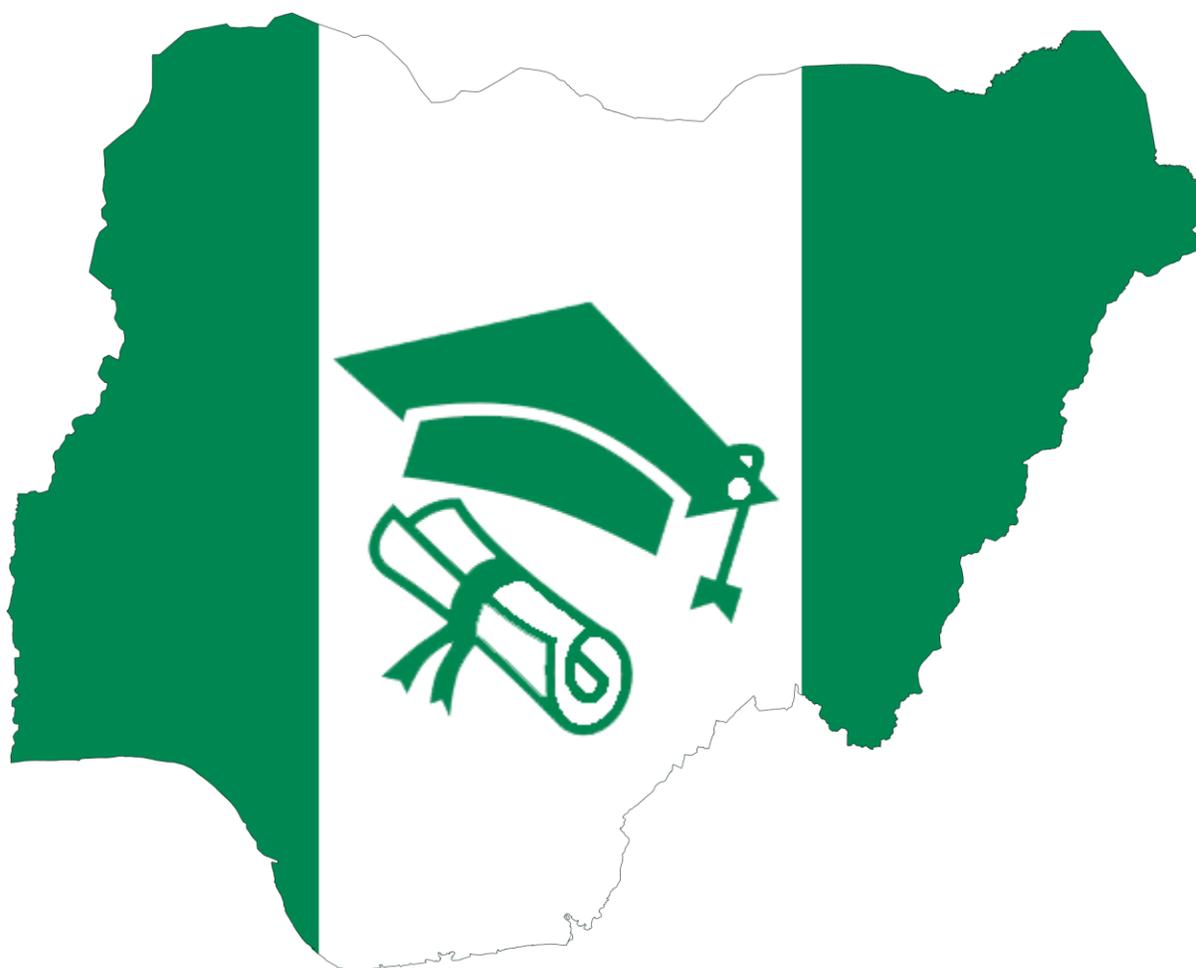


Educational Performance in Nigeria



ABOUT CSEA

The Centre for the Study of the Economies of Africa (CSEA) is a non-profit think tank that conducts independent, high quality applied research on economic policy issues in Nigeria and the rest of Africa. CSEA's mission is to enhance development outcomes through evidence-based research. CSEA was borne out of the need to bridge the gap caused by the paucity of rigorous empirical research that affects the quality of policies implemented in the African countries.

