



NIGERIAN EDUCATION INNOVATION SUMMIT (NEDIS) 2016

“Scaling Up Educational Interventions in Nigeria: A Call to Action”

18TH-19TH JULY, 2016

COMMUNIQUE



EXPANDNET

NIGERIAN EDUCATION INNOVATION SUMMIT (NEDIS) 2016 COMMUNIQUE

EXECUTIVE SUMMARY

The Nigerian Education Innovation Summit (NEDIS) 2016, a learning event convened by The Education Partnership (TEP) Centre and ExpandNet, with support from the John D. and Catherine T. MacArthur Foundation, brought together implementers of education innovations, social investors, funders, researchers, development partners, policymakers and public sector officials to address different challenges faced in scaling up education innovations in Nigeria. The discussions were focused on how systematic approaches to project design and implementation and the participatory development of scale-up strategies can lead to greater expansion and institutionalization of successful interventions. The event sought to uncover challenges and solutions for improving access to and quality of education in Nigeria. Specifically, the event focused on the following thematic areas: i). Accountability and transparency in education policy, ii). Cross-sectoral collaborations for scaling up education interventions, iii). Sustainability of education intervention design and funding, iv). Creativity in public leadership and v). Data and evidence for dissemination and advocacy



INTRODUCTION

Basic education in Nigeria is facing a broad range of challenges which have contributed to the nation's failure to achieve the now-expired Millennium Development Goals for education, and will make it harder to achieve the education

targets associated with the new Sustainable Development Goals. Despite efforts to improve the educational system in Nigeria, learning outcomes have shown little progress for the country as a whole. An estimated 10.5 million Nigerian children are out of school - one-fifth of the global population of out-of-school children. On the positive side, innovations to improve education, particularly in the non-state sector, are continually emerging. Many of these interventions are focused on increasing access to quality education for Nigeria's poor. While these interventions are very promising, the reach of most is often limited to initial project areas and even fewer go on to influence and become institutionalised in the larger system.

On the international scene, there is widespread concern that the vision to achieve inclusive and equitable quality education for all as articulated in the Sustainable Development Goals (SDGs), are not being achieved as quickly and effectively as hoped. An estimated "100-year gap" exists between education levels in developed and developing countries, and if business proceeds as usual in the education sector, this gap is not projected to close¹. Developing countries, of which Nigeria is included, have to strategically consider the most efficient and effective pathways to achieving sustainable development in the education sector. The Nigerian government and other education sector stakeholders must begin to collaboratively consider systematic approaches to ensuring that education innovations have greater impact to benefit more children, and foster policy and programme development in sustainable ways.

The Education Partnership (TEP) Centre, in collaboration with ExpandNet, developed a white paper titled "*Scaling Up Educational Interventions in Nigeria: A Call to Action*" to make a case for systematic approaches to scaling up as the pathway to increase the impact of successfully tested education interventions.

¹ Robinson J.P. and Winthrop R. (2016) Center for Universal Education at Brookings Institution. *Millions Learning: Scaling Up Quality Education In Developing Countries*

The paper is directed at decision makers for education development projects including implementers, researchers, policy-makers, programme managers, technical-assistance providers, donors, community leaders and advocates. As a follow up to this, TEP Centre conceptualised the Nigerian Education Innovation Summit (NEDIS) 2016 to bring together stakeholders from education and other development sectors to discuss how systematic approaches to scaling up education projects can lead to increased access to quality education. The objectives of the summit were to:

1. Reach consensus on the main challenges and solutions for improving access to and quality of education in Nigeria
2. Provide a venue for education sector stakeholders review a draft white paper focussed on designing and implementing education interventions in ways that promote sustainability and successful expansion and institutionalisation of education initiatives
3. Expose a diverse group of education sector stakeholders (e.g. social innovators, policy makers, donors, implementers, researchers, etc.) to major avenues for reaching large-scale impact with educational innovations. Some of these avenues are accountability, creativity and quality

NEDIS 2016 was supported by the John D. and Catherine T. MacArthur Foundation which has sought to nurture learner-centered secondary education models that equip economically marginalised girls in particular with core skills to help attain livelihoods, resulting in more successful transitions to adulthood.

