

Learning in a Pandemic:

Nigeria's response to teaching and learning
during the COVID-19 pandemic

Report Launch
5th August 2020

COVID-19 Disruptions to Education

- 1.2 billion learners out of school
- 73.8% of the world's school population affected by school closures
- 36,400,000 primary and secondary school learners across Nigeria affected by school closures

(UNESCO, 2020)

On the 19th of March 2020, the Federal Ministry of Education in Nigeria, approved the closure of schools and tertiary institutions. This abrupt closure led to significant disruptions in the education system in Nigeria; including learning modes, access to school related services, parenting routines, and crisis management capacities of the federal and state ministries of education.





**TEP Centre and NESG Research
Collaboration**

Research Questions

1. What is the immediate effect of the COVID-19 pandemic on children's learning in Nigeria?
2. What are the innovations that are aiding learning-from-home?
3. What are the major challenges learners and parents are facing in utilising these alternative learning innovations?
4. What are the implications of learning- from- home on equality of access to education in Nigeria?



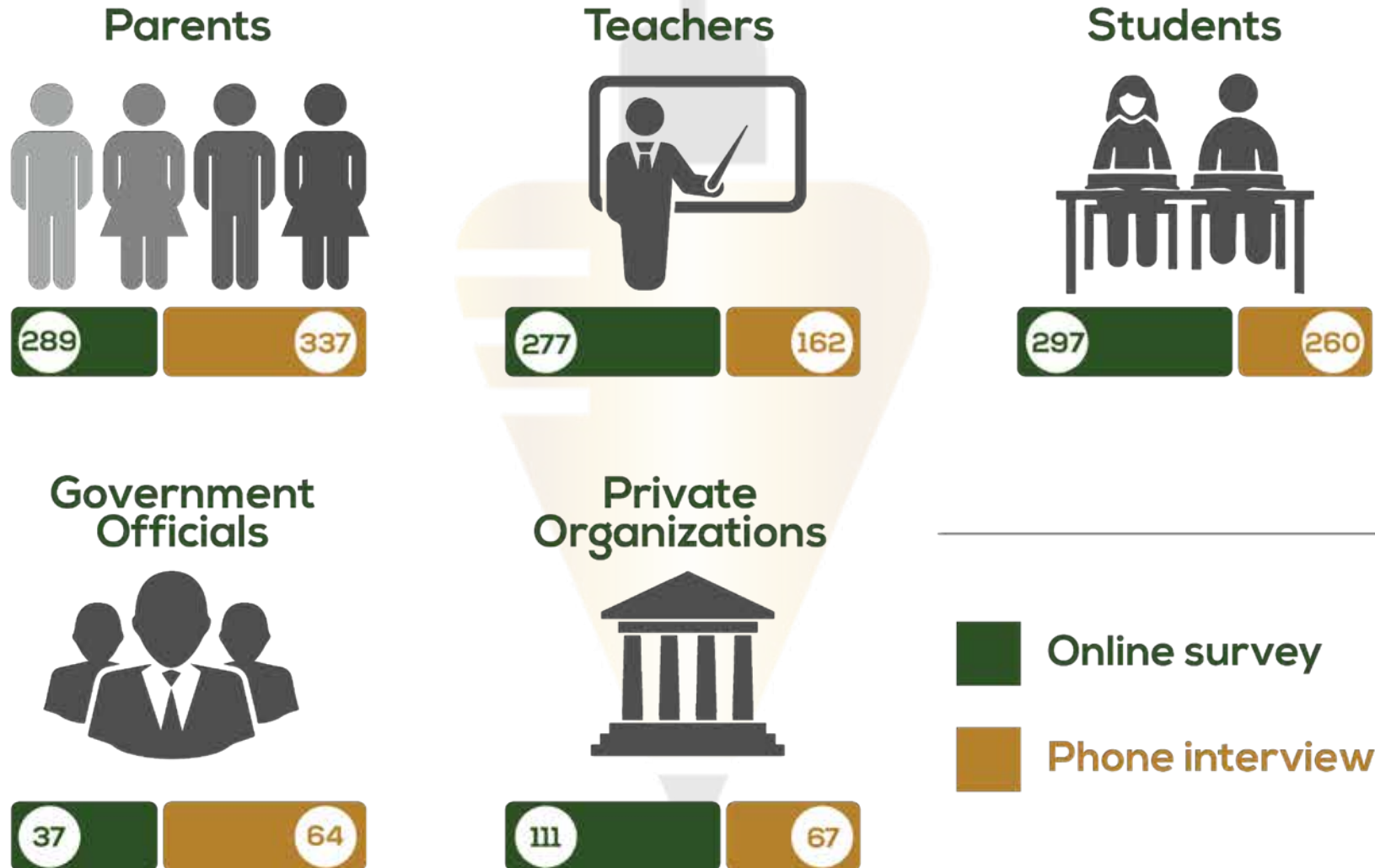
Scope and Limitations



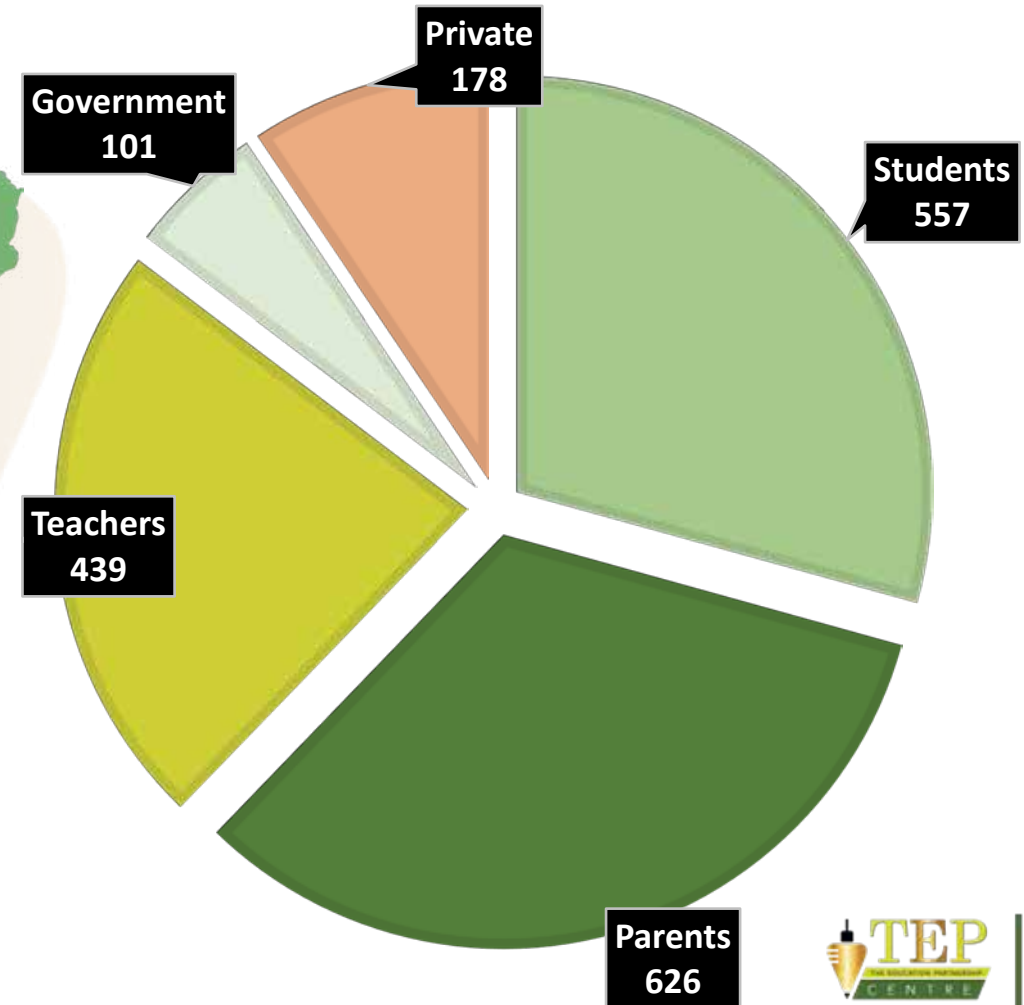
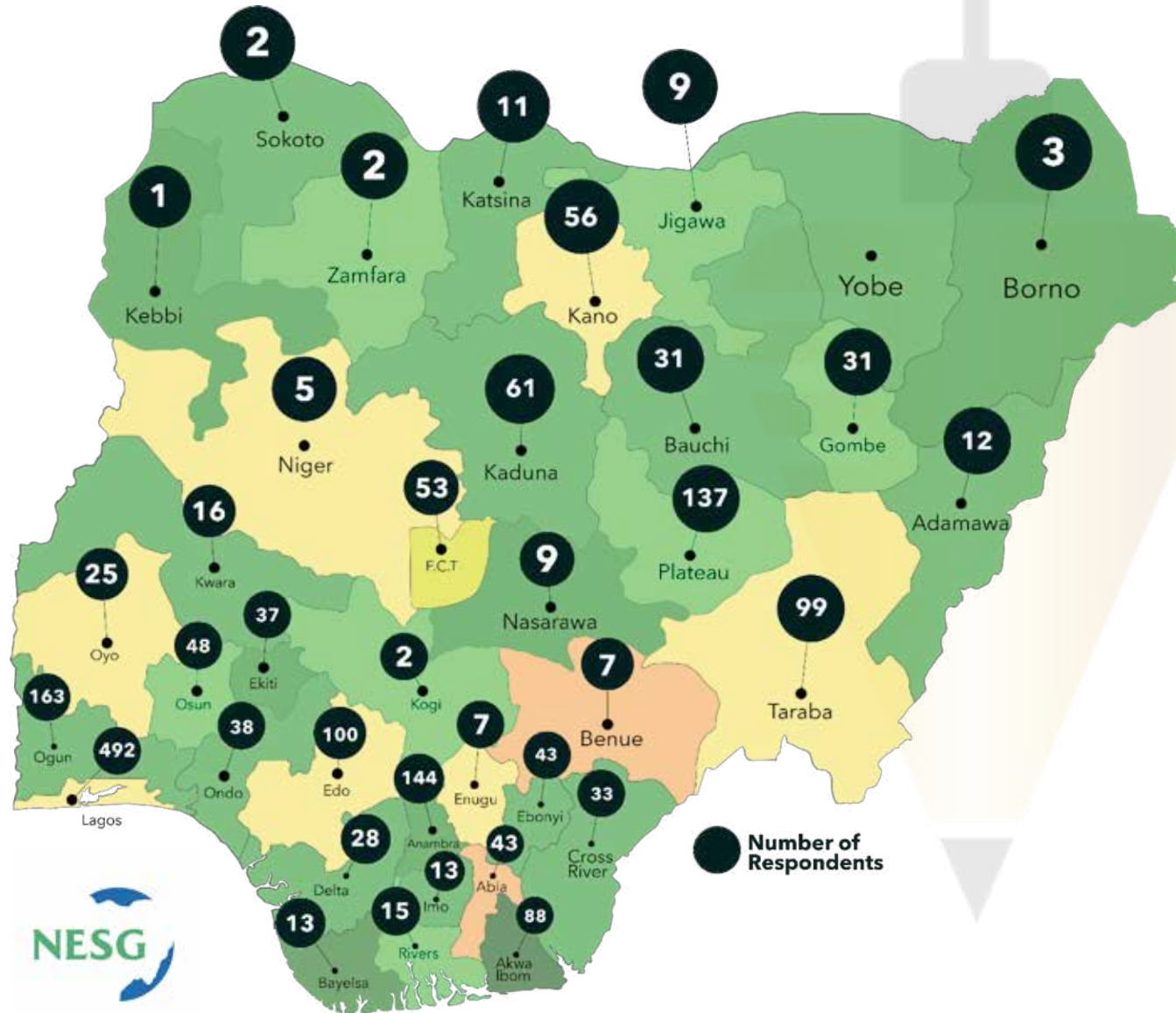
Our study period only covers the first three month of the pandemic and subsequent closure of schools in Nigeria, so we cannot say how teaching and learning will evolve in a protracted pandemic situation but we believe that our key findings hold potential to guide decision makers on the key issues that should be addressed with regards to remote learning.