CSEA serves as a forum for quality research analyses, and policy dialogue by stakeholders from the private sector, government, national assembly, and civil society. The policy-oriented research carried out by the Centre, including the articulation of policy choices, tradeoffs and implications, is put forward to the general public and decision-makers to stimulate rigorous debates on the effects of government policies on economic growth and development in Nigeria and Africa.

CSEA is poised to assist in disseminating best practices to enable African governments improve their public financial management systems. The Centre carries out applied research and presents policy options to enhance macroeconomic stability, fiscal transparency and accountability. Similarly, CSEA advocates for greater fiscal transparency and accountability, reduction in leakages of public funds and improvements in governments' delivery of social and public services. In addition, CSEA engages in capacity building with the goal of fostering rapid economic growth and alleviating poverty on the African continent.

The Centre is one of the few think tanks in Africa under the Think Tank Initiative (TTI) of the International Research Development Centre (IDRC), Canada, and has been consistently ranked as one of the leading think tanks in Africa by the University of Pennsylvania's Global Go to Think Tank Initiative, since 2008. Also, in 2013, CSEA was named the 'Best Research Institution in Africa' by the Global Development Network (GDN) for its work on a 5-year DFID funded project titled 'Strengthening Institutions to Improve Public Expenditure Accountability (SIPEA)', which evaluated Nigeria's government policy interventions and programmes in education, water, and health sector.



PREAMBLE

On Wednesday, August 28, 2018, the Centre for the Study of the Economies of Africa (CSEA) organized a roundtable discussion within the framework of Southern Voice's study on the State of the SDGs. The theme of the workshop was **'Educational Performance in Nigeria: Dimensions, Drivers and Implications for SDGs, and Demand for Education and Systems Change in Nigeria'**. The meeting was held at the Ushafa Hall of Rockview Royale Hotel, Abuja, Nigeria.

CSEA's workshops are organized in order to facilitate policy-oriented discussions, disseminate evidence based research carried out by the Centre, including the articulation of policy choices, tradeoffs and implications to decision makers and the general public. Also, CSEA's workshops are organized to stimulate rigorous debates on the effects of government policies on economic growth and development in Nigeria and the rest of Africa as well as provide durable solutions.

The workshop was attended by 26 participants from government, multilateral donor organizations, development partners and stakeholders.

OBJECTIVES

The main objective of the workshop was to gain the buy-in and improve the understanding of key stakeholders about the research project as well as to gather data and input to enhance the study. Specifically, the objectives of the meeting was to:

- Identify the dimension of exclusion in quality education outcomes.
- Examine the key drivers of exclusion in quality education outcomes.
- Evaluate the state of key means on implementation in achieving quality education.
- Provide policymakers with insight on excluded groups that require more attention in the educational sector.



OPENING REMARKS

Dr. Chukwuka Onyekwena, the Executive Director of CSEA welcomed participants to the inception workshop which he explained was



based on an on-going research project supported by Southern Voice on the State of the SDGs (SVSS). He explained further that the Southern Voice was a network of 49 think-tanks from the Global South and a platform for the Global South to contribute to the discussion on Sustainable Development Goals.

He introduced the participants to the central theme of the workshop which was 'Exclusion in Quality Education: Drivers and Dimensions and Implication for the SDGs', and noted that the workshop would highlight more details on Nigeria's Education system.

Quality Education in Nigeria: Who are the Excluded and Why?

The first presentation by Dr. Adedeji Adeniran from CSEA, was focused on the dimensions of exclusion in quality education outcomes in Nigeria. Dr. Adedeji noted that Nigeria recorded an impressive performance under the Millennium Development Goals (MDGs). Under the MDGs, Nigeria successfully expanded access to education with a gross

enrolment rate of over 80%. Gender gap significantly reduced across regions, wealth level and place of residence. In the South-East, South-South and South-West, females have become the advantaged group with enrolment surpassing that of the males. The Survival rate—which measures the percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition—also significantly increased under the MDGs.

