



EDUCATION INNOVATION SUMMIT 2019

Strengthening Education Systems; Delivering Effective Teaching & Learning



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Abbreviations

EXPO	Excellence in Passing O'Levels
MDA	Ministries, Departments and Agencies
MLA	Monitoring Learning Achievement
MoE	Ministry of Education
NBS	National Bureau of Statistics
NGO	Non-governmental Organisation
PR	Public Relations
SUBEB	State Universal Basic Education Board
TEP Centre	The Education Partnership Centre
TRCN	Teachers' Registration Council of Nigeria
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Scientific and Cultural Organisation

Executive Summary

Executive Summary

As part of its mandate to strengthen partnerships in the education sector, TEP Centre supports education innovators to achieve greater and more sustainable impact. The NEDIS education innovation summit therefore serves as a platform designed to highlight the role of education innovations in solving challenges facing the delivery of accessible and high-quality education.

On the 4th and 5th of July 2019, the fifth annual NEDIS summit was held at The Zone, Gbagada, Lagos. The theme for this year's summit, "Strengthening Education Systems; Delivering Effective Teaching and Learning" reflects a holistic approach to developing education quality and access. The sub-themes and topics of discussion at the plenary and panel discussions were based on Saunders' (2000) conceptual framework of eight 'domains' which together determine the effectiveness of teaching and learning at the level of the school. With a focus on the school as a context, this framework does not ignore the inter-relatedness of other cross-cutting factors which influence learning. Rather, it draws upon these relationships, focusing on how the effectiveness of the schooling process can be enhanced in its core mandate of teaching and learning. The agenda therefore addressed critical themes including funding, education policy, communication and the role of technology as a disrupter.

After two days of discourse, interaction and networking amongst over 400 stakeholders,

the discussions at NEDIS 2019 can be summarised under three broad but interwoven headings:

Awakening to Future Realities,
Transforming Our Education Systems
No Teachers Left Behind

In summary, in order for Africa's education systems to deliver effective teaching and learning, stakeholders need a paradigm shift – transformation in our thinking/mind-sets and education systems to catch up with global best practices and digital realities. The digital age affords many opportunities to leapfrog hurdles in education quality and access. Education systems in Africa therefore need to become aware, flexible and strategic in adopting and adapting global trends that will lead to our desired future. Teachers and the teaching profession were specifically highlighted as a pivotal component of transformation in education systems, and thus a critical area of investment. Teachers need to be supported, motivated, rewarded and held accountable for learning outcomes, alongside other stakeholders.

Introduction

Background



The NEDIS education innovation summit is an annual educator sector stakeholders' convening organised and hosted by The Education Partnership (TEP) Centre. This event is designed as a platform to highlight the role of education innovations in solving challenges facing the delivery of accessible and high-quality education. Since its inception, conversations at NEDIS have explored new, exciting and sustainable approaches for increasing access to quality education, especially for the marginalized and underserved. Discussions at the summit underscore the importance of identifying and systematically scaling innovations such that they become more deeply

embedded in policy systems and reach more beneficiaries.

Now in its 5th year, the summit has become a key event in the Nigeria's education sector event calendar, convening stakeholders from government, research and academia, development and funding organisations, corporations, civil society organisations and a broad range of education innovators for two days of rich discourse, knowledge sharing, learning, capacity development and networking. The fifth NEDIS held at The Zone Tech Park: Plot 9A, Gbagada Industrial Scheme, Gbagada Expressway, Lagos, Nigeria on the 4th and 5th of July 2019

Thematic overview of NEDIS 2019

Thematic overview

Exploring the central theme of Strengthening Education Systems; Delivering Effective Teaching and Learning, the 2019 edition of the summit convened stakeholders in Africa's education ecosystem to explore possible pathways for strengthening the systemic management of education and providing effective and inclusive teaching and learning on the continent. This year's summit convened over 400 stakeholders drawn from government, research and academia, development and funding organisations, corporations, civil society organisations and a broad range of education innovators for two days of rich discourse, knowledge sharing, learning, capacity development and networking. NEDIS 5 featured:

Engaging plenary and breakout discussion sessions

Capacity development opportunities including master-classes led by sector experts

An exhibition of innovative education products and services

The inaugural NEDIS Recognition Awards for Innovation in Education

Networking cocktails

The conceptual framework for discussions at NEDIS draws on Saunders' (2000) synthesis of eight 'domains' which together determine the effectiveness of teaching and learning at the level of the school. These domains are:

- Curriculum and assessment of learning
- Teacher supply, professional development and support
- School leadership, internal organisation and culture
- Well being, attendance and motivation of all pupils
- Links and partnerships with parents and community
- Accountability mechanisms and processes including school governance
- Quality assurance and support systems especially at local level
- The physical environment (location, health, safety, equipment)

The agenda therefore featured topics such as

- Building the Schools of the Future - A Lesson in Innovation and Pedagogy
- Because Every Child Counts: Policy and Practice Working Together for Effective and Inclusive Education Systems
- Technology-enabled learning: using technology as a platform for strengthening pedagogy

These topics and more were discussed in interactive panel discussions in plenary and parallel sessions.

For more information about NEDIS, visit www.tepcentre.com/nedis

About TEP Centre

The Education Partnership Centre (TEP Centre) is Nigeria's pioneering education partnership organisation with a mission to improve the overall design, implementation and evaluation of education initiatives through effective, enduring and scalable partnerships. TEP Centre serves a broad range of education sector stakeholders including policymakers, corporate organisations and foundations, development agencies, donor-funded and assisted programs, civil society organisations, philanthropic organisations and educational institutions.

Our demonstrated competencies include:

- Research and Development: enabling evidence-led policymaking and practice through rigorous research methods and effective communication strategies
- Monitoring and Evaluation: tracking, evaluating and contextualizing 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 interventions

- Capacity Development (TEP Learning Academy): strengthening the capacities of policymakers, public sector officers, teachers, learners, civil society organisations and corporations.
- Convenings: creating effective platforms for multisectoral discourse on the education and human capacity development

TEP Centre has offered support to programmes funded, assisted or managed by organisations such as the UK Department for International Development (DfID), USAID,



About TEP Centre



World Bank, MacArthur Foundation, Hewlett Foundation, Google.org, Oxford University, Open Society Foundations, Results for Development Institute (R4D), Ford Foundation, Dalberg, Misesa Cara, British Council, USAID, the Lagos State Ministry of Education, MDF Netherlands, Corona Schools Trust Council, Lafarge PLC and Oando Foundation.

TEP conceptualised and hosts the annual NEDIS Education Innovation Summit; an annual event that focuses on identifying innovation in the education sector with a view to systematically scaling these innovations.

Now in its 5th year, NEDIS is a recognized event in the sub-region's education calendar. TEP Centre implements the LEARNigeria Assessment, Advocacy and Action programme. In this capacity, it oversees a nationally representative and citizen-led household survey of learning in Nigeria. The study ascertains numeracy and literacy competencies in Nigeria's children 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 institutional stakeholders 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 and the Nigerian Population Commission as well as

state ministries of education, academics, civil society organisations and corporations. In 2020, LEARNigeria will be scaled to reach 110,000 children in 42,000 households across 12 Nigeria states. It will also scale its remedial literacy programme to six states.

For more information on TEP Centre, visit www.tepcentre.com and www.learnigeria.org

Visit our social media pages via @tepcentre and @learnigeria. Write us at info@tepcentre.com or call us on +234 809 111 5403



About Veraki Partners

BESPOKE SOLUTIONS FOR AFRICA

Gángan (The Talking Drum)

Technology Advisory Ventures



Verraki Partners is a proudly African company partnering with enterprises and governments to accelerate the development and transformation of Africa by providing business solutions designed for Africa and specifically fit for purpose.

A fusion of two words: 'Versorium' (Latin for Turn Around) and 'Meraki' (Greek word used to describe the action of doing something with soul, creativity, pouring oneself into a task), Verraki aptly captures the essence of our company; to turn around African enterprises and governments via smart, future-focused solutions and business insights, new opportunities, helping to unleash their potential, turnaround their performance and achieve the seemingly impossible, with the sole goal of creating a better future for Africa.