WHITE PAPER

The white paper titled *"Scaling up educational interventions in Nigeria: a call to action"* makes a strong case for education-sector stakeholders to ensure that every child in Nigeria benefits from successfully tested education interventions by focusing on efforts to scale up their impact. The paper argues that systematically designing and implementing projects with scaling up in mind,

and strategically planning and managing the scaling-up process, will lead to greater promise of achieving quality education for all. The white paper was reviewed with considerable positive feedback. Several stakeholders highlighted the value in taking a systematic approach to scaling up, and suggested that there would be great value in sharing this resource widely. Following from these comments, the paper will be condensed into a concise policy brief for ease-of-reference for policy makers and other public sector stakeholders. Other dissemination formats will also be developed, providing deeper analysis of the contexts in which the white paper case studies were situated.



The keynote presentation titled *"Millions Learning: Scaling Up Quality Education in Developing Countries"* offered a global perspective to scaling up education interventions. The Millions Learning study, carried out by the Center for Universal Education at the Brookings Institution, Washington D.C. tells the story of where and how quality education has scaled in developing countries. The story emerges from wide-ranging research culminating in 14 in-depth case studies from across the world. The Millions Learning study outlines four major ingredients for scaling up which were realised from the analysis of the case studies. These ingredients are:

- Design, delivery and effectiveness of programmes
- Cost effectiveness and defined priorities
- Community support for leverage
- Local relevance and flexible adaptation

The Millions Learning study contributes considerably to existing knowledge on what makes scaling up succeed, particularly in the

field of education. Frameworks as well as guidance now exist to support implementers and decision makers who wish to ensure large-scale and lasting impact of innovations. The TEP Centre-ExpandNet white paper describes a general approach, and offers related guidance tools that have been used by a number of education sector actors in Nigeria to enhance the likelihood of scale-up success.



FULL COMMUNIQUE STATEMENTS

Discussions at the summit evolved from the white paper review session and are synoptically presented under the following broad and inter-related themes:

I. Accountability and Transparency in Education Policy

Discussions on accountability and transparency in education policy at the summit centred around two critical factors: a) the role and responsibility of all stakeholders, both public and private in improving the quality of the education sector in Nigeria and b) evidence; data and information to inform policy making in the education sector. It was agreed that education policy formulation in Nigeria must transition from being based on hunches, budgets and individual beliefs to being based on hard evidence. Transparency in education policy formulation and implementation will further strengthen the education sector to assess and evaluate its practices, optimise resources and ensure maximum outcomes. Human capital development is critical for the development of any nation. Consequently, citizen engagement with education policy is critical to ensuring that the education sector delivers on the mandate of

human capital development. The policies being formulated for education determine the quality of education that learners in the system receive, which in turn determines the quality of human capital the system produces. All stakeholders, including citizens and communities, private sector organisations as well as public sector policymakers, must work together to create structures and systems that improve accountability and transparency in the education sector. Allocation of scarce resources should be linked to performance and there should be standards and quality indicators by which progress can be measured.

Recommended Actions:

- Civil society organisations non-governmental organisations and implementers of education innovation should focus more on research and generating evidence on successes and failures in scaling innovative education solutions
- Strategic communication of education data should be carried out creatively to generate public awareness and strengthen agency of citizens to act
- Increased citizen engagement and advocacy for openness and transparency in education expenditure should be prioritised



II. Cross-Sectoral Collaborations for Scaling Up Education Interventions

Currently, many education interventions are being implemented in silos, without the involvement of key stakeholders. However, collaboration is critical for the successful scale up of education interventions and key

stakeholders must be involved in the design and implementation of a project from its inception. Partnerships are vital within the education space, both to maximise resources and to avoid duplicate interventions. Linkages must be formed between public, private, and non-government stakeholders as the involvement of government stakeholders is critical in the long-term success of a project. Public sector stakeholders should be approached as partners in design and implementation, rather than as authorities to sign off on existing plans of action. The roles and responsibilities of each partner must also be clarified at the beginning of the partnership and reviewed periodically during the collaboration to ensure harmonious progress.