Our sample may not represent the national picture of the learning situation over the period of the study. This is because of our limited sample size and our inability to speak about learning in the contexts where there were no respondents/or learning interventions.

Number of Respondents: 1901



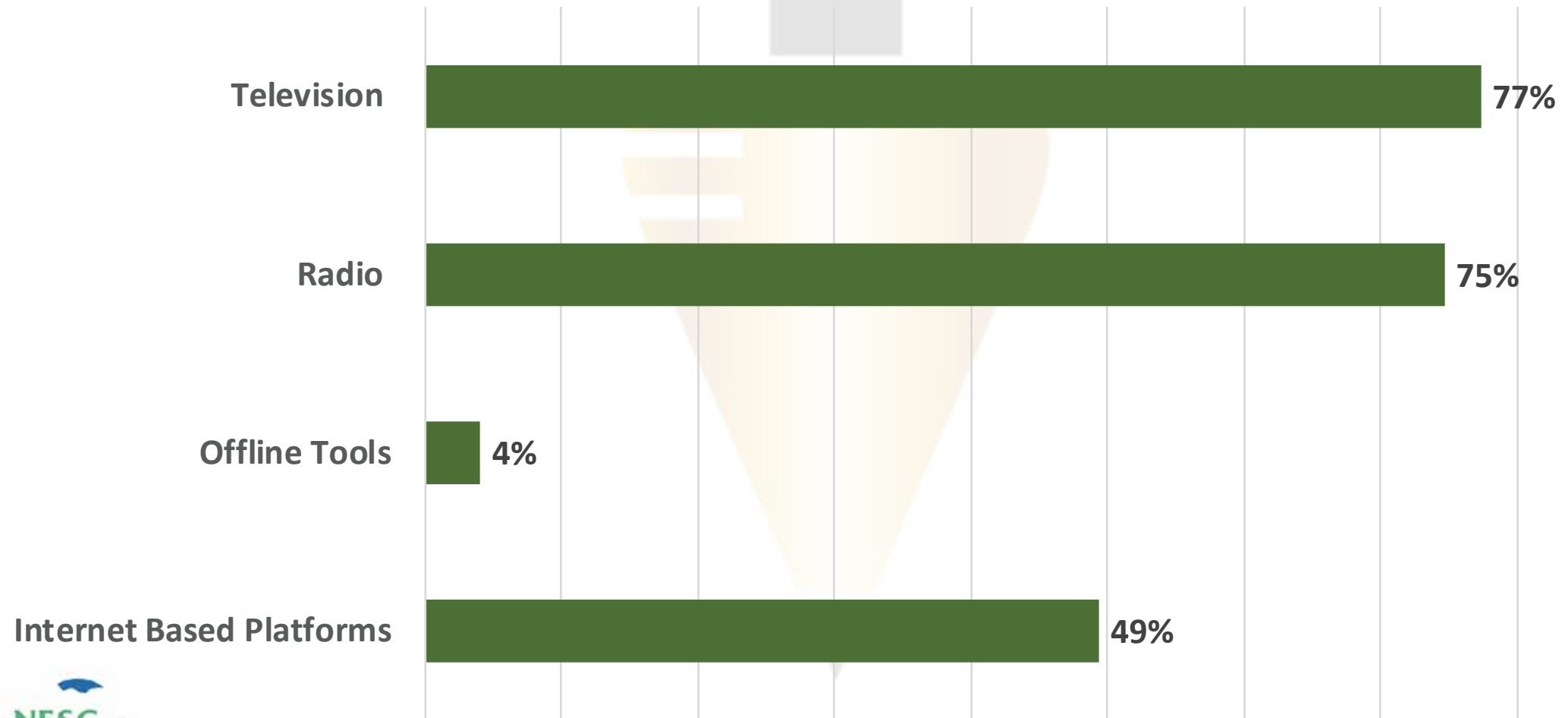
Number of Respondents: 1,901



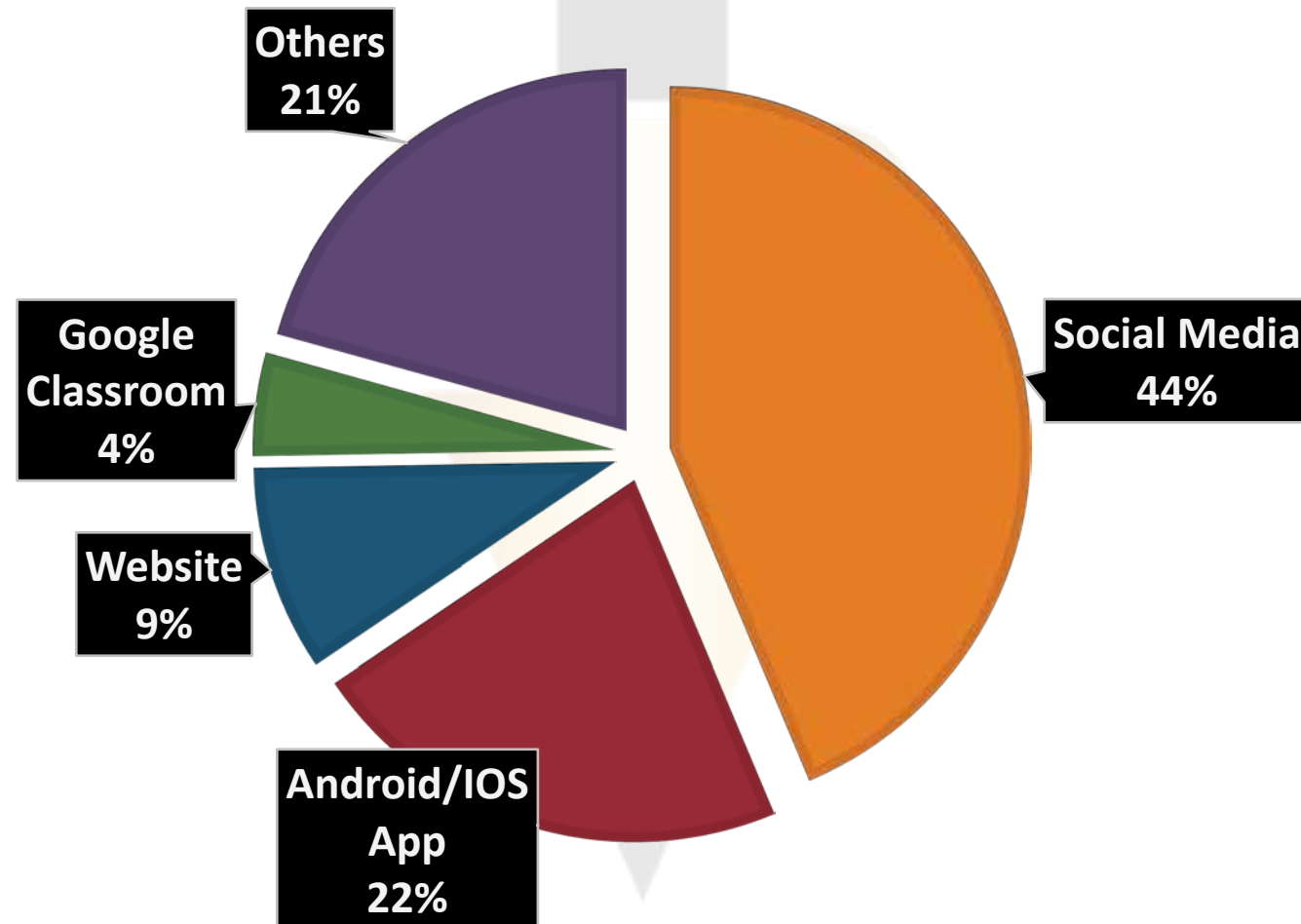


Tools and Platforms Aiding
Learning-From-Home

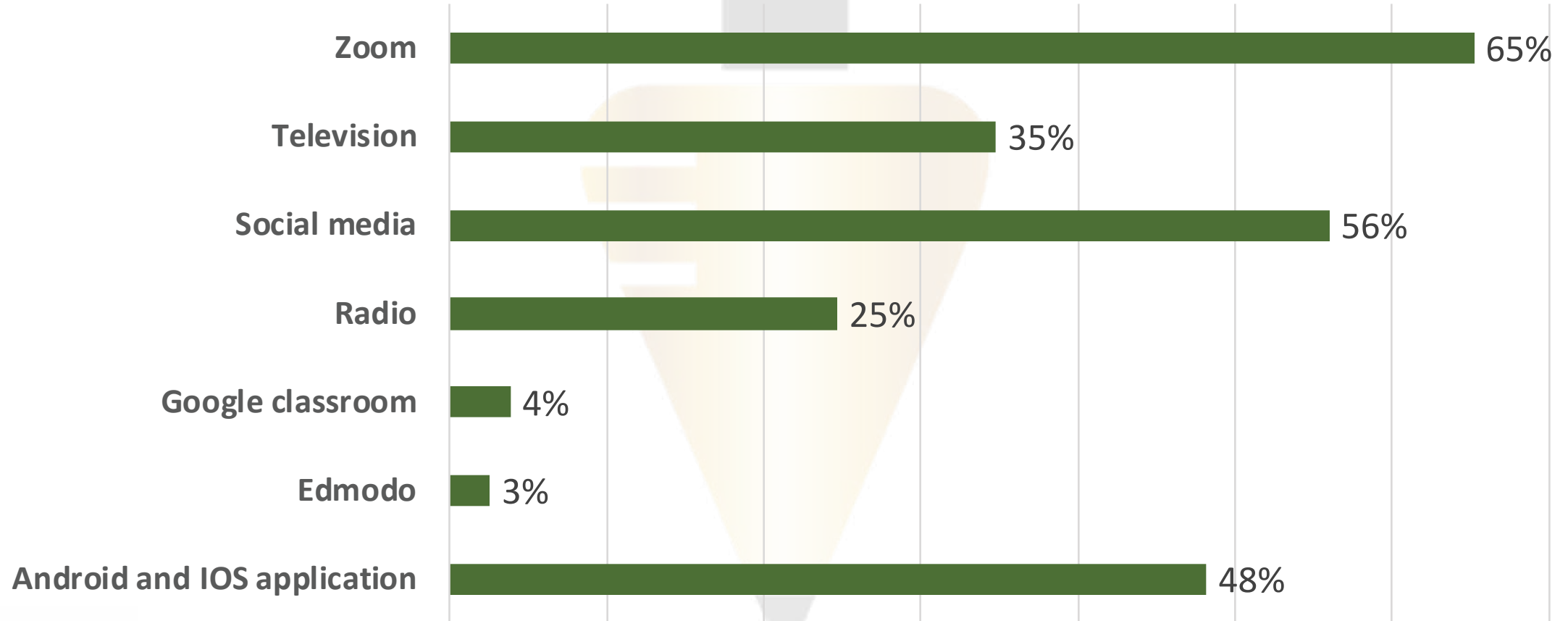
Remote Learning Platform/Tools (Government)



