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Gender and Education for All: The Leap to Equality

Progress towards achieving EFA in Nigeria

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Progress towards achieving EFA in Nigeria

Contribution to the 2003/4 EFA Monitoring Report

Charles Abani

Introduction

The Bottom line

By estimates of the Nigerian government itself, over 7 million children remain out of school – over two thirds of them are girls. When examining the scale and nature of the problem, it is important to stay referenced to those figures. What we must always ask of every initiative is how it contributes to the overall reduction of those numbers in a sustained manner.

The developmental challenges facing many developing countries in sub-Saharan Africa are both daunting and multi-dimensional. While it is true that action is required on many fronts, cutting across all these challenges and central to the achievement of the MDGs is the monumental task of achieving Education For All (EFA).

Nigeria presents a complex political, economic and social environment due to its political history, demography, size of the country, high poverty and inequality levels, and socio-cultural diversity. The strategic importance of Nigeria, at the sub-region and the wider African region, places huge expectations on Nigeria in terms of its development

performance, viewed from a political and economic perspective. This most populous country in Africa has had its share of political instability since gaining independence over four decades ago. Years of military misrule, economic mismanagement and lack of public accountability has condemned close to 70% of the population to abject poverty (sadly in a country which is rated the 8th largest exporter of oil in the world) and the potentially destructive impact of HIV/AIDS looms large. The return to democracy in 1999 bodes well for governance, but the realization of most economic, social and cultural rights remains a mirage for the country's 120 million citizens.

1 Nature and scale of the challenge

In presenting the nature and scale of the challenge to achieving the Education For All (EFA) goals in Nigeria, this analysis uses five headings – policy, data, capacity, resources, and partnerships. These form the central elements for action in attempting to address EFA. Throughout the document, while the broad emphasis is on EFA, critical examples (in dialogue boxes) will be derived from a closer analysis in relation to achieving the EFA 2005 target of Gender Equity.

1.1 Policy context

1.1.1 Unclear mandates

Nigeria's current policy environment presents a huge challenge to EFA. Firstly, the country runs a federal system of government that, at present, has created a plethora of challenges in providing a clear framework for the delivery of education. The Federal Ministry of Education (FMOE) presides over the largest number of agencies in any ministry. This has resulted in a large number of institutions at different levels with often conflicting and duplicating mandates and no clear synergy

between them. A complex constitutional context, sharing powers and responsibility for the delivery of education between federal, state, and local government compounds the confusion – which is also exacerbated by a revenue allocation formula and resource control approach that does not support and enhance coordination nor promote equity. The 1999 constitution makes mention of some of the issues, but much remains to be clarified in terms of management, financing and policy. The lack of adequate formal legislation and regulation on these issues is a source of conflict once translated into the operational arena.

1.1.2 Institutional complexity

Nigeria adopted the Universal Basic Education programme in 1999, ahead of the Dakar World Education Forum. In principle, the UBE programme should broadly enable the achievement of what is defined as the EFA Framework. However, critical issues have remained unresolved and the right to basic education of good quality for all remains elusive. The promulgation into law of other agencies such as the Mass Education Commission (NMEC) and the National Commission for Nomadic Education (NCNE) in 1990 after Jomtien has left the UBE programme grappling with duplications of functions in terms of the mandates of these other agencies. Though the UBE Bill has been passed recently¹, many operational issues still remain to be unraveled if the programme is to work successfully. Within this context, the introduction of the EFA Secretariat (within the Federal Ministry of Education) to coordinate activities and create the space for institutional reform for the achievement of EFA is welcome. However, it is clear that the task before the EFA Coordinator is mammoth if these institutional issues are to be addressed.

The lack of clarity around the place of the work of the Education Sector Analysis (ESA) over the last three years is another cause for concern. Poorly funded and ill-conceived, it has moved in jerks – not being able to articulate the situation with any measure of certainty and not providing the impetus for the development of a broad sector plan within education that would then drive other components such as EFA, the tertiary sector and clarify the role of support agencies and institutions such as the NEDRC, NIEPA, NTI, NBTC, NCCE, and NUC² - to mention a few.

