WHOLESOME CHARACTER

AI FORUM 2026 | FORUM SUMMARY REPORT

Exam Integrity, Ethics, Policy and Future Readiness

Preserving the Power of the Mind, Safeguarding Our Future

Proceedings, key findings and recommendations for government, regulators, examination bodies, schools, parents, technology companies and partners

Friday, 23 October 2026
Civic Centre, Victoria Island, Lagos, Nigeria

CONVENED BY	**Wholesome Character**
KNOWLEDGE PARTNER	Oracle Academy
SUPPORTED BY	CFG Africa · Greenpeg Engineering · Awarri · Air Innovation

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The AI Forum 2026

Exam Integrity, Ethics, Policy and Future Readiness — Forum Summary Report

PUBLISHED BY

Wholesome Character, Lagos, Nigeria. November 2026.

REPORT REFERENCE

WC/AIF/2026/01

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CITATION

Wholesome Character (2026). The AI Forum 2026: Exam Integrity, Ethics, Policy and Future Readiness — Forum Summary Report (WC/AIF/2026/01). Lagos: Wholesome Character.

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Foreword

On 23 October 2026, Wholesome Character brought together, in one room, the people who shape how artificial intelligence enters Nigerian classrooms and the people most affected by it. Government, a federal curriculum agency, state education officials, examination and assessment practitioners, school owners, principals, teachers, technology companies, lawyers, employers, parents and, most importantly, secondary school students from public and private schools sat at the same tables.

We convened this Forum because artificial intelligence is no longer coming to our schools; it is already here. It is on our students' phones and in their homework. The question before us is whether our young people will use it well, use it honestly, and remain the masters of their own minds while doing so — and whether every child, not only those whose parents can afford it, will have access to its benefits.

Wholesome Character is a character and ethics organisation, not a technology company. We believe that what you know is important, but who you are determines what you do with what you know. Responsible AI is that belief applied to the defining technology of our time.

At the Forum we promised that what was said would not remain in the hall. This report keeps that promise. It records the substance of each session, draws out the themes on which speakers converged, and sets out practical recommendations for each stakeholder group. It also responds to the Honourable Commissioner for Innovation, Science and Technology, Lagos State, who expressed the hope that the Forum would produce a policy input to help guide the state's educational system. That policy input is now provided in the companion Policy Brief (WC/AIF/2026/02).

We are grateful to every speaker, partner, school, government institution and volunteer who made the conversation possible. The work now moves from conversation to implementation, and we invite you to take it up with us.



Ifedayo Adeoba
Founder and Executive Director, Wholesome Character
Convener, AI Forum 2026

Executive summary

The maiden Wholesome Character AI Forum examined four connected questions: how AI should be integrated into Nigerian schools fairly; how examinations and assessment can keep their meaning when a machine can produce the answer; how character and integrity can be built rather than merely policed; and how young people can be prepared for a workplace already reshaped by AI. Three panels, a keynote, a fireside chat with the Nigerian Educational Research and Development Council (NERDC), special remarks from the Lagos State Commissioner for Innovation, Science and Technology, a goodwill message from Education District II, special remarks from Dr Abimbola Ogundere on building a culture of AI integrity in schools, and a Student Communiqué read by student delegates shaped the day. In all, 300 people attended.

Key messages

1. **AI is already in the classroom; the task is to shape it, not to wait for it.** Speakers agreed that AI is "here to stay". The Honourable Commissioner framed the question as "not whether AI arrives; it is who shapes it and on whose terms."
2. **Two gaps, one failure.** The keynote identified two risks that must be addressed together: children excluded from AI for lack of access, and children who use AI without learning to think, for lack of structure and guidance.
3. **Access is wider than the public/private divide.** Lagos alone was described as having over 20,000 affordable non-state (low-fee private) schools, compared with about 1,700 public and over 6,000 approved private schools. These schools are largely invisible to policy, funding and programmes, and must be included as stakeholders from the start.
4. **Infrastructure is the binding constraint.** Across every panel, teachers and students were described as willing and enthusiastic, but held back by power, connectivity, devices and data costs. In one speaker's words, AI "bridges the gap in learning, but reveals the gap in infrastructure."
5. **The legal and policy framework has not caught up.** Nigeria has no dedicated AI law. Panelists highlighted inconsistent age-of-consent references in the data protection regime and urged lawmakers to understand AI before regulating it. Lagos State's AI guidelines (transparency, privacy and fairness) were cited as a sub-national first.
6. **Assessment must change.** If a machine can produce the answer, examinations must measure reasoning, understanding and application. Speakers supported a balance of oral, in-class and project-based assessment, and the keynote proposed five questions to guide progression in the AI era.
7. **An AI flag is an invitation to investigate, not proof.** Schools need due process when detection tools flag student work: human review, a chance to explain, consideration of other evidence, and a right of appeal.
8. **Integrity cannot be policed into existence; it must be taught.** In her special remarks, Dr Abimbola Ogundere argued that a culture of AI integrity begins with school leadership, clear

acceptable-use policies, sustained teacher training, parental engagement, and a school culture that rewards effort and growth, not only perfect answers.

9. **Curriculum guidance need not wait for curriculum review.** NERDC explained that Nigeria's revised curriculum is competency-based, that the teachers' guide addresses AI in the delivery process, and that stakeholders can continue to feed into the curriculum outside formal review cycles.
10. **Future readiness is about judgment as much as tools.** Employers want people who can think, solve problems, collaborate and be trusted. AI is a "co-pilot, not the pilot"; candidates must be able to "show their working".
11. **Children's data needs active protection.** Speakers warned that free AI tools learn from users' data, that children cannot legally consent on their own, and that schools are already custodians of student data — from AI platforms to marked scripts.

Participants' own responses reinforced these messages. In the pre- and post-forum surveys, every respondent rated the Forum "excellent" or "very good". Only a small minority reported that their school or organisation had a written, shared AI policy, and most had seen or suspected dishonest AI use in assessments. Student workshops on AI, integrity and character, and teacher training on responsible AI, were the most requested forms of follow-up support. Details are in the section "What participants told us".

Priority recommendations

- **Federal and state governments:** move from national strategy to school-level AI guidance that reaches every school — public, private and affordable non-state, urban and rural — and institutionalise it beyond political cycles.
- **Regulators and lawmakers:** harmonise the age of digital consent for children, issue guidance on children's data in AI tools used in education, and legislate on AI only after broad, informed consultation.
- **Examination bodies:** lead the redesign of assessment so that examinations reward thinking no machine can fake, and publish clear guidance on acceptable AI assistance versus malpractice.
- **NERDC and education ministries:** publish and disseminate the AI guidance in the teachers' guide, and create a standing channel for schools, students and civil society to contribute between review cycles.
- **Schools:** adopt a written AI acceptable-use policy this academic year, establish due process for AI-flagged work, and volunteer to pilot the School AI Readiness Assessment Framework.
- **Private sector and development partners:** co-invest with government in connectivity, devices, teacher training and local-language AI, recognising that today's students are tomorrow's workforce.

The Forum at a glance

One day, one room, every stakeholder: the Forum brought government, a federal curriculum agency, examination practitioners, schools, industry, parents and students into a single conversation on AI in Nigerian education.

300
participants from across the education ecosystem

10
public and private secondary schools sent student delegations

20+
speakers, panelists and moderators from government, schools, law, industry and research

3
moderated panels, plus a keynote and a fireside chat with NERDC

10
policy asks set out by students in the Student Communiqué

30
indicators in the School AI Readiness Assessment Framework, across six areas

100%
of survey respondents rated the Forum excellent or very good

9.3/10
average likelihood that participants would recommend the Forum

Six shifts the Forum calls for

From	To
Banning or ignoring AI	Guiding its use through clear, written school policy
Detecting cheating after the fact	Assessment that rewards reasoning no machine can fake
Treating an AI flag as proof	Due process: human review, a chance to explain, a right of appeal
Innovation for the few	Access for every school type, including affordable non-state schools
One-off teacher workshops	Sustained, recognised teacher capacity in AI and assessment design
Policy made about young people	Policy made with young people, as the Student Communiqué shows

About the Forum

The AI Forum: Exam Integrity, Ethics, Policy and Future Readiness was a free, public-benefit convening organised by Wholesome Character. It was held on Friday, 23 October 2026 at the Civic Centre, Victoria Island, Lagos. It was the first edition of the Forum, and 300 people attended.

Purpose

- To examine how AI is changing teaching, learning and assessment in Nigerian secondary schools.
- To give each stakeholder group — government, regulators, examination practitioners, school leaders, teachers, technology companies, employers, parents and students — a voice in the same conversation.
- To connect discussion to practical outputs: this summary report, a Student Communiqué, and the School AI Readiness Assessment Framework introduced in the keynote.