Recommended Actions:

- From the initial phase of programme design, education innovators should cultivate and nurture relationships with public sector stakeholders. The interventions should be designed and implemented together with policymakers to improve chances of sustainability
- Efforts should be made to identify priorities that are shared by governments and non-state innovators, and focus should be placed on designing programmes in line with these shared priorities.
- Development partners and education innovators should be willing to support and develop capacity of relevant public sector and community-level partners to promote continuity of programmes

III. Sustainability of Education Intervention Design and Funding

The conversation around scaling and sustaining education innovations is a multifaceted one that involves all stakeholders including civil society organisations, government and development partners. There is no 'singular' definition of what it means to sustain education interventions. It is however extremely important to pre-determine how the impact of innovative education interventions will be sustained in the socio-cultural context in which they are being implemented. This is why project design is

extremely critical. The design phase is most critical for coalescing key stakeholders and preparing the intervention for sustainability. Education innovators and development partners must conceptualise projects for systems (organisations or institutions) which are willing and capable to adopt them. Focus should be placed on helping relevant stakeholders understand their roles and responsibilities and developing their capacities to implement and adopt the intervention. Cost-effectiveness and judicious utilisation of scarce resources also improve the chances of an intervention being scaled in a sustainable manner.

Recommended Actions:

- Development partners should continue to prioritise capacity development of communities and public sector institutions so that they can take ownership of interventions and continue implementation even after project funding ends
- Education innovations should be designed to be relevant and adaptable to existing socio-cultural systems and institutions so that they are easily transferred and sustained
- Education innovations should be long-term focussed and cost effective. Cost-effective programmes are more easily adopted in to existing systems and institutions



IV. Creativity in Public Leadership

There are a variety of innovative education interventions currently being implemented in Nigeria. However, many of these interventions appear to be equity-light and teacher-light¹ i.e. these interventions are not reaching the poorest and most vulnerable children and their design does not consider the most important in-school factor affecting children's learning; teachers. The education sector needs an approach that is long-term focused, equity-centred, teacher powered and humanising. To improve global education performance overall and reduce inequalities, serious, disciplined and radical innovation is required at all levels. School systems must develop the creative capacities of their leaders, educators and institutions in order to see long-term, sustainable returns. Simply imitating educational trends from developed countries is not going to result in long term sector development. Creative public leadership² is a possible solution to these challenges.

Recommended Actions:

- Creativity should be embedded in pedagogy and classroom management. Teachers need to be supported to become more creative in their teaching practice; they should be innovators rather than mere recipients of innovations
- Peer-to-peer feedback mechanisms measuring the quality of learning should be adopted at school-level
- Teacher training curricula need to be reviewed and incentive-based training systems adopted
- Child-centred learning needs prioritisation; children should be encouraged to take ownership of their own learning



V. Data and Evidence for Dissemination and Advocacy

Effective advocacy in the Nigerian education sector is hampered by a lack of adequate data and there is little public awareness of the various education interventions or their impact. This dearth of information also makes it difficult for potential public sector partners to identify key players and stakeholders. Data collection and dissemination is vital for strong advocacy and the successful scaling up of interventions. Data needs to be widely available and accessible to increase accountability and encourage stakeholders to drive advocacy. By disseminating data to special interest groups and stakeholders, innovators can ensure that effective, impactful programmes are scaled up and positioned to receive the support required to be mainstreamed. Barriers to effective data collection and dissemination must be identified and creatively overcome, and relevant data in accessible formats must be disseminated to the parties that will use these data and information to drive change. Technology is a valuable tool for data dissemination but must be leveraged to produce creative solutions, rather than being the main focus of an intervention.

¹ Citing the presentation by Mr. Joseph Hallgarten, Royal Society of Arts, Manufactures and Commerce at the Nigerian Education Innovation Summit (NEDIS) 2016

² Creative public leadership is a new paradigm of leadership developed by the Royal Society Arts, Manufactures and Commerce which refers to the attitude and approach of schools system leaders who understand the context of the school, have the political savvy to create the legitimacy for radical change, and draw on international networks as a source of imaginative ideas rather than prefabricated policies. (Culled from: <http://www.wise-qatar.org/creative-public-leadership-innovation-education> August 2016)

Recommended Actions:

