

IMPACT OF COVID-19 ON NIGERIA EDUCATION

*Assessing Inequality Gaps during
the COVID-19 Pandemic*

September, 2020.

Supported by



eduplana

budgIT

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We like to specifically thank the BudgIT Foundation for working with us on this survey and we thank all our friends and organizations that shared this survey online and referred a survey respondent.



About Eduplana

Eduplana as a civic tech organization works to increase access to education for every citizen in Nigeria using technology.

Through citizen sensitization and media engagement, we promote accountability and service delivery in Nigeria's Education sector. Our mission is to ensure every child no matter their background enjoys access to quality education in Nigeria.

By deepening accountability in the education sector, we ensure that government funding and policy works in the education sector. Eduplana through the Needs Counter initiative now works to ensure faster access to education needs for abandoned public schools.

With presence in 21 states and spotlighting more than 87 schools, we believe this will reduce the number of out of school children in Nigeria.

In order to increase access to education, Eduplana works with government education agencies, media and civil society organizations as well as the state ministry of education, state universal basic education boards.

*For more information on Eduplana,
Visit www.eduplana.com or email us at info@eduplana.com
You can visit our social media pages on Twitter, Facebook,
Instagram, LinkedIn via @Eduplana_*



About BudgIT Foundation

BudgIT works to redefine participatory governance. BudgIT's innovation within the public circles comes with a creative use of government data by either presenting them in simple tweets, interactive format or infographic displays.

BudgIT serves as the bridge by using creative methods to deliver Nigeria's budgets to larger sections of the populace.

We believe that in a democracy, every responsible citizen has the right to know how communal wealth is being expended in the delivery of public infrastructure and services.

We also believe that government institutions, media and civil society need support to transform. BudgIT now serves as the bridge to use creative methods using visual intelligence, info-graphic display and online interface expertise to deliver Nigeria budgets to every respected citizen.

Equality and open access to governance are entrenched in democracy and its institutions and as such, budgetary information as a vital asset needs to be understandable and accessible to all Nigerians.

For more information, you can visit www.yourbudgit.com or email info@yourbudgit.com



About Oxfam

Oxfam is more than 120 countries working to see a world without poverty. We are a world-wide development organization that mobilizes the power of people against poverty.

Around the globe, we work to find practical, innovative ways for people to lift themselves out of poverty and thrive. We save lives and help rebuild livelihoods when crisis strikes. And we campaign so that the voices of the poor influence the local and global decisions that affect them.



Executive Summary

Eduplana and BudgIT Foundation designed and disseminated a survey to better understand the impact of COVID-19 pandemic on Nigeria education. The goal of this survey was to understand how the federal and state governments have responded to the Education sector during the COVID-19 lockdown.

The aim of the survey was to explore how school children, parents, teachers and school administrators across the socio-economic divide have responded to the impact of COVID-19 on education during school closure.

Also considered was how the stakeholders in Nigeria Education sector and general public can adapt to the new realities and emerging opportunities in the Education sector.

Due to the COVID-19 pandemic, the survey could only be administered online to 1030 respondents between July 19 and August 20, 2020.

With respondents from across the 36 states of Nigeria and the FCT Abuja, identified respondents include business persons, civil servants, school administrators, unemployed and others like artisans and traders. This survey instrument was administered using the typeform survey tool.

This survey identified that learning activities reduced among school children due to affordability of online learning platforms during the COVID-19 pandemic. The COVID-19 pandemic affected work as many complained of lack of business activities due to the interstate lockdown leading to low income and loss of jobs. Many of our respondents could barely afford the internet for online learning and disapproved of the government's response to education during the COVID-19 lockdown.

Despite these limitations, many of our respondents preferred online learning platforms and also see it as an effective platform for online tutoring which improves the bonds between parents and school children. Some of the opportunities identified by respondents are the promotion of digital learning platforms in the education sector. Blended learning and online-based tutoring has been touted as the future of learning for school children in Nigeria.

Key recommendations from the survey result include Improvement of learning facilities, Online learning platforms and educational banks, Provision of internet and electronic devices, teacher's development to become ICT compliant.



Background

STATE OF EDUCATION IN AROUND THE WORLD

Classes for more than



**450 Million
Students**

starting the new academic year
are expected to be entirely
remote – or for some, a mix of
distance and in-person learning



Audrey Azoulay,
Director-General of UNESCO ⁽ⁱ⁾.

⁽ⁱ⁾(<https://news.un.org/en/story/2020/09/1071402>)

STATE OF EDUCATION IN AROUND THE WORLD



900 Million

primary to secondary students are set to return to school between August and October 2020.

However, fewer than half – about

433 Million



in 155 countries – can actually return to classrooms at this stage.

About

128 Million Students



in the middle of their academic year, a total of

561 million students, or one-in-three pupils globally, will attend classes.

That leaves almost a

1,000,000,000

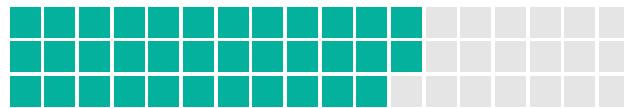


(1 billion) students – two-thirds of the global student population – facing either school closures or uncertainty surrounding their classes.



STATE OF EDUCATION IN NIGERIA

In 2019,



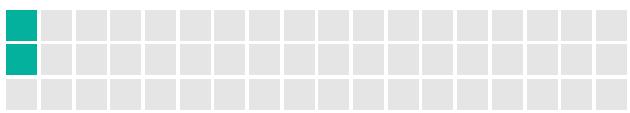
40.1%

of the population in Nigeria is classified as poor



10.5 Million

of the country's children aged 5-14 years are not in school.



Only 61%

of 6 to 11-year-olds regularly attend primary school.

Nigeria contributes approximately 20% of the total global out-of-school population.



20%

On 19 March 2020, the Federal Ministry of Education approved school closures as a response to the pandemic. ⁽²⁾



According to Eduplana research, as at May 26 2020; only 23 state governments and FCT Abuja has started digital learning (Radio and Television) for their children.



⁽²⁾ (<https://www.weforum.org/agenda/2020/06/education-nigeria-covid19-digital-divide/>)



Introduction

The COVID19 pandemic has affected people all around the world with economic activities shutdown. However, this has also affected education due to closure of schools and children are forced to remain at home.

On 19 March 2020, the Federal ministry of Education approved school closure as a response to the COVID-19 pandemic. For parents who remained at home during school closure, they resorted to various online learning platforms for children's academic engagement.

By April 2020, private school owners and teachers had started organizing online classes on various e-learning platforms for children in Urban communities. As for children in rural communities, they were unable to access mobile technology and teachers unable to teach them.

For children, whose parents can afford the internet or those who have to go great lengths to get the internet, they are able to continue learning via different online platforms adopted by schools. For the majority of children, they have remained at home during this COVID19 lockdown without learning and facing different kinds of challenges during this period.

The World Bank Group reports that close to 7 million students from primary up to secondary education could drop out due to the income shock

of the pandemic alone.

Considering the impact of COVID19 on Nigerian Education, the Federal Ministry of Education contextualized an emergency plan that advises state governments to engage school children using digital platforms like radio and TV.

As at May 26, 2020, Eduplana confirmed 23 states and the FCT had started digital learning for children in their state. However, for families that earn below \$1 per day and face economic hardship due to the lockdown, the purchase of radios or TV might be a trade-off that they cannot afford. We can confirm children in states like Adamawa, Bauchi did not learn digitally during the COVID-19 pandemic while states like Gombe, Niger, Kogi had not started digital learning at this time.

A major theme that may result from this pandemic is the inequality between school children in urban and rural communities due to inaccessibility to digital tools. This will further increase the learning gap between these children and continue to feel the effect after the COVID19 pandemic is over.

The Impact of COVID19 on Nigeria education survey aims to explore the various challenges faced by school children, parents, school administrators, teachers and policy makers due to school closure and the COVID19 lockdown.