We are committed to enabling the African story by supporting high-impact socially-conscious entrepreneurs and catalysing self-sustaining

enterprises and governments within the continent to deliver affordable services across critical sectors.

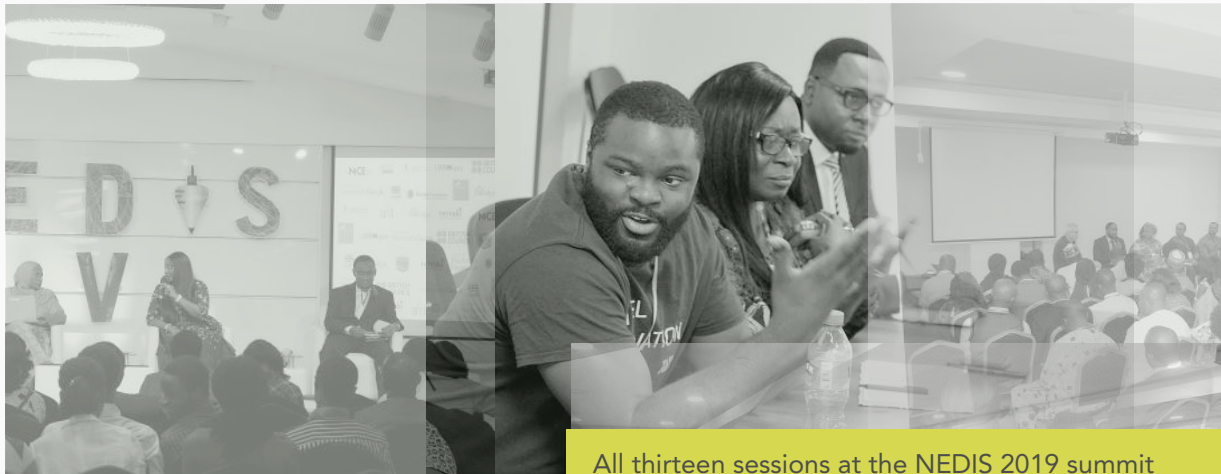
We build and implement technology solutions for seemingly intractable challenges, provide advisory services to drive the capacity and motivation for change, and curate innovative ventures to unlock new sources of growth across our continent.

Verraki in its capacity as Knowledge Partner to NEDIS 2019, led the rapporteuring process for the summit, culminating in the production of this communique.



Additional information can be found at www.veraki.com

Summit Discussions and Recommendations



All thirteen sessions at the NEDIS 2019 summit carefully considered and discussed education issues revolving around three predominant but interwoven themes: Awakening to Future Realities; Transforming Our Education Systems; and No Teachers Left Behind.

Together, these sub-themes reiterate the need for a total revamp of the African education system, the importance of training for its pedagogy and the catch up that our education systems must do to benchmark against digital realities and realise the fourth industrial revolution in Nigeria.



Awakening to Future Realities

Awakening to Future Realities

The first key message that emerged from the conversations at NEDIS 2019 is that stakeholders need to awaken to the realities of a rapidly changing world, where the skills required for successful transition into the workplace and life are evolving at the same rate as information and communication technology. Our education systems in Africa need to evolve and transform to the point where we not only deliver effective teaching and learning but we equip children with the requisite skills to transition successfully from education to work and contribute definitively to solving global and local challenges. The sessions that highlighted this key message were:

i. The opening address

ii. Keynote address one

Creating the 2030 Future of Education that Africa Needs

iii. Keynote address two

Building the Schools of the Future - A Lesson in Innovation and Pedagogy

iv. Panel discussion

Technology-enabled learning: using technology as a platform for strengthening pedagogy

NEDIS 2019 started with an inspiring opening address delivered by Dr Oby Ezekwesili.

Dr Ezekwesili called for the transformation of our education systems, while highlighting the possibility of education systems excluding children if care is not taken. The summit also featured two exciting keynote addresses delivered by Mr Tom Rudmik of Masters Academy, Canada and Mr Chinezi Chijioke of Nova Pioneer Academy in South Africa and Kenya. Both keynote speakers reiterated the importance of technology and the speed with the world is progressing with technology, Africa needs to wake up to the realities of the future workplace and skills requirement.

A high level summary of these addresses are provided below;

Strengthening Education Systems; Delivering Effective Teaching and Learning - Opening Address

This session agreed that education is a system that requires shared responsibilities. If all sectors of the education system and the economy work together, this would significantly improve the opportunities for a sustainable education system. Participants annotated that Nigerian education must be human-centred and respond to the competencies, skills and values that the learner is expected to acquire in the process of their education.

The advent the digital age has created many

Awakening to Future Realities



learn given that their skills set determine the future workforce. The number of innovations springing up across the nation can be a good place to start this critical review.

Recommendations

- To achieve scale of change, the network of stakeholders must be at the centre and should use their voice to pressure the governments to do what is right for teachers and learners.

Creating the 2030 Future of Education that Africa Needs

- Keynote Address 1

Keynote speaker, Mr Tom Rudmik recommended that schools should foster a unique focus on creativity, innovation and foresight, to carve a clear path that Africa can embark on the design of the future of African education.

technological opportunities to leapfrog hurdles in education development. Taking advantage of these opportunities requires awareness, adapting, and adopting best practice trends across the globe. Speakers asserted that the focus on strengthening education systems is timely and essential if Nigeria wants to avoid stagnation. It is imperative we disrupt the status-quo because the world has evolved and Africa needs to catch up in terms of strengthening its education systems. Participants urged a rethink of our 'systems' and for the continent to do away with traditional form of teacher-classroom dialectic. This is urgent because we must empower students to

Africa needs students and teachers that will be seers and creators of the future. The average mind-set urgently needs to be replaced with what is termed 'imaginal' learning, an approach which grants students the agency to envision and prepare for the future. Some of the innovations that will change the way we live and work in the coming years are: robots, artificial intelligence, sensors, medical 3D printing, implantable phones, and electric cars. For us to prepare students for a future where they can thrive amid rapidly changing technology, there are significant elements that must be included in their education.

Awakening to Future Realities



Building the Schools of the Future - A Lesson in Innovation and Pedagogy

- Keynote Address 2

Reiterating the theme of awakening to future realities, the second keynote speaker, Mr Chinezi Chijioke stressed the urgency for high priority to be placed on young people's abilities to shape and solve problems, especially on a continent where unemployment levels are so high. Mr Chijioke explored the pedagogical challenges facing traditional educational models and insisted on the need to shift from 'direct-instruction' to 'inquiry-based' learning. Following this, the next step is to identify how to anchor, support, and build the interests of students through a rigorous, data-driven process. He proposed that this mission can be delivered through three imperatives:

- Character:- where a growth mind-set is at the core
- Collaboration and problem-solving capabilities; and
- Connection:- creating links with each other and to their communities

Recommendations

For a full transformation of Nigeria's

- education system there is a need to develop "learning systems" around areas that matter teacher development, learner variations, teaching and learning materials, education technology etc.

“**Africa needs students and teachers that will be seers and creators of the future**”

Mr Tom Rudmik, NEDIS 2019

Recommendations

- There is need for investment in an attainable vision to transform education and establish goals for a 10-year period.

Awakening to Future Realities

- It is very important to learners that they have a voice. Having a voice in the classroom emboldens the student and encourages their creativity.

Technology-enabled learning: using technology as a platform for strengthening pedagogy

This panel discussion set the context by making the assertion that technology was created for people and not the other way round. Discussants agreed that technology should complement creativity, not constrain or subdue it. Teachers and learners must therefore be prepared to embrace 'discovery' as a big part of learning. Technology is a disruptor, and it should be used to scale up the competence and thus confidence of the teacher as well as the learning experience of the child. Discussants agreed that education must aspire to the level where teachers and learners can define learning objectives and technology can be utilised to achieve this.

Lastly, discussants also agreed that beyond the technology, teachers must learn to teach in love as that is the true "method" that provides a transformational basis for learning and training.



