

Nigerian Education Innovation Summit

‘Strengthening the Design, Implementation and Impact of Education Innovation in Nigeria’

REPORT | JUNE 25, 2015 | AFRICAN SUN AMBER RESIDENCE, LAGOS.



Introduction

The Nigerian Education Innovation Summit (NEDIS), learning event convened by TEP Centre, a regional hub for the global Center for Education Innovations (CEI) brought together implementers of education innovations, social investors, funders, researchers, development partners, policymakers and public sector officials for focused discussions on the education innovation landscape in Nigeria. The event explored new, exciting and sustainable approaches for providing access to good quality education, especially for the marginalised.

CEI is an initiative of the Results for Development institute (R4D) with funding from the Department for International Development (DfID). In 2014, The Education Partnership Centre (TEP Centre) became a regional hub for CEI and has identified and profiled 58 education innovations in Nigeria.

The goal of the global Center for Education innovations (CEI) is to promote programmes, policies, and practices that increase access to quality, affordable, and equitable education for the world's poor by identifying, analyzing, and connecting education innovations.

Overview

The summit had three stated goals:

- I. Share best practices and lessons learned in designing and implementing education innovations across Nigeria
- II. Identify funder and government priorities and facilitate strategic connections between education innovators, funders and social investors, and government institutions
- III. Offer targeted capacity development opportunities for strengthening innovations which have significant potential to scale up, positioning these models for greater impact

The day-long summit, which held in Lagos brought together implementers of education innovations, funders, researchers, development partners, policymakers and public sector officials. Attendees engaged in lively discussions during plenary and break out panel sessions on some of the most prominent topics on Strengthening the Design, Implementation and Impact of Education Innovations in Nigeria. The topics were Engaging with Policymakers, Scaling Up Social Innovations, Fundraising, Monitoring and Evaluation, Organisational Development and Information & Communication Technology (ICT).

Most importantly, the summit explored how all education stakeholders can leverage their independent strengths to come together and collaborate for scale.

Key Learnings

The key learnings at the summit focused on components that determine the success of an education innovation, and why well-intentioned innovations fail to address the important role of pedagogy in education. It elaborated on why learners need to be the centre of innovations and why innovators need to consider what works best in learning and teaching as they improve and bring their programmes to scale.



Nigeria is a highly complex environment and innovators who are considering scaling must bear this in mind. For an innovation to effectively scale, it must not aim at just reaching more people but also ensure to scale up impact and ideologies. As innovators plan to scale, they must consider; human capacity and leadership, initiatives that are investment ready, and initiatives ready to deal with government rules and regulations. Also, innovators need to operate as business models. The public sector has its inefficiencies; the poor infrastructure

within public schools indicates that there is a less than desirable environment to scale up activities and impacts of organisations.

There are different levels of the public sector involvement in education and these levels have different budgets for education. However, poor financial administration and misappropriation of these education funds by the different levels invariably leads to a lack of adequate funds to improve the education sector. In engaging the government, innovators must properly identify what agency/ parastatal of government addresses the specific areas of need their innovations are trying to address. This is to ensure that they do not alienate the government in their attempt to help. Some of such bodies are, the Nigerian Education Research and Development Council (NERDC) which reviews the Nigerian curriculum every 4 to 5 years, and the Universal Basic Education Commission (UBEC) which coordinates organisations involved with education innovation with states departments and hosts annual and quarterly meetings to highlight networking opportunities among these organisations.

Overarching Themes

How can Education Innovators influence and engage policy makers?

To draw the interest of policy makers to help in scaling up efforts, organisations should already be



involved in a pilot program with visible results and data which will back the rationale of efforts being made, and identify the important players in the required sector so as to know who to discuss, share and pitch ideas to. Also, similar organisations should consider the possibility of collaborating with one another in order to raise enough funds to make the necessary impact required.

The government is still the dominant body of power and to engage them,

innovators have to be more flexible. Innovators need to define what they seek to achieve and have relevant data, identify the valuable players in government, and research the best method in which to approach these players. Private organisations must however bear in mind that whilst they are known to have the ability to act swiftly and independently, processes and bureaucracy weigh down government.

Fundraising: Understanding the priorities of funding organisations



When innovators are seeking grants from funder organisations and investors, they must make sure their vision and goals align with a funder’s mission, and also demonstrate competence and experience.

There is a funding crisis in Africa, which has led to the high mortality rate of non-profit non-governmental organisations (NGO).

