



THE FOUNDATION FOR CORPORATE SOCIAL
RESPONSIBILITY & CHILDREN'S RIGHTS



2nd Annual CEO Forum on Children's Rights

"The Girl Dividend in Nigeria:
Why Should CEOs Care?"



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Programme

- 08:30 Arrival of guests
- 09:00 Official group photo
- 09:30 **Welcome Address**
Toyin Olakanpo, President/CEO *CSR Children*
- 09:32 **Opening Address**
Lord Michael Hastings of
Scarlsbrick, CBE *KPMG International*
- 09:35 Video Presentation:
"Because I am a Girl" *Plan UK*
- 09:40 **Panel Session One: The Statistics Don't Lie**
Prof. Pauline Rose *Cambridge University*
Dr Nazma Kabir *Plan UK*
Dr Victoria Showunmi *Institute Of Education*
Alkasim Adbulkabir *Victim Support Fund (VSF)*
Moderator: Chris Yates
- 10:30 **Panel Session Two: Making the Business Case**
Keynote Address
Cecilia Akintomide *African Development Bank*
Lord Michael Hastings *KPMG International*
Christianne Cavaliere *Global Coalition For Education*
Moderator: Prof. Roger McCormick *CCP Research Foundation*
- 11:30 Distribution of Appreciation Awards *CSR Children*
Dr Obafemi Ayantuga, Trustee
Toyin Olakanpo, President/CEO
- 11:40 Closing Remarks *CSR Children*
Charles Adeogun-Philips, Trustee
- 11:45 CLOSE

*Our 2nd Annual CEO Forum took place on October 8, 2014
at the offices of KPMG, 8 Salisbury Square. London EC4.*



Introduction

The Children and Business Network (“CBNG”) was founded in 2013 by Ms Toyin Olakanpo, a seasoned lawyer and advocate for child rights and global education to raise awareness amongst the Nigerian private sector of their responsibilities to support Children Rights, being of the firm belief that the key to sustainable economic growth in Africa was directly linked to investing the development and welfare of the African child.

After its successful launch in 2013 and the support of the Lagos State Government, a formal application was made for the initiative to be registered as a non - governmental organization. In March 2014, the Foundation for Corporate Social Responsibility and Children’s Rights (“CSR Children”) was born to carry on the work that was begun by the Children and Business Network.

As advocates for children’s rights, CSR Children fully uphold and endorse:

- the UN Convention on the Rights of the Child (1989)
- the Child Rights Act 2003 (Nigeria)
- the Millennium Development Goals
- the Sustainable Development Goals
- the Post 2015 initiative
- Education For All Initiative (UNESCO)

Our core focus of advocacy for corporate social responsibility are the following:

- a child’s right to leisure, recreation and cultural activities
- a child’s right to health & health services.
- a child’s right to free, compulsory and universal primary education

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Toyin Olakanpo

Toyin Olakanpo

President/CEO, CSR Children



Goodmorning to you all. Welcome to our 2nd Annual CEO Forum on Children's Rights. Our 1st Annual Forum took place last year May 2013 in Lagos, Nigeria where the Executive Governor of Lagos State, His Excellency Governor Babatunde Raji Fashola was our keynote speaker and special guest.

We started this journey last year, as a grassroots advocacy initiative last year to raise awareness amongst the Nigerian private sector of their responsibilities to support Children's Rights. It was clear that with the deadline for the Millennium Development Goals fast approaching, Nigeria was falling short of meeting these goals except for Goal 8. I had just completed my consultancy work with Lagos State Government which included MDG 2 and the Education for All Goal 1. It occurred to me that achievement of all of the 8 goals of the MDGs was directly linked to a serious investment to support children's rights and aid their development. If Nigeria made a serious commitment to get its 10.5 million out of school children in school including girls (MDG 2 and 3), we would witness a positive impact on:

1. reducing incidences of malnutrition and eradicate poverty (MDG 1);
2. reduction in child mortality rates (MDG 4); and
3. improvement in maternal health (MDG 5).

Education is also the key to combating HIV/AIDS and Malaria (MDG 6); and ensuring environmental sustainability (MDG 7).

How do we convert Nigeria's impressive economic performance into greater gains on the MDGs and the human development of children?



As you are all aware, the Gross Domestic Product is one primary indicator used to gauge the health of a country's economy. In the background of all of this we witnessed the triple increase of Nigeria's Gross Domestic Product (GDP) which was \$46.39 billion in 2000, at the outset of the MDGs, to an astonishing increase of \$521.8 billion at the end of 2013 (World Bank), begging the question:

How do we convert Nigeria's impressive economic performance into greater gains on the MDGs and the human development of children?

We at the Foundation for Corporate Social Responsibility and Children's Rights believe that the only way to do this is to engage the private sector to make a serious commitment to support children's rights through their existing CSR

targets. If we agree that the the key to development progress in Nigeria and the achievement of the MDGs is directly linked to investing in children and their education, then this must be way. We use forums and seminars such as this as a means of engagement. With funding we also conduct research and produce research papers. But we want to do more and we believe that with the right stakeholders and partnership, we will be able to engage greater commitments from the private sector in Nigeria (and Africa) to do more to support the development of children.

