

Education Digital Equity Initiative

POLICY GUIDE

**FINDINGS AND RECOMMENDATIONS
FOR EDUCATION STAKEHOLDERS
AND POLICY MAKERS.**

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ABOUT AREAi

Founded in 2014 and registered in Nigeria with the Corporate Affairs Commission (CAC) in 2017, Aid for Rural Education Access Initiative (AREAi) is a non-governmental, for-purpose organization that works with and in under-resourced schools and marginalised communities, providing technical and infrastructural support to scale learning outcomes and drive tangible academic achievement for poor and vulnerable children as well as youth from low-income families. Since inception, AREAi has established itself as one of Nigeria's leading educational organizations with a firm focus on working collaboratively with local stakeholders and governmental organisations to secure equal educational access and high-quality education for low-income primary and secondary students and children in hard-to-reach and rural communities. With thematic focus areas on digital equity, literacy skills development, girls' education and youth-led innovation in education, the organization's different programs have impacted over 16,000 beneficiaries across 23 communities in about 8 states of the country.

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This document is an output material, produced from the analysis of data and information obtained through surveys, interviews and focus group discussions which focused on digital gaps and needs of digitally excluded populations in remote schools and rural communities.

AREAi hereby certifies that all the figures presented and views expressed in this document accurately reflect our statistical findings or analytical views that we believe are reliable and fact-based.

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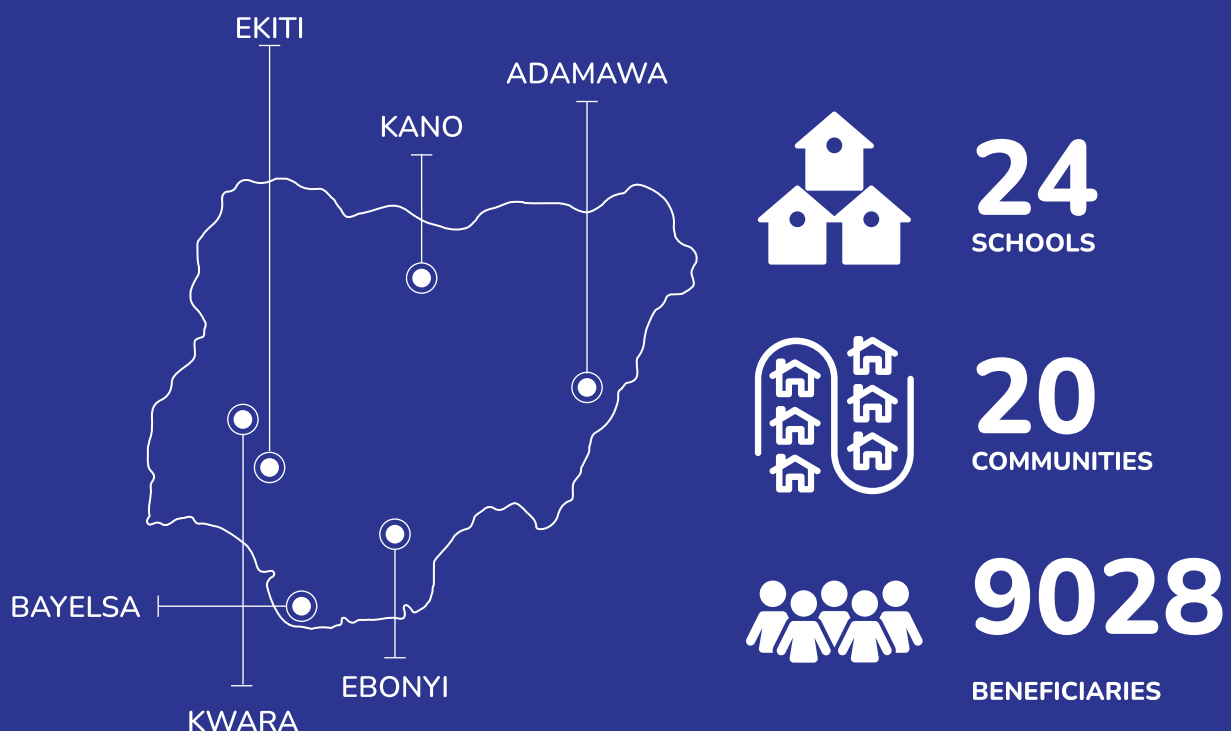
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PROJECT OVERVIEW

