collaborations with private sectors to bridge the skills gap.

To summarise, in order for Africa to develop a well-equipped and agile workforce, the education sector needs to undergo a complete overhaul of its mode of operation and management. This overhaul should begin with the redesign of the current curriculum to integrate climate education, entrepreneurship, and innovation, which are integral to preparing learners for the future of work. Ensuring education meets the needs of the future also requires a standardised system of training, rewarding, and compensation of teachers to well position them as agents of transformational leadership. Finally, the education stakeholders should embrace multi-sectoral partnerships and collaboration, especially with private sector actors to galvanise resources and fill governmental gaps in the education sector.

Summit Discussions



All eighteen speakers at the NEDIS 2022 summit carefully considered and discussed education issues revolving around the theme: Reimagining Education Development in Africa; Bridging the Skills Gap





Keynote I:

Spotlighting Africa's Progress Towards Sustainable Development Using Learning Outcome Data

Dr. Manos Antoninis, the Director of the UNESCO Global Education Monitoring (GEM) Report launched the summit discussion by presenting a keynote that shared the African perspective on the state of learning in Africa, leveraging data and findings from the recent GEMR.

- The latest GEMR reports reveal that it's been nearly impossible to get accurate school enrollment data from Nigeria due to its complex context (since 2015, only 16 African countries in reading and 18 African countries in mathematics have reported data)
 - Primary school enrollment has dropped since 2015
 - The dropout rate for secondary school increased by 25 percent in 2019 as compared to 2015
 - Improvements in school completion rates are low compared to progress made by the global community
 - On average, fewer than 1 in 5 African students reaches minimum proficiency in literacy and numeracy at the primary school level
- 7 areas should be prioritised to improve learning outcomes in Africa:
 1. Learning assessment
 2. Community and parental engagement
 3. School support and monitoring
 4. School management and budget
 5. Teachers' capacity
 6. Quality of teaching and learning
 7. Vision on foundational learning

Keynote I:

Spotlighting Africa's Progress Towards Sustainable Development Using Learning Outcome Data

- Challenges to education development:
 - Emphasis on exams over standards
 - Poor quality of classroom assessments
 - Insufficient support to cross-national assessment, e.g., PASEC
 - Short-term donor perspectives
- Recommendations:
 - Improve literacy and numeracy skills, which is a crucial element of learners' development
 - Strengthen planning, implementation, monitoring, and evaluation of education interventions to achieve collective national learning goals





Keynote II:

Rethinking Africa's Workforce: Challenges and Prospects

Ms. Ferhana Dostmohamed works at FD consulting and the University of Toronto. She led the second keynote presentation, reviewing the symbiotic relationship between the workforce and education. Africa as it were currently does not have the capacity to imbibe the needed skills for learners to navigate the 21st-century nature of work. What are we preparing students for in schools? Are we exposing them to different bodies of knowledge, are we building their literacy and numeracy skills? Or are we trying to make them productive members of society and the labour force for the growth and prosperity of themselves, organisations, and the country? If indeed we are preparing them for the growth and prosperity of themselves, organisations, and the country, why is there a gap in the expectation of completing school and being ready for work?

We need to address the teaching methodology and assess the curriculum framework as the ones being implemented in schools are outdated and barely provide learners with the relevant knowledge and skills they need to thrive in a fast-paced technology-driven world. Many African youths are disengaged from the current education system because they do not see the value of formal education beyond getting the 'paper'. The current pace of upskilling and re-skilling the workforce is tough and will only get more hectic and unmanageable in the coming years.

Keynote II:

Rethinking Africa's Workforce: Challenges and Prospects.

There are already employment crises, people whose jobs are gone but cannot fill in new positions because their skills are not commensurate with the demands of the Job. Workers who currently have jobs are burning out faster as they try to keep up with business needs and stay relevant despite evolving Job trends.