Who took part

The Forum drew participants from across the education ecosystem. Represented institutions included:

Stakeholder group	Represented at the Forum
Government and parastatals	Lagos State Ministry of Innovation, Science and Technology (Honourable Commissioner Olatunbosun Alake) Nigerian Educational Research and Development Council (NERDC) — Curriculum Development Centre and Policy and Programmes Lagos State Ministry of Basic and Secondary Education, Alausa, Ikeja Office of the Tutor-General/Permanent Secretary, Education District II, Lagos State
Schools (student delegations)	Greensprings School; Macdonald Trevan International School; British International School; Queen's College; Federal Government Girls' College, Sagamu; Ojota Senior Grammar School; Jagunmolu Girls' Senior Grammar School, Bariga; Eva Adelaja Girls' Senior Secondary School, Bariga; Muslim Senior College, Oworonshoki; CMS Girls' Senior Grammar School, Bariga
Education and research	Nigeria Artificial Intelligence Research Lab, University of Lagos; Teach For Nigeria; SEED Care and Support Foundation; Kids Court School and Light Foundation Africa; African Languages Technology Initiative (ALT-i); Legacy Circle of distinguished educators
Technology and industry	Includes Oracle Academy (Knowledge Partner); Awarri; Air Innovation (AI Robotics Innovation Tech); Paradigm Initiative; NRS Academy (Nigeria Revenue Service); TVC Communications
Legal, finance and partners	Includes Olumide Babalola LP; Max and Well Solicitors; Deal HQ Partners; CFG Africa; Greenpeg Engineering

Stakeholder group	Represented at the Forum
Students in tertiary institutions	National Association of Nigerian Students
Media	Representatives of several press organisations

Format

The day combined three moderated panels, each opened by a short film; special remarks from the Honourable Commissioner; a keynote address; the reading and presentation of a Student Communiqué; a fireside chat with Dr Chima Egbujuo of NERDC, including audience questions; a goodwill message from Education District II; special remarks from Dr Abimbola Ogundere, founder of Kids Court School and Light Foundation Africa; and closing remarks. Students also took part in a hands-on robotics session with Air Innovation during the tea break, and Awarri presented MekaMon robots to each participating school. Participants were invited to complete pre- and post-forum surveys, summarised later in this report. The Forum opened at about 09:20 with the National Anthem and a welcome from the Master of Ceremonies, following a brief introduction at 09:05. The welcome set the tone for the day: AI is not only a conversation about technology, but a conversation about character. The full running order is in Appendix A.





Left: students take part in the robotics challenge. Right: a live demonstration of the MekaMon robots presented to participating schools.

Global and national context

The Forum took place as governments and international bodies move from broad principles on AI to concrete expectations for schools. Its conclusions are local in voice but consistent with the direction of global and national policy. What the Forum adds is the school-level view: how these commitments look in a Lagos classroom, an examination hall or a low-fee school without reliable power.

Framework	Relevant emphasis	How the Forum's conclusions align
UNESCO Guidance for generative AI in education and research (2023)[1]	A human-centred approach; data privacy protection; an age limit of 13 for the use of AI tools in the classroom; teacher training	The Readiness Framework's child-safety line (age limits, parental consent and data protection); calls for sustained teacher training; protecting independent thinking
UNESCO AI competency frameworks for students and teachers (2024)[2]	Twelve student competencies across four dimensions; fifteen teacher competencies across five dimensions; AI should complement, not replace, teachers	"Co-pilot, not the pilot"; teacher capacity as a framework area; character and ethics as core competencies, not add-ons
UNICEF Guidance on AI and Children 3.0 (2025)[3]	Ten requirements for child-centred AI, including protection of children's data and privacy and meaningful child participation	The Student Communiqué as a model of child participation; calls for guidance on children's data in educational AI tools
OECD PISA 2029 Media and Artificial Intelligence Literacy assessment[4]	An innovative domain assessing how young people engage with digital media and AI; results expected in December 2031	Assessment reform that measures reasoning, judgment and responsible AI use, in time for international benchmarking
African Union Continental Artificial Intelligence Strategy (2024)[5]	An Africa-centric, development-focused approach to AI, with implementation from 2025 to 2030	Local-language AI, inclusion of underserved schools, and African data reflecting African culture
Nigeria National Artificial Intelligence Strategy (2025)[6]	A national framework for AI adoption, including responsible and ethical use and talent development	Translating national strategy into school-level guidance that reaches every school type

[1]UNESCO, Guidance for generative AI in education and research (2023), https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research

[2]UNESCO, AI competency frameworks for students and for teachers (2024), https://www.unesco.org/en/articles/ai-competency-framework-students

[3]UNICEF Innocenti, Guidance on AI and Children (2025), https://www.unicef.org/innocenti/reports/policy-guidance-ai-children

[4]OECD, PISA 2029 Media and Artificial Intelligence Literacy, https://www.oecd.org/en/about/projects/pisa-2029-media-and-artificial-intelligence-literacy.html

[5]African Union, Continental Artificial Intelligence Strategy (2024), https://au.int/en/documents/20240809/continental-artificial-intelligence-strategy

[6]NITDA/NCAIR, National Artificial Intelligence Strategy (September 2025), https://ncair.nitda.gov.ng/wp-content/uploads/2025/09/National-Artificial-Intelligence-Strategy-19092025.pdf

Framework	Relevant emphasis	How the Forum's conclusions align
Nigeria Data Protection Act, 2023[7]	Principles for processing personal data, with specific provisions on children and persons lacking capacity to consent	Harmonised age-of-consent guidance; schools recognised as custodians of student data
Lagos State AI guidelines (2025)[8]	Transparency, privacy and fairness in the use of AI	An education annex to make the guidelines practical for schools

Taken together, these frameworks set the destination. The Forum's recommendations, set out later in this report, describe the practical steps by which Nigerian schools, regulators and examination bodies can get there.



Delegates from government, schools, industry and civil society at the AI Forum 2026, the Civic Centre, Victoria Island, Lagos.

[7]Nigeria Data Protection Commission, Nigeria Data Protection Act, 2023, https://ndpc.gov.ng/document/nigeria-data-protection-act-2023/

[8]ThisDay, "LASG to Release AI Guidelines, Champion Ethical Investment" (22 May 2025), https://www.thisdaylive.com/2025/05/22/lasg-to-release-ai-guidelines-champion-ethical-investment-in-20trn-industry/

Panel 1: AI in Schools — Integration, Policy, Access and Equity



Panel 1 panelists and moderator on stage at the Civic Centre, Victoria Island, Lagos.

Watch the Panel 1 opening film
The short film shown to open this session. Scan the code or select the link to watch on YouTube.
https://youtu.be/H_m4jB0pcjA

Moderator: Oyeyemi Aderibigbe

Panelists: Dr Tunde Adegbola (African Languages Technology Initiative); Olanrewaju Oniyitan (SEED Care and Support Foundation); Mr Soji Akinyele (Technical Advisor/Macroeconomic Coordination & Policy Coherence Lead on the Nigeria Economic Stability and Transformation (NEST)); Dr Olumide Babalola (Olumide Babalola LP)

The opening panel set the foundation for the day by asking what meaningful AI integration looks like, who gets access, how to scale beyond pilots, and whether Nigeria's legal environment protects learners.

Early in the session, panelists traced six waves of technology in Nigerian education. Each brought promise, and each fell short where it arrived without training, policy or integration into everyday teaching. Digital literacy, they agreed, is the necessary foundation for meaningful use of AI.

Wave	What it taught us
1. Computers recognised as necessary	Recognition of computer literacy came without formal integration into the curriculum or syllabus.

Wave	What it taught us
2. Computer laboratories	Laboratories, often built to signal modernity, did not by themselves improve teaching or learning; power, maintenance and classroom integration were lacking.
3. Cybercafés	Access to information expanded, but without training to tell credible information from misleading content.
4. Computer-based testing	Adoption without full institutional planning exposed weaknesses that candidates could exploit, and showed the need for safeguards such as question randomisation.
5. Online and e-learning	Flexibility and reach grew, but questions of quality, credibility and monitoring remained.
6. Artificial intelligence	The question is no longer whether AI enters education, but how its integration can be intentional, responsible and guided by policy.

Meaningful, intentional integration

Dr Adegbola urged participants to look critically at what AI can and should do in teaching and learning: supporting teachers in planning and preparing lessons, explaining difficult concepts, and presenting ideas in more than one mode and medium. Meaningful education, he said, goes beyond the novelty of chatbots in classes and requires a deliberate, integrated use of AI up to the level of learning management systems. He raised the questions of electricity, connectivity, device availability, data costs and expensive software — noting free and open-source alternatives exist, but teachers must be trained to know them — and asked who ensures that public schools are not left behind well-funded private schools. The moderator drew out two points: education must be useful and applicable to life, and Nigeria must be intentional this time, rather than repeating the "willy-nilly" approach of previous waves of education technology.

The invisible segment: affordable non-state schools

Mrs Oniyitan challenged the idea that Nigerian education is a simple public/private binary. Using Lagos as an example, she described about 1,700 public schools, over 6,000 approved private schools, and over 20,000 affordable non-state schools serving children from low-income families, some charging as little as ₦100 a day. Many have one computer for the whole school, if any, and lack reliable electricity and internet. Because they are not named, categorised or supported, they are often excluded from policy, foundations and non-profit programmes; some cannot even host their own examinations.

She shared two examples of what AI can do in these settings. Training teachers to use Meta AI to plan lessons with zero- or low-cost resources "transformed the classrooms". A partnership with Rafiki AI, a WhatsApp-based career guidance platform, opened students' eyes to careers they did not know existed — important in schools that have no guidance or career counsellors.

> "We need to take them as stakeholders from the beginning of this conversation around AI and education in Nigeria. We shouldn't leave anyone out."

— Olanrewaju Oniyitan

Asked what a readiness framework must prioritise for low-fee schools and parents who may themselves have limited education, she called for: bringing all stakeholders on board from the start (including teachers who are fearful of the technology and families still using basic phones without internet); assessing each school according to its actual level of readiness rather than broad public/private labels; and designing for usefulness, with continuous testing and lived experience feeding back into redesign. “There is no straitjacket answer,” she said.

From pilots to system change

Mr Akinyele observed that every past wave of education technology advanced as far as political will carried it, and waned when that will waned. Scaling requires answering whether education is a public good; if it is, the national and subnational systems must drive it. Because political will runs on four- or eight-year cycles while education transformation is long-term, reforms must be institutionalised in the bureaucracy — including bodies such as the Teaching Service Commission (TESCOM) and the State Universal Basic Education Board (SUBEB) — so that they outlast their political champions. He called for public–private collaboration, noting that employers are the greatest beneficiaries (or casualties) of the education system, and for carrying stakeholders, especially teachers, along from the outset.