Prior to democracy, there was ample funding available for different organisations, however this has changed as international bodies had to create new regulations on how funds will be given out. Though necessary, these regulations have indirectly starved meaningful, impactful NGOs of necessary funds. Innovators need to learn how to influence donor policies, else they will keep dancing to any rhythm thrown at them by the donor organisations.

Scaling up Education innovations: Considerations, Challenges and Opportunities



In the government there is a high level of bureaucracy and this has affected its collaboration with private sector organisations negatively.

Some challenges of innovators who need to scale are; accessing funds and getting into public schools due to the intense bureaucracy, which has limited their focus to private schools. On the other hand for technologically based innovations,

challenges in scaling relates to bandwidth connectivity and local language barriers of the different regions in Nigeria.

Most of the time, a lot of the solutions provided for social problems are usually imported, thereby always insufficient in its efficiency in the local context. There is a need for more home grown solutions that will fit the African and Nigerian context.

The Role of Communication and Technology in improving access to and Quality of Education in

Nigeria



The educational system suffers from a huge deficit, if not a complete lack of content. Teachers are now requesting curriculums from innovators, which has brought about a realization that teachers are very vital for ICT interventions in education, so there is the need to train teachers to use ICT to develop their teaching skills and curriculum.

Currently the students are adapting faster to ICT than their teachers. The gap keeps increasing as nothing is being done about teacher training. Before any discussion about scaling up can be considered, the technological gap would have to be closed. It should be noted however, that times are changing. Students are now self-learners. “The teacher is no longer the sage on the stage, but a guide on the side” . The biggest challenge is learning how to use technology to reduce the gap between academic institutions and the real world practices.

In 2012, educational stakeholders were brought together after another mass WAEC failure across the country. From the discussions, it was realized that the approach to teaching is not aligned to how students learn. Teachers’ and schools’ curriculum promote kids to learn by rote learning which makes application of knowledge very difficult.

To introduce any ICT solution, sustainability must be a focus. There is a need for core infrastructure such as hardware and facilities to promote sustainability, and an enabling environment created not just by government but teachers and other stakeholders.

Looking Inward: Strengthening Organisational Capacity for Scale-up.



There are several areas with scale up barriers due to internal capacity and funding. It is as a result of some of these scale-up barriers that collaborations have proved abortive especially when dealing with government bodies. Most organisations have not really defined staffing, and as a result there is no personnel development plan. Recruiting contract staff has become convenient, owing to the Nigerian unemployment crisis. There are currently no organisational structures in many organisations. Organisations should not only focus on objectives, but also on personnel development. Organisations need to understand that there is no difference between social enterprises, NGOs and commercial

enterprises. NGOs in Nigeria need to change their mindset from being a charity organisations to being a more impact-minded social enterprises.

Innovators are constantly sourcing for financing but offer little or no accountability for these financial resources. A viable enterprise (for-profit or non-profit) is set up around financial reporting and innovators need to have this understanding. There is also need to document processes and clear consistent policies as most NGOs have none of these policies (especially for human resourcing), so when a member of staff leaves, it could bring the organisational activities to a halt amongst other problems.



Most implementers of innovations and NGOs are the recipient of grants given by donors and donor organisations, yet, do not have proper accounting systems. They only write budgets when they are making applications for sponsorship or grants. In commercial businesses, a 5 or 10-year future projection budget is developed, hence innovators and NGOs must begin to think long term, in terms of budget and financing.

Monitoring and Evaluation of Innovative Education Models



The session was focused on the discussion of real life cases and examples of Monitoring & Evaluation approaches used to assess existing education innovations. From capital intensive statistic prone randomized control trials (RCTs), low-cost popular monitoring tools such as surveys/questionnaires for baseline/post-test, measurement plans, results

chains, to the use of in-built data-capture interfaces which monitors traffic and uptake, each technical assistance provider discussed in-depth the chosen approach employed for the assessment of their respective innovations.

More broadly, opportunities, challenges pertaining to the scarcity of data and lessons learnt from mitigative strategies devised to bridge information gaps through the collection of new data were discussed. The discourse also touched upon ways in which target beneficiaries (student voice) and an adequate conceptualization of the problem (root causes of unequal access to education) are incorporated into M&E systems to ensure it is not exclusively top-down but also driven by bottom-up perspectives. In the same vein, the criticality of feedback loops in the actual design/structuring of innovations as the different stages of pilots unfold was discovered to be both vital and beneficial.