Education is at a crossroad and the best time to get ahead in recovering these gaps have long passed. However, as concerned education stakeholders, we need to double our efforts in bridging the skills gaps by updating the curriculum now, revisiting the function and purpose of education, including the wisdom of communities and culture learning, and adopting a human-centred approach to our education systems.

The curriculum should be designed for context rather than content, putting creativity, cognitive flexibility, and emotional intelligence, alongside technical skills such as financial literacy, green skills, and digital literacy skills.

Finally, let us create safe spaces to foster and encourage experimentation, growth, and collaboration amongst 21st-century learners.





PLANE

- **Non-State Schooling in Northern Nigeria: Implications for Regulation and Partnership**

Dr. James Fadokun represented Partnerships for learning for All (PLANE), a seven-year education programme funded by the UK Government to invest in a more inclusive and effective education system in Nigeria. The PLANE programme works with federal and state leaders, legislators, education providers, and parents across the Federal Level in Jigawa, Kaduna, Kano, Borno, and Yobe States. Dr. James shared findings of the socio-demographic survey carried out by TEP Centre on behalf of PLANE on non-state schools in Kano, Kaduna, and Jigawa (KKJ) states that revealed the challenges low-cost private schools face in delivering high-quality education to children from low-income families. Most significantly, the findings reviewed that only 41.2% of children between the ages of 3 - 5 are being catered for by the government which implies that there is a great opportunity for these low-cost private schools to fill the out-of-school gaps and deliver quality education to those left behind who according to data are majorly early learners from low-income families lacking foundational literacy and numeracy skills.

He highlighted that 718, a 70% equivalent of school owners, do not belong to any recognised association making them untraceable and isolated from others in the sector. Teachers in 517 non-state schools (50.4%) did not receive a wage at the end of the month, while 165 (16.1%) non-state schools have no provisions for students with disabilities. He urged the government to ensure accountability in the sector and create an enabling environment for low-cost private school owners who are equally business owners similar to SMEs to thrive by making protocols and policies for the registration of schools less burdensome.

Dr. Fadokun called for inclusive financing, standardised record-keeping, learning aids for learners with disabilities, and free in-service training for instructors to enhance the capacity development of low-cost private schools.



Key Recommendations

- To ensure proper delivery and long-lasting positive effects of inclusive basic education for children with disabilities in non-state schools, governments should establish a support fund for the implementation of inclusive education methods.
- For accountability reasons, the government should work to ensure that all unregistered non-state schools are members of a recognized professional association of their choice. In addition, the association should actively engage the government on contextual basic education issues that relate to the needs of the schools' owners.



Panel Discussion 1:

Moving from ABCs to a Highly Skilled Workforce

According to a World Bank report, it is projected that this generation of children and young people could lose \$10trn of future earnings equivalent to almost 10% of global GDP as a result of the looming learning poverty in Africa, with 9 in 10 children unable to read a simple sentence by the age of 10.

This four-man panel session expounded on practical steps to take in equipping learners with relevant skills to tackle global challenges by leveraging innovation, meaningful partnerships, and data-driven interventions.

Mrs. Adekanla Adegoke from Oando foundation stressed the need for corporate organisations to get involved in strengthening the delivery of basic education in Africa which has proven to be the solution for solving the rising human capital deficits. Creating a structure that integrates relevant 21st-century skills such as digital literacy is crucial in enabling learners to garner critical thinking skills, problem-solving skills, and other life skills that individuals and businesses will need to survive in the future. It is not enough to build infrastructures, as much as it encourages enrollment of learners in schools, it does not always translate to improved and quality learning outcomes.

Panel Discussion 1:

Moving from ABCs to a Highly Skilled Workforce

Santos Akhile from Human capital Africa emphasised the fallen state of Nigeria's education system and its inability to fulfill its mission of educating and transforming the lives of learners. By 2050, 68% of the workforce will be from Sub-Saharan Africa which signifies that we are far behind as a nation and sitting on a ticking time bomb with the continuous production of half-baked learners who are disadvantaged and lacking in relevant skills to deliver on the demands of the global workforce and thrive in an ever-evolving world. Santos stressed the need for the government and corporate organisations to prioritise foundational learning by significantly increasing spending on early childhood education (ECE), without which acquiring advanced skills and further education becomes an impossible mission, leading to increased dropouts rate and cyber-crimes.