The Education Digital Equity Initiative is an information-based project that seeks to address digital exclusion by providing and widely disseminating series of evidence-based, comprehensive education materials that lays out simple steps and ideas for rural schools, remote communities, community-based initiatives and low-income families to adopt in accessing remote learning materials, online education resources options and digital learning opportunities in a post COVID19 pandemic era. The project adopted a multi-stakeholder approach, to drive digital equity through a fact-finding survey and information access strategy, and to create awareness about existing and emerging technologies capable of facilitating the sustainable expansion of basic, affordable digital learning and teaching access for the poor and excluded. The project is funded by the United Kingdom's Foreign, Commonwealth and Development Office under the Prosperity Fund's Digital Access Programme.

Geographical Focus and Selection Criteria

Lack of access to information and communications technology (ICT) infrastructure or the internet for municipal use or e-learning purposes is relatively low within remote areas with little or zero-internet penetration. This 'digital divide' faced globally does not just signify those who have access to the internet and those who do not, the gap also encompasses a number of other discrepancies, including the quality of digital infrastructure in rural communities, the speed of connectivity in remote areas, and the training and skills required to navigate such technology. Furthermore, in the areas that are connected to the internet, male internet users outnumber their female counterparts in every region of the world. This reality informs our purposive selection of states, communities, schools covered by this project and this is further reflected in the prioritization of different marginalised groups and rural clusters with little or no internet connectivity and with a demonstrated history of digital exclusion.



Gender and Inclusion

In a bid to ensure inclusive gender representation, we maintained a strict gender balance policy in assembling our project resource team as well as in selecting our beneficiaries in every rural cluster, including students, school administrators, personnel of education authorities and community stakeholders. At the end of the project, we reached a total of 9028 beneficiaries including students, teachers, and education authorities from 24 rural communities. Of this population, 5,070 (56.15%) are female and 3,958 (43.85%) are male.



Female - **56.15%**



Male - **43.85%**

This project successfully reached 9028 beneficiaries, including students, teachers and school administrators from 24 rural Nigerian primary and secondary schools across Nigeria.

Sustainability is of utmost importance for this project, and to ensure this, we have summarized, synthesized and documented significant reflections and findings into 3 resource materials across our various levels of engagement. These information, education and communication (IEC) materials produced as the project outputs have shown the potential to reduce the digital access gap in learning and teaching through crowdsourced information disseminated for timely usage and adoption by all stakeholders in a relatively affordable, available and accessible manner. The materials include:

1. Education Digital Equity Learning Manual : Low-Cost Offline Solutions For Digital Learning (For Students In Rural Schools) - This manual contains contextually relevant low cost offline solutions that can promote delivery of educational content or ensure remote learning access for students in low-income contexts.
2. Education Digital Equity and Access Toolkit: Guidance for Digital Education for teachers and school leaders: This toolkit profiles practical strategies that teachers and school administrators can deploy to facilitate equitable virtual teaching processes and promote digital learning in and out of classrooms and schools.
3. Education Digital Equity Policy guide- Findings and Recommendations for Education stakeholders and Policymakers: This guide, as informed by our findings, contains policy recommendations for education stakeholders and policy makers to address education digital inequity and promote technology access and usage among students and teachers particularly those in rural communities.

Project Demography (Target Beneficiaries)

STATE/LGA	Community	Primary School	Secondary School
KWARA			
Ilorin South LGA	Danialu	Danialu Primary School, Danialu	Government Day School, Agbabiaka Government Day School, Karumo
Ilorin South LGA	Agbabiaka		
Ilorin East	Akerebiake		
Ilorin West	Alore	Aldyaudeen Pry. School, Alore, Ogidi	
EKITI			
Moba LGA	Otun	SUBEB Nur & Pry School	Moba Grammar School
Ido LGA	Ido	St. Benedict Nur & Pry School	Ekiti Parapo Community Sec. School
EBONYI			
Abakaliki LGA	Amagu Oicha	Amagu Oicha Community Pry School	Nduruku Community Sec. School Premier Sec. School
Abakaliki LGA	Nduruku		
Ezza South LGA	Umunnwagu		
Ezza South LGA	Umunnwagu	Central Primary School, Umunnwagu	
ADAMAWA			
Mayo Belwa LGA	Gengle	Gengle Primary School	Govt. Day Sec. School, Gengle
Fufure LGA	Kabilo	Kabilo Primary School	Govt. Day Sec. School, Kabilo
KANO			
Bichi LGA	Saye	Saye Central Primary School	Badube Senior Sec. School Govt. Senior Girls School Saye
Bichi LGA	Badube		
Bichi LGA	Saye		
Bichi LGA	Tsaure	Tsaure Primary School	
BAYELSA			
Yenogoa LGA	Yeneka	Community Pry. School, Yeneka	Gbarianowei Grammar School Ogboin Comprehensive Negudu Agbia
Yenogoa LGA	Obunagha	Community Pry. School, Obunagha	
Yenogoa LGA	Gbarianowei		
Yenogoa LGA	Negudu Agbia		