Innovators Clinic

The clinic which was a roundtable discussion with selected education innovators, aimed at linking innovators to potential funding partners (i.e. commercial banks, foundations, and donor agencies alike) as

well as Monitoring & Evaluation technical support. The establishment of a bridge to these stakeholders was a reverberating theme collectively confirmed by all as being a critical part of the success and continued sustainability of education innovation programs.

However, with respect to M&E technical support, this did not take as certain a stage in the discussion in comparison to funding- which was discovered to be the main priority constraints for education innovators. This is largely because many innovators present at the round-table discussion were unaware of the importance of M&E and the role it plays in the success and scale-up of their models. Notwithstanding for those who were cognizant of its significance, such innovators individually indicated their need for support.

Furthermore, concerning funding, donor-agencies indicated that although funding streams are enormous, innovators are not adequately positioned to take advantage of them. Often because their programmatic focus and catchment target-beneficiaries are not in line with that of the donor-agency, automatically disqualifying innovators from successfully accessing funding. For instance, a donor might be focused on universal basic education targeting public primary school students in the North, or exclusively improving access to girl-child education, thus when presented with proposals from innovators that do not dovetail into these concentration/theme examples, innovators find it difficult to secure funding to commence their pilots or sustain scale-up.

Individual and corporately funded foundations note similar observations underpinning the seeming exclusion of education innovators from access to funds. Beyond those articulated by donor-agencies, foundations assert that most innovators are hampered by weak accounting systems, limited financial/technical know-how capacity in grant writing and proposal development, thus when pitched against more competitive applicants (i.e. university researchers from the globe, independent consultants, international NGO's, etc.), they are non-competitive.

In contrast, a commercial bank affirmed that their institution is willingly to fund education innovations with high social impact potentials in the long-term even if it means in the short term delaying economic returns to be generated from such funding. As expected, innovators welcomed this news, however it once again became clear that there must be a clear alignment between a funder's thematic focus, priorities, and objectives and that of the innovator.

Even in cases where innovators maybe inclined to retro-fit already established education innovation pilots into funding-frames, in the end, this will prove unbeneficial to both parties. As such, appropriate matching of innovators to funders is an essential loop-hole that must be addressed with linkages, information channels, and support provided on a continuous basis.

Evaluation Result Summary

At the end of the summit, participants were asked to fill out evaluations forms. The evaluation forms probed the usefulness of the summit and general logistical arrangement. Generally, feedback from participants was positive. The exceptions being to timing and a better networking platform for participants.

Some quotes from the evaluation form responses are below:

“Yes, I think a lot was achieved because by the end of the day, participant were unanimous in agreeing that a lot is being done to improve the delivery of education”

“Yes! The theme was sufficiently covered. Sessions were enlightening. Panel on engaging with policy makers was very important .There is a need to take forward engagement with government as it is key to scale up.”

“Understand the landscape of emerging education innovations in Nigeria to benchmark our own organisational interventions. Identify potential partners and collaboration for our programmes. Both objectives achieved. New very useful contacts made.”

Annexes

Annex 1- Agenda

Annex 2- NEDIS Participant

Nigerian Education Innovation Summit (NEDIS)

Theme: ‘Strengthening The Design, Implementation And Impact Of Education Innovations In Nigeria’

June 25, 2015 | African Sun Amber Residence | Lagos, Nigeria

Agenda

Overview

The Nigerian Education Innovation Summit (NEDIS) is a learning event which convenes implementers of education innovations, social investors, funders, researchers, development partners, policymakers and public sector officials for focussed discussions on the education innovation landscape in Nigeria. The event explores new, exciting and sustainable approaches for providing access to good quality education, especially for the marginalised.

The summit also aims to facilitate strategic connections within the education ecosystem by fostering meaningful linkages among social innovators, funders, donors and other social investors, government, researchers and providers of technical assistance. The goals of the summit are to:

- IV. Share best practices and lessons learned in designing and implementing education innovations across Nigeria
- V. Identify funder and government priorities and facilitate strategic connections between education innovators, funders and social investors, and government institutions
- VI. Offer targeted capacity development opportunities for strengthening innovations which have significant potential to scale up, positioning these models for greater impact

NEDIS is convened by The Education Partnership Centre (TEP) which is the regional hub for the global Center for Education Innovations (CEI). CEI promotes programmes, policies, and practices that increase access to quality, affordable, and equitable education for the world’s poor by identifying, analysing and connecting education innovations. CEI was initiated by Results for Development Institute (R4D) with funding from DfID.