Recommendations

- Investment should be made in sustainable technological devices that are effective and scalable. Devices that improve student-teacher interaction and are not limited by internet or access to electricity include MP4 players and the EXPO box®, Mavis Talking Books® which were exhibited at the summit
- Action-based learning should be used to build the capacity of teachers.
- Technology is for people. People are not for technology. Stakeholders must learn to embrace technology for its utility and functionality.



Transforming our Education Systems

Transforming our Education Systems

It became clear early in the conversations at NEDIS 2019 that beyond strengthening our education systems, we need to transform them. We need to evolve our education systems if we are going to deliver the high quality education required for continental development. There are several sessions from NEDIS 2019 which contribute to the key message of transformation in our education systems, specifically in the areas of accountability and inclusion.

The sessions that highlighted this key message were:

- Strengthening school level accountability structures – exploring the public and private school perspectives
- Because every child counts: policy and practice working together for effective and inclusive education systems
- It takes a village: the role of families and communities in building safe and inclusive learning experiences for children
- Preparing children for a world that is changing: evolving a curriculum that is fit for purpose in the digital age.
- What's data got to do with it? The role of assessments in system strengthening

Strengthening School Level Accountability Structures - Exploring the Public and Private School Perspectives

Participants at this session analysed the concern of accountability in education via a 360-degree perspective, discussing the responsibility of teachers, students, parents, school-owners, governments, the private sector and other stakeholders for education outcomes in Africa. The panel opined on the need for collaboration between the private and public sector and urged for a synchronization of efforts to develop and execute an actionable agenda for systemic transformation in the educational sector. While corporate foundations were commended for addressing some of the bottlenecks limiting access to quality education in Nigeria, they may have a limited impact on strengthening cohesion and strategy in government intervention. Pertaining to government, discussants urged for increased funding of education in Nigeria, as this is a sector in which Nigeria's performance pales considerably in

“**...education systems should be meeting the needs of all children, irrespective of their peculiarities**

NEDIS 2019

”

Transforming our Education Systems

comparison to its neighbours. Nigeria's current spend of 6% - 7% of its national budget on education is low when benchmarked with other African countries that average 15% to 20%.

Discussants parleyed on Nigeria's seemingly accountability-averse education culture, and the context where asking the necessary questions is viewed as punishment and witch-hunting. It was agreed that the focus of accountability should be on ethics and professional standards (for teachers and other stakeholders), as well as the production of knowledge, skills, and value. Government and other regulators are advised to hold both private and public schools accountable for professional standards.

Countries also need to address leakages in education funding to improve access to quality education and reduce the number of 'out-of-school' children. Participants asserted that Nigeria must also avoid entrenching mediocrity in education with key education decisions made on the basis of sound evidence rather than political patronage.

Recommendations

- Teacher welfare and accountability should go hand-in-hand.
- Teachers should be given a level of autonomy and decision-making to avoid over-regulation and micro-managing
- Teachers should be monitored and evaluated via structured lesson observation.

- Schools should establish internal quality-assurance departments.
- Schools should hold regular pupil progress meetings (PPM) led by senior management, to discuss each child's progress and review performance within a period.



Because Every Child Counts: Policy and Practice Working Together for Effective and Inclusive Education Systems

Exploring the theme of effective and inclusive education systems, this session focused on how children are excluded from the education system on the basis of physical disability or

Transforming our Education Systems

learning challenges, including factors such as gender, socio-economic status, and conflict. The panel discussion emphasised the importance of education systems meeting the needs of all children, irrespective of their peculiarities.

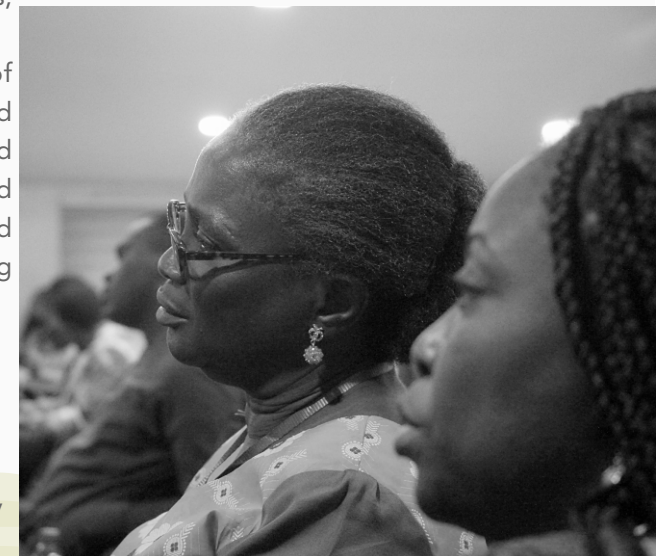
In order to meet the needs of all children however, education systems must be able to identify their specific needs and then establish processes for meeting those needs. Specifically, teachers and school managers need to be trained to identify exclusive practices within school systems, and then re-trained to eliminate those practices and meet the needs of the children in their classrooms through the process of differentiation. The curricula for student and teacher education need to be reviewed and upgraded to include guidance to deliver effective teaching and learning for all students, including learners with peculiar needs.

Participants emphasised the importance of differentiation for establishing effective and inclusive education systems in policy and practice. Policymakers need to identify and understand the needs of all children, and upgrade policy provisions to improve teaching and learning for all.

Recommendations

- We must ensure that safety is a priority for all children, especially in emergency contexts. It is important they are re-integrated socially and that the necessary support for integration is provided.

- Policies on inclusion should be SMART - Specific, Measurable (data-driven), Achievable, Realistic and Time-Bound
- The teacher training curriculum needs to be revamped to include everyone, address the special needs element and build teacher capacity to deliver unique learning experiences for children with special needs.



Transforming our Education Systems

Sustainable Financing for Innovative Teaching and Learning - A Session with Funding Organisations

From the contribution of different stakeholders on the need to strengthen holistic change, private sector financing is important to help catalyse innovation and financing education requires a clear strategy. There must be clarity on what kind of education is to be provided, with what degree of focus, and with viable sources of funding in view.

There is much focus on inputs but not as much on how to optimize cost to drive the best outcomes. Whilst a lot of emphasis has been placed on productivity over the decades, 'talent' is a necessity to achieve productivity. Emphasis must therefore shift from just enrolling and graduating students to how to improve the quality of education such that it has direct impact on economic growth.



Recommendations

- There is need for a national strategy that will align with the nation's educational outcomes. One of outcomes of this alignment will be relevance of subjects offered in schools.
- Alternative sources of financing such as alumni association contributions should be explored
- Apprenticeship should be encouraged as education must be extended beyond the borders of school.
- The private sector must play a bigger role in developing employability skills.
- Government should fund outcome-based education and strengthen low fee private schools
- The education system must become an avenue where learners can pursue degrees and careers which they are passionate about.

Transforming our Education Systems

It Takes a Village: The Role of Families and Communities in Building Safe and Inclusive Learning Experiences for Children

There is a role for families and communities to play in creating values and establishing standards for educational excellence for all children beyond the walls of school. These values would have to transcend belief, religion, and differences. They should be imbibed and inculcated through drama, art, dance, music, and poetry. "There is, therefore, no point teaching a child not to lie if the society rewards liars", is a statement made by one of the discussants highlighting the importance of families and communities in establishing the value of education for children.

While it is true that it takes a village to raise a child, technology has expanded this village far beyond the shores of our continent. This makes building the society a collective responsibility. There is an urgent need to reinforce our sense of common unity where individuals can mentor those who are not necessarily their children. When these values remain a common thread that unites the people, the transformation of the education system will become evident.



“ **There is, therefore, no point teaching a child not to lie if the society rewards liars**
Fela Durotoye, NEDIS 2019 ”

Recommendations

- School adoption must be encouraged among more private and community-based organisations
- The education curriculum should better reflect the identity and diversity of those in the classroom.

Transforming our Education Systems

- We must give a leg-up to the next generation and learn to take responsibility as individuals. A good set of steps involves imbibing the following:

A – I can Accept responsibility to influence myself and my family and Adopt a child or a school, volunteering to address the children once a month

B – Believe that you can make a difference

C – Care about the society

D – Dare to engage, dare to get involved, and speak up when you see something that is not right.