In moving the needle toward building a highly skilled workforce, Mrs. Adegoke shared some of Oando's foundation actions at the grassroots level through its adopt-a-school initiative which has significantly impacted 80 schools in low-income communities. Some of the approaches adopted were improving learning outcomes by training teachers in their adopted schools to move from a teacher-centred approach to a learner-centred approach, actively engaging with the school-based management committees (SBMCs), building the capacity of quality assurance officers, training local government state authorities on effective data gathering and decision-making, provision of scholarships to high performing learners to transition from primary education to secondary education, and engaging in education advocacy actions while sharing learnings with other corporate organisations and extending partnerships opportunities to government stakeholders.

Public-private partnerships are one key area to leverage in recovering and transforming education in Africa, especially in increasing resources and promoting innovations that translate into building well-skilled human capital. Owolabi Falana, a representative from SUBEB, shared with the audience notable initiatives of the Lagos state universal basic education board, one of which is its EKO excel programme in partnership with New globe, an initiative of Lagos state and the Finnish government, transforming the teaching and learning process in elementary schools in Lagos state, by focusing on teachers capacity development and providing an improved methodology for teachers to deliver pedagogy to learners leveraging data, provision of learning materials, and technology in the classroom.

Panel Discussion 1:

Moving from ABCs to a Highly Skilled Workforce

We will need education in the coming years to transition from silo interventions to multi sectoral interventions, which will be influenced by redefining what education means to us as a nation, as seen in the Philippines, where education means life. As a result, their laudable commitment to education is reflected in how they collaborate with various sectors at various levels, set budgets, innovate pedagogy, and effectively deliver it to learners in the Philippines.





Panel Discussion II:

Much Ado About Literacy, 21st-Century Skills, and Green Education

The world has moved past the COVID-19 pandemic but we also know that there are other crises looming which could potentially put education at risk again. This is why education stakeholders need to take meaningful steps ahead in using education as a tool to nib these potential crises in the bud by ensuring the curriculum embraces the various realities of the world we live in. Challenges such as climate change leading to the creation of green jobs is an area that requires adequate skills to properly navigate and manage, this is why the curriculum more than ever before needs to be redesigned to become relevant to the current realities of the future of work.

Mrs. Njideka Ayopeju opined that when discussing redesigning the curriculum we need to also be meticulous about who is given the responsibility of reviewing and redesigning the curriculum. Will they be competent and open-minded enough to design the curriculum to fit the current realities of the world we live in? The curriculum does not exist in a vacuum, which makes it complex and challenging to change as it reflects the state and mindset of the society.

The curriculum must equip learners for green jobs, technology advancement, and transformational leadership.

Panel Discussion II:

Much Ado about literacy, 21st-century skills, and green education

Mr. Fwashishak Daniel shared that the missing link in redesigning the curriculum and equipping learners with relevant skills is in the complacency of the workforce comprising corporate organisations and private institutions who do not get involved and advocate for the importance of these skills to be reflected in the curriculum, leaving the process to professors in higher institutions and policymakers in government to take the lead in designing the curriculum. It is crucial to embrace the inclusivity of private sector actors who are exposed to the realities of the skills deficiency in the workplace to get involved in the redesign of the curriculum, otherwise, we would continue to have a one-sided curriculum that prioritises certificates and grades over acquiring high-demand skills.