On the economic case, he argued that the real cost is the **cost of delay**: a 12-year-old today will be an analyst at 21 in 2035, and what that person does not learn now will hamper national competitiveness. Drawing on the federal ease-of-doing-business reforms, which brought together about 44 ministries, departments and agencies and the 36 states, he recommended clear accountability: education agencies accountable for outcomes, technology as the enabler, and data protection bodies as the safeguard — with funding that cannot come from government alone.

Law, rights and the protection of learners

Dr Babalola encouraged participants to demystify AI by starting with everyday examples — ride-hailing apps, smartphones, smartwatches — before turning to its risks. He highlighted deepfakes that even educated adults cannot detect, and how much personal information devices can reveal. Children cannot give consent on their own under the data protection law; parental consent is required. Yet, he noted, the Nigeria Data Protection Act contains differing references to age (13, 16 and 18 years), and Nigeria has no dedicated AI law. Around five AI bills have been introduced in the National Assembly in three years, and he cautioned against regulating — or banning — what is not yet understood, recalling the earlier approach to cryptocurrency. He noted that the National Centre for Artificial Intelligence and Robotics was established by NITDA rather than by statute.

On children’s rights, he observed that the Child Rights Act guarantees privacy, but no right is absolute; conversations about ethical use must start in schools and with regulators. AI is a tool, like the calculator; regulation of its ethical use should ensure it does not replace a learner’s own cognitive skills, so that some things remain genuinely the student’s own work.

Panel 1 recommendations (as summarised by the moderator and panel)

- Use broadcasting archives as a source of Nigerian-language data for training AI (see Dr Adegbola's contribution in the infrastructure discussion below).
- Hold each stakeholder clearly accountable within a coordinated, multi-agency approach.
- Put the cost of delay at the front and centre of policy design.
- Close legal and policy gaps on learner protection, consent and data with urgency.
- Name, count and include affordable non-state schools in AI-in-education policy and programmes.

Language: the "last six inches"

Dr Adegbola explained that while telecommunications speaks of the "last half mile", his work focuses on the "last six inches" — the space between the user's eye and the screen, which can be bridged only by the user's preferred language. No one should need to learn English, French or Portuguese to live everyday life in the information age. That requires enough data in Nigerian languages, reflecting Nigerian culture and ways of life, to train AI that does not leave children culturally alienated. Because much use of Nigerian languages leaves no digital footprint, he pointed to broadcasting: stations are already required to keep compliance recordings of what they air for 90 days, which presents an opportunity to accumulate language data for model training.

Panel 2: Exam Integrity, Assessment and Character in the AI Era



Panel 2 panelists and moderator after the session on exam integrity, assessment and character.

Watch the Panel 2 opening film

The short film shown to open this session. Scan the code or select the link to watch on YouTube.
https://youtu.be/lHKB95SuiFk

Moderator: Molade Adeniyi (Chief Executive Officer, Teach For Nigeria)

Panelists: Maxwell Igweogu (AI governance researcher, Nigeria Artificial Intelligence Research Lab, University of Lagos; Max and Well Solicitors); Lebari Ukpong (emotional intelligence practitioner, Inside Edge Limited); Dr Lanre Abolaji Oguntoye (Head of Digital Learning and Innovation, Greensprings School)

The panel opened with a short film that asked: if a machine can produce the answer, what should assessments measure — memory, or thinking, reasoning and understanding? It noted that rules can catch cheating and tools can flag it, "but neither can make a student honest."

The moderator illustrated the stakes with a personal story: helping her daughter with a GCSE mathematics question, two generative AI tools gave two different answers. One was wrong and, even after correction, gave a second wrong answer before reaching the right one. The lesson for her daughter was that understanding is still needed to check the working. She also described how Teach For Nigeria now receives polished, AI-assisted applications whose authors struggle to explain or expand on them at interview.

The gap between output and knowledge

Mr Igweogu said AI is changing the relationship between a student's output and a student's actual knowledge. He recounted a law student who submitted an AI-generated assignment but could not discuss the case without reading from it. Detection tools, he argued, are in a "catch-up game" and cannot close that gap. He pointed instead to the supervisory and interpersonal assessment model used in medical education, which relies less on take-home work, and called for a recalibration of how students are assessed so that their ingenuity shows.

The emotional side of AI

Mrs Ukpong described what she sees in young people: depleted effort, as students accept whatever AI produces as truth; declining confidence in their own voice and judgment, as students forget that making mistakes is an essential part of learning; loss of resilience, a skill "that can only be built by practice and experience"; and damage to self-worth when AI confirms the limited way students already see themselves. Together, she said, these affect character.

Many students who misuse AI are not lazy but anxious, under pressure or afraid of failing. She urged teachers and parents to lead with curiosity rather than judgment — asking why, what happened and what the student hoped to gain — and to examine what they themselves reward: if only grades, students will do whatever it takes to get grades. She likened misuse to an iceberg: the behaviour is visible, but its causes lie beneath and must be unearthed.

Real learning versus the appearance of learning

Dr Oguntoye argued that whether AI deepens learning or only creates its appearance depends on learning design.

> "A polished product is not a sign of a developed mind."
>
> — Dr Lanre Abolaji Oguntoye

He cited a 2024 study of about 1,000 mathematics students in which those who practised with an unstructured chatbot performed better in practice but worse in the examination than peers without access, while those using a version designed to act as a tutor did not suffer that loss. He also cited a 2024 World Bank-supported pilot in Edo State in which six weeks of teacher-supported AI tutoring in English produced learning gains equivalent to about two years of typical schooling. AI deepens learning, he concluded, only when effort is not outsourced. When work is outsourced, three things are lost: memory (students do not remember what they did not generate), metacognition, and the resilience and rigour that make learning sustainable. He called for clarity first: teachers must be clear about intended learning outcomes and how they will be measured, so that both teacher and student know where AI may and may not be used.

Due process when AI tools flag student work

Mr Igweogu stressed that AI detection tools can be wrong and biased, and set out four safeguards for schools:

1. State in policy that a detection flag is an invitation to investigate, not conclusive proof.
2. Give the student the opportunity to explain.
3. Consider other evidence and factors before determining culpability.

4. Provide a route for review and appeal, since the school is otherwise "the judge in its own case".

Rapid-fire: oral and project-based assessment

All panelists supported more oral, in-class and project-based assessment. Mr Igweogu noted that "you cannot communicate what you have not internalised". Mrs Ukpong cautioned that it requires sustained teacher training and attention to teacher well-being and psychological safety. Dr Oguntoye called for balance rather than replacement: the gain is authenticity of student work; the cost is the investment in training teachers.

One ethical line no student or teacher should cross

- "Don't let AI do the thinking. Think first before AI." — Dr Lanre Abolaji Oguntoye
- "Don't assume culpability." — Maxwell Igweogu
- "Have confidence in yourself and don't let AI do the thinking. Think first." — Lebari Ukpong

Closing the session, the moderator asked participants to reconsider the purpose of education — not only top grades and league tables, but building wholesome young people who can thrive — and reminded the room that change will come "one classroom at a time, one school at a time, and one student at a time."

Special remarks: Lagos State Ministry of Innovation, Science and Technology



Hon. Olatunbosun Alake, Commissioner for Innovation, Science and Technology, Lagos State, delivers his special remarks.

Honourable Olatunbosun Alake, Commissioner for Innovation, Science and Technology, Lagos State

The Honourable Commissioner commended the convener and the panels, saying he was "quite confident, and perhaps a little bit more relaxed about our future" with such expertise available to guide the way. He told participants that AI is already in classrooms, on students' phones and in their homework.

> "The question for us in Lagos and in Nigeria is not whether AI arrives; it is who shapes it and on whose terms."
>
> — Hon. Olatunbosun Alake

He outlined the state's position and programmes:

- Lagos became the first state in Nigeria to set out guidelines for artificial intelligence, built on transparency, privacy and fairness.[9] "Are we building tools we will proudly let our children use, or tools we must protect them from?"
- Over 3,300 kilometres of metro fibre infrastructure laid to connect schools, and AI-grade data centre capacity hosted in Lekki.
- Funding for AI research at the University of Lagos and Lagos State University through the Science, Research and Innovation Council, including more equitable models fine-tuned to local culture, norms and values.

[9] ThisDay, "LASG to Release AI Guidelines, Champion Ethical Investment" (22 May 2025), https://www.thisdaylive.com/2025/05/22/lasg-to-release-ai-guidelines-champion-ethical-investment-in-20trn-industry/

- Ekoscribe, an effort to fine-tune open models to serve government, because officials were placing government documents on public AI platforms.[10]
- A public school system of over two million students in over 1,400 public schools, which he described as the scale of both the opportunity and the responsibility.
- EkoAI Academy, training over 10,000 Lagosians in practical AI skills free of charge;[11] TESCOM training secondary school teachers in AI and digital pedagogy across the six education districts; and a partnership that has trained 70 teachers from 40 public schools as peer trainers.

> "AI will not, and I believe will never, replace our teachers. Teachers are our strongest safeguard."
>
> — Hon. Olatunbosun Alake

Government, he said, will set the direction and guardrails; the private sector brings tools, investment and policy advice; schools know what works in real classrooms; and civil society and parents keep everyone honest. **He expressed the hope that the Forum would produce a short policy paper to build on the state's existing guidelines and help guide an equitable educational system.** Wholesome Character has responded with the Policy Brief for Government and Senior Stakeholders (WC/AIF/2026/02), prepared from this report. He closed with an invitation: schools to open their doors and say what they need and what worries them; development partners to align, pool resources, measure honestly and scale what works; and the private sector to "build with Lagos for Lagos" and protect children's data. "The future of AI in Lagos will not be written in a laboratory overseas."