- There must be a review of curricula to address unique national histories and culture

identified, the preferred employers are acknowledged and the potential future is defined. Participants decried different concerns in curriculum development such as the disconnect among policy makers, educators and other executors of related learning, the lack of collaboration among schools in resourcing, and the lack of relevant teaching and learning materials to establish changes in the curriculum. Discussants agreed that education curricula need to be updated holistically with a framework for human-centred design.

Recommendations

- Collaboration and partnerships are critical for curriculum reform.
- We need to facilitate critical discussions in which employers can be part of curriculum design for different disciplines and fields.

Preparing Children for a World That Is Changing: Evolving a Curriculum That Is Fit for Purpose in the Digital Age

This session raised fundamental questions around the purpose of education in Africa, the recipients of education and the required skills of the desired future. Other queries included the readiness of students for the workplace.

The discussants agreed that it is easier to develop a curriculum when the desired skills are



Transforming our Education Systems

- Employers should be critical stakeholders at the education policy-making table.
- Curriculum designers need to work closely with communities and employers to ensure that curricula are responsive to their needs.
- It is important that curriculum design is not left to 'veteran' educators, but should include a range of personnel equipped with specialized skills in curriculum review and design.



What's Data Got to Do with It: The Role of Assessments in Systems Strengthening

This panel discussion made it clear that data provides concrete benchmarks to denote baseline conditions across the education sector (where we are) and future goals for outcomes sought (where we want to be). Discussants asserted that a process for review must be preceded by deep thought to determine the type of assessment that is required to strengthen systems. Examples of such investigations include institutional audits by state agencies such as the State Universal Basic Education Board (SUBEB). However, there are key concerns identified which bedevil assessments in the education sector. They include the paucity of data and the insufficient utilisation of collected data. Yet, the lack of, or failure to utilise relevant education sector data

precedes chokepoints in education management, including high pupil-teacher ratios, sometimes as high as 100:1, redundancy of some teachers in urban areas due to nepotism and alarming failure rates.

Discussants stressed the importance of measuring not only academic tests, but also eliciting other factors that pose threats to the learner including poverty, ethnic tensions, interpersonal skills and sexual violence.

Recommendation

- Relevant education data needs to be collected, analysed and utilised in key areas where the system needs strengthening, for example; learning, inclusion, adult, and literacy

Transforming our Education Systems



No Teachers Left Behind

No Teachers Left Behind

Teacher Roundtable; a Conversation with Teachers on Strengthening Teacher Agency and Development

Discussants at this session echoed the importance of the teacher as a critical factor in the education process. The teacher sits at the centre of the learning process and must be empowered and enabled to see their importance in the lives of the next generation. This panel flagged the low prestige in teaching, largely due to weak incentives, low thresholds of entrance exams at teacher training institutions, poorly regulated licensing boards and inadequate teacher welfare programs. They recommended better remuneration and working conditions, robust teacher training and emphasised the need to encourage teachers to prioritise their professional development.

For transformation to be pervasive, teachers need to see themselves as life-long learners and take advantage of self-training and peer-training, as the field is constantly changing with new things to learn. This approach to professional development is expected to shrink the pool of incompetent teachers in Nigeria and promote professional standards in the education system. It was agreed that schools should create a culture of problem-solving, as opposed to problem-spectating.



Recommendations

- Teachers and school alumni should leverage mediums such as photography and film to share testimonials and inspirational stories of how teachers shaped their lives. This is a strategic attempt to improve the attractiveness of the teaching profession and should be guided by marketing and public relations experts.
- The teaching profession requires regulation. Teachers must also be encouraged to undergo training via the Teacher Registration Council of Nigeria (TRCN) and mentorship to enable

No Teachers Left Behind

growth and cross-fertilization of ideas among colleagues.

- Teachers should also own their professional development by utilising opportunities to deepen their knowledge and capacity.

Improving the Image of the Teaching Profession: A Session with The Media

This session highlighted the negative perception of teachers across public and private schools, particularly in Nigeria. Despising the common belief that their reward is in heaven, many teachers have failed to see the role they play in shaping and sustaining public perception about the teaching profession. The discussants agreed that there is an urgent need to change the image of the teaching profession through the media, to highlight positive experiences and improve the dignity of teaching. Teachers can also promote themselves via leveraging free platforms and where possible, public relations experts and partnerships with corporate organisations to subsidize cost of promotions

Recommendations

- Teachers have a major role to play in promoting themselves and convincing people of their worth. They need to tell their stories and highlight their achievements.

- Teachers need to ensure that they are truly relevant by updating professional practices via periodic trainings and practice.
- The education sector needs to build good relationships with corporate organisations to encourage scholarship and support of teacher development.
- Teaching regulators should use strict sanctions to check teacher quality.
- Incentives and decent salaries are likely to attract a better pool of teaching personnel.

“...the teacher sits at the centre of the learning process and must be empowered and enabled to see their importance in the lives of the next generation

NEDIS 2019



Overall Summit Recommendations



Following the summary of the rich conversations held at NEDIS 2019, the recommendations for stakeholders are highlighted below:

Overall Summit Recommendations

Government and Policy Makers

A. Education philosophy and vision for the future

- There is need for investment in an attainable vision to transform education and establish goals for an attainable future.
- For a complete transformation of Nigeria's education system there is a need to develop "learning systems" around areas that matter including teacher development, learner diversity, teaching and learning materials, and education technology.
- There is need for a national strategy that will align with the nation's desired educational outcomes. One of the outcomes of this alignment will be strengthening the relevance of subjects offered in schools.

B. Teacher recruitment, development and motivation

- As part of their responsibilities to pupils, teachers should take responsibility for their own professional development and leverage opportunities to deepen their knowledge and capacity
- Teachers have a major role to play in promoting themselves and convincing people of their worth, telling their stories and achievements.
- Regulators of the teaching profession should develop strict standards for teacher effectiveness and quality beyond qualifications and licensing

- Teacher welfare and accountability should be entrenched in teacher recruitment and selection. Incentives such as competitive remuneration are likely to attract a better pool of teaching talent.

- Teachers should be given a level of autonomy and decision-making to avoid over-regulation and micro-management

- Teachers should be monitored and evaluated via formal processes

- The teacher training curriculum needs to be revamped to: include everyone, by building teacher capacity to deliver unique learning experiences for children with special needs.



C. Inclusion

- Governments must ensure that safety is a priority for all children, especially in emergency contexts. It is important they are re-integrated socially and the necessary support for

Overall Summit Recommendations



integration provided.

- Policies on inclusion should be SMART - Specific, Measurable (data-driven), Achievable, Realistic and Time-bound
- Policies should be SMART - Specific, Measurable (data-driven), Achievable, Realistic and Time-bound, to address the issue of inclusion.

D. Education financing

- Government should fund outcome-based education and strengthen low fee private schools

- Additional sources of financing including alumni association contributions should be explored
- The education system must become a space where people can pursue degrees and careers that they are passionate about
- Accessible loans should be made available to teachers to improve their welfare and their capability to develop their capacity

E. Curriculum transformation and collaboration

- Collaboration and partnerships are critical for curriculum reform.
- We need to facilitate critical discussions in which employers can be part of curriculum design for different disciplines and fields.
- Employers should be critical stakeholders at the education policy-making table.
- Curriculum designers need to work closely with communities and employers to ensure that curricula are responsive to their needs.
- We need to facilitate critical discussions in which employers can be part of curriculum design for different disciplines and fields.

F. Schools and Institutions

- Schools must create an environment that strengthens the voice of children in the classroom, emboldens them and encourages their creativity.