Ms. Tonia Uduimoh explained how leveraging technology will help build high-demand skills and bridge the existing skills gap needed for the 21st-century workforce. The COVID-19 pandemic revealed the looming inequity between children from low-income families and high-income families. Learning continued for learners in urban private schools who have been familiar with the use of digital tools and packages prior to the pandemic. It is futile to discuss ways to bridge these gaps without holistically assessing all the barriers which first need to be addressed. Digital skills are top of the skills needed to thrive in the 21st century yet barriers such as poor connectivity, cost of data and digital tools further put children from low-income families at a disadvantage. Teachers need to move from a traditional teaching system to a blended learning approach that incorporates digital technology, this is why funding at scale is highly needed from corporate organisations to deploy these interventions and innovations across various disadvantaged schools to close the digital divide.

Technology creates opportunities for teachers to take responsibility for their skills development and acquire 21st-century transferable skills, while also enabling personalised learning for learners to acquire relevant skills such as green skills, digital skills, communication skills, and financial literacy skills at their own pace.



Panel Discussion III:

Measuring Progress Towards Sustainable Development in Africa Using Learning Outcome Data

Data has proven to be an effective tool for linking interventions to development in Africa. However, the paucity of accurate education data in Africa has created a loophole for tracking learning outcomes and making relevant decisions. There is widespread concern that learning outcomes have not kept pace with educational expansion. Countries like Nigeria have few systematic data on who is learning and who is not, the extent of the learning deficit is largely unknown. Learning assessments provide data on the state of learning that can be used to monitor system quality and student learning outcomes. Regular monitoring can reveal changes in response to interventions to improve student outcomes over time, providing feedback and more data for decision-making.

Ms. Rhoda Odigbo asserted that we do not have a data supply problem but rather an accurate data problem. There are several sources of data that are prone to manipulation for selfish interest, which is why beyond focusing on the supply of data we should be concerned about ensuring the data collected are accurate, timely, and relevant enough to elicit the best decisions from the government, policymakers, donors and private sector actors.

Ms. Inyang Umoren asked salient questions that shed light on how data should be plunged into at various levels. What is the potential use of the data we are collecting? How are they being implemented? How are these data creating a change in the behaviour of the parents, how is it influencing the delivery of pedagogy amongst teachers, how are policymakers and the government leveraging it as a tool to solve education challenges and create sustainable solutions, how are private sectors actors using data to fill gaps and galvanise the efforts of the government? There is a great demand for data. Most times how we intend to use it affects the relevance of the data.

We need to relate with education data from a business perspective, for every child not adequately accounted for is a potential risk to the economic growth of Africa. There is a data crisis that has long affected learning outcomes and interventions, we would all need to place a great demand for accurate and relevant data by funding Independent corporate organisations and civil society organisations that have the needed expertise and capacity to provide relevant data while also creating a systemised IT at the federal and state level that helps preserve accurate data and give accessibility to the public.



Panel Discussion IV:

Education and the Future: Navigating Creativity and Innovation

The existing schooling system stifles the expression of creativity and innovation as there is a larger focus on theories rather than experiential learning and room for creative expression such as learners who want to venture into music, drama, poetry, and comedy amongst others.

This panel session led by Mr. Jude Abaga and Mrs. Olamidun Ogundoyin echoed the purpose of education to be an environment that builds and stirs up the capacity of learners to think critically, follow processes and creatively solve problems. The inability of the school curriculum and environment to nurture learners with creative talents has made the school be labelled as a scam amongst young people. Nigeria has a lucrative creative industry contributing significantly to the economy which is why it is critical for the education system to reposition itself in order to harness the talents of learners in Nigeria and Africa at large.

In order to create a safe space for learners with talents to thrive, we will need to see more collaboration with private sector actors and funding of institutions filling these gaps in equipping creatives. There are already institutions like Nexford, Open university filling these gaps, and with more partnerships with private sector actors, the outcome will be strengthened.

Skills like finance, collaboration, research, and critical thinking skills are essential for talented individuals to thrive on a global scale which is why the school curriculum should be adjusted to accommodate the training of these skills for 21st-century learners.





NEDIS Award - WATIP

NEDIS VII launched the maiden West Africa teacher's innovation prize supported by dRPC, Ford Foundation, and TEP Centre with awards presented by the Director General Quality Assurance from Lagos State Ministry of Education, Mrs. Abiola Ayeni.