[10] NAN News, "Lagos, LCCI advocate support for Nigeria's AI economy navigation" (on the Ekoscribe initiative), https://nannews.ng/lagos-lcci-advocate-support-for-nigerias-ai-economy-navigation/

[11] MSME Africa, "Call for Applications: Lagos State EkoAI Academy 2026", https://msmeafricaonline.com/call-for-applications-lagos-state-ekoai-academy-2026-free-ai-training-for-10000-innovators/

Keynote and the School AI Readiness Assessment Framework



Ifedayo Adeoba, Founder and Executive Director of Wholesome Character, delivers the keynote address.

"Preserving the Power of the Mind, Safeguarding Our Future: A Framework for Nigerian Schools in the Age of AI" — Ifedayo Adeoba, Founder and Executive Director, Wholesome Character

The convener opened with a personal story. In 1996 she entered Federal Government Girls' College, Ipetumodu, a public school, while another girl entered an elite private school with far more comfort and better facilities. At her school, students read by torchlight when the power went out and fetched water when the taps ran dry, yet the school gave her "confidence, character and dignity". Taught by knowledgeable, committed teachers, both girls studied, competed and sat the same examinations, and thirty years on sit at the same tables with the same opportunities. "Now, bring those two girls into a classroom today. Will the ending be the same? I'm not so sure."

Two different gaps, the same failure

A school with every modern tool can still produce children who have stopped thinking for themselves, because there are no clear rules, guidance or grounding in character. A school with very little can leave its children behind, without stable power, a working computer lab or any real exposure to AI.

> "If AI becomes a tool only for children whose parents can afford it, what could have been our greatest equaliser will be our greatest divider. One child left out of the future for lack of access, another carried into it without learning to think for lack of structure. Two different gaps, but the same failure. If we fail either child, we fail Nigeria."
>
> — Ifedayo Adeoba

She noted that PISA 2029 will measure media and AI literacy for the first time; that the federal government has finalised a national AI strategy; and that the Federal Ministry of Education is training about 11,700 teachers in unity colleges — "a very good start", but small against roughly four million teachers and more than 47 million learners. Examinations, she said, are a nation's promise that a certificate means what it says, and integrity "will not be secured by surveillance alone. It must be built in the hearts of the learners before the day of the examination."

Climb, not carry

Citing research from the MIT Media Lab on reduced brain engagement and recall among people who relied on an AI assistant to write ("cognitive debt"), and the World Economic Forum's finding that analytical thinking remains the skill employers most want, she argued that AI should lift thinking to a higher altitude, not replace it. "We do not want to raise lazy thinkers. We want to raise higher thinkers. AI should help our children climb. It must never carry them." What AI cannot replace — judgment, conscience, empathy, wisdom, courage and responsibility — is character.

Five questions for progression in the AI era

1. Can the student explain their reasoning in their own words?
2. Can the student think unassisted?
3. Can the student judge whether AI output is correct or wrong?
4. Can the student apply knowledge to real problems — including real Nigerian problems?
5. Does the student show integrity in how they use AI?

"Promotion in class should mean a child has grown in mind and in character, not that a machine has grown in output."

The School AI Readiness Assessment Framework

Observing that "one school bans AI, another ignores it", and that every time a student types into an AI tool their data goes somewhere that schools have a duty to protect under the Nigeria Data Protection Act, the convener introduced the School AI Readiness Assessment Framework developed by Wholesome Character:

Feature	Description
Purpose	A self-assessment tool for Nigerian secondary schools, public or private, from JSS1 to SS3 (or equivalent).
Six areas	Infrastructure and access Teacher capacity Exam integrity and ethical use Policy and tool governance Student protection and data privacy Independent thinking and future readiness

Feature	Description
Indicators	30 indicators that score what a school can show, not what it intends to do.
Child-safety line	No school can be rated beyond “developing” without age limits, parental consent and data protection in place.
Relationship to policy	It guides how a school leads its use of AI; it does not replace national policy, but gives schools something to stand on while that policy takes shape.
Next steps	To be shaped by the Forum’s contributions and a working group, piloted with schools over the next 3–12 months, with the aim of releasing it free of charge to every Nigerian school.

A charge to every stakeholder

Stakeholder	Charge from the keynote
Government and regulators	Move from strategy to school-level guidance that reaches every school — public and private, urban and rural.
Examination bodies, including WAEC and NECO	Lead the redesign of assessment so that examinations reward thinking no machine can fake.
Technology companies	Build tools that are safe, affordable and made for Nigerian classrooms.
School owners and principals	Do not wait. Adopt a clear AI policy this academic year and volunteer to pilot the framework.
Teachers	Be curious, not afraid. Learn the tool so you can teach the thinking.
Parents	Ask children not only what grade they got, but how they got it. Engage with their learning.
Corporate partners	The children in public and private schools are your future workforce; investing in their access is strategy.
Students	Use AI boldly within appropriate guidance, and use it honestly. Preserve the power of your own mind, because that is how you safeguard your future.

The Student Communiqué



Student delegates from participating schools present the Student Communiqué.

Following the keynote, student delegates from the participating schools read aloud the ten points of a Student Communiqué, prepared with their schools ahead of the Forum. The communiqué was then formally presented to Dr Chima Egbujuo, Head of the Curriculum Development Centre, and Dr Famade Oladiran, Head of Policy and Programmes, of the Nigerian Educational Research and Development Council. It is addressed to government, NERDC, examination bodies, schools, parents and technology companies. Student names are withheld in this report to protect the privacy of minors.

All participating schools adopted the communiqué before the Forum.

#	Ask	Read aloud by (signatory school)
1	Teach us how to make good use of AI, rather than only warning us against it. Some of us already use these tools; we would rather be taught than left to make grave errors.	Greensprings School
2	Do not let access to technology decide our future. Students in public, rural, low-fee, under-resourced or poorly connected schools must not be left behind.	Macdonald Trevan International School
3	Give us clear rules and guidance that apply to everyone. Every school, whatever its curriculum, and every examining body should say plainly what counts as acceptable, efficient help and what counts as cheating.	British International School

#	Ask	Read aloud by (signatory school)
4	Treat us fairly when our work is questioned. If an AI tool flags our work, a person should check it, and we should have the chance to explain our use.	Ojota Senior Grammar School
5	Assess us on thinking, not only on outputs. If a machine can produce the answer, the examination must ask a deeper question, so that we truly learn and develop.	Jagunmolu Girls' Senior Grammar School, Bariga
6	Preserve our independent reasoning, reading and problem-solving.	Queen's College
7	Train and support our teachers and parents. They cannot guide us when they are not helped to understand.	Eva Adelaja Girls' Senior Secondary School, Bariga
8	Protect our data, privacy and well-being. Tell us what is collected about us, who holds it and for how long, and keep AI tools used by children safe and suited to our age.	Muslim Senior College, Oworonshoki
9	Prepare us for the work that actually exists. Build character into the curriculum alongside skills, and help us grow the judgment that machines cannot replace.	Federal Government Girls' College, Sagamu
10	Include students in decisions that affect us. Consult youth representatives before policy is written, not after it is announced — and tell us what becomes of this communiqué.	CMS Girls' Senior Grammar School, Bariga

The students' final request — to be told what becomes of their communiqué — is one this report takes seriously. Wholesome Character will share this report with the participating schools and with NERDC, and will report back to students on responses received.

Pioneering signatories of the Student Communiqué

- The following schools adopted the communiqué and are recorded here as its pioneering signatories. Each delegation read one point aloud at the Forum, as shown in the table above.
- **Greensprings School · Macdonald Trevan International School · British International School · Ojota Senior Grammar School · Jagunmolu Girls' Senior Grammar School, Bariga · Queen's College · Eva Adelaja Girls' Senior Secondary School, Bariga · Muslim Senior College, Oworonshoki · Federal Government Girls' College, Sagamu · CMS Girls' Senior Grammar School, Bariga**

Fireside chat: Curriculum and implementation with NERDC



The fireside chat with NERDC: from national curriculum to Lagos classrooms.

Guest: Dr Chima Egbujuo, Head, Curriculum Development Centre, Nigerian Educational Research and Development Council (NERDC)

Moderator: Ifedayo Adeoba, Wholesome Character

Impact so far

Dr Egbujuo said AI is emerging in the educational landscape and its impact cannot yet be measured. What NERDC sees are teachers ready and willing to use AI but lacking capacity and infrastructure, and learners who want to use it but lack the support to do so effectively. AI “has come to stay” and will have a serious impact on what and how learners learn over the next five to ten years.

A competency-based curriculum

The recently revised curriculum moves from a knowledge-based to a competency-based model. The aim is that classrooms are “learning centres”, not “data transmission centres”, where learners think critically, communicate, collaborate and solve problems. If learners are genuinely engaged in the learning process, he said, “we do not need to be afraid of what happens with AI or any other tool that will emerge tomorrow.” The new curriculum emphasises about nine core competencies, was benchmarked internationally, and substantially reduces the number of subjects — at junior secondary level from around 20 to between 10 and 12 — by removing obsolete subjects and integrating overlapping ones.

He defended keeping a somewhat broader set of subjects than some Western systems, because subjects such as Heritage Studies and the teaching of Nigerian languages are cultural anchors that “make us who we are”.