However, while expansion of access of education has increased over the years, quality of education is declining. For instance, youth literacy rate stood at 56%, a continuation of the downward spiral from 71.2% in 1991 to 69% in 2003 to 66.4% in 2008 and 56% in 2017. Quality education encompasses the demand side (prepared learners, health and support from households and communities) supply side (quality content quality processes and conducive learning environment) and outcomes (knowledge, skills and attitude gained in school). For the proposed study, Dr. Adedeji explained that the focus would be on outcomes as it encompasses



inputs and processes. He further stated that the study would focus on outcomes measured by literacy rate for cohort between 15 and 34 years who have completed primary school.

Preliminary Evidence on Declining Quality Education in Nigeria

Quality Education by Region: The North-Central have the lowest quality of education, followed by the North-East and the South-South. These regions are below the National Mean of 0.57 percent. The South-East have the highest access to quality education, with the South-West and North-West following closely behind.

Quality Education by Household

Wealth and Region: Across the regions, the richest households have greater access to quality education being above the National Mean of 0.57 percent. Among the poorest households, the South-South and the South-West have the worst outcomes.

Quality Education by Region and

Urban States: Across the region, the rural areas have the lowest access to quality education with the South-South, North-East and North-Central having the worst outcomes. The Urban areas have greater access to quality education with the exclusion of the urban areas in the North-Central which is below is National Mean.

Quality Education by Region and

Gender: In terms of exclusion along gender lines, only the South-West performed above the nation mean. On the other hand, access to quality education for males is above the national average across all regions. The conversation here is pointing to the gender dimension in exclusion in quality education.

Key Questions arising are:

1. Outside the notable vulnerable groups such as the women and the poor, are

- there other important groups left behind in quality education in Nigeria?
2. What is missing in the policy menu? Policy gap or data gap? Quality gap or quantity gap?
3. What historical, structural and systemic barriers bar individuals from achieving their potential and fair share of progress in education?
4. How significant are the supply side factors?
5. How significant are the demand side factors?

Understanding Synergies, Trade off and Global Systemic Issues in Meeting SDG 4 in Nigeria

Dr. Grace Onubedo, from CSEA gave the second presentation which focused on defining the interconnectivity and relationship that SDG4 has with the other 17 SDGs which has 169 targets. She noted that tradeoffs and synergies are important in meeting the SDGs. She mentioned that



incoherent policies would inadvertently have an impact on development policies. Without positive synergies among the SDGs, there will be delayed outcomes leading to unsustainable development.

Education and Poverty Reduction: A study by Global Report revealed that there would be a 12% reduction in poverty if every child left school with basic reading skills. Also, a UNICEF study revealed that the years of schooling has an impact on education. For instance, an extra year of schooling increases the income of individuals by 10% and the increases the income of women by 20%. Studies have further revealed that a child has a 27% chance of being employed if the mother of such child is educated.

Education and Hunger: Studies revealed that the population of children with stunted growth would reduce by 1.7 million if all women completed primary education, and 12.2 million if all women completed primary education.



Education and Health: A study by UNICEF revealed that the infant mortality rate will reduce by 27% if all women were educated.

Education and Equality and Justice: A country's per capital income would increase by 23%, if that country is able to improve the quality of education over 40 years.

Education and Peace: If school enrolment increases by 10%, the risk of war would decrease by 3%. This is particularly significant given the Boko Haram insurgency which has ravaged the North- Eastern part of Nigeria since 2009 with drastic impact on education. Education also enhances political participation as literates have better

understanding of the political environment and system.

Education and Sustainable Development: A study by UNICEF revealed that an additional year of schooling was associated with a median of 13% increase in GDP. An additional year of schooling will increase per capita income by 26% over the working lifespan.

Education and Sustainable Growth: Sustainable growth leads to technological innovation and employment which in turn has significant impact on the education system. Also, industrialization which is a subset of economic growth requires higher levels of educational attainment.

Education and Environment: Increase in educated population would result in cleaner environment. Educated population would also have a better understanding of climate change issues and show greater concern for environmental sustainability.