- Create a platform where relevant education data being collected by individual entities can be collated and accessed by stakeholders and interested parties
- Strengthen existing databases of innovators working in education technology and the broader education space to facilitate effective partnerships
- Encourage and facilitate data dissemination and advocacy using social media tools to increase awareness

CONCLUSION

The Action Coalition

The discussions at the Nigerian Education Innovation Summit (NEDIS) 2016 revealed that stakeholders recognise the need to systematically approach the challenges facing the education sector in Nigeria. Both public and private stakeholders need to work together to increase access to quality education in Nigeria. In concluding the summit, a call to action was made for delegates at the summit to commit their time and resources to pre-identified task areas such as sharing best practices for engaging with policy makers. It was also decided that an

action coalition dedicated to expanding the impact of successfully tested education interventions be established to increase access to quality education.



Going forward, all the recommendations made at the summit will be actioned through the action coalition now being established. The action coalition has already received the recognition of the Federal Ministry of Education.

For further information on joining the action coalition, please email info@tepcentre.com.

Thanks are due to all organisations and persons who attended or supported the NEDIS 2016.



ANNEX 1 – NEDIS 2016 AGENDA

MASTER OF CEREMONIES: Mohammed Ahmed, British Council

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| Monday July 18, 2016 Day One Objectives: <ul style="list-style-type: none"> • Situate the concept of systematic approaches to scaling up and sustainability within the broader context of increasing access and quality of basic education in Nigeria • Foster dialogue between policymakers and implementers regarding strategies for multi-stakeholder engagement, effective implementation, and successful policy engagement • Use working groups to establish priorities in key thematic areas pertaining to scaling up the impact of education interventions | |
| 8.30 – 9.00am | Registration, TEA and COFFEE |
| 9.00 – 9.10am | Welcome Remarks: Dr. Modupe Adefeso-Olateju, The Education Partnership Centre |
| 9.10 – 9.25am | Opening Address (and formal opening of event) by Dr. Folasade Omolara Yemi-Esan, Permanent Secretary, Federal Ministry of Education |
| 9.25 – 9.40am | Keynote Address: "Scaling Up Education Innovations Globally: Lessons from the Millions Learning study". Ms. Eileen McGivney, Center for Universal Education, Brookings Institution |
| 9.40 – 11.00am | <p>Plenary Session 1</p> <p><i>This session will commence with a brief presentation of the TEP-ExpandNet draft whitepaper on scaling up education interventions. The presentation will be followed by a moderated review of the paper by sector experts. There will be time for reactions and questions from the delegates.</i></p> <p>Session Objective(s):</p> <ul style="list-style-type: none"> • Present the rationale for and overview of the whitepaper on scaling up • Review and discuss the draft white paper to ensure that the final version adequately reflects the consensus perspective of a broad stakeholder base <p>Presentation: "Why we need to be intentional about scaling up in education – a presentation of the White Paper on Scaling Up" – Ms. Laura Ghiron, ExpandNet Secretariat</p> <p>Review Panel</p> <ul style="list-style-type: none"> • Dr. Fatima Adamu, Women and Girl's Empowerment Initiative • Prof. Godswill Obioma, Senior Special Assistant to the Honourable Minister of State for Education <p>Moderator: Dr. Modupe Adefeso-Olateju, The Education Partnership Centre</p> |
| 11.00 – 11.30am | TEA BREAK |
| 11.30 – 12.50pm | <p>Plenary Session 2</p> <p><i>This session will commence with a presentation highlighting the importance of accountability and transparency in the education sector and will be followed by a moderated panel discussion. Panellists will discuss the role of sector accountability and transparency as an imperative for effective scaling of education programmes and interventions. This will be followed by reactions, questions and comments from delegates.</i></p> <p>Session Objective(s):</p> <ul style="list-style-type: none"> • Establish the linkages between accountability in the education sector and successfully scaling up of education programmes and interventions in Nigeria <p>Presentation: "What is Not measured is Not managed: Accountability, Transparency and Education Policy" – Dr. Oby Ezekwesili, Transparency International</p> <p>Discussion Panel</p> <ul style="list-style-type: none"> • Ms. Abiola Afolabi, BudgIT • Ms. Chioma Osuji, Civil Society Action Coalition on Education For All (CSACEFA) • Mr. Allan Findlay, Dfid-EDOREN • Dr. Sara Ruto, PAL Network <p>Moderator: Ms. Yemi Adamolekun, Enough is Enough Nigeria</p> |