Looking beyond the education sector to critical linkages within the wider development policy context, it is not clear that much is being done. For example, a 'critical mass'³ on HIV/AIDS exists in the Federal Ministry of Education but very little has been done to enable and empower this unit to engage and work effectively with NACA⁴ to address the imminent impact of the HIV/AIDS pandemic on education. Whatever coordination exists at national level is quickly dissipated downstream. At state and local level, any semblance of collaboration and coordination between these two agencies disappears. All of the above has translated in a very poor policy framework that lacks coherence and is characterized by disjuncture and lack of synergy.

Zoning Policy in Katsina State

There are very few girls-only secondary schools in Katsina state (in fact, only six) and a strong negative view of mixed schools.

With this situation, most girls are unable to gain access to the schools and are either married off early or denied any form of secondary education. This acts as a further disincentive to put the girl child into primary schools.

(ActionAid Action Research, May 2003)

...with Gender on the 'back burner'

In a recent study of the policy environment in relation to the achievement of the MDG/EFA goal of achieving Gender parity in enrolment by 2005 and completion by 2015 shows that there is a lack of clear policy in place that recognizes the constraints to achieving gender parity and professes strategies to address the disparity. In the World Bank supported UBE programme, for instance, many states – even those with very poor gender ratios – have not identified any specific policies that will reduce the gap.⁵ Indeed, in some, there were clear policy approaches that directly work against the achievement of the gender parity target of 2005. An ActionAid study of the policy environment in Nigeria for achieving Gender Parity⁶ – titled “Policy Implications for attaining gender parity in basic education by 2005” – has shown that the policy environment for attaining this goal can at best be described as ‘neutral’. While clearly none of the policies examined showed evidence of deliberate discrimination against the girl-child, there was a dearth of evidence to support any proactive action seeking to redress the imbalances. The study also found poor linkages in attempts to address the gender goal. For example, in spite of the positions developed on EFA goal indivisibility⁷, very little attention has been paid to the impact of adult literacy on enabling and sustaining girl-child enrolment, completion and transition from basic education.

1.2 Data

The EFA Monitoring Report of 2002⁸ is testimony enough to the scale of the problem which data presents in Nigeria. Through a joint project involving the Federal Government, the World Bank and USAID, we are about to see the first round of baseline data in Nigeria since 1998, which comes close to resembling something that can be used for planning purposes.

1.2.1 Institutionalizing data collection

There has been, and largely remains, a poor institutional framework for the collection of data. The Federal Office Of Statistics (FOS) does not have clear linkages with state and local level data generation and conflicts exist between the remit of the FOS and the National Population Commission. This has been a huge gap and has resulted in wholly unreliable data being presented over the last few years. Linked to the institutional confusion is poor capacity and infrastructure for routine, timely gathering of accurate data.

Without data, how can we intervene effectively?

‘Without reliable data, we do not even understand the nature of the problem and cannot target interventions properly’

Civil society commentator,
CSACEFA Annual Forum, 2003

1.2.2 Data as politics

One of the critical issues affecting the quality of data relates to the political use to which data has been put over the years. During recent meetings around EFA planning⁹ and during the verification exercise of the Baseline 2001 data, states explained extreme reluctance in giving figures because it was feared they would be used for political reasons and for revenue allocation. Most state and local governments have multiple versions of data and decide which to present – depending on their

perception of its use. Poor partnership, for example with civil society, in collecting and verifying data has resulted in most data being largely questioned.

1.3 Capacity gaps

The Nigerian education sector presents huge capacity challenges that must be addressed in order to ensure the achievement of the MDGs and EFA. It is largely in recognition of the capacity gaps in the Nigeria context that the major 'new' financing initiative on EFA in Nigeria, the Fast Track Initiative (FTI) has focused mainly on building analytical capacity, rather than financing implementation.¹⁰

1.3.1 Government capacity

In spite of a large institutional context with a plethora of agencies working for the achievement of education for all, there is a surprising gap in knowledge of EFA and capacity to deliver strategies and actions that will lead to its achievement within government. Knowledge of EFA and what it implies, capacity for proper planning that is participatory and bottom-up, a dearth of data referred to in the preceding section (and poor capacity and infrastructure to collect it systematically at lower levels), and a poor enabling government environment for action continue to plague the efforts to deliver the MDGs and EFA. The skills being supported through the World Bank/DFID technical assistance programme (to be discussed further on) are imperative.