The development research and project centre (DRPC) is a registered intermediary non-profit organisation established with the mission of strengthening the capacity (organisational and technical capacity) of civil society organisations to design and implement transformative and sustainable development interventions which engage the government and address the felt needs of the vulnerable and excluded such as women and girls.

This award was established in a bid to encourage teachers who improved girls' education by leveraging innovation in their respective communities. Four Teachers were selected and presented with this award out of twenty-five individuals who applied.

Ms. Aishatu Suleiman emerged as the first prize winner with the sum of ₦1,944,000, Mr. Alebiosu Oluwakayode of Government Senior College, Osborne college Ikoyi Lagos won ₦1,296,000 as a third prize winner, Mr. Ibraheem Olawale Gbenusola from Vetland secondary school, Lagos, won ₦648,000 as a third prize winner while Mr. Umar Samaila, from Danhalilu Memorial Community Day Secondary School Katsina won the sum of ₦360,000 as a fourth prize winner.

Mr. Adekola Benjamin re-echoed that "Teachers and the teaching profession deserve more recognition than any other profession on earth as other professions have been enabled by the teaching profession".

Teachers have been proven by data to be one of the key in-school enablers of quality learning. The role teachers play is significant in achieving a skilled workforce. Hence, we need to continually strengthen and support platforms that amplify and reward the outstanding efforts of teachers in Africa.

Overall Summit Recommendation

All the four panel sessions at the NEDIS 2022 summit carefully considered and discussed education issues revolving around four predominant but interrelated themes: Moving from ABCs to a Highly Skilled Workforce; Much Ado About Literacy, 21st-Century Skills, and Green Education; Measuring Progress Towards Sustainable Development in Africa Using Learning Outcome Data; Navigating Creativity and Innovation.

Together, these sub-themes reiterate the need for a total overhaul of the African education system, including a redesign of the curricula, the importance of improving pedagogy, and the catch-up that our education systems must do to benchmark against global trends and a fast-changing world, which requires reinventing the wheel to achieve the 17 United Nations Sustainable Development goals.

1. Curriculum Redesign and Collaboration

- Collaboration with private sectors in redesigning the current curriculum to fit the realities of the future workforce is critical
- Experts and experienced organisations should be at the forefront of redesigning the curriculum
- Skills such as digital, finance, green, and problem-solving skills should be prioritised in the new curriculum
- High-level discussion to facilitate the design of a new curriculum must be inclusive of teachers, parents, and private sector actors from different disciplines and fields

2. Education Philosophy and Vision

- We will need education in the coming years to transition from siloed interventions to multi-sectoral interventions, which will be influenced by redefining what education means to us as a nation, as seen in the Philippines, where education means life. As a result, their laudable commitment to education is reflected in how they collaborate with various sectors at various levels, set budgets, innovate pedagogy, and effectively educate learners in the Philippines.
- Reimagining the future of education in Africa will require strategizing as a nation, prioritising foundational learning, and reviewing the relevance of the subject offered in schools to align with the realities of the future workforce.
- Education policies should be practical and contextually relevant to the realities of Africa

Overall Summit Recommendation

3. Teachers' Capacity Building and Compensation

- Teachers need to move from a traditional teaching system to a blended learning approach that incorporates digital technology
- Technology has created opportunities for teachers to take responsibility for their skills development and acquire 21st-century transferable skills, while also enabling personalised learning for learners to acquire relevant skills such as green skills, digital skills, communication skills, and financial literacy skills at their own pace
- Data should be well utilised by teachers in improving the learning outcomes of students
- The mode of recruiting teachers should be standardised from the higher institution level, by only enrolling students with commendable grades into the faculty of education and reviewing the teacher's training curriculum to be human-centred and innovative.
- Democratise opportunities for teachers to go on exchange programs, high-level capacity-building workshops, and periodic international conferences.
- Increase and strengthen platforms that amplify and adequately reward the efforts of teachers.