Today we will look at a very important aspect of this economic debate for the investment in children's rights — the investment in Girl Education. This is one crucial piece of the puzzle for the transformation of Africa. I wish us a very productive time of deliberations. ■

Opening Address

Lord Michael Hastings of Scarisbrick

Global Head of Corporate Citizenship – KPMG

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Lord Hastings

Lord Hastings began his Opening Address with reference to the morning's Financial Times article which described Nigeria's success in containing the spread of the Ebola virus, and how this success should be translated to the education crisis in Nigeria with over 10 million girls out of school.

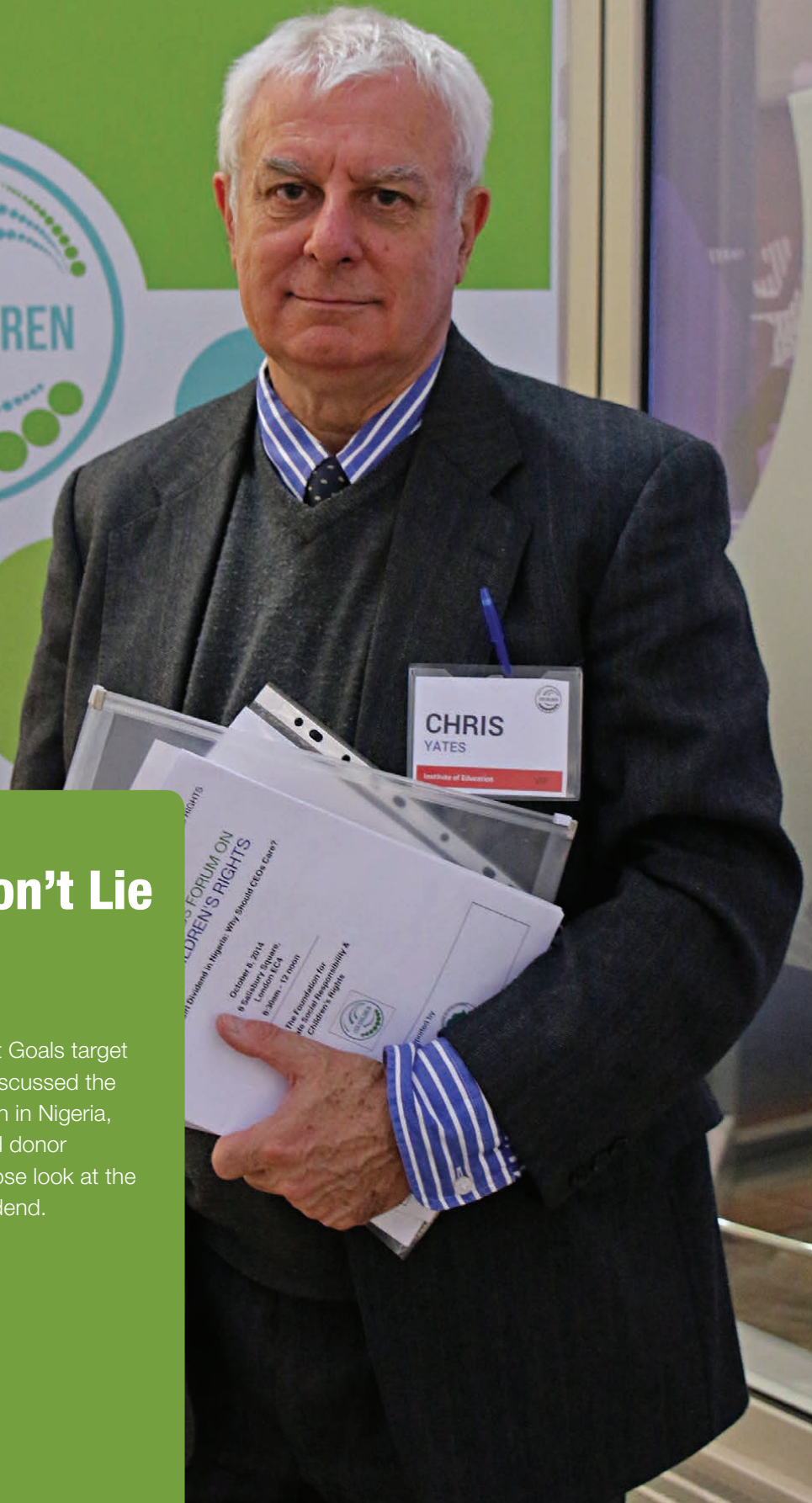
Lord Hastings said it was time to think proactively to develop and implant solutions to ensure that girls are receiving an education and this would include fathers adopting a mature and informed opinion towards educating their daughters. As an example of proactive action, Lord Hastings shared the success story of KPMG:

- in Kenya as part of the Global Give Back Circle where KPMG had partnered with Microsoft to mentor 450 girls in Nairobi, Kenya; and
- in Pemba, Tanzania, as part of KPMG's Global Development Initiative, where KPMG have supported the development of a Millennium Village. In return, the village has witnessed a tremendous growth in the numbers of girls continuing education when 4 years ago it was less than 20%.