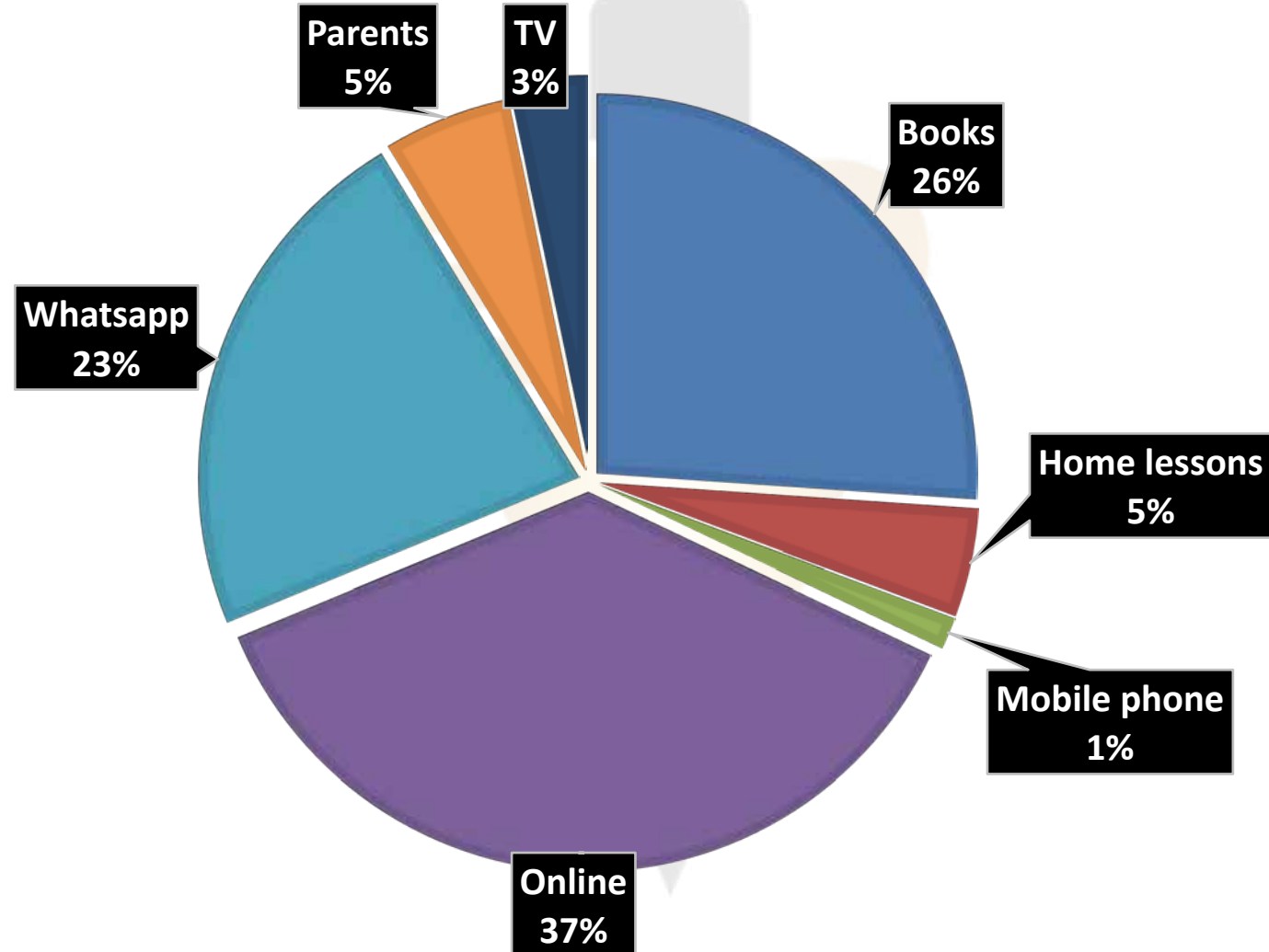
Learning Interventions and Approaches Implemented (Private Schools/Organisations)




Tools Teachers Utilise For Teaching (Teachers)



Remote Learning Platform/Tools (Students)



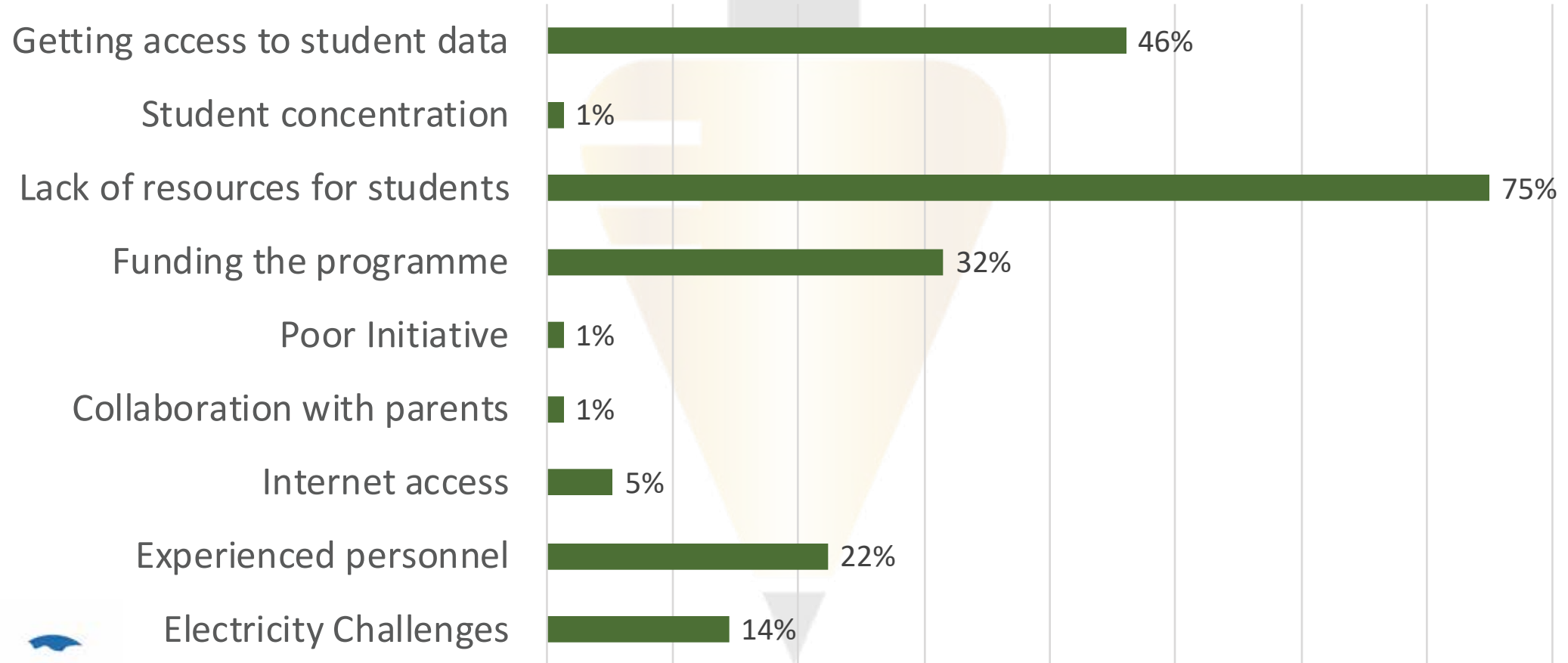
A photograph of a Black woman with her hair in braids, wearing a black top, leaning over a young girl with similar braids. They are both looking at a laptop screen, which is partially visible on the right. The background is a blurred outdoor setting with a chain-link fence and greenery. A green semi-transparent box is overlaid on the top right of the image, containing white text. A solid green bar is at the bottom of the image, containing white text.