Curriculum versus pedagogy

Curriculum cannot chase every technological change, because many changes are fleeting and the curriculum must also reflect the kind of society Nigeria wants to shape. Dr Egbujuo distinguished curriculum (what learners learn) from pedagogy (how it is delivered). AI is a tool to assist, not mediate, education. **The teachers' guide for the curriculum includes a section on how teachers should use AI in delivery, and there is a policy framework that allows teachers and schools to incorporate such changes before the next formal review.** "We don't have to wait."

Stakeholder participation

He described NERDC's 2020–2021 consultation across the six geopolitical zones with teachers, parents, policymakers and students — including students in Lagos — to shape the revised curriculum, and confirmed that NERDC was taking notes at the Forum to feed into future work. Stakeholders can continue to contribute while the curriculum is live, not only during review cycles.

Questions from the floor

- **On global competitiveness and infrastructure** (a commercial lawyer from Deal HQ Partners): Dr Egbujuo said competitiveness depends on 21st-century skills — collaboration, creative thinking, problem-solving and communication — which requires changing how learners are taught and assessed. Education "cannot happen in a vacuum": he cited a reported 89% of schools, particularly in rural areas, without internet access, and said government cannot do it alone; the private sector, as the main beneficiary of the education system, must partner with government.
- **On subject relevance and a long-term roadmap** (Chief Executive Officer of AI Robotics Innovation Tech, speaking as an educator): he pointed to the subject reduction and competency focus, and emphasised that the priority is now implementation — supporting teachers and school infrastructure so the curriculum can be delivered as intended.
- **On the pace of change in tertiary education** (Chairman, National Association of Nigerian Students): the discussion addressed the balance between stable, regulated content and adaptation to change. Dr Egbujuo noted that no country rewrites its curriculum every year: changes that come to stay are built in, while passing trends are left for schools and teachers to manage at the level of delivery.

Closing the chat, the moderator summarised two foundations to build on: **competence and context**. She also thanked the NERDC team for its enthusiastic support of the Forum.

Goodwill message and special remarks

Goodwill message: Education District II, Lagos State



Mrs Perpetual Olukolu, Director and Head of the Science and Technology Unit, Education District II, delivers the goodwill message.

Representing the Tutor-General/Permanent Secretary of Education District II, Mr Omotayo Layemo Sanni,[12] the Director and Head of the Science and Technology Unit, Mrs Perpetual Olukolu, conveyed his greetings and congratulated Wholesome Character, expressing hope for a second edition. She offered a practical reminder about data protection: marked student scripts are sometimes discarded carelessly and end up as wrapping paper in the market. “We fling students’ scripts as if it’s nothing… You need to protect the student’s data because you have it in your hand.” Representatives of the Lagos State Ministry of Basic and Secondary Education, Alausa, Ikeja, were also recognised for attending throughout the day.

[12]Lagos State Government, Tutor-General/Permanent Secretary, Education District II monitoring visit, https://lagosstate.gov.ng/news/Education/view/691ccfc388319a643b6d7c5d

Building a culture of AI integrity in schools



Dr Abimbola Ogundere, founder of Kids Court School and Light Foundation Africa, delivers her special remarks on building a culture of AI integrity in schools.

Dr Abimbola Ogundere, founder of Kids Court School and Light Foundation Africa, spoke on behalf of school owners and leaders. She asked: if a student used AI to write an assignment, would they know whether that was allowed? Would the teacher know? Would the parents? "For many of our schools, the honest answer is not really." The right time to act is now, before misuse becomes a habit. She set out seven actions for school leaders:

Action	What it means in practice
1. Establish the purpose	Before buying a tool, running training or writing a policy, decide why the school is using AI — to improve learning, support teachers, or reduce administrative load. "When the use of something is not known, misuse is imminent."
2. Lead it personally and govern it well	Leaders should use AI openly and model honest acknowledgement. Decide who approves tools, how student data is protected, and how use is monitored and reviewed.
3. Make acceptable use clear	Every school needs a written AI acceptable-use policy in plain language, workshopped with staff: what is permitted, what must be acknowledged, and what information must never be shared.
4. Build institutional capacity	One workshop at the start of the year is not enough. Teachers need deep, sustained AI literacy training, and assessments must move up Bloom's taxonomy towards application and evaluation.
5. Teach integrity as a character trait	Honesty, responsibility and ownership apply with or without technology. Students should learn how to acknowledge AI use and why their submitted work should be genuinely theirs.

Action	What it means in practice
6. Align school culture with the message	If schools celebrate only perfect answers and top scores, students will chase them. Celebrate process, effort, improvement and openness to learning.
7. Bring parents along	Parents must understand acceptable use and integrity so they can reinforce the message at home.

> "When we build a culture of integrity in our schools, we are building something that is more important than a detection tool."
>
> — Dr Abimbola Ogundere

Panel 3: AI Skills and Future Readiness



Panel 3 in session: AI skills, digital competencies and the future of work.

Watch the Panel 3 opening film

The short film shown to open this session. Scan the code or select the link to watch on YouTube.
https://youtu.be/VKKoZvDFyrU

Moderator: Onyechi Aderibigbe

Panelists: Bekere Amassoma (Program Manager, Oracle Academy, Sub-Saharan Africa); Adeolu Akinyemi (NRS Academy, Nigeria Revenue Service); Kemi Shonubi (Director, People and Culture, TVC Communications); Joshua Oke (Senior Officer, IT, Paradigm Initiative)

The opening film noted projections that around 170 million new jobs will be created and 92 million displaced worldwide by 2030, and that seven in ten Nigerians are under 30. “The question is not whether work will change; it is who will be ready.”

Readiness is uneven

Mrs Amassoma said readiness in Nigerian schools is uneven: teachers and students are enthusiastic, but infrastructure lags. Oracle Academy trains teachers and provides resources, but in rural communities without connectivity those resources cannot be used. Teachers are central — one trained teacher can reach 100 to 200 students — and all stakeholders must build the enabling environment together.

Closing that gap, panelists agreed, is a shared responsibility: technology companies, government and education agencies, school administrators, teachers and parents all need to help fund and extend access so that technology reaches communities on the periphery.

Closing the gap between school and work

Mr Akinyemi said academies exist partly because of the gap between what schools produce and what employers need, forcing organisations to retrain recruits. He welcomed the shift to competency over knowledge and argued that education globally is ready for major disruption. Using the example of Nigeria's recent tax reforms, which consolidated many laws into four, he explained that NRS Academy engaged bodies including the National Universities Commission and NERDC to update what learners are taught. AI-driven productivity, he added, should raise ambitions: if a task once took ten people three days and now takes one person an hour, outcomes and value should increase.

What employers look for

Mrs Shonubi said employers are not looking for finished products but for people who can think, solve problems, be trusted and be coached. Using AI to prepare a CV is not the problem; the problem is a CV that cannot withstand follow-up questions about the candidate's own experience and judgment.

> "AI is a co-pilot. It's not the pilot flying the plane… You have to show your workings."
>
> — Kemi Shonubi

The skills she prioritises are problem-solving, judgment, collaboration and creativity — the ability to offer different alternatives and options.

Devices are not enough

Mr Oke said Paradigm Initiative's experience is that a device can be taken to a young person, but not the infrastructure: a laptop is of little use at home without internet, electricity or data. "AI bridges that gap in learning, but reveals that there is a gap in infrastructure." On privacy, he warned that nothing is truly free: free AI tools learn from users' data and thinking patterns, and photos uploaded for fun can be misused. Young people should treat AI tools like a marketplace — get what you need and leave — not as friends to confide in. The moderator added a concern about AI companion apps designed to act as friends or partners, drawing young people away from human connection.

Skills students should build now

Mrs Amassoma recommended that digital literacy be made compulsory across Nigerian schools, alongside AI literacy (effective prompting, detecting bias and validating results); familiarity with industry-specific AI tools; teamwork and collaboration; and basic cybersecurity and privacy hygiene.

Closing remarks



Mr Kayode Falasinnu, Board Member, Wholesome Character, delivers the closing remarks.

Mr Kayode Falasinnu, Board Member, Wholesome Character, thanked the convener, team, panelists and moderators, and focused on two issues: access and responsibility. He noted that Nigeria has a population of about 240 million, around 40% of whom are aged 14 or under; that internet penetration is estimated at about 40%; and that AI penetration in 2026 has been estimated at about 10%. A large share of young Nigerians is therefore excluded from the AI conversation. AI can either reduce inequality or widen it, which is why public and private sectors must work to expand access and infrastructure to remote areas and to everyone, while ensuring AI is deployed in ways that keep children learning and thinking critically.

Vote of thanks

In her vote of thanks, the convener reflected that the day began with a simple question — how do we preserve the power of the mind? — and that the room had offered many answers about the mind and about expectations for the future of Nigeria's children. She thanked the partners, every stakeholder group present, the speakers, the Wholesome Character team, volunteers, vendors and the press.

What participants told us

Participants were invited to complete a short individual survey before the Forum and another after it. Respondents included government and agency officials, teachers and lecturers, school leaders, university students, employers, technology professionals, media, civil society representatives, parents and Forum volunteers. Findings are shown as proportions of those who answered each question. Because the two surveys were completed separately and are not linked respondent by respondent, the before-and-after comparisons show the direction of opinion in the room; they do not measure change in any individual.