In conclusion, Lord Hastings noted that economies are changing rapidly. China is now officially the largest economy in the world overtaking the USA and Nigeria may soon become eligible to join the G20. The key point here is that those governments who are not investing in education, health and social welfare will be left behind. ■

Governments who are not investing in education, health and social welfare will be left behind.

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Panel Session One **The Statistics Don't Lie**

Moderator: **Chris Yates**

Institute of Education, University of London

As the 2015 Millennium Development Goals target date quickly approaches the panel discussed the progress if any made in Girl Education in Nigeria, including looking at statistics; aid and donor figures and efforts of NGOs with a close look at the economic debate of the Gender Dividend.

Professor Pauline Rose

One of the issues for Nigeria is that statistics might not lie but they're not readily available which I guess is part of the problem in the first place. You can hide the numbers in order to try and hide what the problem is.

Chris asked me to introduce myself. I am Pauline Rose, a newly appointed Professor of International Education at the University of Cambridge. Prior to that, I was the Director of the *Education For All Global Monitoring Report* produced by UNESCO an annual report that tracks progress towards the education for all goals that Toyin [Olakanpo] was referring to at the beginning.

We have already heard about the numbers for Nigeria. I think it's not only that it's a very large number but that it's the largest number in the world of the out-of-school children; that is 1 in 7 out-of-school children live in Nigeria.

If we were to solve the Nigeria problem of children out-of-school, we would be well on the way to solving the global problem. It's not just a problem for Nigeria, it's a problem for the world.

I think one thing to bear in mind is that not only is it a large number of out-of-school, but the numbers enrolled in school has been stagnating and has not kept pace with the population growth. Actually we're not seeing progress in the way that we have seen in other countries in sub-Saharan Africa and elsewhere in the world.

Now, one of the issues is that it's not just because population growth has been so high but also because of government inaction. Nigeria spends one of the lowest amounts of its GDP on education. It can only be an estimate but it's estimated at just 1.5% of GDP.

Countries like Tanzania that have shown a lot of growth in terms of their enrollment and a lot of progress have been spending around 6% of GDP, so that shows you the immense difference in terms of the political commitment to education. As we know, Nigeria isn't a poor country.

Professor Pauline Rose

Professor of International Education, University of Cambridge



It's not just a question of the large numbers of children out-of-school but who are these children? If you were living in the southwest of the country; if you're from a rich background whether you're a boy or a girl, actually almost all of you are able to complete primary school. *[turns to slide]* This is showing the proportion that did not complete primary school.

You can see that the proportions completing in the southwest or those that haven't completed is quite low. Over the time for which these data are available, that's stayed more or less the same but unfortunately what we see has also stayed

more or less the same for those in the poorest part of the country and the most disadvantaged part of the country, the northwest, where we can see that if you're a girl in this part of the country, 80% are not completing primary school and that has stayed the same for over a decade.

Clearly if we are to want to see action and want to actually promote change, this is where we need to put our time and resources. If you're in the southwest, you're similar to some of the most progressed societies. If you're in the northwest, you're amongst the worst in the world.

Another issue is teachers. Nigeria has one of the biggest teacher gaps in the world. A couple of days ago, it was World Teachers Day celebrating the importance of teachers and, unfortunately Nigeria is one of the countries where there's not only the need for the improvement of teachers but also a better distribution of teachers across the country.

This isn't very easy to read but it's just giving a snapshot of one state, of Kano state, and showing that if you're in the most disadvantaged part of this state, you are potentially in a class of where there are 350 pupils per trained teacher.

If you're in a more advantaged part of the country, similar to other parts, 40 to 135 per trained teacher, so really there's a need not only for making sure there's more teachers but more trained teachers, and these are equally distributed across parts of the country.

Finally, I just wanted to draw attention to the fact that across the world we see it's not just about children being in school but it's whether they're learning once they're in school. Across the world in the Global Monitoring Report, we estimated that there are around 250 million children who are not learning the basics.

Now, around half of these 250 million children have spent at least 4 years in school so it's not just that they haven't spent any years in school and therefore haven't had the chance to learn but that the school is of such poor quality.

It's difficult to get numbers for Nigeria on this but I think given the numbers for out-of-school and given everything



It's not just about children being in school but it's whether they're learning once they're in school.

we know about the quality of education, we can rest assured that probably a large proportion of these are also living in Nigeria. I think this is really just a starting point for a call to action and I think very much to say I agree we now need to find the solutions across these great minds in the room and beyond. Thank you. ■

Dr Nazma Kabir

As a development organisation with nearly 80 years of history and running programmes in 50 countries, Plan International has come to recognise that adolescent girls are amongst the most marginalised of groups in the world. And yet, that they are the group holding the most potential for change.

The statistics are incontrovertible: 14 million girls each year are forced into child marriage, while 66 million don't go to school each day.

Nigeria has more out of school children than any other country in the world – five and a half million girls are not in school.

And yet, it's now a well-known consensus that 'the girl dividend', as it's called, can reap huge rewards for a country like Nigeria. As well as the array of positive outcomes like better health, protection and empowerment, an extra year of secondary schooling can increase a girl's earnings by 15 to 25 per cent.