4. Private Sector Actors and Corporate Organisations

- Investment should be directed toward research and sustainable solutions to equip learners with relevant skills for the future workforce
- Private sector actors should take up active advocacy roles in ensuring that 21st-century learners are learning early, fast, and well
- Corporate organisations should get involved in redesigning the curriculum and formulation of policies to fit the current realities of the global workforce

5. Schools and Higher Institutions

- Schools should create an enabling and safe space for learners with talents to express their creative abilities
- School leaders should ensure opportunities are provided for teachers to build their capacity and express autonomy in pedagogy delivery
- Schools should prioritise data collection in classrooms to address learning needs and track progress amongst learners



Conclusion

- Education cannot be business as usual. We are experiencing a learning crisis in Africa as data indicates that learners who are in school are not learning, which poses a potential threat to development in Africa. Addressing education problems requires a multi-sectoral and collaborative approach. We have seen a commendable improvement with the involvement of the private sector in strengthening the education system; these efforts need to be deepened by leveraging public-private partnerships, prioritising data, and properly utilising them to influence education interventions and investments.
- Finally, the process of recruiting, training, and compensating teachers should be reviewed and reworked. Teachers can only give as much as they have, and data has shown that teachers are a major contributing factor to learning outcomes amongst students. This is why the teacher's profession should be given utmost priority in policy, compensation, and access to a financial facility, such as loans.



The Education Partnership (TEP) Centre

TEP Centre

The Education Partnership (TEP) Centre is Nigeria's pioneer education partnership development organisation, specialising in the design, implementation, support and evaluation of multi-sectoral partnership programmes in education. The organisation serves a broad range of education sector stakeholders including policymakers, corporate organisations and foundations, development agencies, donor funded and assisted programmes, civil society organisations, philanthropic organisations and educational institutions. TEP Centre has offered support to programmes funded, assisted or managed by the UK Department for International Development (DfID), World Bank, MacArthur Foundation, Hewlett Foundation, Bill and Melinda Gates Foundation, Google.org, Oxford University, Ford Foundation, Dalberg, Misesan Cara Irish Aid, British Council, USAID, the Lagos State Government, MDF Netherlands, UNICEF, UNESCO Institute of Statistics, PAL Network, Corona Schools Trust Council, Oando Foundation, Global Partnership for Education (GPE) and others. TEP Centre initiated LEARNigeria; a citizen-led household assessment of learning which in 2017, assessed foundational literacy and numeracy competencies of 40,000 children in 21,600 households. It is also implementing a remedial literacy and numeracy programme called the LEARNigeria Remedial Programme. The organisation also convenes the annual Nigerian Education Innovation Summit (NEDIS), hosts the National Innovation Coalition for Education (NICE) community and the Education Unscripted Podcast.





About TEP Centre

Our demonstrated competencies include:

Research and Development: enabling evidence-led policymaking and practice through rigorous research methods and effective advocacy and communication strategies

Monitoring and Evaluation: tracking, evaluating and contextualising programme inputs, processes and results

Programme Design and Management: designing and implementing education programmes on behalf of policymakers, NGOs, development organisations and corporations

Systematic scaling up: supporting the process of identifying and systematically scaling effective education innovations

Capacity Development: strengthening the capacities of education and development sector practitioners including policymakers, public sector officers, teachers, learners, civil society organisations and corporations

Convenings: creating effective platforms for multi sectoral discourse on education and human capacity development. Our platforms include The Education Innovation Summit (NEDIS) now in its 7th year, the National Innovation Collaborative on Education and the EdMeets series.