For more information on Nigerian education innovations profiled by CEI Nigeria, visit www.educationinnovations.org

To learn more about CEI Nigeria, please email info@tepcentre.com, send a tweet to @tepcentre or visit our website: www.tepcentre.com

8:30am-9:00am	Registration and Sign-In
9:00am-9:10am	Welcome <ul style="list-style-type: none"> Ms. Abisola Bamtefa, Programme Manager, The Education Partnership Centre (TEP Centre)
9:10am - 10.00 am	Setting the Scene: What Makes an Education Innovation Successful and Impactful? <i>What Makes an Education Innovation Successful and Impactful?</i> <ul style="list-style-type: none"> Mrs. Folasade Adefisayo, Chief Executive Officer, Leading Learning and Consultant, Nigerian Economic Summit Group (NESG) <i>How can the public and private sectors collaborate to strengthen innovation in public education?</i> <ul style="list-style-type: none"> Mr. Garba Dahiru Gandu, Assistant Director, Nigerian Educational Research and Development Council (NERDC), representing the Executive Secretary of the NERDC Dr. Chukwuma Agomoh, Director Department of Quality Assurance, Universal Basic Education Commission (UBEC) <i>Scaling up education innovations: learnings and considerations</i> <ul style="list-style-type: none"> Mrs. Ndidi Okonkwo Nwuneli (MFR), Founder, LEAP Africa and Fellow, Harvard Kennedy School of Government <p>Moderator: Dr. Modupe Adefeso-Olateju, The Education Partnership Centre (TEP Centre)</p>
10.00am-11:00am	Session 1: Panel discussions: How can Education Innovators Influence and Engage Policymakers? <ul style="list-style-type: none"> Mr. Afolabi Imoukhuede, CEO, MCS/SkillUp Dr. Fatima Adamu, Senior Lecturer, Usmanu Danfodiyo University Ms. Caroline Jordan, Project Manager, Varkey Foundation and Center for Education Innovations East Africa <p>Moderator: Mr. Mohammed Ahmed, Director Society, British Council</p>
11:00am - 11:20am	Tea Break
11:20am - 12:20pm	Session 2: Panel Discussion: Fundraising - Understanding the Priorities of Funding Organisations <ul style="list-style-type: none"> Ms. Nafisa Ado, Program Manager, Education Office, USAID Nigeria Mr. Innocent Chukwuma, Regional Representative for West Africa, Ford Foundation Ms. Bisola Denloye, Consultant, Capital Alliance Nigeria Ms. Trasie Nguveren Akaaimo, Research and Partnership Officer, TY Danjuma Foundation <p>Moderator: Dr. Kole Shettima, Director Africa Office, John D. and Catherine T. MacArthur Foundation</p>
12:20pm - 1.20pm	Session 3: Panel Discussions: Scaling-Up Education Innovations: Considerations, Challenges and Opportunities <ul style="list-style-type: none"> Dr. Chukwuma Agomoh, Director Department of Quality Assurance, Universal Basic Education Commission (UBEC) Ms. Josephine Nzerem, Regional Director, Ashoka Anglophone West Africa Mr. Suleiman Wada, Director, Bilyak Consulting Limited (MTN MyLearning Academy) Mrs. Efua Edeh, Executive Director, Junior Achievement of Nigeria <p>Moderator: Ms. Olusola Adeola, Co-Founder, West African Vocational Education (WAVE) and Executive Secretary, Freedom Foundation</p>