Our programming and research in recent years has shown that through focusing on upper primary and lower secondary school, we can help the most marginalised girls. It's at this age that dropout from school is high and the gap between girls and boys starts to widen dramatically.

The statistics are incontrovertible, 14 million girls each year are forced into child marriage, while 66 million don't go to school each day.

Dr Nazma Kabir

Director of Programmes, PLAN UK



The impact of this is significant, and not just for the individual concerned – take Tanzania, where the dropout of adolescent girls is estimated to cost the nation around a third of its GDP, according to the World Bank.

Along with work on child protection and health, it's this special focus on girls' education that Plan will be taking forward in Nigeria when we open our office there later this year.

But why do girls stop going to school, if they've been in school in the first place?

What we've learnt from our programmes is that in many of the countries that we work in, prevailing ideas about gender mean that an adolescent girl's immediate value as a caretaker, her worth as a bride, or her contribution to the household through domestic work or other labour, is seen as more valuable than an uncertain return from a long term investment in her education.

Our recent research has shown that often girls are kept from school because their parents can't see the link between girls' education and meaningful opportunities for employment and improved livelihoods.

This is where we as NGOs come to you, the business community.

Businesses can play a vital and transformative role – creating apprenticeships, investing in vocational training – demonstrating that tangible link between education and jobs, so that parents can see that sending their daughter to school can mean a brighter future for her family.

What we'd ask, as NGOs, is that in making the economic case for educating girls, we don't forget the case of social justice and gender equality? Education is a human right regardless of sex. Let's invest in girls, of course, but let's do it because it's the right thing to do as well as the 'smart' thing. ■

Our recent research has shown that often girls are kept from school because their parents can't see the link between girls' education and meaningful opportunities for employment and improved livelihoods.



Alkasim Abdulkabir

My name is Alkasim Abdulkabir, I'm from Abuja, the capital of Nigeria. My day job is as a journalist. I also work on the Federal Government committee in Nigeria responsible for the Boko Haram victims. The committee is called the Victims Support Fund.

A lot of data has been discussed and I'll just trying to give an narrative to the numbers. Why are there so many kids out of school in Nigeria? There's a plethora of reasons and it takes a bit of understanding to know why these kids are out of school.

When the insurgency started, Boko Haram which means "Western education is a sin", we didn't really understand what was going on until the massacre in Buni Yadi, where 57 boys were killed; young boys ages 14 - 17 years who were in secondary school. There can be no greater tragedy than this.

The message of the insurgents to the children were: (to the girls) "Go and get married - education is a sin"; (to the boys), "Go and study the Koran and if you don't we will come back and kill more of you".

With this massacre we really had to look inwards to see what we could do to ensure that children can go back to school, because in the first place they have to be safe before they can be able to attend schools.

We didn't really understand what was going on until the massacre in Buni Yadi, where 57 boys were killed; young boys ages 14 - 17 years who were in secondary school. There can be no greater tragedy than this.

Alkasim Abdulkabir

Member of the Victim Support Fund Committee, Federal Government of Nigeria



The government of Nigeria has been trying with international agencies and with personalities like Gordon Brown with the Safe School Initiative. There have been pledges of about \$10 million dollars towards this initiative, but the government is still yet to contain the insurgencies.

At the moment you have about 500,000 kids out of school in Borno State because they can't go to school. If they go to school they will be killed. This is one of the reasons why we have 10.5 million kids out of school in Nigeria - students in the Northern East part of Nigeria who cannot go to school because of the fear of being killed, contribute to this number.

The Chibok incident has become a global tragedy that took place in April 2014. Between 200 and 280 girls are still held by these insurgents and have still not been released. This has dampened the spirit of parents in north-east Nigeria in taking their kids to school. The fear is that if they take them to school the girls will be abducted.

Other issues concerning why children are out-of-school include arranged marriage. Kids are married out in north western Nigeria for example from as early as between 11 and 14 years old. At the end of the day only about 38% of them are able to finish secondary schools, which is compared to about 4% over other parts of the country. Also there is a promise for them to go back to school after they married and you discover that they suffer from vaginal fistula which prevents them from going back to school.

Sexual violence is also another factor that has led to children being out of school. There has been a high increment in the rape in Nigeria. In fact the recent tracking of media reports confirms about 308,000 reports of rape cases involving girls in secondary schools in Nigeria.

But I will share a final story.

I once did research on a girl called Nafisa Ibrahim Madako, who went to a nomadic school. The nomadic school was financed by one of Nigeria's former president Abdulsalami Abubakar in a community where he had his family farm.

The school was built and equipped with computers, they had basketball courts – they had everything. It was a very modern school, and one of these nomadic girls, Nafisa Ibrahim Madako attended the school and when she graduated she entered the Mathematics Olympiad, which is a global mathematics competition – very popular among mathematics students and she came third. This nomadic girl, I mean she chases cows during the day and in the evening helps with chores at home. She came third in the Nigerian mathematics Olympiad and she wants to be an accountant. So when we do the right thing and invest in girls in education then we will reap the right dividends. ■



Dr Victoria Showunmi

Dr Showunmi spoke on her current research on the well being of black girls in Britain and how that related to the empowerment of girls in Nigeria.