Learn more about some of our programmes and projects below:



LEARNigeria

Citizen-Led Household Survey and Assessment of Learning

TEP Centre implements the LEARNigeria Assessment, Advocacy and Action programme. In this capacity, it conducts a nationally representative and citizen-led household survey of learning in Nigeria. The study ascertains numeracy and literacy competencies in Nigeria's children and youth aged 5-18, and strengthens the agency of various stakeholders to take action which will strengthen the quality of teaching and learning in Nigeria. The programme is implemented in partnership with institutions including the Federal Ministry of Education (FME), the Universal Basic Education Commission (UBEC), the Nigerian Educational Research and Development Council (NERDC), the National Bureau of Statistics, the Nigerian Population Commission, the People's Action for Learning Network, the Australian Council for Educational Research and the Hewlett Foundation, as well as state ministries of education, academics, civil society organisations and corporations. In 2017/18, LEARNigeria mobilised and trained 1,200 enumerators who surveyed and assessed over 40,000 children in 21,600 households across Nigeria. In 2022/23, LEARNigeria will be implemented in several Nigerian states under the FCDO-funded Partnership for Learning for All (PLANE) Programme.



LEARNigeria

Remedial Programme (LRP)

LRP is a remedial learning programme that builds on the LEARNigeria citizen-led household assessment data. The programme adapted from the Combined Activities for Maximised Learning (CAMaL) methodology, enables children who have fallen behind to acquire foundational literacy and numeracy skills. The methodology requires that teaching starts at the “level” of the child and as such the phrase ‘teaching at the right level’.

LEARNigeria Remedial Programme was piloted in Akwa Ibom and Kano States in 2018, for over 600 children in Primary 3 to Primary 5. After over a month of intervention, the number of children unable to identify syllables dropped from 71% to 34% in Kano. Significant learning improvements were seen in Akwa Ibom with a 27% drop in syllable recognition. In 2019 TEP Centre trained a group of new instructors from all across Nigeria as part of our train-the-trainer’s model, these new instructors similarly conducted their training experience with a learner’s intervention in Akwa Ibom in 2019. The global challenges of 2020 necessitated a revision of our implementation model to include methods that incorporate remote training for instructors and options for remote learning for learners.

Zo mu koya tare

Come let us learn English and Maths



Zo Mu Koya Tare (Come Let's Learn Together) Project

As its response to pandemic-induced teaching and learning gaps globally and especially in northern Nigeria, TEP Centre designed a low-tech remedial learning solution for foundational literacy and numeracy, Zo Mu Koya Tare designed targeted SMS-delivered learning activities drawn from a customised syllabus adapted from TEP Centre's LEARNigeria Remedial Programme (LRP), this was delivered via basic feature phones and supplementary instructional workbooks with support from caregivers in the households.

Funded by Google.org, the programme which reached over 4,000 children in Kano, recorded a 33.5% improvement in the pupils' literacy levels at end line, suggesting home-based learning, using low-tech solutions, should be explored further as a potential means of improving learning outcomes for children in underserved communities

Our Partners



The British Council is the UK's international organisation for cultural relations and educational opportunities. It was established in 1934 and has been operating in Nigeria since 1943. Nigeria has at least 16 cities with populations over 750,000, including Lagos, which is the most populous city in Africa. The country is also home to three of Africa's 15 largest urban areas, with Kano in the North West, Ibadan in the South-West and Port Harcourt in the Niger Delta having significant populations.

Given Nigeria's size, no one organisation can do everything, so the British Council partners with suitable UK and Nigerian organisations to maximise its impact. Its long-standing presence in Nigeria has resulted in well-established relationships that have endured through years of change. The organisation is renowned for its listening and enabling approach, which has attracted partnerships from a range of organisations, including federal and state governments, NGOs and the private sector.

The British Council focuses on capacity building and sustainability when designing, developing and delivering its programmes. Where possible, this is incorporated from the outset to provide partners with the support they need to take ownership and succeed. This approach also delivers a higher impact-to-investment ratio and better value for money for its programmes. Ultimately, this helps to achieve genuine, scalable change in the long run.



Our Partners



The Oando Foundation is a non-profit organisation located in Nigeria that concentrates on enhancing access to quality education for children in the country. It was founded in 2011 as part of the corporate social responsibility initiatives of Oando PLC, a leading Nigerian energy company. The Foundation operates in over 50 communities across 23 states in Nigeria, with a goal to positively impact the lives of children by improving access to quality education and building sustainable learning environments.