Overall Summit Recommendations

- School managers, that is, principals, head-teachers and teachers should be given a level of autonomy and decision-making to facilitate innovation at the level of the school and to avoid over-regulation
- Schools should establish internal quality-assurance mechanisms and structures
- Schools should hold regular pupil progress meetings (PPM) with parents and caregivers to discuss each child and review performance within a period. This will facilitate and improve family and community influence on lifelong learning
- Alternative sources of financing like alumni association contributions must be considered
- The private sector must play a bigger role in promoting employability skills. Apprenticeship should be considered as a pathway for extending learning beyond the borders of school
- School adoption must be encouraged among more private organisations

“
...We cannot boil the ocean. We need to start from somewhere and focus on the primary challenges of exclusion and ineffectiveness in the education system and then scale these efforts to reach more beneficiaries and impact institutions and systems. NEDIS 2019
 ”

Private Sector

- For a complete transformation of Nigeria's education system there is a need to develop “learning systems” around areas that matter such as teacher development, learner diversity, teaching and learning materials, and education technology.
- Investment should be directed towards research and development of technology solutions that are scalable and sustainable; for example, devices that are not limited by access to electricity or Internet such as Mavis Talking Books® and Dot.com's EXPO box®
- The education sector needs to build good relationships with corporate organisations to encourage sponsorship and funding.

Media

- The media provides a channel of influence and pressure on education sector stakeholders. The media can therefore be more intentional and strategic in their messaging about the teaching profession and education generally

Overall Summit Recommendations

- The media needs to fact check stories about education, and research to provide context before publishing
- The media can also support the re-branding of the teaching profession by highlighting the inspirational stories of how teachers shaped the lives of students and communities.



Organised Pressure Groups (Collaboration and Partnership)

- To achieve transformative change or change at scale in education systems, a network of stakeholders must be at the centre and utilising their joint voices to pressure the government to do what is right for teachers and learners
- We must give a leg-up to the next generation and learn to take responsibility as individuals.



A good set of steps involves imbibing the following:

- A – I can Accept responsibility to influence myself and my family and Adopt a child or a school, volunteering to address the children once a month
- B – Believe that you can make a difference
- C – Care about the society
- D – Dare to engage, dare to get involved, and speak up when you see something that is not right.

- We need to facilitate critical discussions in which employers can participate in designing the curriculum for different disciplines and fields.
- It is useful to join the National Innovation Collaborative for Education (NICE) and become a part of a community of actors working together to advance quality and improve access to education in Africa.



Recognition Awards

Recognition Awards



The inaugural edition of the Recognition Awards held on the 5th of July 2019 by 6pm with over 150 delegates in attendance. The NEDIS Recognition Award for Innovation in Education is designed to identify and highlight innovative solutions within the education sector that solve the identified problems of access and quality in the education sector.

The evening kicked off with light entertainment including music and cocktails. The compere, Ms. Yetunde Durand, then began the event by thanking all attendees specially highlighting the judges of the Recognition Awards.

Subsequently, a barstool conversation ensued with the following speakers

- Mr. Chinezi Chijioko- Nova Pioneers (South Africa and Kenya)
- Mr. Otto Orondaam- Slum 2 School
- Mr. Hamzat Lawal- Connected Development

- Mrs. Alero Ayida-Otobo- Incubator Africa
- Dr. Modupe Adefeso Olateju- The Education Partnership (TEP) Centre as Moderator

The speakers began the conversation on the theme "Educating the New Tribe of Africa" by highlighting their life experiences and their evolution through time and various situations. Mrs Ayida-Otobo opined that "young people must take up the mandate of transformation run with it and be willing to pay the price for transformation".

The speakers unanimously agreed that educating the new tribe of Africa largely includes going beyond a domain and connecting visions and purpose across the continent and the world. They then proceeded to identify various similarities which may have aided their success with emphasis on identity, purpose, the influence of mentors and the creation of value in their specific sector specializations.

Recognition Awards

NEDIS 2019 Recognition Awards: Awardees

Award Category	Award Winner	Implementing Agency
Public Private Partnership (PPP) for education intervention	CodeLagos	CodeLagos
Use of technology in education intervention	Mavis Talking Books DEEPEN CF Project	Mavis Computel
Education intervention for inclusion	Every Child Counts	Street to School Initiative
Teacher development education intervention	Teacher Professional Development Training	Meadow Hall Foundation
Gender focused education intervention	She Creates Camp	Women's Technology Empowerment Centre (W.TEC)
21st century skills intervention	Ready For Work	West Africa Vocational Education (WAVE)
Technical and vocational education intervention	Tradesman Empowerment Program	One Precious Life Academy

ANNEX 1
NEDIS 2019 AGENDA
5TH NEDIS EDUCATION INNOVATION SUMMIT
JULY 4-5, 2019
Theme: Strengthening Education Systems;
Delivering Effective Teaching and Learning

Time	Topic	Speakers
Day One- Thursday July 04, 2019		
8.30- 9.00am	Arrival and Registration	
9.00- 9.15am	National Anthem and Welcome	Master of Ceremonies (MC)
9.15- 9.30am	Welcome Address	Dr. Modupe Adefesoye
9.30- 10.00am	Opening Address	Dr. Obiageli Ezekwesili
10.00-11.00am	Keynote 1 "Education needs Transformation; How Do We See and Create the 2030 Future of Education that Africa Needs?"	Mr. Tom Rudmik, Masters Academy Canada
11.00- 11.30am	Tea Break	Musical Performance by Ms. Tiyo Abodunrin
11.30am- 1.00pm	Plenary 2 Working Together: An Integrated Approach to Improving Teaching and Learning	Ms. Tonia Udimoh, Oando Foundation Mrs. Folasade Adefisayo, Leading Learning Prof. David Johnson, Oxford University Dr. Ijeoma Nwagwu, Lagos Business School, PanAtlantic/ Moderator
1.00- 1.45pm	LUNCH	
1.45- 3.15pm Parallel Panel Discussions	Parallel 1a Strengthening school level accountability structures exploring the public and private school perspectives	Ms. Kehinde Nwani, Meadow Hall Group Hon. Mohammed Usman, Fmr. Member of the House of Assembly Ms. Nafisa Ado, UKAID/DFID Mrs. Simi Nwogugu, ED Junior Achievement Nigeria (JAN) Moderator
	Parallel 1b Because Every Child Counts: policy and practice working together for effective and inclusive education systems	Dr. Bolanle Adewole, TLP Centre Mrs. Babatunde Idowu, Great Expectations School Mr. Baffa Saleh, Kano SUBEB Mr. Mark Hamilton, Northern Education Initiative Plus Ms. Utibe Henshaw, The Education Partnership (TEP) Centre Moderator

	Parallel 1c Integrating core skills into teaching and learning- a Masterclass for head teachers and practicing teachers Sponsored by Bridge International Academies	Ms. Wunmi Tolu Alalade, Lagos State Ms. Rhoda Odigboh, Bridge International Academies
3.15- 3.30pm	Presentation by DFID's Teacher Development Programme (TDP)	Mrs. Nguyen Feese, Teacher Development Programme (TDP)
3.30 - 4.45pm	Plenary 2 Teacher Roundtable; a conversation with teachers on strengthening teacher agency and development Sponsored by DfID Teacher Development Programme (TDP)	Ms. Colette Omodamwen, Edo BEST/ Eweka School Edo State Mr. Henry Anumudu, Teach for Nigeria Prof Josiah Ajiboye, Teacher Registration Council of Nigeria (TRCN) Dr. Felicia Jackson, Olumawu School Abuja Ms. Sola Adeola, Designing Futures Academy - Moderator
4.45-5.00pm	Next steps and closing	Ms. Utibe Henshaw, TEP Centre
Day Two - Friday July 05, 2019		
9.00 - 9.15am	Welcome and recap of day one	
9.15 - 9.45am	Keynote 2 Building the Schools of the Future - A Lesson in Innovation and Pedagogy	Mr. Chinezi Chijioke, Nova Pioneers South Africa and Kenya;
9.45- 11.00am	Plenary 3 It takes a village: the role of families and communities in building safe and inclusive learning experiences for children	Mr. Fela Durotoye, Visible Impact Hajiya Saa Hashim, Federation of Muslim Womens' Associations (FOMWAN) Dr. Chizoba Imoka, Unveiling Africa Mr. Shehu Othman Sani, Kaduna SUBEB Mr. Armando Ali, TPC Mozambique Moderator