She said that there were similarities between a black girl being steered away from maths and science courses in high school in the UK and in the US to a young girl who is not encouraged to finish secondary school in Nigeria.

She said that though Black girls in Britain do get an education, they still suffer inequality in the learning and economic opportunities given to them.

She spoke of President Obama's initiative - My Brother's Keeper and that it is important that an initiative like " My Sister's Keeper" is also explored and implemented. A mentoring program of this magnitude will need the support of businesses. ■

Mentoring of black girls to enable them to reach their full potential and be the best that they can be is important in unlocking the potential of girls in Nigeria and around the world so that they can be a positive force in their communities.

Dr Victoria Showunmi

Senior Lecturer, Gender, Institute of Education, University of London





Panel Session Two **Making the Business Case**

Moderator: **Prof. Roger McCormick**

Former Visiting Professor, London School of Economics & Managing
Director CCP Research Foundation CIC

The panel discussed the challenges in making the business case for Children's Rights and securing the buy-in of senior executives. It also explored the role of government, civil society and the private sector in the support and development of Children's Rights in the context of Girl Education and Gender Equality.

Keynote Address

I bring greetings from my boss, Donald Kaberuka the President of the African Development Bank Group, and my colleague Geraldine Frasier-Moleketi who is our Gender Envoy.

I am very grateful for this opportunity to kick off our conversation on why CEOs should care about the gender, or about the girl dividend. This year we at the African Development Bank are celebrating fifty years of continuous service to the continent of Africa. But over the fifty years we have learned certain lessons; one being that the demands of development are huge, and the greatest mistake you can make is just dispersing all your efforts and trying to do them all. So we have learned to be smart and to be selective, and you really have to be smart in choosing your sectors of intervention. As an institution we have focused on sectors that have a high catalytic and transversal effect, which gives, as they say, “The most bang for the buck.”

Infrastructure development is an easy example. It unlocks and speaks of the pace of development in other sectors including education, health, agricultural, regional integration. So you build a road, it provides better access to schools. It gets the produce from the farm to the market and the processing plant. It gets that pregnant woman faster to a hospital, and so we go into infrastructure development; (60% of our resources actually is focused on infrastructure development), and we are hitting on all of the sectors by doing that.

But another sector, which we have found, is similarly catalytic and carries a high level of development return on investment, is gender. The focus in this regard is promoting gender equality, with the particular objective of addressing inequalities between genders, and removing the barriers hindering the African woman from realizing her full potential and being an active player in the economy.

So the African Development Bank in implementing its ten year strategy for inclusive growth and transition to a green economy adopted a gender strategy. That gender strategy

Cecilia Akintomide

Secretary General - African Development Bank



Whether you're a CEO of a large institution or a small one you have influence, and that is what we need when we start talking about girl's education. We want to leverage your influence; we want to leverage the fact that you're a decision maker. Even if you have only two employees you have influence over those two employees. You have influence on allocation of resources; you have influence on how your institution is being run.

has three pillars to close the divide of inequality. The first being legal status and property rights, second economic empowerment, and third knowledge management and capacity building. But coming to gender equality, what exactly are we talking about?

We need to remind ourselves that this is about unleashing the potential of 50% of Africa's population. If you focus on Nigeria, we're talking about 49% percent of a 175 million people. Let's drill down further to children's rights. The largest population group in Nigeria represent children, 43% of Nigeria's population are children 0-14 years of age; and within that group girls constitute 48%. So this is what we're talking about, it's about the pipeline, it's about the future. We say a dividend. It's what we do about that group of 0-14 years, that 48%, that's going to determine whether we have a dividend or a tax or burden on society. So this is what we're talking about: 37 million girls between age zero to fourteen.

This is what the conversation is about, and Toyin [Olakanpo] has reminded us that 10.5 million of those are out of school. So our pipeline is already, should we say, "Getting cancerous and needs healing pretty quickly?"

Now, gender equality and talking about girls, is not popular. If this was a program on infrastructure development it would be standing room only, and everybody will be here.

The first thing we need to realize is we're dealing with a subject that is not popular. And we're dealing with a subject that is totally not considered to be a subject of business. It's charity; it's what you do with the leftovers, and it's what you do when you start thinking, "There is a God somewhere. I need to take care of my neighbor; I need to do something that's considered good." But not something that makes business sense.

This is why we need champions. When you talk gender immediately the walls come up, and what are these walls? We've started talking about them, religion; - and some of those that will build the walls are actually women. It's not just about men; some of them are actually women. So you get the wall of religion, it comes up immediately. Culture is the next one that comes, social norms and mindsets, and so the walls are there immediately. You say, "Gender", you see walls. So we need champions, we don't need infrastructure champions, we need Gender Champions.

AFDB does not have a special envoy for any development sector, but we have struggled with Gender, both internally and externally, which is why President Kaberuka had to bring in a specific envoy on Gender. It's beginning to work and while it's an uphill battle, because it's not popular, and some of those conversations with decision makers are conversations that are just between two people behind closed doors.