The Oando Foundation implements several programmes and initiatives to accomplish its goal, including the Adopt-a-School initiative, which provides assistance to under-resourced schools in Nigeria. Through this initiative, the Foundation collaborates with schools to enhance their infrastructure, increase teacher training and capacity building, and offer learning materials and technology to enhance the learning experience of pupils.

The Foundation also runs the e-Learning programme, which aims to provide access to digital learning resources to support teachers and pupils in remote and underserved areas of Nigeria. Additionally, the Oando Foundation has implemented the Safe Schools initiative, which focuses on creating a safe and secure learning environment for pupils, particularly in conflict-affected areas of the country. Overall, the Oando Foundation is dedicated to improving the educational outcomes of Nigerian children and contributing to the development of the country's education sector.



Annex I - Summit Agenda

Time	NEDIS 2022 (Hybrid) Agenda - November 24, 2022
	Part One
10.00 am - 10.10 am	Welcome address
10.10 am - 10.30 am	Keynote I - Spotighting Africa's Progress towards Sustainable Development Using Learning Outcome Data Speaker: <ul style="list-style-type: none"> • Dr Manos Antoninis, UNESCO GEMR
10.30 am -10.45 am	PLANE Presentation by Dr James Fadokun, DAI
10.45 am - 11.45 am	Panel discussion one - Moving from ABCs to a Highly Skilled Workforce Panellists: <ul style="list-style-type: none"> • Hon. Wahab Alawiye King, Lagos SUBEB • Mrs. Adeganla Adegoke, Oando Foundation • Ms. Clio Dintilhac, Gates Foundation • Mr Tosin Thomas Okojie, Niche • Moderator - Ms. Gbope Onigbanjo, Africa Practice
11.50 am - 12.10 pm	Keynote Address II - Rethinking Africa's Workforce: Challenges and Prospects Keynote speaker: <ul style="list-style-type: none"> • Ms Ferhana Dostmohamed, FD Consulting / University of Toronto
12.10 pm -12.20 pm	Break: Short (Musical) Interlude

Annex I - Summit Agenda

12.30 pm - 1.30 pm	<p>Panel discussion two - Much Ado About Literacy, 21st Century Skills and Green Education</p> <p>Panellists:</p> <ul style="list-style-type: none"> • Ms. Tonia Uduimoh, Oando Foundation • Mr. Fwanshishak Daniel, British Council • Mrs. Ayopeju Njideaka, NurtureHouse Consulting • Mr. Otto Orondaam, Slum-2-Schools Africa • Moderator - Ms. Joy Obara, Teach for Nigeria
1.30 pm - 2.30 pm	<p>Panel discussion three - Measuring Progress towards Sustainable Development in Africa Using Learning Outcome Data</p> <p>Panellists:</p> <ul style="list-style-type: none"> • Mr. Armando Ali, PAL Network • Ms. Chinenye Mba-Uzoukwu, Infographics Nigeria Limited • Ms, Rhoda Odigbo, Kizazi • Ms. Inyang Umoren, TaRL Africa • Moderator - Ms. Esther Adegunle, DAI
2.30 pm - 2.40 pm	Communique Presentation
2.40 pm - 3.00 pm	Interactive Children's Panel supported by Slum2School Africa

Part Two

3.00 pm - 3.45 pm	<p>Fireside Chat - Education and the Future: Navigating Creativity and Innovation</p> <ul style="list-style-type: none"> • Mr. Jude Abaga, TASCK Creative Company • Mrs. Olamidun (Majekodunmi) Ogundoyin, Nexford University • Moderator - Mr. Opeyemi Oluleye, PAL Network
3.45 pm - 4.00 pm	<p>NEDIS Awards West Africa Teacher Innovation Prize</p>
4.00 pm - 5.00 pm	Cocktails & Networking





...global standards for education partnerships

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