Understanding the barriers...

The recent ActionAid study revealed poor conceptual understanding of Gender and barriers to access have been poorly analyzed, usually without much input from girls and women. This leads to inappropriate programming responses.

ActionAid Gender Study, April 2003.

1.3.2 Gaps in Civil Society capacity

Although the organization and shape of civil society has received a serious boost since Dakar, capacity to engage fully continues to plague their ability to contribute effectively. From broad capacity for policy and advocacy, through to understanding how to build greater pressure for demand through, for example, local level budget tracking and advocacy, capacity is in short supply. Understanding the macro-environment is equally poor¹¹. The Teachers Union, for instance, has poor understanding of the macro-economic context and were found in recent discussions not to understand the FTI in Nigeria and therefore unable to provide constructive input. A recent DFID survey also found capacity gaps as the critical inhibitor to a stronger role for civil society.¹² Understanding the need to build capacity for 'demand', rather than just for delivery by civil society must also be addressed in order to compel government to 'supply' basic education of good quality. Current efforts are lopsided in favor of building capacity for 'supply' only.

1.4 Resources and resource management

1.4.1 No framework for planning¹³

Nigeria currently does not have a PRSP or alternative macro-economic framework within which sectors, such as education, can be translated both in terms of defining policy priorities as well as in

terms of resource allocation over as planned medium term time frame¹⁴. In the absence of a clearly articulated vision for national development, it is no wonder that education does not have a clearly defined and resourced niche. Added to that is the eclectic approach to budgeting. Education, a fundamental human right, is poorly prioritized against, for instance, the construction of a stadium or the hosting of the All Africa Games. A more basic-rights approach to budgeting will put emphasis on social spending such as education. This is a systemic issue that must be addressed. Over the last three years, budget allocations for education have not exceeded 11% and are even below the sub-Saharan Africa average. With this kind of poor prioritization and allocation, prospects for progress on the EFA targets are dim. In addition, an overall shift from government spending over 80% of its resources on recurrent expenditure to development must be redressed as part of providing for equitable investment.

No 'earmarked' funding for girl's education

Current analysis of budgets provide no evidence of 'engendering' which seeks to support redressing imbalances

ActionAid Study, April 2003

1.4.2 Poor private sector integration

In Nigeria, the private sector's involvement has tended to focus on the its role in contributing finances to the process. The Education Tax Fund¹⁵, which takes some 2.5% of organized private sector profits, offers a much-needed resource injection into the education sector. However, this approach is minimalist and does not recognize other potential strategies and roles (linked with rights too) for the sector in working with government more creatively to catalyze demand for services and support the provision of educational opportunities that enable industry and service needs to be met (please note that this author does not support the privatization of basic education as this militates against access for the poor). UNESCO has been working within this area to crystallize thinking, but much remains to be done¹⁶. The role of the African Development Bank (ADB)¹⁷, integration of thinking on Nigeria's macro-economic framework, as well as linkages to NEPAD, are yet to be articulated clearly.

1.4.3 Donors renegeing on their promises

The EFA Global Monitoring report recognizes Nigeria as one of the five countries with a resource gap in excess of \$100 million a year for meeting stated targets. In spite of the promises of Dakar, there has been little evidence, beyond IDA credit (US\$101 million over five years), of much support for 'resourcing the gap'. The AFTI has placed an emphasis on building capacity and not bringing new resources – which, it broadly argued, Nigeria must find from within her own coffers. Government skepticism about the likelihood of significant additional funding as a result of the AFT appears well grounded after discussions with key donors who seem keen on shifting the onus for action away from donors, and back onto countries (Nigeria) with 'weak policy environments'.

The AFTI Indicative framework has no clear gender targets or indicators

In-country dialogue on AFTI, April 2003

1.5 Partnerships

In Nigeria, the issue of partnerships continues to present a challenge for the coordination and achievement of EFA. Government has taken some hesitant steps forward. The appointment of a civil society activist from within CSACEFA¹⁸ to act as EFA coordinator is evidenced as a commitment of government to work with civil society. The increasing role of the EFA Secretariat in providing coordination of donors is yielding results.

