

SCHOOLING WITHOUT LEARNING

Reforming Classroom Practice and Teacher Development



Nigeria faces a severe educational crisis characterized by schooling without learning. Although children attend school, 89% are not acquiring functional skills or critical thinking capabilities.⁶ This issue stems from two interconnected problems: student reliance on mechanical/rote memorization to pass national examinations and a teaching workforce that lacks modern training and continuous professional development.

To address these challenges, The Williams Hope Alive Humanitarian Foundation (TWHAHF) presents two targeted intervention projects under its Academic Initiatives portfolio:

Academic and Self-Development Outreaches: Reconnecting theoretical classroom lessons to practical, real-world application.

Teacher Training Workshops: Transitioning educators from curriculum completion to learning outcome mastery.



POLICY PROBLEM & CONTEXT

Student Engagement and Rote Learning

The current educational framework prioritizes passing terminal examinations (such as WAEC and NECO) through rote memorization rather than deep understanding. This creates several secondary issues:

- **High Dropout Rates:** Approximately 53% net attendance rate in secondary schools (UNICEF).⁷
- **Exam Malpractice:** Examination malpractice remains a major challenge in Nigeria. WAEC reported that 9.70% of candidates had their 2025 WASSCE results withheld over malpractice,⁹ while studies in Ogun State² and Nigerian universities³ found student involvement as high as 50% and 75%, respectively.
- **Low Human Capital Development:** Nigeria scores only 36% on the World Bank's Global Human Capital Index,⁴ reflecting a gap between classroom instruction and real-world problem-solving skills.



POLICY PROBLEM & CONTEXT

Educator Preparedness and Teaching Methodology

Students cannot achieve higher-order learning without well-equipped teachers. However, Nigeria's teaching force faces significant structural limitations:

- **Qualification Gaps:** Around 27% of teachers lack formal educational qualifications (UBEC).¹
- **Outdated Methodologies:** Roughly 70% of children do not acquire functional learning because teachers lack access to Continuous Professional Development (CPD).⁵ Instructors frequently rely on dictation, chorus responses, and punitive discipline.
- **Focus on Information Delivery:** Conventional teacher preparation emphasizes overloading students with information rather than cultivating critical thinking skills.



THE PROBLEM AT A GLANCE



89% Children Lack Functional Skills or Critical Thinking Capabilities



89%

(TWHAF / World Bank / UNICEF)

53% Secondary School Net Attendance Rate

53%



(UNICEF)

9.70%



9.70%
Candidates WASSCE Results Withheld for Malpractice

(WAEC)

36% Human Capital Index Score



36%

(World Bank)



27% Teachers Lack Formal Educational Qualifications

27%

(UBEC)





PROPOSED STRATEGIC INTERVENTIONS

To resolve these structural bottlenecks, TWHAHF implements two core projects within its Academic Initiatives:

***Intervention A:
Academic & Self-
Development
Outreaches***

A

***Intervention B:
Teacher Training
Workshops***

B

- **Objective:** Break the cycle of rote learning by helping students apply academic concepts to real-world scenarios and future career paths.
- **Implementation:** Interactive seminars and practical outreaches that link classroom topics to adult survival skills, problem-solving techniques, and ethical academic practices.

A

- **Objective:** Shift teaching paradigms from syllabus coverage to outcome mastery, while equipping teachers to manage large classrooms without burnout.
- **Implementation:** Targeted workshops focused on modern pedagogy, student-centered learning, classroom management strategies, and professional development.

B

A photograph of a group of people, with a woman in the foreground speaking into a microphone. The image is partially obscured by a green overlay containing the title.

POLICY RECOMMENDATION & CALL TO ACTION

To sustain and scale these initiatives, stakeholders (school administrators, government educational boards, and civil society partners) should adopt the following measures:

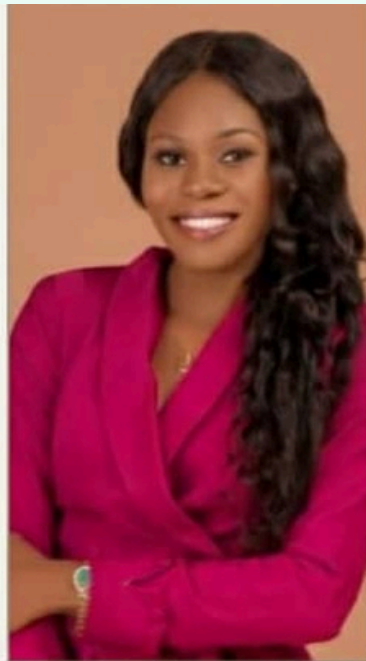
Integrate Practical Application into Assessment: Shift school-level testing away from pure recall toward problem-solving scenarios.



Institutionalize Continuous Professional Development (CPD): Mandate regular methodology workshops for active teachers to replace outdated instructional habits.

Expand Public-Private Partnerships: Support non-governmental interventions like TWHAHF's projects to bridge resource gaps in underserved schools.





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- Federal Ministry of Information & National Orientation 9

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