11.00-11.30 am	Tea break	
11.30am - 1.15pm Parallel Panel Discussions	Parallel 2a Sustainable financing for innovative teaching and learning – a session with funding organisations	Mr. Iyinoluwa Aboyeji, Street Capital Mr. Emmanuel Essien, Education Institutions, Union Bank Mrs. Tduwaleke Adenmosun, Verraki Consulting Ms. Bunmi Lawson, EdFin Microfinance Bank Mrs. Olayide Olumide Odediran, United Way Greater Nigeria- Moderator
	Parallel 2b Technology enabled learning: using technology as a platform for strengthening pedagogy	Mr. Chizaram Ucheaga, Mavis Computel Mr. Tom Rudmik, Masters Academy Canada Mr. Ani Charles Basse Eyo, Axiom Learning Solutions Ms. Adesuwa Ifedi, Bridge International Academies/ Moderator
	Parallel 2c Improving the image of the teaching profession: a session with the media	Ms. Kofoworola Bel Osagie, The Nation Ms. Subomi Plumptre, Alder Consulting Dr. Ikechukwu Obiaya, School of Media and Communication, PanAtlantic University Mr. David Ajikobi, Africa Check. Ms. Emilia Asimlta, A'lime Media/ Moderator
1.15-2.00pm	LUNCH	
2.00 - 3.00pm	Plenary 4 Preparing children for a world that is changing: evolving a curriculum that is fit for purpose in the digital age	Mr. Adama Damioko, Beekunko, Mali Dr. Chima Egbujuo, NERDC Ms. Feyisayo Ajayi, Nigeria Economic Summit Group Mr. Emmanuel Abiodun, Google Classroom – Next Generation Initiative Mr Bunmi Adefisayo, Teach For Nigeria- Moderator

3.00- 4.30pm	Plenary 5 What's data got to do with it? The role of assessments in system strengthening	Dr. Soufianou Moussa, LARTES/Jangandoo Mrs Lola Talabi-Oni, National Bureau of Statistics Dr. Folake Olatunji-David, Federal Ministry of Education Mr. Nura Ibrahim, USAID Mr. Sola Alonge, FHI 360 - Moderator
4.30 - 5.00pm	Communique Presentation and Adoption	Mr. Temitope Osunrinde, Verraki Consulting Ms. Bridget Azubuike, The Education Partnership (TEP) Centre
5.00 - 6.00pm	Networking Cocktails	
6.00 - 8.00pm	NEDIS Recognition Awards for Innovation in Education <ul style="list-style-type: none"> Barstool conversations - educating the new tribe of Africa 	Mr. Chinezi Chijioke, Nova Pioneers South Africa and Kenya Mr. Orondaam Otto, Slum-to-School Africa Mr. Hamzat Lawal, Connected Development Mrs. Alero Ayida-Otobo, Incubator Africa/Education Hub Dr Modupe Adefeso -Olateju, TEP Centre - Moderator

ANNEX 2 PARTICIPANTS' LIST

S/N	Sumame	First Name	Organisation
1	Ibikunle	Abigael	Edugist
2	Ogundere	Abimbola	Kids' Court School
3	Aderemi	Abimbola	
4	Banwo	Abimbola	
5	Jimoh	Abiodun	Sucden Nigeria Ltd
6	Adelekan	Abiodun	EDFIN
7	Koya	Abiodun	
8	Ganiyu	Abiodun	Teachers Registration Council of Nigeria
9	Daramola	Abiodun	Lovesymbol Nursery & Primary School
10	Ogbara	Abolore	
11	Ojediran	Abosedo	
12	Imuetinyan	Abrahams	Dako Foundation for Rural Healthcare and Education
13	Yerima	Abubakar Askira	Hallmark Leadership Initiative
14		Adagin	
15	Danioko	Adama	
16	Ekwuno	Adaobi	
17	Adedokun	Adebayo	University of Lagos
18	Adegoke	Adebimpe	TESCOM
19	Mustapha	Adebola Bosede	Methodist Girls' High School, Yaba Lagos
20	Adebiyi	Adebukola	University of Lagos
21	Akinade	Adedoyin Eunice	University of Lagos Staff School
22	OluwaseunSobo	Adeiyeye	
23	Olusegun	Adeleke	Union Bank of Nigeria
24	Awogbemi	Adeola	Ovie Brume Foundation
25	KimemenihiaEseka	Aderonke	CSACEFA Lagos
26	Eseke	Aderonke	
27	Tosin	Adesina	
28	Ogunnoiki	Adetunji	Igbobi College, Yaba Lagos
29	Akinsanya	Adewale	Union Bank of Nigeria

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30	Temitope	Adewuyi	
31	Yetunde	Adigun	
32	Adodo	Adodo	
33	Tikolo	Adrienne	Dyslexia Nigeria
34	Iranloye	Afolake Taibat	Union Bank of Nigeria
35	Judith	Agada	
36	Opara	Agatha	
37	Ibraheem	Agbaje	
38	Ganiya	Ahu	
39	Omotola	Ajayi Isaiah	
40	Omoware-Adeola	Ajoke	REEL Foundation
41	Bolade	Akeredolu	
42	Akran	Akhere	University of Lagos
43	Ajayi	Akintunde Oluwatosin	Union Bank of Nigeria
44	Akowonjo	Akinwunmi	TEP Centre
45	Egbagbara	Alex	
46	Temitope	Aloba	Mactab Consulting
47	Sesay	Amara	University of Lagos
48	Arashi	Amina	Gate Academy
49	Aliu	Aminat	TEP Centre
50	Obiefuna	Angela	Centa for Organisational Development
51	Bassey	Aniekan	GET International
52	Udegbugbe	Anita	United Way Greater Nigeria
53	Odjenima	Atinuke	The HINDSIGHT Development Organisation
54	Otutu	Augustine	TEP Ventures
55	Odieta	Austin	Union Bank of Nigeria
56	Okewumi	Ayodeji	Bridge International Academies
57	Aarode	Ayodele	Super Parents
58	Ayorinde	Ayodotun	TEP Centre
59	Omoniyi	Ayokunle	ACT Foundation

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60	Omotayo	Ayokunle	Tep Ventures
61	Njideaka	Ayopeju	NurtureHouse Limited
62	Aderole	Ayu	EdFin Microfinance Bank
63	Kareem	Azeezat	UNILAG
64	Owawusi	Azeezat Oluwakemi	AFED
65	Anilogun	Babajide	
66	Kazeem	Babatunde	Student
67	Obunka	Beauty	Latramax International
68	Oyekhire	Bernard	
69	Ujunwa	Bethrand	UNILAG
70	Aina	Bisayo	TEP Centre
71	Fakile	Bisi	Fionafaks Global Enterprise School of Postgraduate Studies, University of Lagos
72	Doutimiwei	Blessing	
73	Oritola	Bolaji	PMS
74	Ojewande	Boluwatife	Student Anthony Village Senior Secondary School
75	Okuwoga	Bosede	
76	Adedokun	Bosun	Thesis Education Group
77	Azubuike	Bridget	TEP Centre
78	Adebonojo	Bukola	Axiom Learning Solutions Limited
79	Eyiaro	Bunmi	Letslearn.ng
80	Adefisayo	Bunmi	Leading Learning
81	Morakinyo	Busayo	
82	Lemeh	Cabrini	AFED
83	AZIK-OBIA	Calister	Igbobi College, YabaLagos
84	Ezekwesili	Chidera	
85	Otugo	Chidozie	MCEF-Afreelit Nigeria LTD
86	Nwajiaku	Chijioke	
87	Christian	Chika	Private Tutor
88	Obianyimu	Chika	
89	Erondu	Chika	UNILAG