However, the nature of partnership continues to be characterized by top-down approaches, with poor participation, 'rubber-stamping' and tokenistic 'last minute' consultation, a lack of 'will' to build capacity within partnerships for engagement, and ongoing government and donor suspicion.

International actors have articulated their voice on partnerships at both the EFA Forum, and more recently through the Monterrey Consensus¹⁹. Yet, as at May 2003, there is no clear articulation of the partnership role envisaged between donors and government. More worrying within drafts of the document being proposed is the lack of mention of any partnership between the donors and civil society – a view confirming that all actions will 'flow through government'. This continues to undermine the efforts of civil society coming to the table in any form that recognizes them as having a serious stake in the business of delivering EFA, nor a recognition of the 'power' equation between government, donors, and civil society.

2 Strategies for 'hope'

2.1 Progress on Policy and Institutional Reform

2.1.1 Greater government coordination

In spite of the gloomy picture of huge challenges that the above scenario paints, there are nonetheless significant changes, which are aimed at addressing, and have started having an impact upon, the landscape of policy.

Over the last year, with the emergence of the EFA Secretariat (within FMOE) and the appointment of an EFA coordinator, significant progress has been recorded in working towards the achievement of an enabling environment for delivering the MDG and EFA goals in the Nigerian context. However, achieving institutional reform and policy congruence will not be without resistance. Critical opposition to reform from within the FMOE and its agencies, coupled with a lack of understanding of how EFA, as a process, is to be achieved using the existing vehicles has left the process moving at a slower than desired pace.

Examples of progress include the process of understanding existing institutional arrangements and relationships. Through a committed bottom-up process, it has been possible to mobilize and realize not only the National EFA Forum but also the ongoing establishment of State EFA forums – with sound political leadership – as the basis for developing a bottom-up national EFA plan which not only reflects the realities of the 36 states but also provides a framework for national planning.

Through the ESSR, there has been the harmonization of aspirations of ESA with those of EFA for ensuring the national EFA plan fits within a wider Education Sector plan²⁰.

Other efforts have been focused on bringing congruence and purpose to the institutional arrangements and commencing serious dialogue on Teacher Reform. The EFA Coordinator has also played a significant role in putting Nigeria on the Fast Track map and led local discussions for defining how the Analytical component would work. This, coupled with efforts at increasing donor coordination, has led to the re-emergence of donor partnerships (for example around working together to achieve the EFA goal of gender parity) and defining a 'joint' relationship with government.²¹

Over the next two years, this unique role (reporting directly to the Minister of Education) must be strengthened and institutionalized to ensure linkages and coherence is enhanced.

2.1.2 A UBE Bill, at last

The National Legislature has finally given a legal framework for the operationalization of Basic Education in Nigeria through its passing of the Universal Basic Education Bill in May 2003. This landmark passage provides the basis for beginning to address the range of issues and gives legal backing to the framework that the FMOE has been trying to implement since the resumption of democratic governance in 1999. While the bill does not answer all the questions, it provides the impetus for further and more detailed legislation and regulation that would help clear up the institutional complexities on the ground. More fundamentally, it legislates on the right of every child to have access to and completion of free basic education of good quality and may form the basis for a more robust rights-based approach for demanding more resourcing for the sector..²²

2.1.3 Increasing engagement with Civil Society

The last three years has witnessed an increasing engagement of civil society on education policy issues. The appointment of a key actor within civil society from CSACEFA into the EFA Coordinator role was a clear sign of commitment from within government to listen to what civil society has to say. Civil society itself has recognized the need for greater coordination and integrity of its input and the support of the Commonwealth Education Fund to CSACEFA and other civil society groups to promote engagement on policy and planning issues has been a clear boost for the profile, confidence, competence, and capacity of civil society to engage²³. Examples of success include the involvement of civil society in the national and state EFA forums and planning processes, and the World Bank seeking to involve CSACEFA in monitoring its Community Education Programme in UBEP. This momentum must continue within the new dispensation and the challenge is open both for civil society and the new government as it reopens shop under the re-elected government of Olusegun Obasanjo.