The survey seeks answers across the various demography, geo-political zones, schools type, teacher readiness and content quality, access to internet (affordability and accessibility), learning platform effectiveness and also learning and development in different schools type.

The survey seeks to answer the following questions;



How the federal and state governments responded to Education during the COVID19 lockdown?



How school children, parents, teachers and school administrators across the socio-economic divide responded to the impact of COVID19 on education during school closure?



How the stakeholders in Nigeria Education sector and general public adapted to the new realities and emerging opportunities in the Education sector?



Data and & Methodology

Data and Methodology

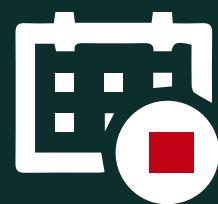
The impact of COVID-19 on Nigeria Education survey was conducted online and targeted towards parents shared via email, social media, and WhatsApp platforms and among other online media platforms.

3.1 Survey duration



**START
DATE**

**19th July,
2020**



**STOP
DATE**

**20th August,
2020**

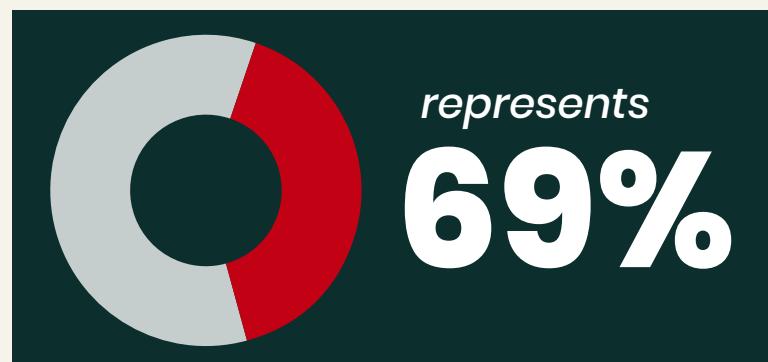


The survey was conducted between July 19, 2020 and August 20, 2020 in 36 states of Nigeria and the Federal Capital Territory.

Data and Methodology

3.2 Objective

the research objectives,
we had



of our supposed target of 1,500.

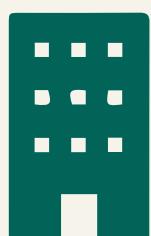


Data and Methodology

3.3 Social demography



Parents

622
(60.39%)Teacher
/Principal**163**
(15.83%)Policymaker /Government
officials**58**
(5.63%)

Others

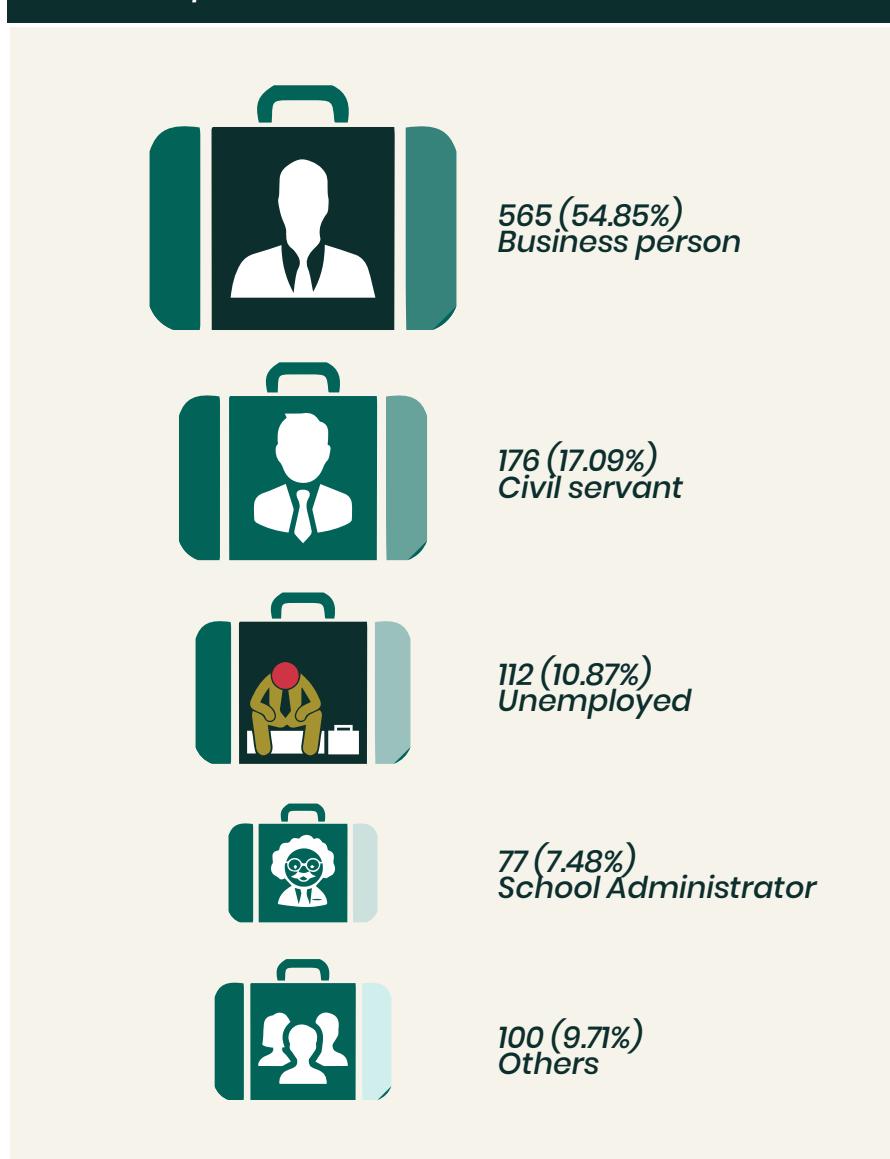
187
(18.16%)

We were able to sample the different categories of respondents which includes Parents, Policymakers/Government officials, Teachers / Principal.