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| 12.50 – 1.00pm | GROUP PHOTOGRAPHS |
| 1.00 – 2.00pm | LUNCH |
| 2.00 – 3.20pm | <p>Plenary Session 3 <i>This session commences with a presentation on creativity as a catalyst for sector-wide innovation in education and is followed by a moderated panel discussion highlighting opportunities to strengthen teaching and learning in ways that ensure that schooling is essentially qualitative. Time is provided for reactions, questions and comments from delegates</i></p> <p>Session Objective(s):</p> <ul style="list-style-type: none"> • Gain further understanding of the role of creativity in scaling up innovations in teaching and learning <p>Presentation: “Revolutionising Learning in Schools” – Mr. Joseph Hallgarten, Royal Society of the Arts, Manufactures and Commerce (RSA)</p> <p>Discussion Panel:</p> <ul style="list-style-type: none"> • Dr. Folake Olatunji-David, Federal Ministry of Education • Mr. Ahmed Jibril, Kano State Ministry of Education ICT Directorate • Ms. Folasade Adefisayo, Leading Learning Ltd. • Mr. Kayode Ogunbusola, Xact Solutions Ltd. <p>Moderator: Ms. Stacey Nwokeyi, Bridge International Academies</p> |
| 3.20 – 3.40pm | TEA BREAK |
| 3.40 – 4.50pm | <p>Parallel Breakout Sessions: <i>This session is divided into two parallel discussions</i></p> <p>1. Cross-Sectoral Collaboration for Scaling Up Education Interventions for Large-Scale Improvements in Nigeria <i>This panel discussion will focus on collaboration as a critical pathway for successful scale up of education interventions. Speakers will discuss the challenges and opportunities associated with scaling up and share experiences and learning pertaining to scale up of education initiatives</i></p> <p>Speakers</p> <ul style="list-style-type: none"> • Mr. Pius Elumeze, Education Sector Support Programme In Nigeria (ESSPIN) • Ms. Ides Aziegbe, LEARNigeria at The Education Partnership (TEP) Centre • Mr. Mohammed Ibrahim Nura, Northern Education Initiative (NEI Plus) • Ms. Noella Moshi, West African Vocational Education (WAVE) Academies <p>Moderator: Mr. Dayo Akinpelumi, Bilyak Consulting</p> <p>2. Data Dissemination and Advocacy for Scaling Up: The Role of Technology <i>This panel discussion focuses on data dissemination and advocacy as key processes influencing successful scale up of innovations. Speakers will discuss the importance of and best practices in data and dissemination and how technology offers useful platforms for sharing information</i></p> <p>Speakers:</p> <ul style="list-style-type: none"> • Mr. Chinenye Mba-Uzoukwu, Infographics Nigeria Ltd. • Ms. Nkemdili Begho, FutureSoft Ltd. • Mr. Aliyu Ahmed Shungurum, Jigawa State Ministry of Education ICT Directorate • Dr. Fidelis Ndeh-Che, Quantech Technology Services • Mr. Femi Longe, Co-creation Hub <p>Moderator: Dr. Tunji Adegbesan, Gidi Mobile Ltd.</p> |
| 4.50 – 5.00pm | Closing |
| 5.30 – 8.00pm | Networking Cocktail hosted by MacArthur Foundation |