Listening to the views of women and girls

The World Bank has commissioned ActionAid to undertake a social assessment of barriers to Girl's access to education which focuses on the issues which girls themselves feel are important in devising flexible, appropriate local strategies and responses. Results will feed into the second round of UBE planning at local level in 2004.

2.1.4 Increased emphasis on Gender

In the light of the impending target date of 2005, all stakeholders have demonstrated an increased awareness of the urgency for action if the Gender parity target is to be achieved. UNICEF is spearheading programmes focusing on this and the World Bank is taking explicit action to ensure the incorporation of context-relevant strategies in its programme in the 16 UBEP states.

2.2 Baseline data produced

2.2.1 Baseline 2001 completed

Within the last year, efforts from the FMOE, USAID and the World Bank, have culminated in the production of the foundation of data, which can be used as a baseline for planning purposes. Hopefully, gender-based analysis and responses can take a cue from the data available. Coupled with this are clear plans for ongoing 'Schools Census' that will annually provide additional information. While clearly this is a major break-through, issues remain both in terms of the quality and politicization of data, as well as ensuring there is an institutional home and system for ongoing planning data gathering. Issues between tiers of government and building a cumulative picture must also be addressed.

2.3 Efforts at Building Capacity

2.3.1 The World Bank/DFID Technical Assistance Programme²⁴

In partnership with the World Bank, DFID is providing a technical assistance package which seeks to build, over five years, capacities both at Federal level and in the 16 states, for educational planning, management and a greater involvement of communities in schools, as well as a focused approach to addressing the potential impact of HIV/AIDS on the education sector. This approach is critical not only in terms of providing resources but also for building capacity to ensure their proper use and maintaining sustained action. A key issue that still needs addressing is injecting more support for 'demand side' actions to sustain 'supply' side capacity actions. This is a glaring gap and without addressing it, a more sustained demand for a rights-based approach to education provision will simply not occur.

3.2 The Analytical Fast Track Initiative

With Nigeria's inclusion in the FTI process as one of the five 'analytical' countries, there is impetus for addressing capacity gaps. Given the limited knowledge within broad government circles of EFA and how the various agencies come together to deliver it (an issue which has only found impetus through the EFA Secretariat in the last twelve months), analytical capacity building is a welcome contribution to developing our thinking on achieving EFA and the MDGs. Information is in dire need as is building capacity both for appropriate 'processes' as well as balancing process with product. AFTI should be about analyzing, understanding and consensually identifying key areas of need for reform and action. However, much must be done to ensure that it does not stall and that the issues identified within the Nigeria context are taken fully on board.²⁵

3.3 The Commonwealth Education Fund

The introduction of the Commonwealth Education Fund (CEF)²⁶ with a focus on strengthening civil society capacity for engagement in national policy and planning processes, as well as monitoring expenditure and providing innovation is a welcome contribution. Managed through ActionAid, it will seek to strengthen understanding within civil society of a rights-perspective and strengthen engagement, capacity, and advocacy. However, limited to only GBP750,000 over three years, much more is needed in a country the size of Nigeria.

2.4 Resourcing EFA

2.4.1 States invoke their rights to resources

During 2002, a significant landmark judgment from the Nigerian courts related to the right of states to spend their resources as they deem fit and for the federal government not to deduct resources at source to fund education nationally. This presents a challenge in terms of providing a coordinated approach to education delivery that is equitable, of good standard, and in harmony with federally set standards. However, we must explore the opportunities this brings for ensuring context-relevant and specific application of resources to meet identified needs at state level. The ongoing state EFA planning processes that aim to identify issues and priorities at that level strengthen this possibility. The challenge is to ensure that the articulation of policy at Federal level is reflected in implementation and spending at State level.

2.4.2 Education prioritized in the budget

The recent lobby success from the National Assembly to put education on the top of the budget must be seen as a step in the right direction. Fundamentally though, investment in education is still below the average for Sub-Saharan Africa and this must be increased at Federal, state and local level across the board. As indicated, a more principled base for resource allocation and maximization will see significant increases to education generally, and also redress the imbalance between tertiary and basic education (in favor of basic education).

3 The role of International development actors

In Nigeria, the critical international donors in supporting the education sector have largely been the World Bank, DFID, USAID, JICA, UNESCO, and UNICEF. If one stretches the definition to include other international actors such as INGOs, then ActionAid can be included in that list.