“Children are used to seeing the teacher physically and participating in practical activities. This is limited in online learning...”

- Parent

Challenges of Learning Remotely

Challenges Associated with Providing Education for Children while at Home (Government)



The Challenges of Learning in Nigeria during the COVID-19 Pandemic



Access to digital devices and internet access

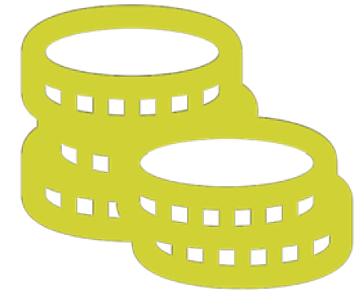


The multidimensional aspects of access

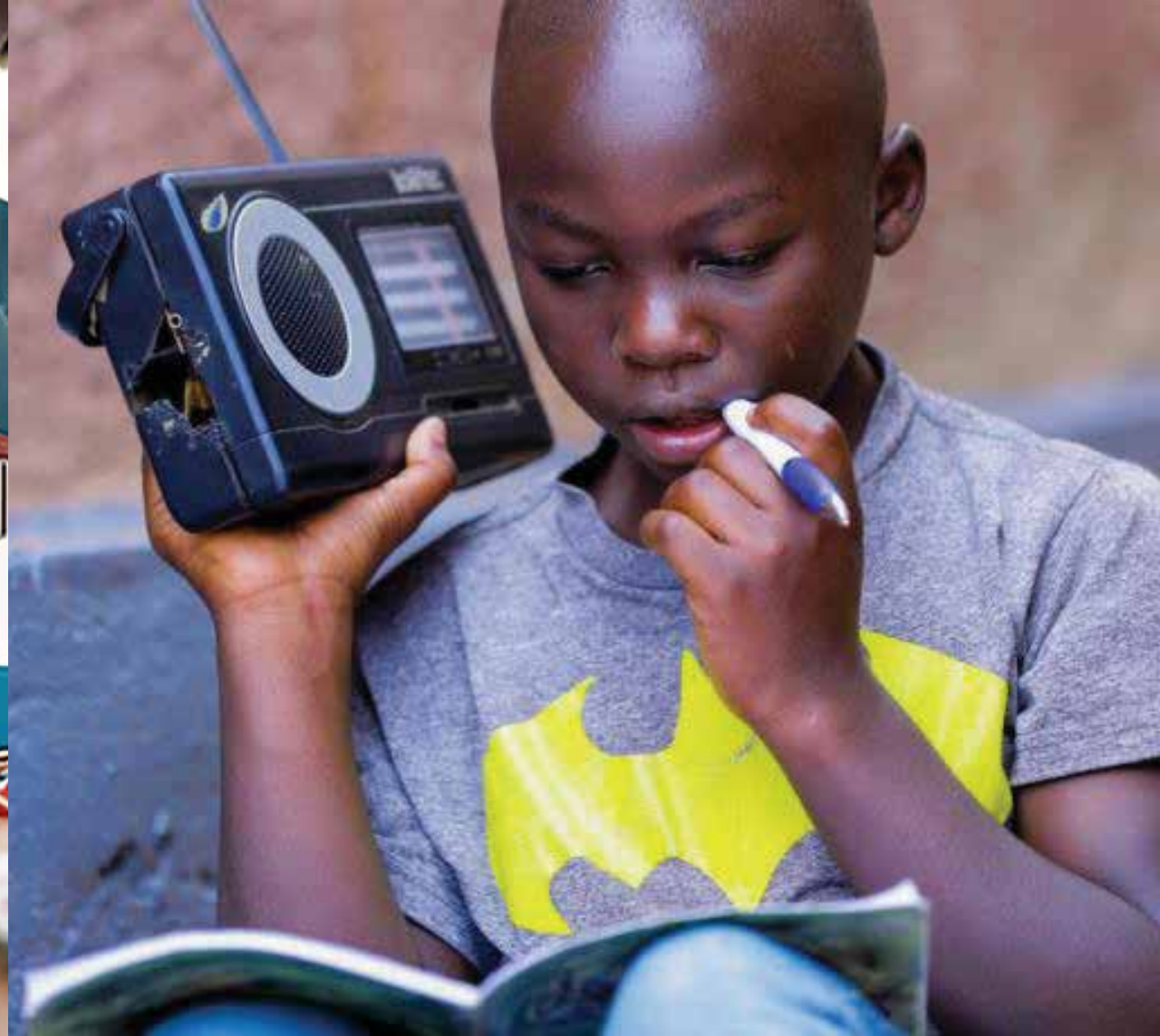
Electricity supply



Student concentration and the need for physical connections

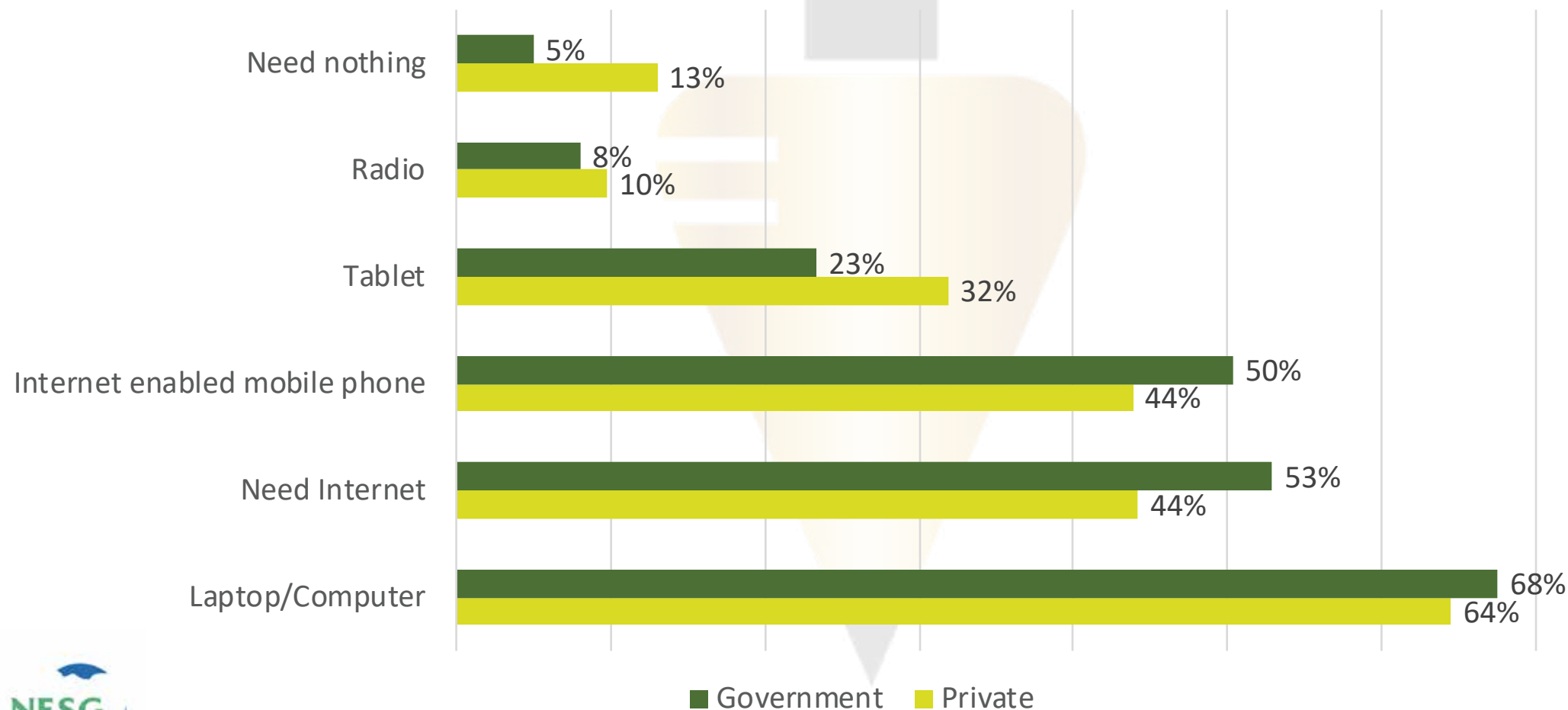


Financial implications of learning remotely

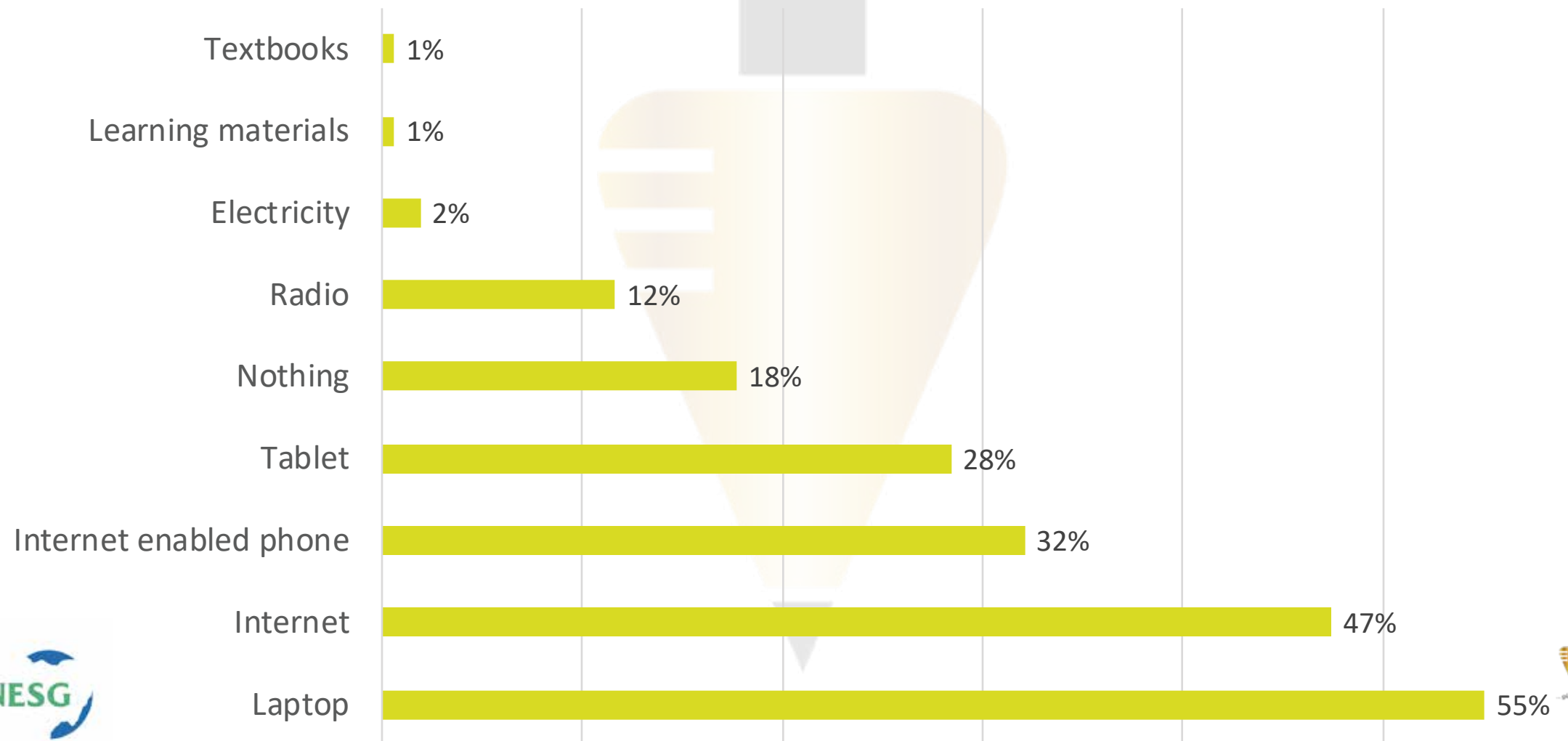


**Implications of Learning-From-Home on
Equality of Access to Education in Nigeria**

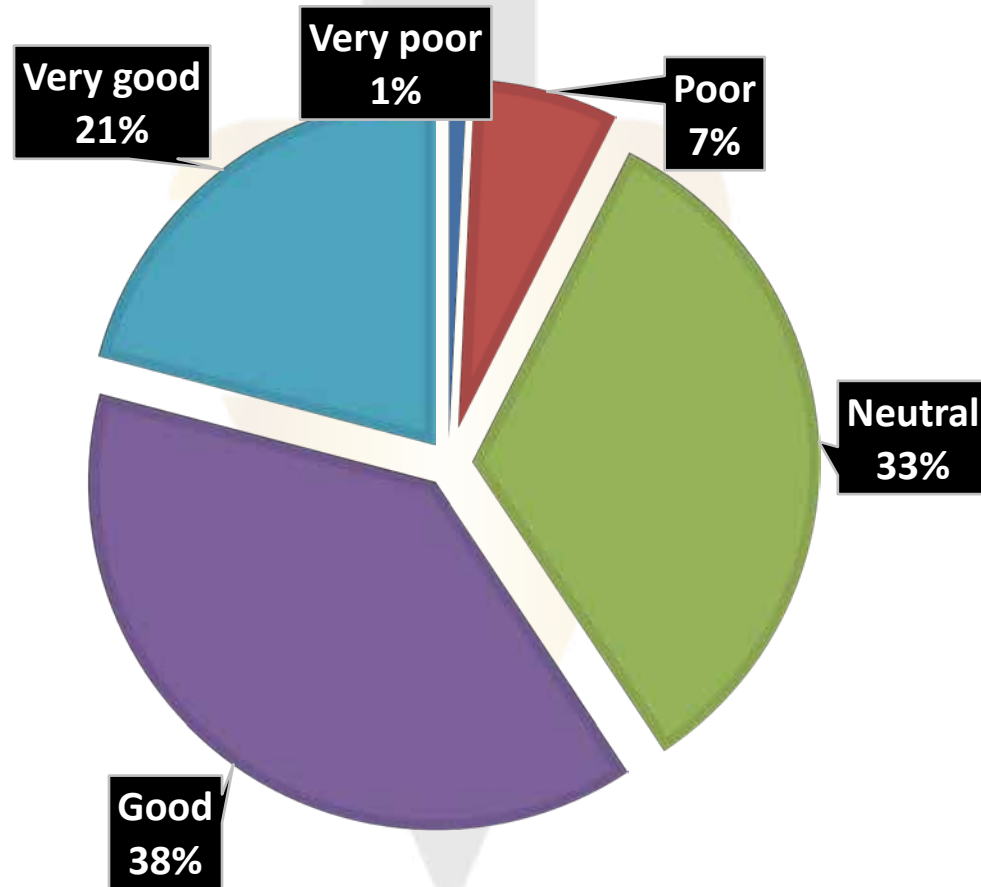
Which of the Following Would You Need at Home to Learn the Way You Want? (Learners)



What Children Need to Study the Way They Want, from Home (Parents)



Ratings for the Effectiveness of Remote Learning Platforms (Parents)



Parents' Reasons for Rating of Remote Learning



"There's no money to keep buying airtime and for the Television programs, there is no power supply."

"The older kids are very engaged and relished the opportunity to connect with their teachers and classmates. The assignments were easily accessed and completed and were graded immediately. They watched videos and answered questions..."

What is the nature of support that parents need? (Palliatives)



- Free or reduced internet costs