| Tuesday July 19, 2016 Day Two | |
|----------------------------------|--|
| 8.30 – 9.00am | Registration and Sign In |
| 9.00 – 9.20am | Welcome Remarks and recap of Day - Ms. Utibe Henshaw, The Education Partnership (TEP) Centre |
| 9.20 – 10.40am | <p>Plenary Session 4 <i>This session commences with a brief presentation on considerations for sustaining the impact of successfully tested education interventions. A moderated panel review will follow, discussing challenges, experiences and learnings pertaining to sustaining the impact of such interventions. This is followed by time for reactions, questions and comments from delegates.</i></p> <p>Session Objective(s):</p> <ul style="list-style-type: none"> Foster deeper understanding of how scaling up efforts can be sustained <p>Presentation: “Sustaining Scaling Up Efforts: Thoughts and Challenges” – Dr. Judith Walker, development Research and Projects Centre (dRPC)</p> <p>Discussion Panel</p> <ul style="list-style-type: none"> Ms. Offiong Enang, Plan International Nigeria Ms. Nike Esiet, Action Health Incorporated Ms. Louisa Waddingham, British Council Mr. Gbenga Sesan, Paradigm Initiative Nigeria <p>Moderator: Dr. Chichi Aniagolu-Okoye, Girl Effect</p> |
| 10.40 – 11.00am | TEA BREAK |
| 11.00 – 12.20pm | <p>Plenary Session 5 <i>During this moderated panel discussion session, panellists will discuss how donor organisations can best structure grant and investment funds in order to sustain the impact of successful education innovations. This is followed by time for reaction questions and comments from delegates.</i></p> <p>Session Objective(s):</p> <ul style="list-style-type: none"> Discuss and agree strategies for (re)structuring funding and investments to facilitate systematic scale up of education innovations <p>How Can Donor Funding Be Designed to Strengthen Scaling Up of Education Innovations in Nigeria?</p> <p>Speakers:</p> <ul style="list-style-type: none"> Martin Eigbike, Dalberg Global Development Advisors Dr. Kristen Molyneaux, MacArthur Foundation Ms. Nafisa Ado, United States Agency for International Development (USAID) Dr. Sara Ruto, Peoples’ Action for Learning (PAL) Network <p>Moderator: Dr. Kole Shettima, MacArthur Foundation</p> |
| 12.20 – 1.00pm | <p>Reaching conclusions about the way forward and key recommendations for action items to advance education in Nigeria: An open discussion</p> <p>Moderators: Dr. Judith Walker and Dr. Modupe Adefeso-Olateju</p> |
| 1.00 – 1.10pm | <p>Closing Mr. Oladayo Olaide, MacArthur Foundation</p> |
| 1.10 – 2.00pm | LUNCH |
| 2.00 – 5.00pm | Roundtable discussion between MacArthur Foundation team and Girls’ Secondary Education grantees |