1:20pm - 2.25pm	Group Photo Lunch
2.30pm - 3.30pm	<p>Session 4: The Role of Communication and Technology in Improving Access to and Quality of Education in Nigeria</p> <ul style="list-style-type: none"> • Mrs. Toyosi Akerele-Ogunsiji, Founder, Passnownow.com • Mr. Dozie Anyaegbunam, Chief Marketing Officer, Gidimo • Mr. Femi Longe, Director, Co-Creation Hub • Ms. Nonye Uzodike, Industry Lead Education, InfoGraphics <p>Moderator: Ms. Yetunde Odunsi, Project Manager, LEARNigeria at TEP Centre</p>
3:30pm - 4:30pm	<p>Session 5: Breakout Sessions on M&E and Organisational Capacity Development. <i>This session will be split into two parallel sessions:</i></p> <p>Parallel Session 1: Monitoring and Evaluation of Innovative Education Models</p> <ul style="list-style-type: none"> • Ms. Tosin Akande, Founder and CEO, RED Universal Consulting • Ms. Caroline Jordan, Project Manager, Varkey Foundation and Team Lead, Center for Education Innovations East Africa • Mr. Stephen Bayley, Deputy Team Leader, Developing Effective Private Education Nigeria (DEEPEN) <p>Moderator: Ms. Chizoba Imoka, Founder, Unveiling Africa/Research Fellow, TEP Centre</p> <p>Parallel Session 2: Looking Inward: Strengthening Organisational Capacity for Scale Up</p> <ul style="list-style-type: none"> • Mrs. Munachiso Okoronkwo, Organisational Development Consultant, Education Sector Support Programme in Nigeria (DfiD-ESSPIN) • Mrs. Nike De Souza, Director, Stephen Adams Social Reformation Foundation • Mrs. Uzoamaka Osikhena, Program Delivery Manager, Accenture Development Partners • Ms. Nneka Eze, Associate Partner, Dalberg Global Development Advisors <p>Moderator: Ms. Lilian Okoli, PhD Researcher, University of Manchester, UK</p>
4.30pm to 4.45pm	<p>Wrap up in plenary</p> <p>Dr. Modupe Adefeso-Olateju, Managing Director, TEP Centre</p>

Day Moderator: Ms. Yetunde Durand, Founder, *Dear Durand Media*

Annex 2: NEDIS Participant List

Organisational Affiliation	Surname	First Name
Leading Learning	Adefisayo	Folasade
Vanguard	Adelaja	Bose
University of Manchester, UK	Okoli	Lilian
Junior Achievement Nigeria	Edeh	Ehizefua
LEAP Africa	Nwuneli	Ndidi
Ford Foundation	Chukwuma	Innocent
dFID-ESSPIN	Okoronkwo	Munachiso
Gidi Mobile Ltd	Anyaeibunam	Dozie
Freedom Foundation	Adeola	Olusola
NERDC	Gandu	Garba Dahiru
Teach For Nigeria	Ikuomola	Yemisi
Ashoka Anglophone West Africa	Nzerem	Josephine
USAID/Nigeria	Ado	Nafisa
Africa Capital Alliance	Denloye	Bisola
British Council	Ahmed	Mohammed
TY Danjuma Foundation	Akaaimo	Trasie Nguveren
Varkey Foundation (CEI)	Jordan	Caroline
Teach for Nigeria	Omikunle	Folawe
DEEPEN	Bayley	Stephen
Research, Evaluation & Development (RED Universal Consulting)	Akande	Tosin
Usman Danfodio University	Adamu	Fatima
Ford Foundation	Ehinor-Esezobor	Joy
Co Creation hub	Longe	Femi
Passnownow.com	Akerele-Ogunsiji	Toyosi
People Prime	De Souza	Nike
MTN MyLearning Academy	Wada	Suleiman
Bridge International Academy	Ibukun	Daramola
UBEC	Agomoh	Chukwuma
MacArthur Foundation	Shettima	Kole
Passnownow	Ali	Tony
Sterling Bank plc	Alli	Adesola
MCS/SKILLUP	Imoukhuede	Afolabi
MCS/SKILLUP	Adigun	Dotun
Atkins	Osho	Tolu
Friends of reform	Nwobi	Uju
Sterling Bank Plc	Animashaun	Khafil
Infographics	Olatunji	Ekene
Gidimobile	Fasore	Ayodeji

Organisational Affiliation	Surname	First Name
Infographics	Ordu	Omawunmi
Infographics	Obiehima	Nkiruka
Bridge International Academy	Daramola	Ibukun
NTA	Olugbemi	Olaide
NTA	Ayenuyo	Omolara
Passnownow	Mokolade	Adejoke
NewsWatch Times	Adegun	Aanu
Sun	Job	Osazuwa
The Nation	Ogunlade	Adeola
Infographics	Confidence	Taiwo
Infographics	Uzodike	Nonye
TEP Centre	Adefeso-Olateju	Modupe
TEP Centre	Bamtefa	Abisola
TEP Centre	Fowowe	Tomisin
TEP Centre	Durand	Yetunde
TEP Centre	Adebara	Nifemi
TEP Centre	Aziegbe	Ides
TEP Centre	Akin	Taylor
Unveiling Africa/TEP Centre	Imoka	Chizoba