- Stable electricity and discounted electricity bills
- Subsidized tuition fees
- Financial support especially as some parents are not receiving salaries
- Free education materials
- Provision of devices like laptops and tablets

What is the nature of support that parents need? (Curriculum/Pedagogical)



- Create content for younger children in pre-primary level
- Extend the duration, classes and subject areas for broadcast programmes
- Remedial/accelerated learning programmes for those left behind
- Redesign learning platforms to make them easier to follow
- Provide pedagogical support materials for parents

What is the nature of support that parents need? (Interventions)



- Safely reopen schools
- Focus on the underserved children
- Equalize access for children of different income levels
- Standardize content in both government and private schools
- Collaborative innovations/partnership with corporate sector
- Provide e-learning training for schools and teachers
- Increase awareness about online learning



Recommendations

Recommendations



- Provision of Infrastructure for Remote Learning
- Embracing an Evidence-Based Approach to Policy-Planning
- Prioritising Teacher Development and Wellbeing
- Keeping Children Safe Online
- Training and Supporting Parents
- Provision of Increased Support for Organisations Enabling Learning
- Decisively Activating Remote Learning in Tertiary Institutions

About TEP Centre

TEP Centre

6A Kolawole Shonibare Street,
off Coker Road, Ilupeju

(+234) 809 111 5403

info@tepcentre.com

www.tepcentre.com

@tepcentre



About NESG

NESG AT A GLANCE

In 1993, a group of passionate and concerned private sector leaders representing key economic sectors conceived the Nigerian Economic Summit (NES) and sustained it as a platform for bringing together private sector leaders and senior public sector officials to discuss and dialogue on the future of the Nigerian Economy.

Three years later, in 1996, the Nigerian Economic Summit Group (NESG) was established and incorporated as a non-profit, non-partisan private sector organisation with a mandate to promote and champion the reform of the Nigerian economy into an open, private sector-led globally competitive economy.

Over the years, NESG has achieved significant progress in the areas of research outputs, execution of programmes, seminars, conferences and workshops aimed at facilitating the formulation and implementation of social and economic reform programmes for the growth and transformation of the Nigerian economy. NESG has emerged as the most notable platform for public-private dialogue in Nigeria. During this period, the Group has established an excellent working relationship with the Government of Nigeria, the public sector, private sector, and other stakeholders.

The flagship of the Group's advocacy efforts is the annual Nigerian Economic Summit (NES), which provides government and private sector an opportunity to review the progress made in our economic reform effort and agree on practical ways to manage issues which may have constrained effective policy implementation.



Thank you