ANNEX 2 – NEDIS 2016 PARTICIPANTS' LIST

| S/N | TITLE | SURNAME | FIRST NAME | ORGANISATIONAL AFFLIATION |
|-----|-------|-------------------|----------------|---|
| 1 | Mr. | Abioye | Samson | Pass.ng |
| 2 | Mr. | Adamu | Garbu | Abubakar Tafawa Balewa University (ATBU) Bauchi |
| 3 | Dr. | Adamu | Fatima Lamishi | NANA - Women and Girls Empwerment Initiative and Usmanu Danfodiyo University Sokoto |
| 4 | Mr. | Adebayo | Solomon | World Bank |
| 5 | Mr. | Adebayo | Dare | ITvessel Nigeria Limited |
| 6 | Dr. | Adegbesan | Adetunji | Gidi Mobile Ltd |
| 7 | Dr. | Adejugbe-Williams | Badewa | Royal School of Educational Therapy Foundation |
| 8 | Ms. | Aderele | Rebecca | Educate a Woman Initiative |
| 9 | Ms. | Ado | Nafisa | United States Agency for International Development (USAID) Nigeria |
| 10 | Ms. | Afolabi-Sosami | Abiola | BudgIT |
| 11 | Mr. | Banigo | Oriteme | Panaramic Entertainment Ltd. |
| 12 | Ms. | Begho | Nkemdili | Future Software Resources Ltd. |
| 13 | Mr. | Ahmed | Alaga | LEAP Africa |
| 14 | Mr. | Akindolani | Akindayo | The Zariah Elizabeth Foundation |
| 15 | Mr. | Akinpelu | Akin | Erudio Hub |
| 16 | Mr. | Akinpelumi | Oladayo | BILYAK Consulting |
| 17 | Dr. | Aniagolu-Okoye | ChiChi | Girl Effect |
| 18 | Mr. | Anjorin | Tunji | Panaramic Entertainment Ltd. |
| 19 | Ms. | Araba | Lade | The Visiola Foundation |
| 20 | Ms. | Ataguba | Ajuma | The Learning Gate |
| 21 | Ms. | Atolagbe | Mobisola | Nigeria Reads Initiative |
| 22 | Dr. | Auwal Romo | Bilyaminu | Brunel University London |
| 23 | Ms. | Ayanda | Nihinlola | Mercy Corps Nigeria |
| 24 | Ms. | Aziegbe | Ides | LEARNigeria by The Education Partnership (TEP) Centre |
| 25 | Ms. | Charles | Gethrude | Adopt Train Innovate |
| 26 | Mr. | Conrad | Smart | Center For Change and Community Development |
| 27 | Ms. | Craig | Desiree | Co-Creation Hub |
| 28 | Mr. | Desimhi | Favour | NaMaYa Solutions Limited |
| 29 | Ms. | Edeh | Ehizefua | Junior Achievement Nigeria |
| 30 | Mr. | Egbujoo | Chima | Nigerian Educational Research and Development Council (NERDC) |
| 31 | Mr. | Eigbike | Martin | Dalberg |
| 32 | Ms. | Ejeme | Onyemowo | Oakbridge Foundation |
| 33 | Dr. | Ezekwesili | Oby | Transparency International |
| 34 | Ms. | Garba | Aisha | World Bank |
| 35 | Ms. | Ghiron | Laura | ExpandNet Secretariat |
| 36 | Mr. | Hallgarten | Joseph | The Royal Society for Arts, Manufactures and Commerce |
| 37 | Ms. | McGivney | Eileen | Centre for Universal Education, Brookings Institution |
| 38 | Dr. | Ilusanya | Gboyega | Cambridge Education- Developing Effective Private Education Nigeria |
| 39 | Mr. | Ibrahim | Nura | Northern Education Initiative Plus |
| 40 | Ms. | Ikanih-Musa | Crystal | Malala Fund |
| 41 | Ms. | Ilori | Oluwafunmilayo | FEC Ltd/IRead Mobile Library |