3.1 Critical input

The key strands and efforts include the World Bank-assisted IDA credit scheme, which aims at increasing access to universal primary education in 16 states of Nigeria. The related DFID programme of support through UBEP seeks to strengthen capacity, through technical assistance, for the achievement of UPE and better planning for the impact of HIV/AIDS. USAID has focused on a literacy and reading programme called LEAP (in four states), while UNICEF has focused on

providing impetus to girl's education through the promotion of child-friendly schools and an enabling environment in schools which promote attendance and retention – infrastructure such as toilets, books and safer environments. JICA have focused on providing infrastructural support through the process of building and equipping primary school facilities. UNESCO's role focuses on promoting dialogue on the engagement of the private sector and on HIV/AIDS, while trying to provide a coordination function. ActionAid, an international NGO, has focused primarily on building capacity for civil society engagement in policy issues through support to CSACEFA as well as conducting action research to promote pro-poor policy in the education arena and managing the CEF.

Other positive action include joint efforts from all donors to support reform initiatives, including ESA, the EFA processes, thinking on the AFTI (through World Bank Video conferences) and an increased collaboration efforts focused on the 2005 gender parity target.

3.2 Areas for further work

3.2.1 Confusing Policy mandates

Attitudes and approaches to policy and programme development by donors has remained very much top-down and have tended to exclude citizens and the poor especially. The WB-supported UBEP programme (involving IDA credit to 16 states of the Federation) has developed plans for the 16 states focusing efforts mainly on the State Primary Education Boards (SPEBs) – themselves an off-shoot of the federal parastatal that has poor linkages to the FMOE and State Ministries of Education. Therefore, these plans reflect the priorities and needs as identified by a few staff and have led to poor ownership – even within government circles. In a recent survey by the EFA secretariat, evidence in the 16 states was of poor knowledge and ownership of the plans with no real understanding of how they link to wider state plans (articulated within the state Ministry of Education). This situation creates for consistent lack of clarity around policy and is not helped by the fact that most SPEBs are donor-funded. More integration is required.

3.2.2 Coordination requires effort

In spite of efforts, largely by UNESCO, coordination has still continued to constitute a problem. Donors have mostly developed their programmes in isolation and without reference to each other or the broad EFA and MDG targets. Government clearly needs to take a more central role in coordinating the efforts of these actors and ensuring congruence with emerging State and National plans and priorities.

3.2.3 Product over process

Most donor interventions have focused on a results-oriented approach. While clearly results are important, the emphasis on product over process has had a negative impact on sustained success. Given the poor capacity and lack of information, it has been argued strongly that a 'more paced' approach is required which concentrates both on process and product if the successes are to be sustained.

3.2.4 Engaging civil society

Donor strategies emphasize a government-donor relationship. While not contesting government's 'driving seat' role, the lack of articulation of a clear strategy for engaging civil society is a gap. Unless and until donors engage more strategically with civil society, focusing on building capacity for engagement that goes beyond seeing civil society as 'implementers', then little sustained action from civil society can be expected and realization of demand will be minimal.

4 Recommendations

Based on the analysis above, below are a few short recommendations for increasing sustained action towards the achievement of the MDGs and EFA in the Nigerian context.

- 4.1 Translating the MDGs and EFA goals into concrete action plans on the ground is an imperative. While there is the potential for success with EFA through the ongoing planning process, there must be questions about what that will achieve until we 'domesticate' the MDGs – possibly within the framework of a macro-economic plan (whatever form that takes). Until that framework is in place, much of the efforts will not have a high level vision framework into which to fit, derive their legitimacy and sustainability from.
- 4.2 Ongoing institutional reform and greater congruence between existing agencies is a critical component of the reform process of providing an enabling environment. The work of the EFA Secretariat and the commitment of government and donors to that process must be fuller and more robust.
- 4.3 Investment in data collection systems and clearing political issues from the agenda is critical to the planning process and for assessing progress against the targets.
- 4.4 A clear focus on capacity building is required both at the 'supply' and 'demand' ends of the equation.
- 4.5 Improved resourcing from all partners is required. The message on resourcing to the Nigerian government is clear – increase funding to education. This must be matched, however, by donors meeting their side of the partnership with increased resourcing both to support capacity building as well as implementation.
- 4.6 Greater commitment to genuine partnerships and increased donor coordination continues to be an area where efforts must be placed.