Data and Methodology

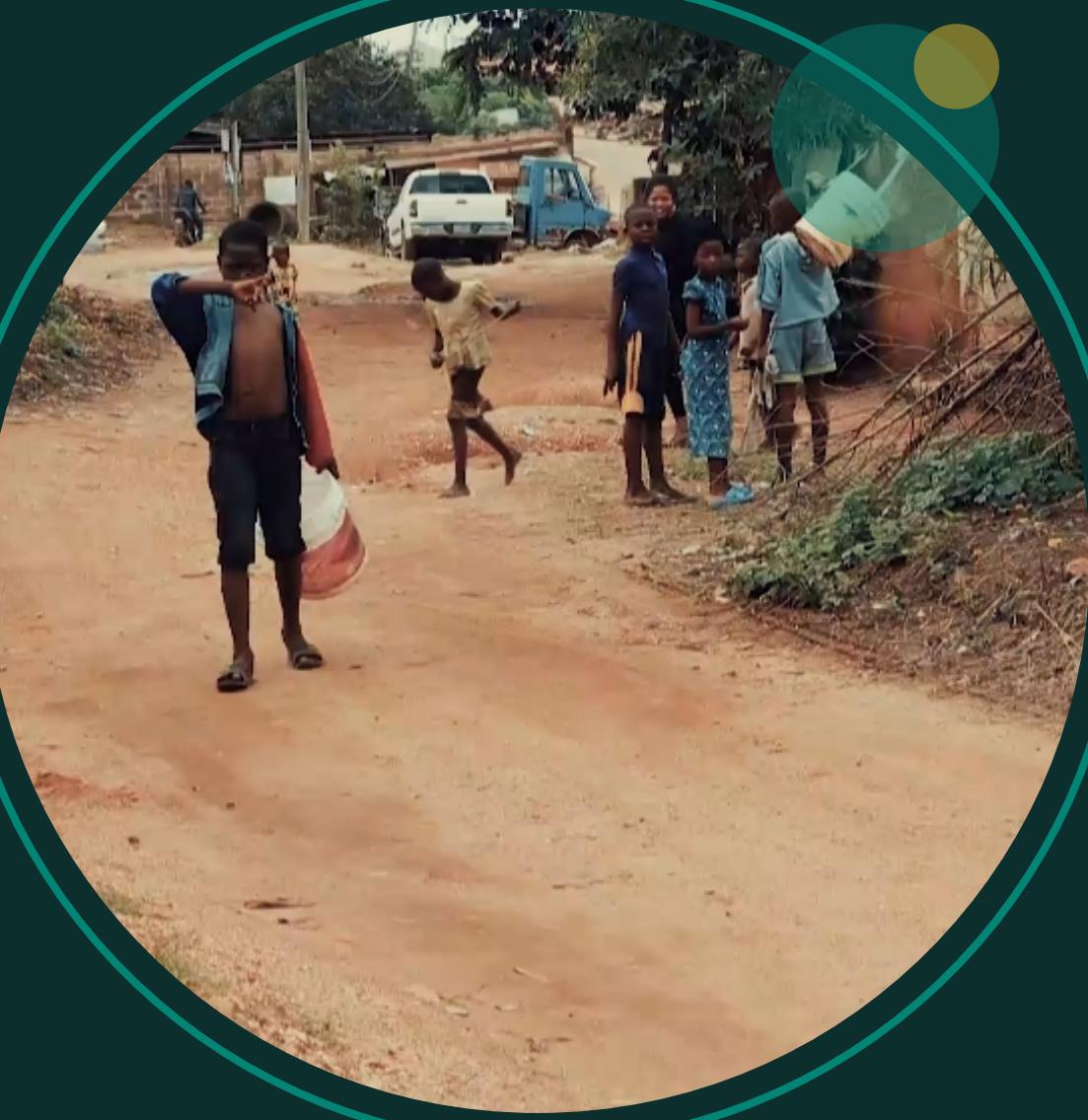
3.4 Occupation



In terms of occupational distribution, our respondents included business persons, civil servants, school administrators, unemployed and others like artisans, traders etc.



Results and Findings



In this section, the survey was designed to understand the personality and description of respondents who shared their answers on the impact of COVID19 on Nigeria.

Understanding them will give further insights into how COVID-19 affected them, how they responded, how they learnt and how they became creative during the COVID-19 pandemic lockdown.

This will give us insight into how they feel the government responded to the Education sector during COVID-19 lockdown, what they could have done differently and their recommendations to the government.

The survey which was launched Sunday 19th July 2020 had 1030 respondents across the 36 states of Nigeria and FCT Abuja. Consequently, we had 5 respondents from outside the country and 40 respondents in unidentified states.

In terms of gender, 54.47% of respondents were the male category with 69.12% of the survey respondents married. The majority of this survey respondents are Christians at 79.22% with the highest educational qualification being those with bachelor's degrees at 40.19%.

Age 37 – 48 years old represent the highest age respondent to this survey at 37.48%, the highest social demography that responded to the survey were parents at 60.39% unlike policy makers 5.63% or teachers at 15.83%.

In terms of occupation distribution, the majority of respondents are business persons at 54.85% of total respondents. When we assessed the income range of respondents, 42.04% (the highest category) earned between N35,000 to N80,000 as monthly incomes.

Majority of respondents (54.27%) who responded to the impact of COVID-19 survey enrolled their children in urban private schools and 43.98% of survey respondents used online learning platform during the COVID-19 pandemic lockdown with 61.17% of respondents saying their preferred learning platform was fairly affordable.

During the COVID-19 lockdown, learning hours among children reduced with 37.77% the highest of survey respondents indicating their children learnt for 8 – 10 hours on a weekly basis. Due to less learning and free time, 52.72% of respondents indicated their children learnt some vocational skills.

About 66.02% of this survey respondents said they were not satisfied with government's response in the education sector during the COVID-19 pandemic. 50.97% of survey respondents also indicated that they prefer the government develop online learning platform unlike 35.34% of survey respondents that preferred the government develop broadcast media (Radio & TV) for children learning in Nigeria.

Results and Findings

4.1 Gender



**Total Number
1030
Respondents**

Male  **561**
(54.47%)

Female  **469**
(45.53%)

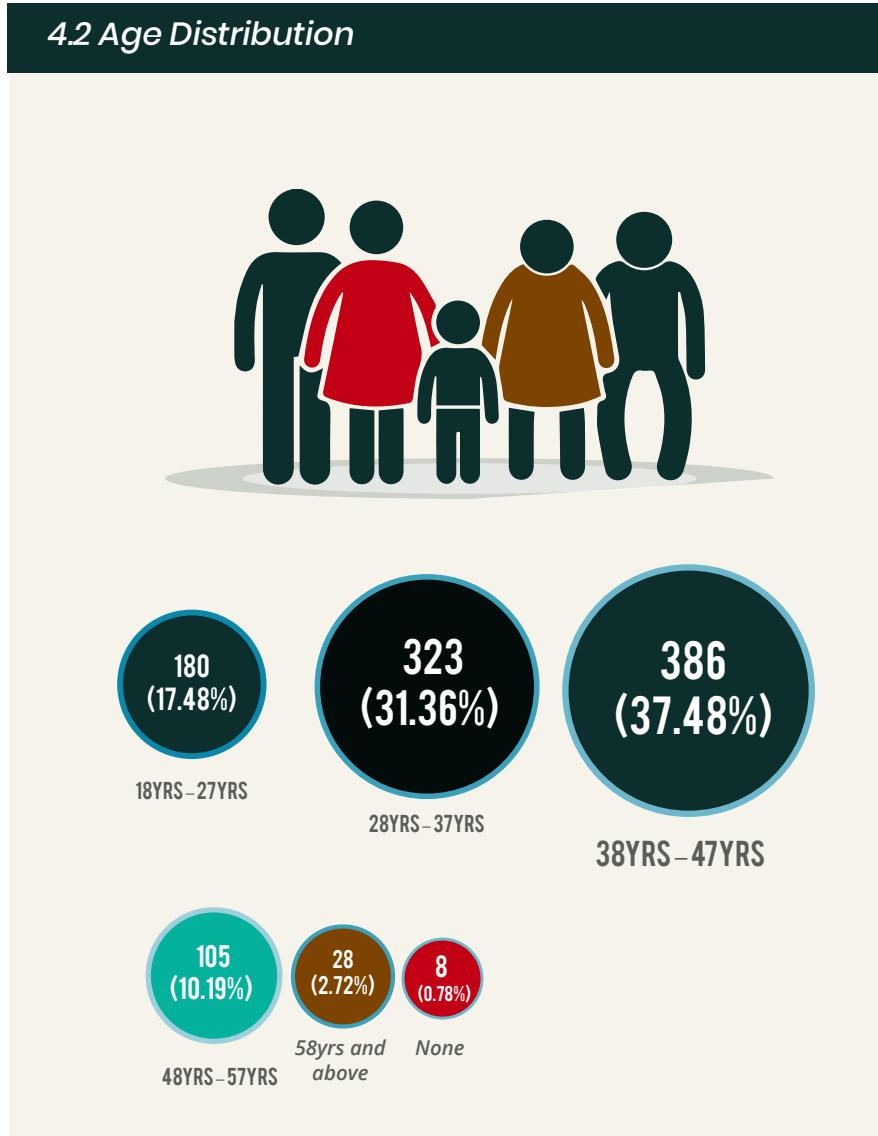


Among the 1030 respondents, the number of female respondents was 45.53% and 54.47% of total respondents were male.



Results and Findings

4.2 Age Distribution



38 – 47yrs represent the largest age respondent in this survey at 37.48% which was followed by 28yrs – 37 yrs at 31.36%.

Others include 18yrs – 27 yrs at 17.48%), 48yrs – 57 yrs at 10.19%.



Results and Findings

4.3 State distribution



This survey was responded to across the 36 states and FCT Abuja.