We need persons of influence, and this is where the CEOs come in. Whether you're a CEO of a large institution or a small one you have influence, and that is what we need when we start talking about girl's education. We want to leverage your influence; we want to leverage the fact that you're a decision maker. Even if you have only two employees you have influence over those two employees. You have influence on allocation of resources; you have influence on how your institution is being run.

Now, what exactly is the girl dividend? We're talking about the age group 0-14 years/37 million girls in Nigeria, that's the future work force. The Mo Ibrahim Foundation said their research came up with a figure that 41% percent of the future workforce of the world is actually going to come out of Africa but that will happen if Africa prepares that 41% to be placed in the world.

Whether they will be the future workforce of the world or the factory line for terrorism actually depends on what we do right now. So these children are the future; it's the future workforce; these are suppliers for your factories; these are your future clients; these are leaders in society, consumers of products, wives, mothers, heads of households.

Financially this is 13.9 billion US dollars being contributed to the economy of Nigeria annually. This is what we're talking about if we get it right, and this is what business needs to understand, and this is what government needs to understand. Research has confirmed that when women earn income, they reinvest 90% of it in their families, compared generally to men who have found to invest between thirty to forty percent. So there's a knock-on effect when you invest in a woman, and that knock-on effect is actually felt immediately in the community in which she's in.

Now, my brother who is in the room and a medical doctor, tells me that 50% of emergency room cases that they get are attributable to a lack of education; and a lack of education on the part of the mothers. This is what we're talking about also, that there are children who were born whole, healthy, that have become maimed because their

mother lacked education. That child has become a burden now to the family, and to that mother, and a burden to society. But it was avoidable, only if she had an education.

These numbers are plagued with inequalities in society, and it is impossible for Africa and countries like Nigeria to achieve their development goals and objectives without ensuring that none is left behind, in particular 50% of its population.

Now I'd like to mention, and we've been talking about the role of government and how government has actually been an obstacle. You know, the old development model was government focused, but that model is no longer tenable, and we have to understand it. It's not about government; development is about all of us.

It's about the people, it's about private sector, and so there is an alternative when it comes to development. Government has a role, but it is not that you cannot have solutions without government, or government has to lead. No, the citizens



So these children are the future; it's the future workforce; these are suppliers for your factories; these are your future clients; these are leaders in society, consumers of products, wives, mothers, heads of households. Financially this is 13.9 billion US dollars being contributed to the economy of Nigeria annually.

have to lead. Private sector has to create the alternative and private sector has to play its role. It's these partnerships that we are beginning to see that are impactful.

That same partnerships that are working in infrastructure, development, we need to have similar partnerships when it comes to girl's education and girl's rights. Now, the girls that constitute, or that have a strong potential of being a dividend in the future, those girls are in the same communities in which businesses are operating. And businesses, if that business is operating and will continue to operate it's because you're making a profit. It's not a charity and so if you want to sustain that profit, invest in your future clientele.

Invest in your future workforce, and the Permanent Secretary may not respond, because maybe he or she doesn't see the urgency. They don't think like business people think, and money in government and the time value of a dollar in the public sector, and the time value of a dollar in the private sector are very different. That's why if you can't adopt a public school, create your own school

and run it. And get those children who were going to the public school to come to your school, and let them come for free. You were going to adopt a public school anyway.

In Nigeria public school is government owned, so it's the total opposite of what you have in the UK so I hope I'm not confusing you all. So create your own schools, but what we're seeing is that private sector, they're creating schools but they are some of the most expensive schools. They're making a killing out of education, so we're saying, "Great." you know, "Fine. It's an alternative." But let's create a different alternative.

Use your CSR resources to create those schools, and let the poorest, and their underprivileged actually be the ones that are attending those schools. And let the privileged come to the UK or go to government or go wherever. And so private sector, and Nigeria's private sector, Africa's private sector, I think we have not seen it do so well as it is doing now. The figures, the returns are unbelievable, and the confidence that Africa has in its private sector has never been like this. In the past if you, as a private citizen, went to any financial institution, particularly an international financial institution, and you wanted a loan for a project folks would look at you like, "Are you out of your mind? I'm going to put my credit behind a private citizen, an African? Forget it."

In the past, it was only government that received loans, but now folks will deal with the private sector before they deal with the government. And they're taking Nigeria's private sector and making unbelievable loans to them. So it's never been this good in the history of the private sector, as far as I know it. Now let's leverage that success, let's leverage it for these girls.

Africa has evolved from being the hopeless continent to a rising continent with at least five of the ten world's fastest growing economies and eleven of the world's twenty fastest growing economies. But these are numbers; it doesn't put food on the table, it doesn't create jobs. The numbers are getting better, but the divide is getting wider. ■

Christianne Cavaliere

Director of Partnership, Global Business Coalition for Education



Christianne Cavaliere

The business case to support girls education is clear for the Global Business Coalition for Education who have about 30 corporate members who are committed to investing in education by using their core assets, thought leadership and corporate social responsibility.