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|----|-------|----------------|----------------|--|
| 42 | Mr. | Morenikeji | Damola | All for Development |
| 43 | Mr. | Elinhingbe | Benjamin | ActionAid Nigeria |
| 44 | Mr. | Elumeze | Pius | DFID-Education Sector Support Programme in Nigeria (ESSPIN) |
| 45 | Mr. | Fasoranti | Isaac Damilola | Prikkle Academy |
| 46 | Mr. | Ezegwu | Chidi | Independent Research Specialist |
| 47 | Ms. | Ezeobi | Chinelo | Private |
| 48 | Mr. | Longe | Oluwafemi | Co-Creation Hub |
| 49 | Ms. | Mbah | Nina | Nina Prize Initiative |
| 50 | Ms. | Mbaya | Tobi | Early Years Legacy |
| 51 | Ms. | Mbukpa | Mary | Plan International Nigeria |
| 52 | Ms. | Moammed | Zainab | development Research and Projects Centre |
| 53 | Ms. | Mohammed | Habiba | Center for Girls' Education, PRHI |
| 54 | Dr. | Molyneaux | Kristen | MacArthur Foundation |
| 55 | Mr | Muili | Olayinka | First Step Action for Children Initiative |
| 56 | Dr. | Ndeh-Che | Fidelis | Quanteq Technology Services, Ltd |
| 57 | Mrs | Nwobodo | Grace | South Saharan Social Development Organisation |
| 58 | Ms. | Nwokeyi | Stacey | Bridge International Academies |
| 59 | Prof. | Obioma | Godswill | Federal Ministry of Education |
| 60 | Mr. | Ogunbusola | Olukayode | Xact Solution Limited |
| 61 | Mr. | Okeke | Chigozie | Re:Learn by Co-creation Hub |
| 62 | Ms. | Okekeocha | Ogochukwu | Pleroma Child |
| 63 | Engr | Okpalaeke | Okechukwu | Wings Electronics Concepts |
| 64 | Ms. | Olarewaju | Yetunde | Lyght Consult Ltd |
| 65 | Dr. | Olatunji-David | Folake | Federal Ministry of Education |
| 66 | Ms. | Omikunle | Rolake | Teach For Nigeria |
| 67 | Ms. | Oniyitan | Olanrewaju | W-Holistic Business Solutions |
| 68 | Mr. | Onwurah | Brian Chinedu | South Saharan Social Development Organization (SSSDO) |
| 69 | Ms. | Osuji | Chioma | Civil Society Action Coalition on Education for All (CSACEFA) |
| 70 | Mr. | Ouvry | Adrian | Mercy Corps |
| 71 | Mr. | Oyediji | Oluremi | Lyght Consult Limited |
| 72 | Dr. | Perlman | Daniel | Centre for Girls Education--A Partnership of Ahamdu Bello Univesity and the University of California, Berkeley |
| 73 | Dr. | Ruto | Sara | Peoples' Action for Learning (PAL) Network |
| 74 | Ms. | Toyosi | Feyisitan | LEAP Africa |
| 75 | Ms. | Sasetu | Yecenu | Kiss FM |
| 76 | Dr. | Shettima | Kole | MacArthur Foundation |
| 77 | Mr. | Sintim | Kingsley | Nigeria Reads Initiative |
| 78 | Ms. | Soluade | Odemi Joy | The Visiola Foundation |
| 79 | Ms. | Toweh | Onasheho | Self- Employed |
| 80 | Mr. | Ucheaga | Chizaram | Mavis Computel |
| 81 | Mr. | Ucheaga | Samuel | Mavis Computel |
| 82 | Mr. | Umar | Umar | development Research and Projects Centre |
| 83 | Dr. | Ushie | Boniface | British Council Nigeria |
| 84 | Ms. | Waddingham | Louisa | British Council Nigeria |
| 85 | Mr. | Williams | Olaolu | Brighter Days Youth Empowerment Initiative |
| 86 | Mr | Ekwoyi | O | Ochigbo Development Foundation |
| 87 | Mr | Uzor | Darlington | World Youth Foundation |
| 88 | Ms. | Mohammed | Sajida | development Research and Projects Centre |
| 89 | Dr. | Ado | Bola | development Research and Projects Centre |
| 90 | Mr. | Jubril | Ahmed | Kano State Ministry of Information |

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|-----|-------|-----------------|-----------|---|
| 91 | Mr. | Olah | Anthony | Olahson Enterprises |
| 92 | Dr. | Iloh | Andrew | Biodiversity Education & Resource Centre |
| 93 | Mr. | Lawal | Femi | Sheraton Abuja |
| 94 | Ms. | Bukola | Oyinloye | Teacher Development Programme |
| 95 | Ms. | Nandi | Chelden | Education Data, Research and Evaluation in Nigeria (EDOREN) |
| 96 | Ms. | Ebokpo | Margaret | MaggaEndian Consulting |
| 97 | Mr. | Famade | Oladiran | Nigerian Educational Research and Development Council (NERDC) |
| 98 | Mr. | Emma | Mba | Teacher Development Programme |
| 99 | Ms. | Odinakachi | Ahanonu | Civil Society Action Coalition on Education For All (CSACEFA) |
| 100 | Ms. | Lawal | Nunilea | RAWA Project |
| 101 | Ms. | Chioma | Ezegwu | Self Employed |
| 102 | Prof. | Oladele | Akogun | Education Data, Research and Evaluation in Nigeria (EDOREN) |
| 103 | Mr. | Wada | Suleiman | Raw Materials Research & Development Council |
| 104 | Ms. | Abdullalu | Baslir | Konad Group |
| 105 | Ms. | Olufemi | Ogundare | TZE Foundation |
| 106 | Arc. | Kyari | M.Habib | UPM, Malaysia |
| 107 | Dr. | Adefeso-Olateju | Modupe | The Education Partnership (TEP) Centre |
| 108 | Ms. | Bartefa | Abisola | The Education Partnership (TEP) Centre |
| 109 | Ms. | Fakoya | Foluyinka | The Education Partnership (TEP) Centre |
| 110 | Ms. | Morakinyo | Funmilola | The Education Partnership (TEP) Centre |
| 111 | Ms. | Henshaw | Utibe | The Education Partnership (TEP) Centre |