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90	Uzoma	Chimankpam Williams	Incubator Africa
91	Okereke	Chimezie	Youth Corps Member
92	Uzodinma	Chinelo	Halfield Schools
93	Chima-Duru	Chinonyerem	InnovationMatters
94	Anyanwu	Chinyere	Corona Schools' Trust Council
95	Amunuba	Chinyere	Caritas Christi international school
96	Ogbu	Chioma	Student
97	Onuekwusi	Chukwuezug	
98	Ofulue Paschal	Chukwunonso	Youth Corps Member
99	Ikpe	Cinoy	
100	Abolade	Comfort	
101	Ayala	Daniel	TEP Centre
102	Taiwo	Daniel	Citytop School
103	Adebayo	Dare	EDVES
104	Daniel	David	Student
105	David	Rabinovitz	
106	Adewale	Dayo	EdFin Microfinance Bank
107	Bello	Dayo Tawakalitu	Lagos State Ministry Of Education DOTS CONTENT DISTRIBUTION LIMITED
108	Oyegue	Deborah	
109	Nyakundi	Dennis	PAL Network
110	Derefaka	Derefaka	UsAid GHCS-PSM Develop the Youth HealthInitiative (DYHI)
111	Obasuyi	Doris	
112	Pedroso	Dulce	Palladium
113	Ugberaese	Ebebi	
114	Ughamadu	Ebuka	Union Bank of Nigeria
115	Maduagwu	Edna	AFED Federal University of Technology, Minna
116	Fasanmi	Elizabeth	
117	Boniface	Elvis	Edugist
118	Elegbe	Emma	

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119	Adesanya	Emmanuel	A'Lime Media Limited
120	Olluwaseyitan	Emmanuel	Emmaro College
121	Ige	Emmanuel	Students
122	Azu	Emmanuella	Incubator Africa
123	Ibironke	Enitan	Performance Fact Ltd.
124	Ovasa	Ese	Youth Corps Member
125	Momoh	Eshema	Crown Gate School
126	Adegunle	Esther	DAI
127	Deji Irawo	Esther	
128	Esumo	Esumo	TEP Centre
129	Mbaogu	Evelyn	Methodist Girls' High School, Yaba Lagos
130	J.B	Fatunban	
131	Atundaolu	Felicia Omoyeni	Methodist Girls' High School, Yaba Lagos
132	Oloruntoba	Femi	Teachery
133	Taiwo	Femi	LEAP Africa
134	Awopetu	Femi	Bridge International Academies
135	Jeremiah	Fidelis	
136	Oduronbi	Florence	Newland School
137	Iyasele	Florence	Maami lounge school Women's Technology Empowerment Centre
138	Braimoh	Folashade	
139	Obadan	Francesca	MHE
140	Oparah	Franklyn	Frankel Solution
141	Giwa	Funke	The Nurture Centre
142	Ayando	Funke Beatrice	Winning Heritage School
143	Ajanaku	Funlayo	Manner Children Centre
144	Aminu	Funmilayo	University of Lagos
145	Morakinyo	Funmilola	TEP Cente
146	Festus	Gangbe	
147		Garuba Eunice	Bridge International Academies

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149	Quadri	Gbenga	TEP Centre
150	Oyegoke	Gbolahan	SPGS, UNIVERISTY OF LAGOS
151	Odebiyi	Gbolahan	TEP Ventures
152	Achomhi	Gideon	Accord For Community Development
153	Ukaegbu	Gift	
154	Adedoyin	Gloria	Student
155	Simire	Godwin	BESTOFIT
156	Ugwuegbulem	Godwin Uche	
157	Ayadi	Goodluck	
158	Akeju	Grace	Teacher Registration Council of Nigeria
159	Olamilekan	H.A	SUBEB
160	Quadri	Habeeb	Tepcentre
161	Mohammed	Habiba	Center for Girls' Education, Nigeria
162	Hohandan	Harriat	Union Bank of Nigeria
163	Uzoka	Helen Isioma	
164	Onyuma	Hyacinth	Street Child
165	Olurotimi	Ibironke	TEP Centre
166	Fatoyinbo	Ibrahim	Iparadigm Consult
167	Alli	Ibrahim	TEP Ventures
168	Agbaje	Ibrahim Abiodun	SUBEB
169	Juliana	Idanwekhai	Edo SUBEB
170	Daramola	Idowu	Citytop school
171	Okafor	Ifeyani	West Africa Vocational Education
172	George	Igwe	UNILAG
173	George	Igwe	UNILAG
174	Nnaji	Ijeoma	Corona Schools' Trust Council
175	Olu-Joseph	Imisiayo	Bridge International Academies
176	Ali	Innocent	

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178	Ogbini	Isaac	
179	Chukwu	Isaac	
180	Garba-Mohammed	Isah	British Council
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182	Edu	Itunu	Patrick Speech and Languages Centre
183	Ugbe	Iyabo Oluronke	Centre for Education Development and Skills Acquisition (CEDESA)
184	Ilavbare	James	KIDS' COURT SCHOOL
185		Jebutu Olawale	Corona Schools' Trust Council
186	Osuji	Jedidiah	Union Bank of Nigeria
187	Jonathan	Jenifer	
188	Ighodaro	Jephthah	Purple Admiral Foundation for Community Development
189	Olateju	Jide	TEP
190	King	Jide	
191	Adeyemo	Job	El-Shaddai Baptist Church
192	Nwachukwu-kanu	John	Student
193	Hale	Jordene	
194	Udoh	Joseph	IGBOBI COLLEGE YABA LAGOS
195	Adesomo	Joseph Adeniyi	ISL University Of Lagos
196	Ojeyi	Joshua	SDS Int'l LTD
197	Achema	Joy	
198	Agada	Judith	Center For Women's Health and Information
199	Myles-Makayui	Judith	
200	Amusu	Judith	Bridge International Academies
201	Ogundimu	Juliana	Julienne School Support Foundation
202	Idanwekhai	Juliana	Bridge International Academies
203	Mogbo	Julie	Lead Nurse Africa
204	Ezeamii	Justina	Axiom Learning Solutions Limited

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208	Peter	Kehinde	Jesus House School
209	Obia	Kelechi	TEP Centre
210	Ekeghe	Kelechi	Union Bank of Nigeria
211	Nwaozuzu	Kelechi	Union Bank of Nigeria
212	Enebeli	Kelvin	TEP Ventures
213	Bob-Manuel	Kelvin	WAVE
214	Onuorah	Kennedy	Nnamdi Azikiwe university
215	Iwueke	Kenneth	Student
216	Ayodele	Komolafe	
217	Shittu	Kunle	Nuts & Noble
218	Akinwolere	Laide	Union Bank of Nigeria
219	Ado Diso	Lauratu	British Council
220	Olumide	Layo	TEP Centre
221	Akinpelu	Leke	
222	Efobi	Lilian	University of Lagos
223	Afunye	Lolade	
224	Atuegbu	Loveth	
225	Ovwas	Lucky	TEP
226	Joseph	Lucy	UNILAG
227	Adebanjo	Lydia Kehinde	Pavic International School
228	Body-Lawson	Mabel	
229	Uleh	Marcus	
230	Kugbe	Maria	Students
231	Nwaichi	Martin	Archy pharmcuetical company
232	Acholonu	Martins	
233	Akerele	Mary	Crown and Coronet School
234	Ikakonwu	Maryjane	Bridge International Academies

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235	Okinya	Matthais Chukwuemeka	MEWOOD
236	Ndukwu	Michael	Bridge InternationalAcademies
237	Ibrahim	Mika'ilu	FHI 360
238	Dike	Mike	
239	Ajumojobia	Mineta	Verraki Partners
240	Bashir	Misbahu	Media Trust Limited, Abuja
241	Odedina	Mobolaji	
242	Adefeso	Modupe	TEP Centre
243	Lawal	Modupe	Tep Ventures
244	Liasu	Mofoluwasho	Super Parents Foundation
245	Olurotimi	Mojisola	Maruchi Global
246	Chiahulamiro	Monica Chinyere	Methodist Girls' High School, Yaba Lagos
247	Olugbade	Monsuru Ademola	SUBEB
248	Idewu	Morenike	TEP Centre
249	Ijendu	Moshood	
250	Hamma	Mouhiddina	
251		Moyo Lasisi	Anthony Senior Grammar School
252	Sowande	Moyomoluwa	TEP Centre
253	Akinyele	Mujidat	Union Bank of Nigeria
254	Annamah	Nchedosa	
255	Akinyele	Ngozi	Union Bank
256	Offor	Ngozi	
257	Obigwe	Ngozi	Bridge International Academies
258	Cole	Ngozi Juanita	Bluewaters Academy
259	Immam	Nma Shuaib	Daily Trust Foundation
260	Okpala	Nneka	The Learning Place
261	Nworah	Nworah Chris	
262	Nnadi	Obinna	Nomber79 Studio
263	Ogunlaja	Obymoore	The Learning Place
264	Okechukwu	Ogekukun	