Education and Partnership: There has been an increased synergy between the UN Organization in a bid to achieve SDG4. This is because the task of achieving quality education for all cannot be championed effectively by a sole organization. There is a need for increased partnership between domestic and international NGOs, development partners, bilateral and multilateral organizations as well as stakeholders to achieve SDG4.

Demand for Education and Systems Change in Nigeria



Dr. Dozie Okoye gave the 3rd presentation which was focused on increasing the demand of quality education by parents and communities. Nigeria has significantly improved access to school but still has still has the highest number of out-of-school children in the world. This is a significant problem, especially with the rising youth population and birth rate. In terms of quality, a 2014 study by the World Bank revealed that only about 8% of teachers in public school met the minimum requirements for primary school teachers. There are also issues bordering around equity, in terms of access and quality.

Dr. Dozie stated that the project which was still at its pre-inception stage was focused on how the demand for quality education by parents, communities and students can be increased so students can take advantage of inputs provided. Specifically, the study will take an in-depth study into: colonial schools, the current state of education, how older school attracted investment, the free primary education in the western region and the impact by gender and sub-areas, the composition and institutional structure of school-based management committees as well as the level of accountability. Additionally, the research will focus on the perception of

politicians and leaders of their role in educational outcomes.

Workshop Suggestions and Recommendations

Participants gave the following suggestions:

- The purpose of education has to be defined in Nigeria by Government and stakeholders in order to gain the necessary interest and investment required for the achievement of SDG4. In Colonial times, the purpose of education was well-defined- to serve as a bridge to overcome the language barrier between indigenous traders



and foreign merchants. Similarly, the purpose of education needs to be well-defined and communicated.

- Government as well as development partners need to approach education as an investment. Education offers the highest value for the least input although it usually takes time.
- Education may need to be incentivized in order to reduce brain-drain and retain the best of minds in the country.
- The impact of private schools on the quality of education per region has to be taken into cognizance to

understand the dimension of exclusion in quality education.

- Successive Government needs to be consistent with the implementation of the National policy on education.
- Education for children with special needs like autism need to be prioritized on the education agenda for inclusive quality education. There is a plethora of information online on education for children with special needs which can be accessed and harnessed for inclusive quality education.
- Recent studies have shown increased enrolment of female students than male students particularly in the South-South and South-West region. The drivers of this exclusion to quality education has to be properly researched to adequately inform policies.



- Investment in education should not be biased against a particular region in order to ensure more equitable education outcomes across the regions.
- The Government needs to invest in teachers' training in order to boost competence. The quality of teacher education also needs to be improved.
- Improving quality education in Nigeria is not a responsibility of the

Government alone. State and non-state actors, civil society organizations, philanthropic foundations, local governments



should work to mobilize resources to augment government efforts.

- Areas of the current education system such as the learning assessment system, the teacher's management system and the school-based management committees (SBMCs) need to be measured and strengthened.
- In improving quality of education, language is important. The Education system needs to be broadened to include the production of education materials in indigenous languages to ensure no one is left behind.
- There is need for increased involvement of the SBMCs in school policies and the provision of school amenities in order to enhance education outcomes.
- There is need for consistent collection of data on education preferably yearly.
- Community participant in education should be encouraged. Rather than waiting solely on the Government for investment in the education sector, communities can be mobilized to take action. Research has to be conducted on activities communities can undergo in order to promote demand for education.

- Given that members of the National Youth Service Corps (NYSC) scheme are mainly posted to schools, and that many of these corps members are without training in education, they should be orientated on education during their stay on camp. However, NYSC was not designed to be an education program but a unifying program.
- In improving quality of education, infrastructure has to be provided in order to meet up with the expansion of access. The Research should include recommendations on improving infrastructure in urban areas to meet up with the increasing population and demand.
- Education has to be incentivized to motivate students.
- Information on colonial schools may be difficult to access especially as the states where those schools were established have been divided into other states. Available information however, can be accessed from state ministries and education management boards of some schools that existed when there were regional governments.
- The state governments can adopt effective policies of SBMCs, as has already been practiced in Enugu and Anambra states.
- The impact of technology on the demand for education, and its impact on enrolment and performance also needs to be incorporated into the research.