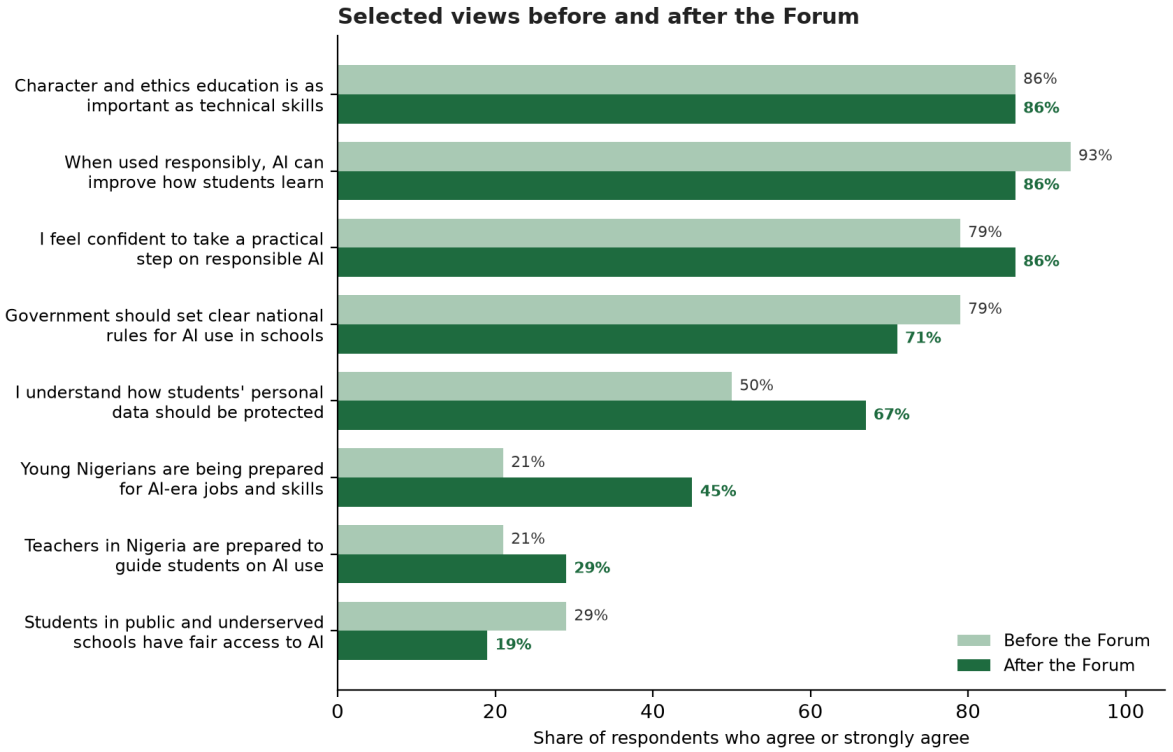
Before the Forum: AI is already part of daily life

- **Use is high and personal.** Nearly eight in ten respondents used AI tools daily. ChatGPT was almost universal, followed by Meta AI on WhatsApp and Instagram; Google Gemini and Claude were each used by half. Research and finding information, and writing or editing, were the main uses. Every respondent accessed AI mainly through a personal smartphone or laptop.
- **Policy has not kept pace.** Only about one in seven reported a written, shared AI policy at their school or organisation. About one in five had informal or verbal guidance only, and the rest had none or were unsure.
- **Integrity concerns are real.** About two-thirds of those who answered had seen or suspected AI being used dishonestly in assignments, tests or exams “often” or “very often”, and almost all at least “sometimes”. Homework and take-home assignments, and essays and projects, were seen as most affected.
- **Current responses lean on control.** The most common institutional responses were more in-class, supervised work and banning phones or devices. Very few respondents reported that their institution was teaching students how to use AI honestly.
- **What the framework should cover.** Asked what the School AI Readiness Assessment Framework should include, respondents most often chose teacher training and competencies, then school AI policy and acceptable-use rules, student AI literacy, ethics, honesty and character, and data protection and privacy.
- **What the Forum should focus on.** Ranked priorities placed teacher training and readiness first, followed by exam and assessment integrity and national policy and regulation.

> “I asked my students to discuss a topic using ChatGPT or Google… I had about 60 papers written the same way because they trusted AI to do their job for them without putting any effort on their part.”
>
> — A Lagos public secondary school teacher (pre-forum survey)

> “My company once built an AI tutor that can serve as students’ after-school tutor, but after pitching to many schools they don’t seem to be ready… they are scared such technology will take their job away.”
>
> — A technology professional (pre-forum survey)

Before and after: how views moved



Share of respondents who agreed or strongly agreed with each statement, pre-forum and post-forum surveys. Indicative only; the surveys are not linked respondent by respondent.

- **Optimism about young people rose sharply.** Agreement that young Nigerians are being prepared for the jobs and skills of an AI-driven economy rose from about one in five to nearly half. This is the largest movement in the surveys and may reflect what participants heard about NERDC's competency-based curriculum, Lagos State's training programmes and industry academies.
- **Teacher readiness remains a concern.** Agreement that teachers in Nigeria are prepared to guide students on AI rose only modestly, from about one in five to under one in three, which reinforces the Forum's call for sustained teacher training.
- **The access message landed.** The share who believed students in public and underserved schools have fair access to AI learning opportunities fell from about three in ten to under one in five, echoing the Forum's emphasis on infrastructure and affordable non-state schools.
- **Greater confidence on children's data.** The share who said they understood how students' personal data should be protected when AI tools are used rose from half to about two-thirds.
- **Character remains a consensus.** More than eight in ten agreed, before and after, that character and ethics education is as important as technical skills, and that AI used responsibly can improve how students learn.
- **More nuance on regulation.** Support for clear national rules remained a strong majority but eased slightly, consistent with panelists' caution against regulating AI before it is understood. Views on whether AI is a serious threat to exam integrity were divided both before and after.

After the Forum: rating and takeaways

- **Highly rated.** Every respondent who rated the Forum chose “excellent” or “very good”, and about seven in ten chose “excellent”. The average likelihood of recommending a future Wholesome Character Forum was 9.3 out of 10, and about eight in ten gave a score of 9 or 10.
- **Sessions.** Every session averaged 4 out of 5 or higher. Venue, organisation and timing scored highest (4.7), followed by Panel 3 and Panel 2 (4.4 each) and the fireside conversation (4.3). Respondents singled out the fireside conversation with NERDC, the keynote, the Panel 2 exchange between Mrs Lebari Ukpong and Mr Maxwell Igweogu on emotional intelligence and AI, and Dr Tunde Adegbola’s contributions as most valuable.
- **Thinking changed.** About seven in ten said the Forum changed their thinking, more than four in ten significantly; the rest said it confirmed what they already believed.
- **Priorities after the Forum.** Exam and assessment integrity moved clearly to the top of the ranking, followed by teacher training and readiness, and ethics, honesty and character in the AI age.
- **Commitments for the next 90 days.** About seven in ten committed to learning more about AI themselves. Others committed to talking to their students and children about honest AI use, starting or reviewing an AI policy at their school or organisation, training or supporting teachers, or advocating for policy change.
- **Barriers.** Cost and infrastructure was by far the most commonly named barrier to responsible AI, followed by lack of training and exam pressure. Others named the absence of a clear policy, limited parent awareness and time.
- **Demand for support.** Student workshops on AI, integrity and character were the most requested support, by about four in five of those who answered, closely followed by teacher training on responsible AI and assessment design (about three in four). The School AI Readiness Assessment and organisational AI governance and ethics training were each requested by more than half. More than eight in ten of those who answered were open to piloting the framework, answering “yes” or “maybe”.

In participants’ words

What participants said	Respondent
“Learn the tool so I can teach the thinking.” (single most important idea taken away)	A school leader
“Curiosity removes judgment.” (single most important idea taken away)	A university student
“Not letting AI do the thinking for me.” (single most important idea taken away)	A university student
“AI cannot nullify natural human integrity.” (single most important idea taken away)	A volunteer and university student

What participants said	Respondent
“Competence over knowledge.” (single most important idea taken away)	A media professional
“Come up with a framework that will help preserve human judgement and accountability.” (message to policymakers)	A government official
“Prepare a ground for ethical use of AI.” (message to policymakers)	A government official
“Create more awareness on AI usage and accessibility.” (message to policymakers)	A civil society representative
“Using AI as students doesn’t equal laziness in students.” (message to policymakers)	A university student
“Nigerian policymakers should prioritise inclusive AI education policies that provide affordable digital infrastructure, practical teacher training, and strong student data protection. AI should empower teachers, not replace them.” (message to policymakers)	A school leader

Cross-cutting themes

Across the sessions, speakers from different sectors repeatedly converged on the same issues.

Theme	What the Forum heard
1. Equity and access	Power, connectivity, devices and data costs remain the binding constraints. Access gaps extend beyond public schools to a large, under-recognised segment of affordable non-state schools. Without deliberate action, AI could widen rather than narrow inequality.
2. Independent thinking	AI should raise the level of thinking, not replace it. Over-reliance risks loss of memory, metacognition, resilience and confidence. Speakers repeatedly urged: think first, then use AI.
3. Assessment redesign	Assessments that reward only correct outputs are vulnerable to AI. Oral, in-class and project-based assessment, clear learning outcomes and questions higher on Bloom's taxonomy were recommended — in balance with existing methods.
4. Fairness and due process	Detection tools can be wrong or biased. Flags should prompt investigation, with human review, a chance to explain and a route to appeal. Students asked for exactly this.
5. Character and integrity	Integrity cannot be policed into existence. It is built through leadership, culture, what schools and parents celebrate, and explicit teaching of honesty and responsibility.
6. Teachers at the centre	Teachers are willing but under-supported. Sustained, not one-off, training, attention to well-being, and peer-trainer models were emphasised. AI will not replace teachers.
7. Law, policy and children's data	Nigeria lacks a dedicated AI law and has inconsistent age-of-consent references. Children's data in AI tools — and in ordinary school records — needs active protection. Policy should be informed, consultative and not reactive.
8. Language and culture	AI must work in Nigerian languages and reflect Nigerian culture. Building language data, including from broadcast archives, is a practical starting point.
9. Collaboration and accountability	No single actor can deliver. Government sets direction and guardrails; the private sector invests and builds; schools implement; civil society and parents keep the system honest. Reforms must be institutionalised beyond political cycles.
10. Youth voice	Students asked to be consulted before policy is written and told what becomes of their input.