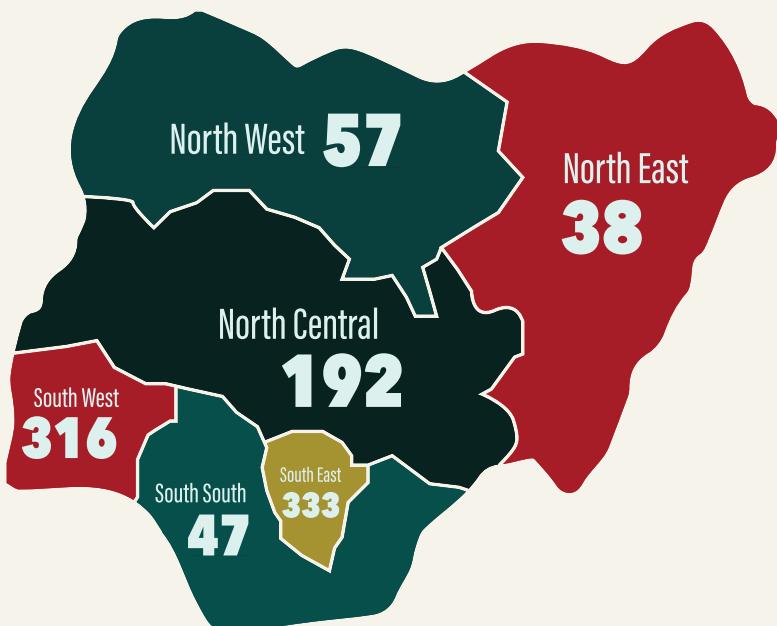


Majority of this survey respondents reside in 4 states which includes Lagos (148), Nasarawa (140), Imo (131), Abia (104) states.



Results and Findings

4.4 Regional distribution



Unidentified states
40



Outside the country
5

In terms of regional distribution, the highest number of respondents were from the south eastern part of Nigeria followed by the South west.

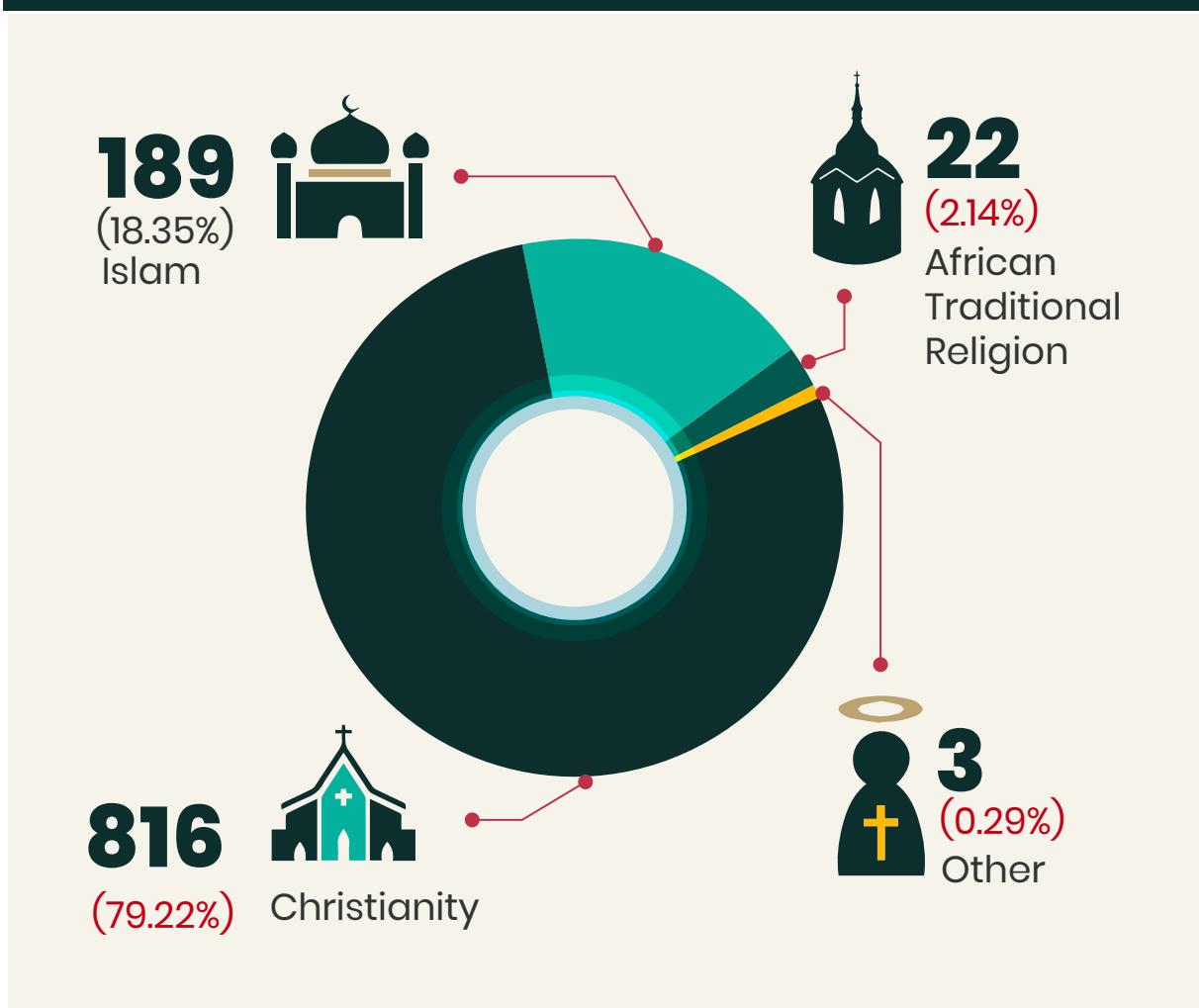


The South south region had the least number of respondents in this survey.



Results and Findings

4.5 Religious affiliation

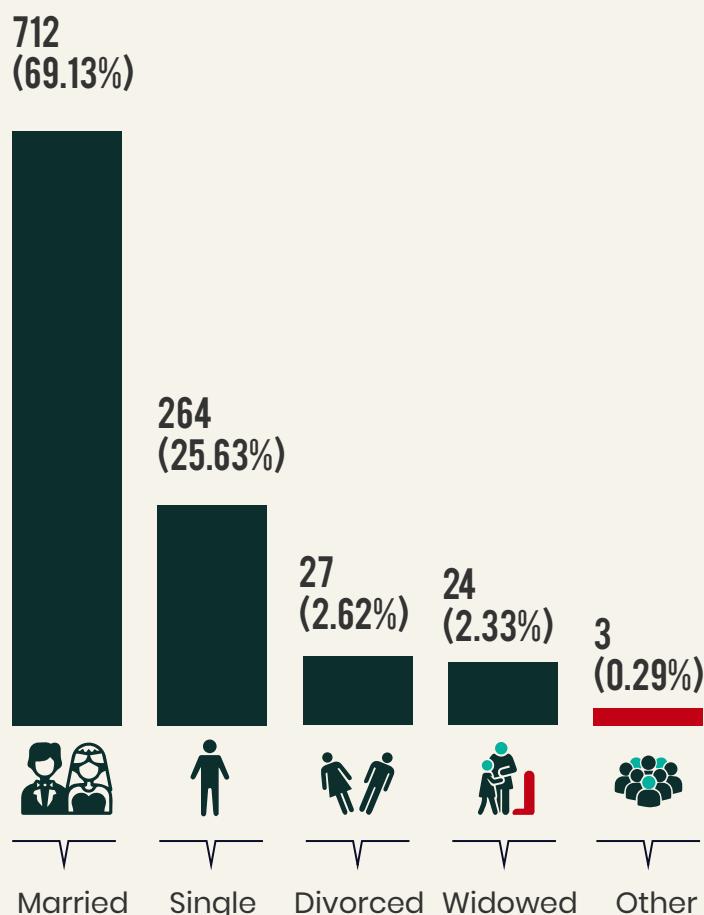


 Almost 80% of respondents to this survey practiced the Christian religion which is followed by Islam religion at 18.35% and 2.14% practiced the African traditional religion.