And on Gender.....²⁷

- A clear understanding of the issues of Gender both in terms of the rights of girls and women to (and in) education will ensure a framework which genuinely seeks to address their needs, and
- Harmonization of efforts by all actors and stakeholders is essential. This could be attained through the EFA secretariat.

Charles Abani

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Endnotes

- ¹ The UBE bill is one of a large number of bills passed in a recent flurry by the outgoing National Assembly.
- ² NERDC – Nigerian Educational Research and Development Council
NEIPA – Nigerian Institute for Educational Planning and Administration
NTI – National Teachers Institute
NBTE – National Board for Technical Education
NCCE – National Commission for Colleges of Education
NUC- National Universities Commission
- ³ Recommendations to strengthen the HIV/AIDS unit have largely gone unheard.
- ⁴ NACA – National Action Committee on HIV/AIDS in the multi-sectoral agency charged with responsibility for coordinating the national response to HIV/AIDS in Nigeria.
- ⁵ The World Bank is having to run a specific series of workshops now too try and generate strategies to address this gap in the 16 state plans.
- ⁶ This study is available as a Policy Watch publication at www.actionaidnigeria.org
- ⁷ The principle of the indivisibility of EFA is articulated in 'The Challenges of achieving EFA in Africa: Civil Society perspectives and positions to MINEDAF VIII, UNESCO, 2002
- ⁸ EFA Global Monitoring Report: Is the World on Track, 2002, UNESCO, 2002
- ⁹ This view was expressed repeatedly during the State EFA planning capacity building workshops in April 2003.
- ¹⁰ Nigeria is one of the five 'Analytical' Fast Track countries where initial effort is being focused on analytical capacity building for delivering the MDGs/EFA.
- ¹¹ Information from Baseline of the Commonwealth Education Fund in Nigeria.
- ¹² DFID Consultancy findings, February 2003
- ¹³ For interesting Rights-based perspective, see 'Education in Africa': Responding to a Human Rights violation, Patrick Watt, ActionAid, May 2003
- ¹⁴ Nigeria's efforts at developing a PRSP have been characterized by exclusion and poor vision. The process can currently be described as 'stalled'.
- ¹⁵ The Nigerian government collects through an institution called the Education Tax Fund, 2.5% of profits from business towards the funding of education. Much of this resource is used to support early childhood initiatives. This fund could be used more strategically.
- ¹⁶ UNESCO has organized Private Sector roundtables for two consecutive years – 2002 and 2003 and published proceedings.
- ¹⁷ The ADB provides support for Educational programmes but coherence of these programmes within a national response framework to EFA is unclear.
- ¹⁸ CSACEFA – Civil Society Action Coalition on Education For All
- ¹⁹ Monterrey Consensus states that '*Achieving the internationally agreed development goals, including those contained in the Millennium Declaration, demands a new partnership between developed and developing countries*'
- ²⁰ The Education Sector Situation Report (ESSR) has been catalytic in this context.
- ²¹ There is much discussion afoot now and a draft partnership concept note for engaging with government.
- ²² This right is clearly espoused within the bill. There are critical gaps in terms of defining 'free' however in the bill.
- ²³ The Commonwealth Education Fund is the only direct source of support for civil society organizations working on education policy and reform issues. In Nigeria, ActionAid manages it.
- ²⁴ UBEP is the title of the DFID/WB programme of Technical Assistance, which is to be managed through the British Council with support from ActionAid.
- ²⁵ A recent study of the Fast Track Initiative by ActionAid titled 'Fast Track or Backtrack' is available at www.actionaid.org and a more specific paper relating to the Nigerian context of the AFTI is available at www.actionaidnigeria.org
- ²⁶ The CEF, funded by the UK government, is the only initiative supporting civil society strengthening on a reasonable scale. It is managed jointly by ActionAid, Oxfam GB and Save The Children Fund (UK)
- ²⁷ For more recommendations in relation to achieving the Gender Parity Target, see the specified Policy Watch paper at www.actionaidnigeria.org