ANNEXES

Roundtable Discussion on Exclusion in Quality Education: Dimensions, Drivers and Implications for SDGs, and Demand for Education and Systems Change in Nigeria

29 August 2018

Rockview Royale Hotel. Abuja, Nigeria

PROGRAMME

08h30 – 09h00	Registration
09h00 – 09h15	Welcome and Introduction Dr Chukwuka Onyekwena, Executive Director, Centre for the Study of the Economies of Africa (CSEA)
09h15 – 9h45	Presentation: Exclusion in Quality Education: Between Schooling and Learning Presenter: Adedeji Adeniran, Senior Research Fellow, CSEA
09h45- 11h15	Respondents Dr. Tunde Adekola, Senior Education Specialist, World Bank Dr. Stella Adagiri, Director/Consultant, Postbridge Educational Services Dr. Sule Tagi, Senior Lecturer, University of Maiduguri General Discussion
11h15 – 11h45	Tea/Coffee Break and Group pictures
11h45 – 12h15	Presentation: Understanding Synergies, Trade-offs and Global Systemic Issues in meeting SDG 4 in Nigeria Presenter: Dr. Grace Onubedo, Senior Research Fellow, CSEA Respondents Dr. Oladele Akogun, Independent Consultant, former officer at EDOREN Mr. Uchenna Nnamani, Researcher, Development Strategy Center

	<p>Mr. Chidi Ezegwu, The Education Partnership Centre (TEP Centre)</p> <p>General Discussion and Fill Questionnaire</p>
12h15- 14h00	Lunch
14h00 – 16h00	<p>Presentation: Demand for Education and Systems Change in Nigeria Presenter: Dr. Dozie Okoye, Associate Professor, Dalhousie University</p> <p>Respondents Prof. Ben Umar, University of Abuja</p> <p>Ms. Ekundayo Arogundade, Senior Field Manager (NBD), OPML</p> <p>Mr. David Agu, Senior Researcher, Development Strategy Center</p> <p>General Discussion</p>
16h00 – 16h15	<p>Closing Remarks</p> <p>Mma Amara Ekeruche, Research Associate, CSEA</p>



Workshop Participants

S/N	Title	First Name	Last Name	Organization
1.	Dr.	Abdulralman	Abu Hamsu	Presidential Committee on the North-East Initiative
2.	Dr.	Adagiri	Stella	Postbridge Educational Services
3.	Mr	Adebayo	S.	World Bank
4.	Dr.	Adekola	Tunde	World Bank
5.	Dr.	Adeniran	Adedeji	Centre for the Study of the Economies of Africa
6.	Mr	Agu	David	Development Strategy Centre, Enugu
7.	Mr	Akpabio	Edidiong	Centre for the Study of the Economies of Africa
8.	Mr	Amlai	Kirgit	Initiative for Sustainable Development
9.	Ms	Arogundade	Dayo	Oxford Policy Management
10.	Mr	Balarabe	Musa	University of Abuja
11.	Mr	Chidi	Ezegwu	The Education Centre Partnership Centre
12.	Ms	David	Drusilla	Centre for the Study of the Economies of Africa
13.	Mr	Ishaku	Joseph	Centre for the Study of the Economies of Africa
14.	Prof.	Mamman	Musa	Independent Consultant
15.	Mr	Nnamani	Uchenna	Development Strategy Centre, Enugu
16.	Ms	Ogberigho	Sarah	Eniedu Consult
17.	Prof	Oladele	Akogun	Federal University of Technology, Yola
18.	Ms	Olatunji- David	Folake	Federal Ministry of Education
19.	Ms	Onoja	Joy	Federal Ministry of Education
20.	Dr.	Onubedo	Grace	Centre for the Study of the Economies of Africa
21.	Dr.	Onyekwena	Chukwuka	Centre for the Study of the Economies of Africa
22.	Ms	Oraka	Onome	Centre for the Study of the Economies of Africa
23.	Ms	Smith	Janet	Postbridge Educational Services
24.	Dr.	Tagi	Sule	University of Maiduguri
25.	Prof.	Umar	Benedict	Resource Person



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