Results and Findings

4.6 Marital status



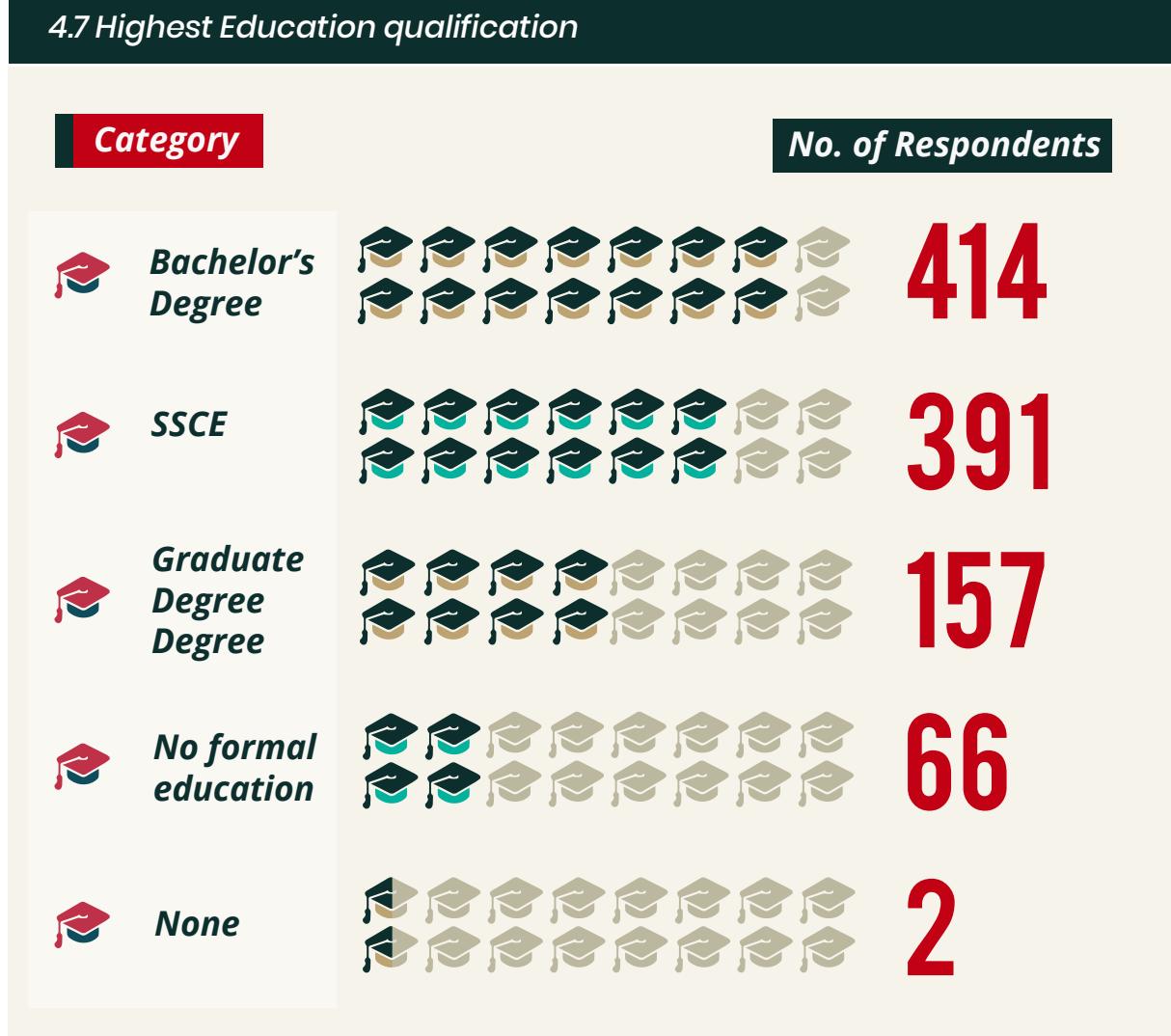
712 of this survey respondents were married which represents a larger population for this survey.

25% of our respondents are single while 2.62% are divorced and 2.33% are widowed.



Results and Findings

4.7 Highest Education qualification



Some of our respondents had no formal education which represents 6.41%.

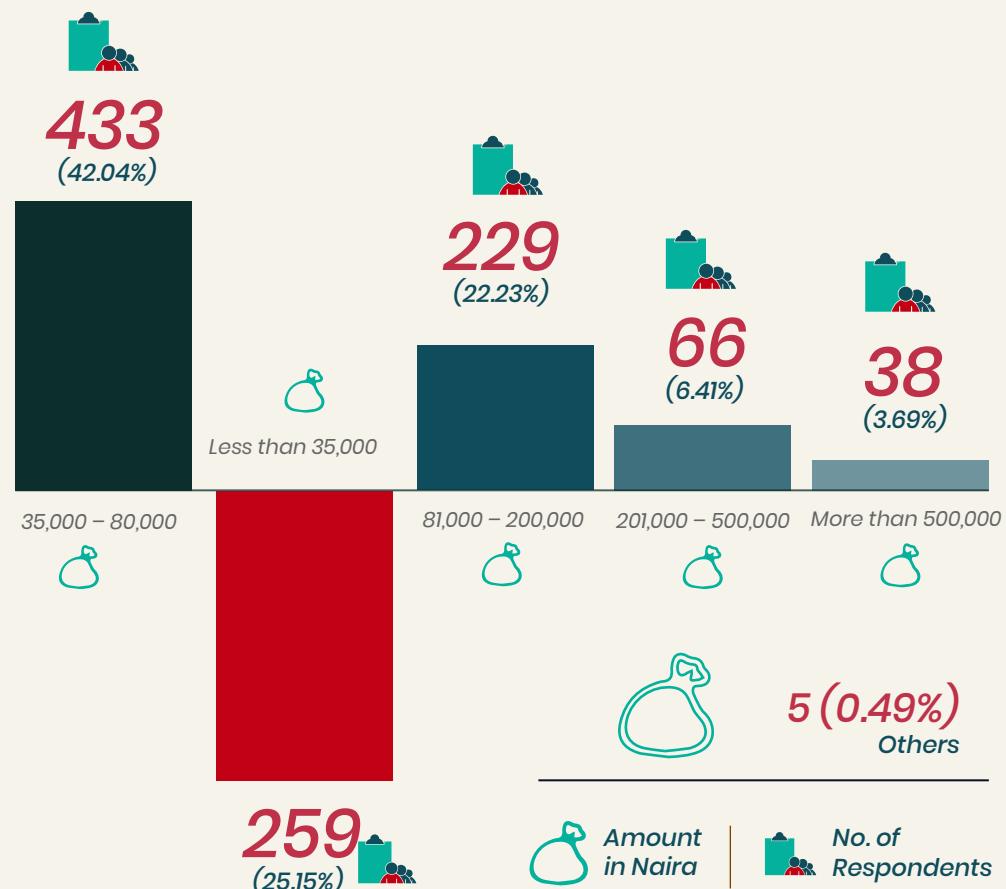


The largest educational qualification in this survey respondents represents 40.19% of the total respondents to this survey.



Results and Findings

4.8 Income range



In terms of monthly income, 43% of this survey respondent earned between N35,000.00k to N80,000.00k.