In Nigeria, we, through Gordon Brown, the UN Special Envoy for Education, led the Safe Schools initiative in April which saw business leaders responding to the abduction of over 270 girls from Chibok, Nigeria by committing \$10 million dollars to launch the initiative with the support of the Nigerian government. In the next month or so the funds will help secure education for over 2,000 children from the insurgency hit states in Nigeria by giving them full scholarships at government schools across the Nigeria. ■

Our members see this as a social investment and we believe that collaborative partnership between the government and the private sector can work.



Q & A

Girl Child Education

Q & A: Girl Child Education

The Role of Private Sector vis a vis the Role of Government

Q. What is the role of the private section in policy formulation as opposed to resourcing and provision of education? *(Emily Echessa, Save the Children UK)*

Akintomide AFBD: Government needs to continue to be government. They need to regulate, they need to manage the public schools. They are government owned schools, and they need to formulate policy. When you have a democratic government, private sector can help promote certain legislation, and help fund that policy formulation. But that, I would say, would be the primary role of governments to ensure that the right policies are actually being adopted, and put in place.

But, I would like to say one thing. Particularly in African countries I think you have the resources. The resources are there from the private sector, and the needs are there, but what you need are institutions. Because it's tough for a private sector organization to take on running a school. It's tough for a private sector organization to take on going to the government, or to the Ministry of Education and trying to get that government to buy in to specific projects.

Government needs to continue to be government. They need to regulate, they need to manage the public schools. They are government owned schools, and they need to formulate policy. When you have a democratic government private sector can help promote certain legislation, and help fund that policy formulation.

So, what you need is other institutions that would actually set up the programs, and will have credible accountability systems in place, and then private sector can make resources available to them. And those institutions will be the ones dealing with government, partnering with government, and ensuring that these programs are in place, and reporting to their donors, or to private sector institutions that are supporting them. And I think this is where we also need to focus. That people like Toyin [Olanpo] and CSR Children, and others that are doing similar work, have to actually create the vehicles for private sector to make resources available; and they take on the responsibility in drawing up the programs that will be funded by those resources, but be accountable to private sector and provide the results that will encourage them to continue to support their programs.



Lord Hastings: KPMG have invested 1 million pounds in a school in Hackney. With this investment we have seen increase in pass rates at GCSE's. Prior to KPMG's involvement, 20% of students achieved 5 GSCE's. Under private ownership, 89% of the students achieved 5 A-C grades.

Making the Business Case for Government

Kola Karim, CEO, Shoreline Energy International:

If you have leaders whose main prognosis around doing anything is doing nothing, then we have a problem. You see, irrespective of numbers we spew out and how much will power we have, if the government, the people that design the rules and regulations for engagement within the societies are not knowledgeable enough or being made to account in making sure that girl education in itself is important as water, more important than good roads, then we are not starting anything. As a company on a corporate level I sit on the Board of several schools. The "Adopt a School" program I think is phenomenal, but we have problems.

I turn up in a State, we want to sponsor a school. Believe you me, we engage. We approach the school and say, "Look we've identified two schools, girls schools, we want to refurbish the school. Some of the schools have no window, no running water, no electricity. We want to do this basic thing," but the principal of that school has no right to commit. We have to write to the State's Commissioner of Education, who in turn takes three months to respond; then they refer you to the Permanent Secretary, another three months. Believe you me, if you look at your annual budget you have to return the money or do something else with it because of the slow response from government.

We have to make sure that in government and the realms of governance - there is accountability and commitment in making girl child education a very important topic.

Johnson Ememandu, Access Bank UK: The private sector are very serious with the way they handle their funds and the direction in which they chose to invest in, and we are quite clear in terms of what we would like to do in terms of girl child education. Access Bank particularly, has contributed immensely in terms of Gender Empowerment. We have programs that have been on running and what we do in partnership with the IMF. There has been instances where the bank has led the raising of funds under the guise of Friends for Africa: where we raise funds for the health sector, for: malaria, tuberculosis and the areas we believe in.

Now, if I look at the situation in Nigeria, and in terms of what is being discussed, I think the missing link is the business skills for the government and with what Toyin [Olakanpo] is doing and the contributions of all the panelist, I think we can come to a situation where we have a collaborative partnership, where we fight to resolve this inertia.

Now, Lord Hastings, when he started, talked about the FT report on Ebola crises and management in Nigeria; he didn't need to make the business case for Nigeria as Nigeria worked to solve this. Government worked in response to a life threatening situation. So why cant we have the same response on education? The private sector can show, and across all board, that we can make this happen, and individually across the different organizations,

We have to make sure that in government and the realms of governance - there is accountability and commitment in making girl child education a very important topic.

Q & A: Girl Child Education

everyone is doing the bit they can. But we need a concerted effort where the government is engaged because this out of school population can actually be a contributory factor to economic growth, or they can end up in the terrorist camp. The choice is very stark and clear. But how do we engage the government? I think that is where we are.

The Role of Faith Based Organizations

Q. What is the role of the faith based organizations especially since we are talking about transforming norms, perception and attitudes?

