

A COMMUNIQUE RELEASED AT THE BASIC EDUCATION NATIONAL STAKEHOLDERS' DIALOGUE AND REPORT LAUNCH HELD AT IBETO HOTEL 34 DAVID EJOOR CRESCENT, APO, GUDU DISTRICT, ABUJA ON TUESDAY 8TH AUGUST 2023

Introduction

The group had through research identified eight general issues confronting Basic education development in Nigeria. These issues were discussed by Stakeholders present at the dialogue and these include: SUBEB Chairmen from states, Federal and State Ministries of Education, Education Secretaries, Civil Society Organisations, Parents and Teachers' Representatives among other stakeholders. The issues identified and the suggested resolutions are highlighted by groups below:

→ Addressing the spate of abandoned basic education projects across Nigeria

1. UBEC projects should align with the state government priority and UBEC should conduct needs assessment
2. There should be a law of continuity of educational programmes and activities irrespective of change in administration
3. Engage more private organizations or participants in funding basic education
4. Funds should be allocated from the Education Trust Fund to cover all levels of education
5. Strict compliance to the procurement laws, State and private sectors should monitor enforcement with the procurement process
6. Strengthen Civil Society Organizations (CSOs) coalition on Education to monitor ongoing UBEC/SUBEB projects
7. Encourage all stakeholders at the grassroot levels through citizen sensitization
8. Timely release of project funds and contract review

→ General Poor/Quality of Workmanship/Material Usage for Basic Education Project

1. Community townhall meetings to sensitize and train community members by Engineers and other professionals
2. NGOs should partner with Council for the Regulation of Engineering in Nigeria (COREN) and Nigeria Society of Engineers (NSE) to check project quality
3. Collaboration among LGEAs, School Administration and other stakeholders should be encouraged
4. Community Ownership of school projects should be encouraged

5. Encourage professionals in building and quantity survey to join Community volunteers and monitoring groups

→ Inadequate specification for both the schools and community members for Global monitoring by all

1. The community leaders and school management should be carried along from start to finish of the project by adopting the Education Sector Support Programme in Nigeria (ESSPIN) model
2. The needs of the school should emanate from the school management/school community
3. There is need to sensitize the school management and community about specifications before carrying out any project
4. Sensitization of Communities, school management to demand accountability for the entire process

→ Inadequate infrastructure for use in schools including adequately furnishing junior secondary school laboratories

1. Identify the type of school (conduct a need assessment) e.g inclusive Unit, Regular Gender Specific Schools, Comprehensive Special School
2. Source of funding, government/Non government (Banks, Non-Governmental Organizations, Public-Private Partnership, International Non-Governmental Organizations)
3. Use/Management of Resources-procurement process, monitoring etc
4. Community engagement for ownership and security
5. The need to be inclusive of PWDs that include physical accessibility to schools and inclusive learning
6. State government should make counterpart funding available to access Universal Basic Education Commission (UBEC) intervention fund

→ Shortage of Teaching and Non Teaching Staff in Schools

1. Increase remuneration for Teachers for enhanced productivity
2. Provision of good road networks to schools to enhance effective service delivery and supervision
3. Improved means of transportation for ease of access to schools
4. Provision of good accommodation for teaching and non-teaching staff should be encouraged
5. Renovation of dilapidated schools structures
6. Provision of furniture, laboratories, libraries etc. to enhance teaching and learning

7. Standard recruitment process on a regular basis (Teachers Management information system) UNICEF → capture information on teachers retirement and replacements
8. Continuous professional development of teachers (TPD) should be encouraged
9. Improved teachers' welfare to make teaching profession more attractive
10. More collaboration with CSOs/NGOs and other development partners
11. Community recruitment of teachers should be encouraged for effective deployment to schools

→ **General insecurities of pupils and installed school facilities**

1. A synergy of stakeholders in the security system for effective security of schools
2. Construction of perimeter fences in all schools
3. Address emotional and psychological insecurities among students and staff
4. Improve sub-standard buildings and facilities to stand the test of time
5. Provide and maintain WASH (Water Sanitation and Hygiene) facilities in schools
6. Involvement of the communities in the provision of Child-Friendly facilities in schools

→ **Poor Record keeping and inadequate consultation of end users before approving school Projects**

1. Need Assessment: school mapping and proper feasibility studies should be conducted to inform school approval
2. Consultations with Parent/Teachers Association (PTAs), SBMC and other stakeholders to enhance effectiveness for project monitoring and evaluation
3. Improve Communication system among stakeholders
4. Consideration of language barriers, culture, ethnicity and dynamism in school project management
5. Proper documentation of community engagement to enhance decision making
6. Physical transparency initiative should be established by relevant government Agencies doing the project
7. Federal and State Management Information System should be strengthened to provide robust information for decision making at all levels of education

CONCLUSION

Basic education being the bedrock of national development should be given priority attention by various governments in partnership with relevant

stakeholders for the development of individuals, communities and societies at large.

SIGNATURES:

Afowowe Olugbolahan
Federal Ministry of Education

Mrs Nkiru Osisioma
HEGI

Adeyemi Adebayo
Lagos State MOE

Adetoun Dally
Children Impact & Devt Ini.

Prof Sunday Akinwumi
EKSUBEB

Dr Peter Eboatu
Reachout Initiative Africa

Amina Umar
Kano SUBEB

Dr. Veronica C. Gabriel
Reconnect Health Devt. Ini.

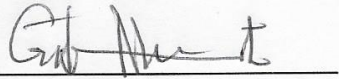
Shaapera Felicia
Amen Caring Hands Intl Centre

Carol Shalom
Christ City Global Outreach Intl.

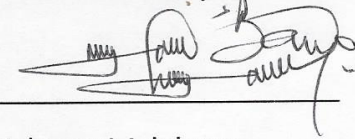
Kosisochukwu Peace Asogwa
Student

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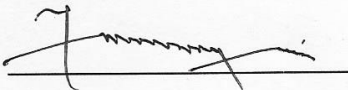
SIGNATURES:



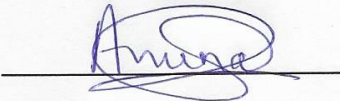
Afowowe Olugbolahan
Federal Ministry of Education



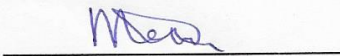
Adeyemi Adebayo
Lagos State MOE



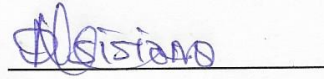
Prof Sunday Akinwumi
EKSUBEB



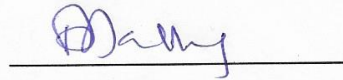
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