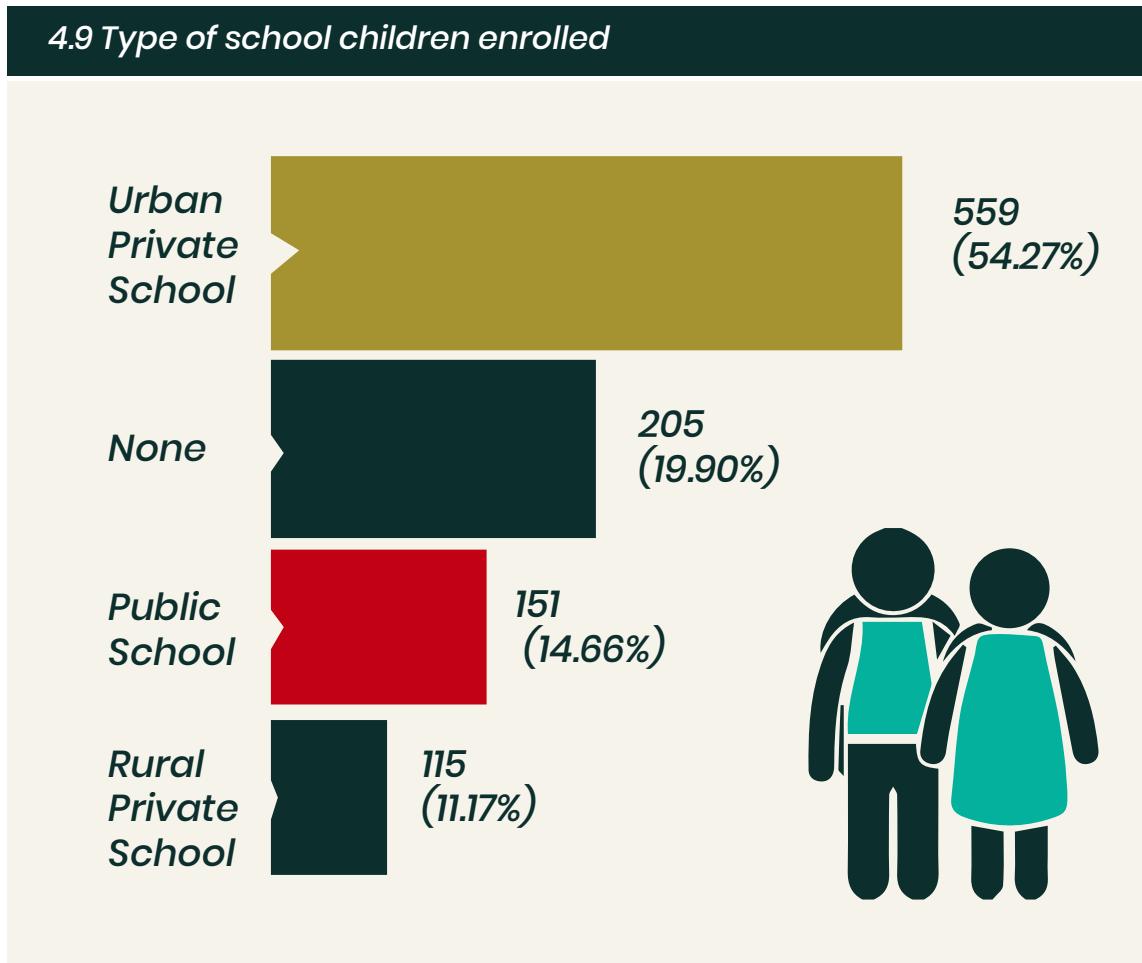
259 out of the survey respondents earned less than N35,000.00k which has a great impact on access to education during COVID-19.

Only 3.69% earned more than N500,000.00k monthly while 6.41% earn between N201,000.00k – N500,000.00k as monthly income.



Results and Findings

4.9 Type of school children enrolled



54.27% of our respondents enrolled their child/ren in urban private schools. Only 151 respondents enrolled their child/ren in public school.

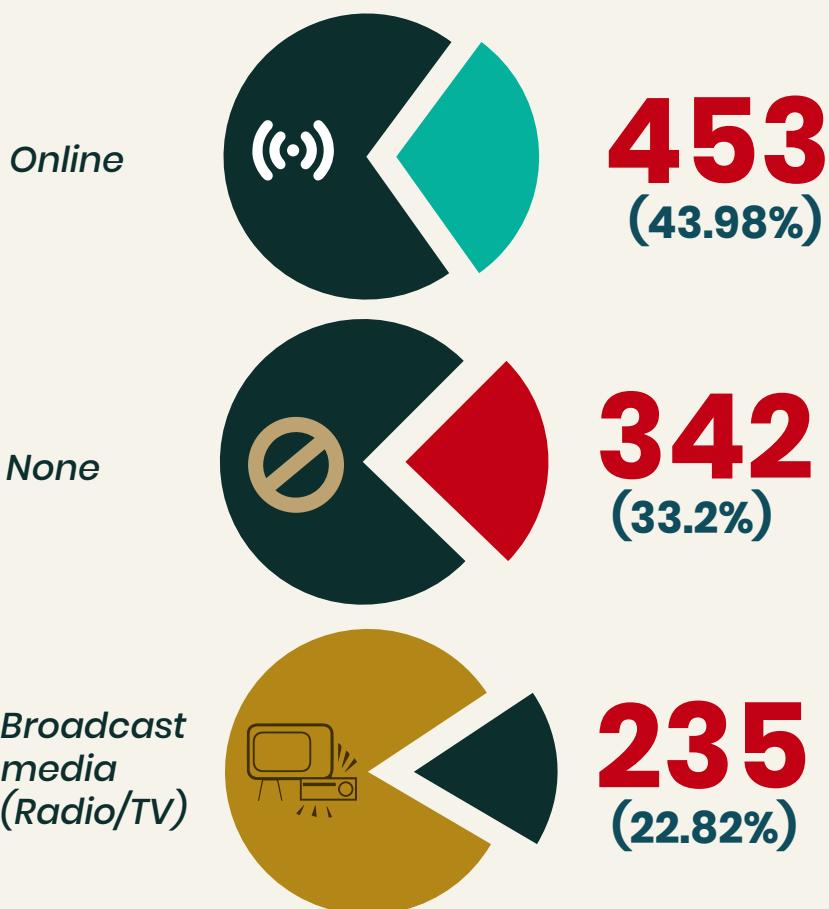


11.17% of respondents enrolled their child/ren at rural private schools. 19.9% of survey respondents did not indicate what school type their child/ren are enrolled in.



Results and Findings

4.10 Learning platform accessibility



43.98% of this survey respondents reported that they used the online platform during the COVID-19 lockdown.



22.82% of respondents indicated that they used a broadcast media platform for their child learning during the COVID-19 lockdown.

33.2% didn't indicate their child learning platform during this period.



Results and Findings

4.11 No. of weekly learning hours

8 – 10 hours

389 (37.77%)

11 hours and
Above

52 (5.05%)

Less than 6 hours

377 (36.60%)

None

212 (20.58%)

Generally, learning activities are reduced among children during the COVID-19 lockdown.