Recommendations by stakeholder

The recommendations below are drawn from contributions made at the Forum and consolidated by Wholesome Character. They are offered for consideration and do not represent formal positions of the individual speakers or their institutions.

Federal Government and federal agencies

Including the Federal Ministry of Education, NERDC, the Federal Ministry of Communications, Innovation and Digital Economy, NITDA, the Nigeria Data Protection Commission (NDPC), the Universal Basic Education Commission and the National Assembly.

1. Translate the national AI strategy into practical, school-level guidance for secondary schools — public, private and affordable non-state — and disseminate it widely.
2. Scale teacher AI training beyond unity colleges, with a sustained, cascading model (for example, peer trainers) and attention to teacher well-being.
3. NERDC: publish and actively disseminate the AI section of the teachers' guide; establish a standing channel for schools, students, civil society and industry to contribute between curriculum reviews; and formally acknowledge and respond to the Student Communiqué.
4. NDPC: issue guidance on processing children's data in educational AI tools, clarify the applicable age of digital consent, and provide simple guidance for schools on student data, including physical records such as examination scripts.
5. National Assembly: before passing AI legislation, undertake broad, informed consultation — including with educators and students — so that regulation is grounded in an understanding of the technology and does not create unnecessary bodies.
6. Institutionalise AI-in-education reforms within permanent structures so that they outlast political cycles, with clear accountability: education agencies for outcomes, technology agencies as enablers, and data protection bodies as safeguards.
7. Support the development of Nigerian-language AI datasets, including by exploring the use of broadcast compliance recordings with appropriate rights and privacy safeguards.

Lagos State Government

Including the Ministry of Innovation, Science and Technology, the Ministry of Basic and Secondary Education, TESCOM, SUBEB and the Education Districts.

1. Extend the Lagos State AI guidelines with an education-specific annex covering student use, teacher use, approved tools, children's data and assessment integrity, informed by this report.
2. Include affordable non-state schools in state AI-in-education programmes, data collection and teacher training, recognising their scale and visibility gap.
3. Continue to scale TESCOM teacher training and the peer-trainer model across all six education districts, and use the state's fibre and data-centre investments to prioritise school connectivity.

4. Pilot the School AI Readiness Assessment Framework in a cross-section of public and private schools across the education districts, and use the results to target support.

Examination and assessment bodies

Including WAEC, NECO, JAMB and NABTEB.

1. Lead the redesign of assessment so that examinations reward reasoning, understanding and application that no machine can fake.
2. Publish clear, plain-language guidance — applicable across curricula — on what counts as acceptable AI assistance in coursework and preparation, and what constitutes malpractice.
3. Adopt due-process standards for AI-related malpractice allegations: human review, a right to explain, and a right of appeal.

School owners, principals and teachers

1. Define the purpose of AI in the school before adopting tools or policies.
2. Adopt a written AI acceptable-use policy this academic year, in plain language, workshopped with staff, students and parents.
3. Establish a fair process for AI-flagged work: treat flags as an invitation to investigate, allow students to explain, consider other evidence, and provide an appeal route.
4. Rebalance assessment towards oral, in-class and project-based tasks and higher-order questions; make learning outcomes explicit so students know where AI may and may not be used.
5. Invest in sustained teacher AI literacy, not one-off workshops; leaders should model open, acknowledged AI use.
6. Protect student data in AI tools and in physical records, and obtain parental consent where required.
7. Celebrate effort, growth and process alongside results, and teach integrity explicitly as a character trait.
8. Volunteer to pilot the School AI Readiness Assessment Framework.

Parents and guardians

1. Ask children not only what grade they got, but how they got it; engage with their learning and their use of AI.
2. Approach misuse with curiosity rather than immediate punishment, and examine what pressure children may be under.
3. Learn the basics of AI tools, privacy settings and screen-time controls, and model honest use at home.

Students

1. Use AI as a learning assistant, not a replacement for your own thinking: think first, then use AI.

2. Question, verify and fact-check AI-generated information, and watch for bias in its outputs.
3. Protect your personal information when using AI tools and digital platforms.
4. Be open about how you use AI in your work, and treat mistakes as part of learning.

Technology companies

1. Build tools that are safe, affordable, age-appropriate and designed for Nigerian classrooms, including low-connectivity and local-language use.
2. Be transparent about what data is collected from children, who holds it and for how long; protect children's data as you would your own.
3. Design learning tools that act as tutors, prompting effort and reasoning, rather than simply supplying answers.

Private sector, employers and development partners

1. Co-invest with government in school connectivity, devices, power solutions and teacher training, recognising that today's students are tomorrow's workforce.
2. Engage with curriculum bodies to keep learning aligned with real workplace competencies, as NRS Academy has done.
3. Pool resources, measure honestly and scale what works, in line with the Honourable Commissioner's invitation.

Civil society and youth organisations

1. Make affordable non-state schools and underserved communities visible in data, programmes and advocacy.
2. Create structured channels for student voice in AI-in-education policy, and ensure students receive feedback on their input.

Priority actions at a glance

Suggested timeframes: **Immediate** (within 3 months), **Short term** (3–12 months), **Medium term** (1–3 years).

Action	Suggested lead	Key partners	Timeframe
School-level AI guidance for all school types	Federal Ministry of Education; State ministries of education	NERDC, NITDA, NDPC, schools	Short term
Children's data and age-of-consent guidance	NDPC	Federal Ministry of Education, NITDA, schools	Short term
AI-era assessment and malpractice guidance	WAEC, NECO, JAMB, NABTEB	NERDC, schools, teachers	Medium term
Dissemination of AI guidance in the teachers' guide	NERDC	State ministries, TESCOM, SUBEB	Immediate
Education annex to Lagos State AI guidelines	Lagos State Ministry of Innovation, Science and Technology	Ministry of Basic and Secondary Education, schools, civil society	Short term
Scaled, sustained teacher AI training	TESCOM; SUBEB	Private sector, Oracle Academy and other partners	Medium term
School AI acceptable-use policies	School owners and principals	Parents, students, Wholesome Character	Immediate
Readiness Framework pilot	Wholesome Character	Participating schools, state education districts	Short term

Commitments and next steps

Wholesome Character

- **Forum summary report:** published and shared with stakeholders and government parastatals (this document).
- **Policy input for Lagos State:** a short policy brief, **The AI Forum 2026: Policy Brief for Government and Senior Stakeholders (WC/AIF/2026/02)**, drawn from this report, has been prepared in response to the Honourable Commissioner's request.
- **School AI Readiness Assessment Framework:** to be refined with a working group, piloted with schools over the next 3–12 months, and — as stated at the Forum — released free of charge to Nigerian schools.
- **Student Communiqué follow-up:** this report will be shared with participating schools and NERDC, and responses will be reported back to students.
- **Survey follow-up:** survey findings are summarised in this report. Participants who asked for it will receive this report and the School AI Readiness Assessment Framework, and those who volunteered will be contacted for a 90-day check-in on the commitments they made.
- **Schools and robots:** follow-up with participating schools on the educational use of the MekaMon robots presented by Awarri.

Statements made by institutions at the Forum

- **NERDC** stated that it was taking notes at the Forum to inform future work, that stakeholders may continue to contribute while the curriculum is live, and that teachers need not wait for formal review to incorporate guidance on AI.
- **Lagos State Ministry of Innovation, Science and Technology** invited schools, development partners and the private sector to work with the state and expressed the hope that the Forum would produce a policy paper to build on the state's guidelines. This request is answered by the Policy Brief (WC/AIF/2026/02).
- **Education District II** expressed support for a second edition of the Forum.

How to engage

Schools wishing to pilot the framework, institutions wishing to respond to the Student Communiqué, and partners wishing to support the next phase of this work are invited to contact Wholesome Character at info@wholesomecharacter.com or +234 (803) 575 8471. Conversations from the Forum can be followed and shared using #WholesomeCharacterAIForum2026.

Acknowledgements





Members of the Wholesome Character team at the AI Forum 2026.

Wholesome Character thanks all who supported and took part in the Forum.

- **Knowledge Partner:** Oracle Academy.
- **Partners and sponsors:** CFG Africa, Greenpeg Engineering, Awarri and Air Innovation (AI Robotics Innovation Tech), for supporting the conversation.
- **Government:** the Honourable Commissioner for Innovation, Science and Technology, Lagos State; the Nigerian Educational Research and Development Council; the Lagos State Ministry of Basic and Secondary Education; and the Office of the Tutor-General/Permanent Secretary, Education District II.
- **Speakers, panelists and moderators** listed in Appendix B.
- **Forum rapporteurs:** Oladele Imisioluwanimi, Akindele Oyeronke and Oreoluwa Aworetan.
- **Participating schools,** their students, and the teaching and non-teaching staff who accompanied them.
- **The Legacy Circle of distinguished educators,** delegates, parents and members of the press.
- **Wholesome Character's Board, Trustees and Advisors.**
- **Core team and volunteers:** the core team, including Elijah Oyindamola, Opeoluwa Aworetan and Dipo Olaogun, and all our volunteers.
- **Master of Ceremonies** Onyechi Aderibigbe, and all vendors.

> "Most especially, we thank the students — not the problem we are trying to solve, but the generation we are trying to prepare."