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266	Anene	Ogochukwu	Corona Schools' Trust Council
267	Nicholson	Oiza	Palladium
268	Confidence	Okereke	
269	Patrick	Okiemute	Super Parents
270	Oyeyiga	Okikioluwa	Bridge International Academies
271	R.E	Okodugha	
272	Ibeagha	Okwuchukwu	Anew School in the East DOTS CONTENT DISTRIBUTION LIMITED
273	Oyo	Ola	
274	Sanni	Oladapo	On Nigeria Volunteer
275	Olanrewaju	Oladimeji	A'lime Media Limited
276	Semako	Olajide	Igbobi College, YabaLagos
277	Sanni	Olakunle	
278	Olalekan	Olalekan	
279	Shola-Akinwale	Olamide	DAWN Commission
280	Akinyinka	Olamide	DAWN Commission
281	Amu	Olanrewaju	AFED
282	Adeyemi	Olanrewaju	Ogun State Universal Basic Education Board
283	Iginla	Olatope Benjamin	Methodist Girls' HighSchool, Yaba Lagos
284	Afuwape	Olawale	Ri-Care Helpmate Services
285	Olaniyi	Olawunmi	Student
286	Fawunmi	Olayinka	Project STRETCH
287	Ogunwole	Olayinka	Obafemi Awolowo University
288	Olajumoke	Oloruntoba	TESCOM
289	Fasina	Olubanke	IGBOBI COLLEGE YABA LAGOS JAKININITIATIVE INT'L COY LTD/GTE
290	Adebiyi	Olubukola	
291	Osoba	Olubusayo Temitope	Ri - Care Helpmate Services
292	Owojaiye	Olufemi	
293	Taiwo	Olufemi	

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294	Jaiyeola	Olukayode	
295	Kuti	Olumide	DOTS CONTENT DISTRIBUTION LIMITED
296	Bakare	Olumuyiwa Lukmon	Shadmock ventures
297	Serrano	Oluremi	Jite Abere & Co.
298	Shogbanmu	Olusegun	
299	Opaluwa	Olusola	Designing Futures
300	Ladipo	Oluwabusayo	Yaba College of Technology, Yaba Lagos
301	Ajulo	Oluwadamilola	TFN
302	Adegoke	Oluwafemi	Student
303	Adewuyi	Oluwafemi	
304	Olushoga	Oluwafunke Ibilola	Denfar Associates
305	Olalusi	Oluwafunmilayo	
306	Amoo	Oluwagbemileke	Corona Schools' Trust Council
307	Amoo	Oluwagbemileke	
308	Akinola	Oluwaseun	Readers' Forum
309	Adeye	Oluwaseun sobo	Corona Schools' Trust Council
310	Opadokun	Oluwatobi	Centre For Women's Health and Information (CEWHIN)
311		Oluwatobi Funmilayo	Anthony Senior Grammar School
312	Olorunnihi	Oluwatolase	Super Parents Foundation
313	Babasanya Craig	Oluwatosin	Performance Fact Ltd.
314	Adegbemi	Oluwatosin	
315	Akande	Oluwatosin	
316	Bolaji	Oluwatosin	
317	Fadipe	Oluwatosin Omoyeni	Methodist Girls' High School, Yaba Lagos
318	Makinde	Oluwatoyin	Corona Schools' Trust Council
319	Onipede	Oluwatoyin	TESCOM
320	Adelakun Adeyemo	Oluwatoyin	Mercy Corps Nigeria
321	Owonubi	Oluwayemisi	
322	Adabale	Omolola	

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323	Bose	Omosufehusi	
324	Oni	Omotola	Meadow Hall Foundation
325	Fawunmi	Omotola	Project STRETCH Center for Human Development
326	Usman	Onile	Union Bank of Nigeria
327	Patricia	Onyejekwe	
328	Oluleye	Opeyemi	TEP Centre
329	Oyebiyi	Opeyemi Ademola	Top Event Planners
330	Ogunwale	Oriyomi	Eduplana Data and Tech
331	Enadeghe	Orobosa	Develop the Youth Health Initiative (DYHI)
332	Isokpan	Orobosa	Verraki Partners
333	Aghayere	Osasenaga	WAVE
334	Mariam	Oshileye	Union Bank of Nigeria
335	Olugbile	Oyin	EBSS Global
336	Olukunga	Paul	
337	Omoera	Pauline	UNILAG
338	Onyenwe	Peace	Student
339	Adegunju	Peace	TEP Centre
340	Anigbogu	Peggy	Institute for National Transformation
341	Inyangson	Prisca	Card Centre Nigeria Limited
342	Adebayo	Priscilla	Student
343	Iyiegbuniwe	Rachael	
344	Alesinloye	Rasheed Olaitan	Lagos State Govt. Education District 6
345	Osigbo	Reginald Chinuotu	British Council
346	Fasanmi	Rhoda	University of Lagos
347	Okodugha	Rita	Bridge International Academies
348	David	Ruth	WAVE
349	Abdulsalam	Saheed	TESCOM
350	Adewale	Samuel	Union Bank of Nigeria
351	Osinubi	Samuel	

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352	Umezurike	Samuel	
353	Mfoneno	Sandy	Rockford Schools
354	Alinu	Segun	
355	Adesina	Seun	DAI
356	Afonja	Seunfunmi	Super Parents Foundation
357	Yetu Haruna	Shadrach	PME
358	Othman	Shehu S.	
359	Akinwunmi	Shehu-Tijani	AFED
360	Ajulo	Shina	DOTS CONTENT DISTRIBUTION LIMITED
361	Adewoye	Shola	
362	Okanlawon	Sidiq Uthman	Union Bank of Nigeria
363	Jimoh	Soona	
364	Francis	Stella Olubunmi	Glowing Splints Development Initiative
365	Adetunji	Taiwo	The Education Partnership Centre
366	Taiwo	Taiwo Fadekemi	University of Lagos Staff School
367		Tajudeen Alebiosu	Anthony Senior Grammar School
368	Adenekan	Tehmi	
369	Osunrano	Temitope	
370	Akhanene	Tijani	Bridge International Academies
371	Soyomokun	Titilope	Union Bank of Nigeria
372	Fageyinbo	Tobiloba	
373	Olumuyiwa	Tobiloba Blessing	Masterville Schools
374	Bolawole	Tokunbo	
375	Ogunmade	Tomiwa	The Universal Workforce
376	Odukoya	Toyin	TEP Centre
377	Abimbola	Tunji	TMAB Education Consulting
378	Uneze	Uche	
379	Asse	Uchechi Edith	Ilupeju Junior Grammar School
380	Ngene	Uju	United Way Greater Nigeria

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381	Aja-Ona	Uju	
382	M. Umar	Umar	
383	Abubakar	Usman	Lagos State Ministry of Education
384	Henshaw	Utibe	The Education Partnership (TEP) Centre
385	Akuboh	Vanessa	Mavis Computel Limited
386	Makelemi	Veronica	Novel Light Montessori School
387	Okoidigun	Victoria	Edo University
388	Emeh	Victory	DOTS CONTENT DISTRIBUTION LIMITED
389	Anigbogu	Vincent	Institute for National Transformation
390	Onyene	Virgy	
391	Razak	Wuraola	Bridge International Academies
392	Durand	Yetunde	
393	Apatira	Yewande	LEAP Africa
394	Olasehinde	Yinka	Grassroot and Gender Development Centre
395		Yinka Oluwaleye	Anthony Senior Grammar School
396	Agge	Yomi	DAWN Commission
397	Akabike	Zima	TEP Centre
398	Onyene		
399	Ojewuyi		
400	Omoyajoro		