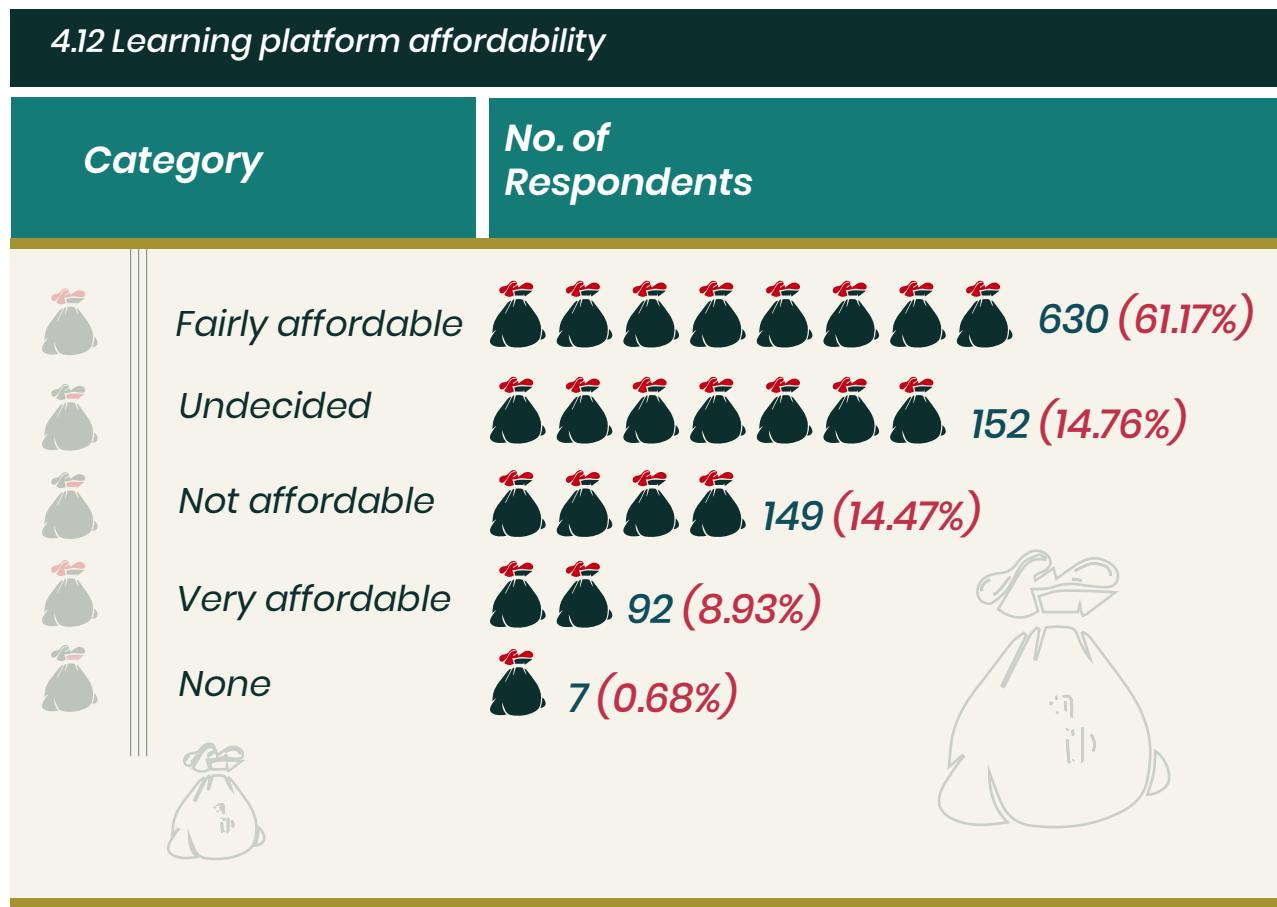


Only 5.05% of survey respondents learnt for 11 hours and above.

37.77% represents the largest of survey respondents indicated that children learnt for 8-10 hours while 36.60% respondents learnt for less than 6 hours.



Results and Findings



 While learning activities reduced, 61.17% of the survey respondents indicated that their preferred learning platform was fairly affordable.

Others 14.76% indicated they were undecided about their response to learning platform affordability and 14.47% of respondents indicated they could not afford their preferred learning platform.



Results and Findings

4.13 Vocational skills learning



Majority 52.72% of our respondents indicated that their child/ren learnt some vocational skills during the COVID-19 pandemic.

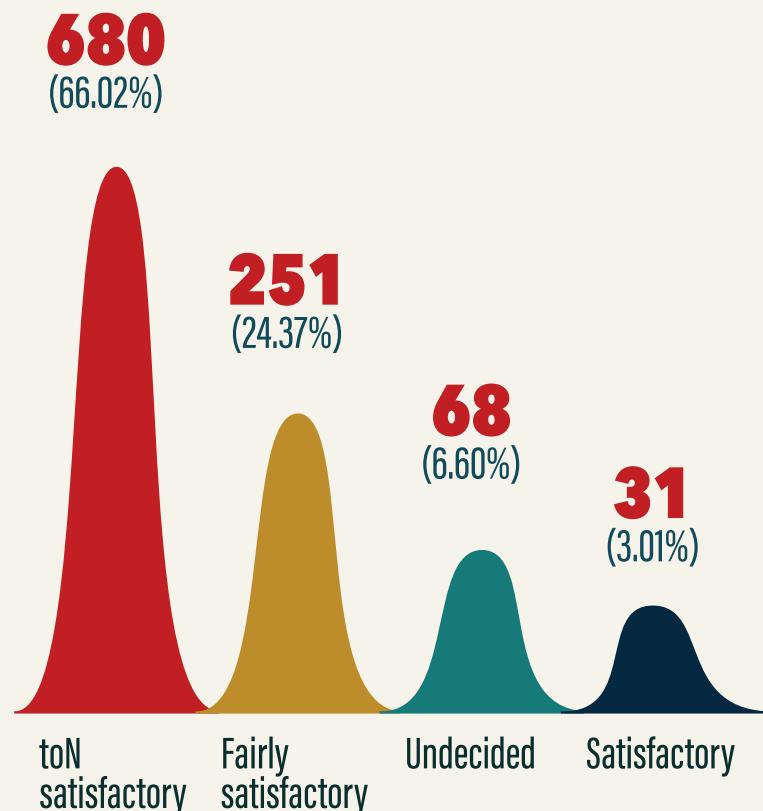


Also, 47.28% said they didn't learn any vocation skills during the COVID-19 lockdown.



Results and Findings

4.14 Rating of Government response to education



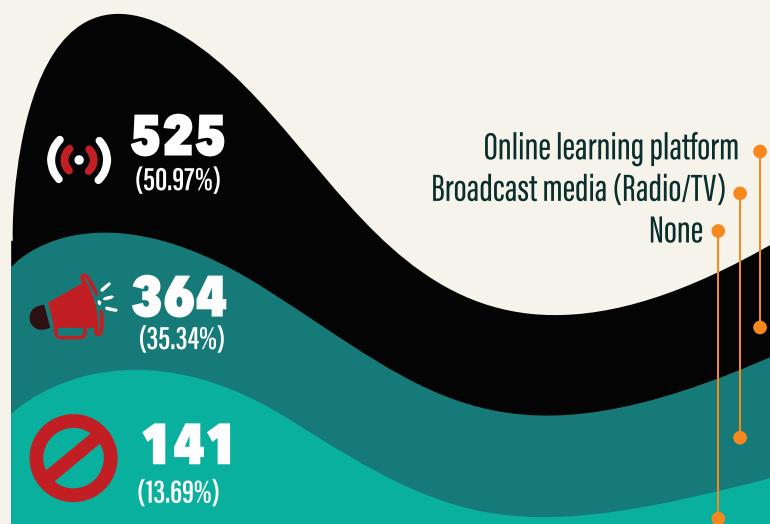
In terms of rating government response in the education sector, 66.02% of respondents were not satisfied.

Only 3% of this survey respondents were satisfied and 24.37% were fairly-satisfied with the government's education response during the COVID-19 pandemic.



Results and Findings

4.15 Preferred government learning platform



In describing the learning platform they prefer the government should invest more on, 50.97% of respondents indicated the government should invest more on online learning platforms.



While 35.34% wanted the government to invest more on broadcast media (i.e. Radio & Television).

13.69% did not indicate their preferred government learning platform.



Talking Points



Talking Points

IMPACT OF COVID-19 on Parents and Economic Activities
How does school closure affect work?

TOP 10 RESPONSES



No. of Respondents

	75	<i>market isn't moving the way it should because of interstate lockdown</i>
	43	<i>Customers rarely come due to the border closure</i>
	29	<i>Affected negatively</i>
	17	<i>Badly</i>
	17	<i>I lost my work as a teacher</i>
	12	<i>Low income</i>
	11	<i>No effect on my work</i>
	10	<i>Lost my job</i>
	10	<i>Less income</i>
	10	<i>Market isn't moving the way it should</i>



From the survey, the majority of parents were negatively affected COVID-19 with the shutdown of economic activities across the country.

Among the survey respondents, the highest (54%) respondents' complained that the interstate lockdown had reduced economic activities thereby reducing household income.

A larger number (26%) of respondents also indicated they had lost their jobs during the COVID-19 pandemic. This had affected their ability to provide for their children and education.