Appendix A: Programme as delivered

The order below reflects the proceedings as recorded on the day. After a brief introduction at 09:05, the Forum formally opened at 09:20 and ran until about 14:30.

#	Session	Speakers
1	Introduction (09:05); opening, National Anthem and welcome (09:20–09:22)	Onyechi Aderibigbe
2	Panel 1: AI in Schools — Integration, Policy, Access and Equity	Dr Tunde Adegbola; Olanrewaju Oniyitan; Mr Soji Akinyele; Dr Olumide Babalola. Moderator: Oyeyemi Aderibigbe
3	Panel 2: Exam Integrity, Assessment and Character in the AI Era	Maxwell Igweogu; Lebari Ukpong; Dr Lanre Abolaji Oguntoye. Moderator: Molade Adeniyi
4	Recognition of partners and schools	Master of Ceremonies
5	Special remarks	Hon. Olatunbosun Alake, Commissioner for Innovation, Science and Technology, Lagos State
6	Tea break and student robotics experience	Air Innovation (AI Robotics Innovation Tech)
7	Pre-forum individual survey	All participants
8	Keynote: Preserving the Power of the Mind, Safeguarding Our Future	Ifedayo Adeoba, Founder and Executive Director, Wholesome Character
9	Student Communiqué, presented to NERDC	Student delegates of participating schools; received by Dr Chima Egbujuo and Dr Famade Oladiran
10	Fireside chat: Curriculum and implementation, with audience questions	Dr Chima Egbujuo (NERDC). Moderator: Ifedayo Adeoba
11	Award presentation to Dr Chima Egbujuo	Presented by a representative of CFG Africa
12	Presentation of MekaMon robots to participating schools	Awarri, with Wholesome Character
13	Goodwill message	Mrs Perpetual Olukolu, for the Tutor-General/Permanent Secretary, Education District II
14	Special remarks: Building a culture of AI integrity	Dr Abimbola Ogundere
15	Panel 3: AI Skills and Future Readiness	Bekere Amassoma; Adeolu Akinyemi; Kemi Shonubi; Joshua Oke. Moderator: Onyechi Aderibigbe
16	Closing remarks and awards to speakers	Mr Kayode Falasinnu, Board Member, Wholesome Character
17	Vote of thanks; post-forum survey	Ifedayo Adeoba

Appendix B: Speakers and contributors

Name	Role and organisation
Hon. Olatunbosun Alake	Commissioner for Innovation, Science and Technology, Lagos State
Dr Chima Egbujuo	Head, Curriculum Development Centre, NERDC
Dr Famade Oladiran	Head, Policy and Programmes, NERDC (recipient of the Student Communiqué)
Mrs Perpetual Olukolu	Director and Head, Science and Technology Unit, Education District II, Lagos State
Ifedayo Adeoba	Founder and Executive Director, Wholesome Character; Convener
Mr Kayode Falasinnu	Board Member, Wholesome Character
Dr Tunde Adegbola	African Languages Technology Initiative (ALT-i)
Olanrewaju Oniyitan	SEED Care and Support Foundation
Mr Soji Akinyele	Technical Advisor/Macroeconomic Coordination & Policy Coherence Lead on the Nigeria Economic Stability and Transformation (NEST)
Dr Olumide Babalola	Olumide Babalola LP
Oyeyemi Aderibigbe	Moderator, Panel 1
Maxwell Igweogu	AI governance researcher, Nigeria Artificial Intelligence Research Lab, University of Lagos; Max and Well Solicitors
Lebari Ukpong	Emotional intelligence practitioner, Inside Edge Limited
Dr Lanre Abolaji Oguntoye	Head of Digital Learning and Innovation, Greensprings School
Molade Adeniyi	Chief Executive Officer, Teach For Nigeria; Moderator, Panel 2
Dr Abimbola Ogundere	Founder, Kids Court School and Light Foundation Africa
Bekere Amassoma	Program Manager, Oracle Academy, Sub-Saharan Africa
Adeolu Akinyemi	NRS Academy, Nigeria Revenue Service
Kemi Shonubi	Director, People and Culture, TVC Communications
Joshua Oke	Senior Officer, IT, Paradigm Initiative
Onyechi Aderibigbe	Master of Ceremonies; Moderator, Panel 3
Oladele Imisioluwanimi, Akindele Oyeronke and Oreoluwa Aworetan	Forum rapporteurs

Appendix C: Figures cited at the Forum

The figures below were cited by speakers or in session films. They are reproduced as cited and attributed to the speaker or film concerned. Readers are encouraged to consult the original sources before relying on them.

Figure as cited	Cited by	Context
Lagos: about 1,700 public schools; over 6,000 approved private schools; over 20,000 affordable non-state schools, some charging about ₦100 a day	Olanrewaju Oniyitan	Access and equity
About five AI bills introduced in the National Assembly in three years; differing age references (13, 16, 18) in the data protection regime	Dr Olumide Babalola	Law and policy
Federal ease-of-doing-business reforms coordinated about 44 MDAs and 36 states	Mr Soji Akinyele	Coordination model
64% of students in a study across three federal universities use generative AI to support learning; 61% often use it to prepare for exams	Panel 2 film	Exam integrity
WAEC withheld results of over 192,000 WASSCE candidates in 2025; JAMB committee recommended cancelling over 6,000 UTME results for technology-driven cheating	Panel 2 film	Exam integrity
In 2026, JAMB uncovered syndicates using AI to impersonate officials, involving over 100 candidates in 25 states	Panel 2 film	Exam integrity
WAEC withheld results of over 167,000 candidates in 2026 for suspected malpractice	Molade Adeniyi; keynote	Exam integrity
Six weeks of teacher-supported AI tutoring in Edo State produced gains equivalent to about two years of typical learning (2024)	Dr Lanre Abolaji Oguntoye	Learning design
Over 3,300 km of metro fibre; over two million students in over 1,400 public schools; EkoAI Academy training over 10,000 Lagosians; 70 teachers from 40 public schools trained as peer trainers	Hon. Olatunbosun Alake	Lagos State programmes
Federal Ministry of Education training about 11,700 teachers in unity colleges; roughly four million teachers and over 47 million learners nationally; PISA 2029 to measure media and AI literacy	Keynote	National context
About 89% of schools, particularly in rural areas, without internet access	Dr Chima Egbujuo (citing a presentation)	Infrastructure

Figure as cited	Cited by	Context
Junior secondary subjects reduced from around 20 to 10–12; about nine core competencies	Dr Chima Egbujuo	Curriculum
About 170 million jobs created and 92 million displaced worldwide by 2030; seven in ten Nigerians under 30; 60% of Africans under 25	Panel 3 film	Future of work
Nigeria population about 240 million, about 40% aged 14 or under; internet penetration about 40%; AI penetration about 10% in 2026	Kayode Falasinnu	Access

Appendix D: Forum films and media coverage

Each panel opened with a short film produced for the Forum. The films and published media coverage are listed below; scan a code or select a link to view.

Forum films

Panel 1 film: AI in Schools — Integration, Policy, Access and Equity
YouTube
https://youtu.be/H_m4jB0pcjA

Panel 2 film: Exam Integrity, Assessment and Character in the AI Era
YouTube
https://youtu.be/lHKB95SuiFk

Panel 3 film: AI Skills and Future Readiness
YouTube
https://youtu.be/VKKoZvDFyrU

Media coverage

"Experts call for teacher training, policy against AI threats"
Punch, 27 October 2026
https://punchng.com/experts-call-for-teacher-training-policy-against-ai-threats/

NTA features the Wholesome Character AI & Education Forum 2026
NTA Lagos 10, The Sunday Show (television)
https://youtu.be/by6slACjRbs

Channels TV features the Wholesome Character AI & Education Forum 2026
Channels Television, Business Morning (television)
https://youtu.be/sYcbGTrbe8Y

TVC features the Wholesome Character AI & Education Forum 2026
TVC, TVC Entertainment (television)
https://youtu.be/N3tbj-ldreY

"AI Is Here to Stay, But Schools Must Get It Right Before It Becomes A Threat"
Arise News interview with Ifedayo Adeoba, 1 November 2026 (television)
https://youtu.be/_mRPB_QSiE0

The Forum was also covered on **Fresh FM** radio.

Appendix E: About this report

This report was compiled by Wholesome Character from the record of proceedings, including the session recording and the notes of the Forum rapporteurs (Oladele Imisioluwanimi, Akindele Oyeronke and Oreoluwa Aworetan), and checked against the Forum programme and speaker list.

Survey findings come from voluntary pre- and post-forum individual surveys. Responses were anonymous unless a respondent chose otherwise. The two surveys were completed separately and are not linked respondent by respondent, so before-and-after comparisons are indicative. Respondents are quoted only where they gave permission, and by role only.

Quotations have been lightly edited for clarity while preserving meaning. Summaries reflect the views of individual speakers and do not necessarily represent the positions of their institutions. The recommendations are Wholesome Character's consolidation of contributions made at the Forum. Names of student delegates are withheld to protect the privacy of minors.

Media coverage of the Forum includes a report in Punch newspaper,[13] television features on NTA Lagos 10, Channels Television, TVC and Arise News, and radio coverage on Fresh FM. The Forum films and media coverage are listed in Appendix D.

About Wholesome Character

Wholesome Character is a character, leadership and ethics organisation working with young people, schools and institutions since 2017. Its work has reached more than 1,000 young people through school sessions, youth groups and directly organised programmes spanning more than six countries. Its responsible-AI education work extends its character-development mission: what you know is important, but who you are determines what you do with what you know.

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[13] Punch, "Experts call for teacher training, policy against AI threats" (27 October 2026), https://punchng.com/experts-call-for-teacher-training-policy-against-ai-threats/

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