Akintomide, AFDB: Now, on the faith based institutions they clearly have a role, and they need to be strengthened. I have seen in Nigeria some of the faith based organizations successfully setting up schools, and setting up schools that are considered modern and effective. But, I must say that you do run a risk with faith based institutions. Because some of the walls and some of the barriers are faith based. So, if you have a faith based institution being run by those who actually believe that girls have a different role other than to be leaders in society, they will be part of your problem. You will not get the expected, or the intended result from that faith based institution.

So, you have to work with them, you have to educate them, but you also have to realize that you actually run a risk with faith based institutions. Because it's about their faith, and it's about their interpretation, and their understanding of the faith whether you're talking about Christians, or Muslims, or other religions. And so that's the risk I see with faith based institutions. So, I feel that I would rather deal with secular institutions and take it from there.

Alkasim Abdulkabir: The late Emir of Kano was a very influential man. What he did was to tell the communities there: if you take your girl child out of school, then you have to answer to me. Because he was a very feared

The late Emir of Kano was a very influential man. What he did was to tell the communities there: if you take your girl child out of school, then you have to answer to me. Because he was a very feared and respected ruler, the community ensured that their girls remained in schools.

and respected ruler, the community ensured that their girls remained in schools. He reached out to a number of government officials and local organizations to ensure that girls went to school. So if this can be replicated in all the communities, then I think we'll make a headway.





Can Cultures Change?

Kemi Elegbede of Oando, Plc: Oando is an indigenous oil and gas company. We're very interested in the girl child because we feel they are the future, not only of Nigeria, but of the world. We feel so strongly about it that we set up a Foundation that focuses on education.

I believe that, yes, we should challenge the government about the GDP spend and the private sector should continue to work with NGOs in educating the parent and training the teachers and building schools, but we also need to recognize that even with the funds that are available no amount of funding will stop girls from being afraid of going school or stop parents selling their children at 13 for marriage, especially when the culture does not encourage the education of girls. It's an uphill battle.

Diane Abbott, MP: This is a very serious issue, the question of girls being abducted and girls being killed because they seek an education. But I would contend that we can do something about the culture. A hundred years ago, the British working class didn't believe in educating their girl children. They now do. Fifty years ago,

Singapore and Hong Kong, China, they weren't interested in educating their girl children, and now they do. So I would just say that actually you do not have to be fatalistic about culture. It might take time, but you can change culture and it requires the efforts of government, the private sector and a huge force, in, I'm quite sure, Nigeria, the church.

Alkasim Abdulkabir: Earlier I mentioned the story of the nomadic farmer who sent his daughter to school. His daughter went on to come 3rd in the Mathematics Olympiad and now wants to be an accountant. When I asked him why he decided to send his daughter to school even though culture did not encourage it, he said to me: "You know me. I'm a nomad. I have like 1000 heads of cattle. The cattle are my life. Now I spend a lot of money to move my cattle up and down the length of Nigeria and sometimes they fall to diseases. But if I have a daughter who is educated, she will know the the right medicine to buy for my cattle, and save me money."

Chris Yates: Cultural attitudes of the wider community constrain girls to the position of commodities – their human wellbeing is being traded as an economic exchange – these attitudes and cultural aspects need to be challenged.

Adolescent Girls and the "Missing Middle"

Kola Karim: Another big area that we need to think about is this: There is so much talk around Africa, around Nigeria of formal education. Yes, it's important. But I think the bigger importance today is the informal vocational education in our societies because you already have huge numbers of children who have not even gone to school and are at the age of 16, 17, 18. What do you do with those? We have a whole generation of people that I call the "missing middle". What we need to do is focus on vocational education like sewing; plumbers, electricians. If we could do that, we will create another huge working class in our country and our societies.

A Visual Diary

A Visual Diary



A Visual Diary



Participants

2ND ANNUAL CEO FORUM ON CHILDREN'S RIGHTS

8 October 2014

Participating Organisations

Access Bank UK Limited

Africa Arguments

African Development Bank

Africa's Next Top Model

Berwin Leighton Paisner

Cambridge University

CCP Research Foundation

Charles Anthony Law

Dasol Engineering

Delphinus Capital

Global Business Coalition for Education

Gordon Square Group

Institute of Education (University of London)

International Lawyers for Africa

Key is E

Kola Aluko Foundation

KPMG International

London School of Economics

Mercy Corps

Oando PLC

Pisces Power

Plan UK

Royal African Society

Save The Children UK

Shoreline Energy International

TedXEuston

UBA Capital Europe

University of Cambridge

Vinet Estate

Other Participants

Diane Abbott MP (UK Parliament)

12

African Countries
represented

47

Participants

Business Leaders
of companies with
combined revenue
base of over

\$56 billion

CSR CHILDREN

CSR Children is a not for profit campaigning & advocacy organisation that is committed to engaging businesses in Nigeria (and Africa generally) to support and promote Children's Rights through committed corporate social responsibility (CSR) initiatives.

We believe that investing in children and supporting their rights is the key to sustainable economic growth in Africa.

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Lord Michael Hastings of KPMG International

Cecilia Akintomide of African Development Bank

Roger Mc Cormick, Former Visiting Professor, London School of Economics and Managing Director, CCP Research

Chris Yates, Institute of Education, University of London

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