Talking Points

5.2 IMPACT OF COVID-19 ON CHILDREN EDUCATION How COVID-19 affected children's education?



84

Not participating in the West African examination



32

They no longer go to school and as such tend to forget



19

No effect



16

They might forget a lot before school resumes



5

They have become playful and not studious anymore



5

They don't understand their online class assignments these



5

They play a lot and seem to have forgotten some of their



5

It stopped them from writing the West African examination



5

no effect on their education since they have a lesson



4

making them stay at home till next year





When COVID-19 happened, schools were forced to shut down leaving children with their parents at home.

While the majority (56%) complained of the impact of COVID-19 on 2020 West African Senior Secondary Certificate Examination (WASSCE), a larger number complained of children not learning and forgetting the basic lessons they've been taught in the classroom

Other responses included children becoming playful and not studious, children not understanding their class assignments.

Only a few number of respondents said they were not affected by COVID-19 as they were able to homeschool their children with a lesson teacher.



Talking Points

5.3 IMPACT OF COVID-19 ON ALTERNATIVE PATHS TO EDUCATION Did Children go out to learn during the COVID-19 Pandemic?



Generally during the COVID-19 pandemic, survey respondents decided to find alternative options for their child learning.

Individualized learning was greatly affected due to children being unable to ask questions or get the needed attention to comprehend quickly.

For the majority (65%) of survey respondents, they had teachers who visited their homes for homeschooling their children.

A fewer number (12%) of learners had to go out to learn at other locations for staggered learning. Due to insufficient funds, data and electricity, some children were unable to learn.



Talking Points

5.4 IMPROVING ACCESS TO EDUCATION FOR EVERY CHILD

What strategy should the government use to improve education when schools reopen?

		83	Enforce laws that will help our children focus more to be able to meet up.
		36	Help develop school labs and classes for better environment
		23	improve equipment and facilities for better teaching environment
		21	Look into developing facilities and paying teachers well
		19	Device means to make educational system strong and developed
		9	pay teachers well
		7	help employ and develop schools and training centers
		5	Invest more on digital learning platform for children.
		5	Staggered reopening
		5	Use of ICT
		5	The government should train teachers and improve digital platforms like radio
		5	They should revise and test students on subjects learnt from the beginning of the term.





Nigeria has the highest number (10.2mn) Out of school children in the world. With this dysfunction, dilapidated schools, obsolete curriculum, poor teachers welfare, poverty has contributed largely to this menace.

During the COVID-19 pandemic, access to learning among school children has been further depleted.

In order for the federal government to improve access to education in Nigeria when schools reopen, the highest number (83%) of survey respondents wants the government to enforce policies and laws that will increase children's learning achievement during the post COVID-19 era.

Some of the other major issues identified by survey respondents include improving the state of learning activities, investing more on online learning platforms survey respondents so Nigeria can improve access to education for every child.



Talking Points

5.5 What emerging education opportunities did citizens discover during the COVID-19 pandemic?



126

Online learning



104

None



95

Online
tutoring



54

Use of ICT



48

Blended learning



37

No opportunity



23

Improvement of learning facilities



12

Use of available resources for the
improvement of the
education facilities.



9

Improving the educational fund





Due to the COVID-19 pandemic, citizens were forced to explore the opportunities of other learning platforms like online and broadcast media.

The challenge for parents and teachers was lack of full concentration as virtual learning is alien/strange to school children. For children who like to touch/feel, practical activities are difficult to execute online.

Majority of survey respondents discovered online platforms as the best learning platforms for their children.

Online platforms like Zoom, WhatsApp and telegram were the most-used during the lockdown.

This enabled school children to learn and engage with their teachers and classmates during the COVID-19 pandemic.

Some of the survey respondents also identified the opportunity of increased blended learning using both classroom and online learning during the COVID-19 learning.



Recommendations & Conclusion



This report highlights key issues and findings from an extensive study of the impact of COVID-19 on Nigeria education. Even though COVID-19 disrupted education just like every other sector, the majority of education stakeholders were unable to thrive like every other sector that could work virtually from home and make profits.

From the government perspective, the response was very slow and ineffective as funding wasn't released for necessary interventions and emergencies in the education sector. School administrators were shocked and not prepared for this scale of education emergency as they find better alternatives to ensure learning never stops. Parents found alternatives to learning and began to thrive on finding better options outside of classroom learning which means remote learning like online, broadcast learning and homeschooling thrived during the COVID-19 lockdown.

For parents and school children, remote learning became the norm during the COVID-19 pandemic but had limitations which were infrastructure, accessibility to digital tools and internet facilities for learning. For urban communities, children learning was able to continue even if it's staggered learning for some families.

Some parents didn't have access to mobile phones while some couldn't afford internet data or complained about the internet network in their communities. It's a different reality for children and parents in rural communities across the 36 states of Nigeria. They were unable to provide radio for children to learn while some complained about getting radio LED- batteries.

This further highlights how COVID-19 has increased the inequality gap for children's education from different (rural and urban) communities.



1. INVEST MORE ON ONLINE LEARNING PLATFORMS

In order to prepare for emergencies in education like the COVID-19 pandemic, it's important for education stakeholders to invest more on online learning platforms. It's become very essential to balance the scale in order to increase access to education for every child in rural and urban communities and reduce the inequality gap.



2. PRIORITIZE TEACHERS WELFARE

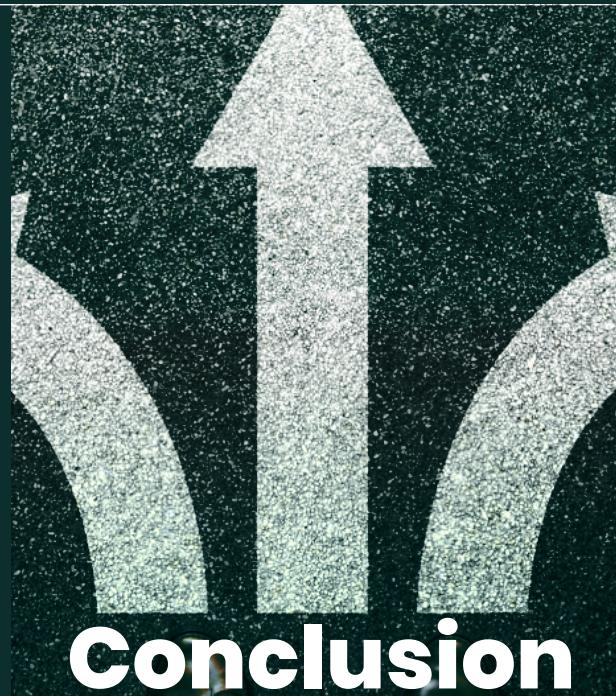
During the COVID-19 pandemic, a big gap was identified about teachers' welfare in Nigeria. Asides the

continuous education neglect by government officials to address the challenges facing the education sector, private school teachers suffered a great deal during the COVID-19 pandemic. This has further shown that a national teacher's register is needed and better welfare packages designed for teachers by both the government and private school owners.



3. INCREASED COLLABORATION AMONG EDUCATION STAKEHOLDERS

The COVID-19 pandemic has pushed us into the future with a lot of opportunities discovered during this period in Nigeria. These opportunities need to be greatly explored and invested into by education stakeholders like the government, private sector, civil society organizations.



The COVID-19 pandemic also raises the opportunity for the government to design specific interventions that can finally address the increasing inequality learning gap among children from rural and urban communities.

Education is the cornerstone of national development; in order to plan for the next 1 or 2 decades, the nation must begin to provide better access to education for today's children. This provides an opportunity for Nigeria to address her economic challenges by investing in her citizens' capacity for the future.

Investing in online learning platforms, broadcast media, teachers training and welfare for emergencies in education will further prepare Nigeria to increase access to education during the post COVID-19 era and in future emergencies like this. We need the federal government and societal leaders to begin prioritizing education and knowledge for our children, that's the key to our future economic boom.



Reference Note

<https://news.un.org/en/story/2020/09/1071402>

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Civic tech organisation, increasing access to Education using technology and promoting Accountability and transparency in Nigeria's Education sector.

We believe every child should learn in a safe and conducive environment for qualitative reasoning.

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