EXECUTIVE SUMMARY

While there's a significant rise in internet adoption, digital accessibility and smartphone penetration across Africa, Nigeria still suffers from acute digital poverty that continues to exacerbate educational inequalities. For a country with a population of around 200 million, less than half the number of people in the country are able to access the internet (85.49 million) and a paltry 27 million Nigerians are found to be active on social media (Tech Next, 2020). According to a 2019 Nigerian Communications Commission report, 67 per cent of households in Nigeria don't have the internet at home, citing access and cost as a barrier. More so, the report also emphasized that 58% of Nigerian adults do not use the internet at all while 68% of children across Nigeria are continually denied technology access. There is overwhelming evidence to also show that the increasingly ubiquitous use of technology for teaching and learning has resulted in a new digital divide between students who have access to personal handheld devices, home internet or broadband connection at community levels and those who do not. The lack of digital infrastructure at both the community and school levels also negatively impacts school-parent communication and makes it more difficult for parents to support their children academically outside the classroom environment

Despite these growing inequalities, reports indicate that students or children from low-income households across the primary and secondary levels, that also lack a device, internet access or English language proficiency have few options for affordable digital literacy training. So, not only do they lack access and limited usage, they also are often not informed of sustainable alternative options. Lack of access to digital tools, service or knowledge is detrimental to human capital development. No doubt, this “digital divide”—the gap between children who have sufficient knowledge of and access to technology and those who do not—can perpetuate and even worsen socioeconomic and other disparities for already underserved groups. As such, there is an urgent need to create digital policies, practices and processes that drives sustainable digital access to unserved and underserved communities in Nigeria. Ensuring equal access and opportunity to digital tools, resources, and services to increase digital knowledge, awareness, and skills for rural children and under-resourced schools in remote areas and underserved communities is a vital component of local development processes that will invariably contribute to improved educational access, reduced poverty levels and other forms of inequalities.

While there is no one-size-fits-all global approach to addressing digital access challenges or promoting digital equity, this policy guide provides best practices and practicable solutions that government and relevant stakeholders can adopt to develop solutions and take decisive actions to ensure equitable technology access and usage for learning and teaching, particularly for students in rural areas with little or no internet penetration.

BACKGROUND INFORMATION:

The Need for a Grassroots Digital Equity Plan

The massive school closures during the COVID19 pandemic resulted in a perceived proliferation of online learning across Nigeria. But according to the surveys and interviews conducted through the Education Digital Equity Initiative to understand how students and teachers accessed remote learning opportunities during the pandemic, several respondents noted that they were unable to access or leverage the various e-learning platforms or tools provided by the federal and state governments.

Data from over 200 survey respondents from across 24 schools in 20 communities revealed specific contextual factors that exacerbate the digital gaps for students in rural communities as lack of digital awareness, financial constraints, poor internet connection, poor parental support, unstable power supply, lack of access to digital learning tools, and inability to afford usage costs. Similarly, several teachers in their focus group discussions also attributed their inability to leverage digital tools or platforms to the lack of technical capacity required to facilitate eLearning with competence which indeed varies across rural and urban locations. The secondary reason for this exclusion is affordability and cost, with a lack of devices and training trailing close behind.

Based on these realities, access to and usage of reliable, internet connectivity and low-cost technological tools are increasingly essential for learning and participation in modern society and should not be a luxury reserved for urban centers or privileged populations. This is a gap that needs to be bridged through a series of concerted efforts between government institutions and businesses such as mobile network operators and internet service providers; community-based organizations; school boards and higher education organizations and individual citizens. The Government, however, will be required to continue to provide leadership and structure to these efforts.

Therefore, this policy guide provides a set of recommended steps to help remote communities and rural schools get students of all ages online outside of school, with access to high-quality devices and the skills to make the best use of these learning tools.

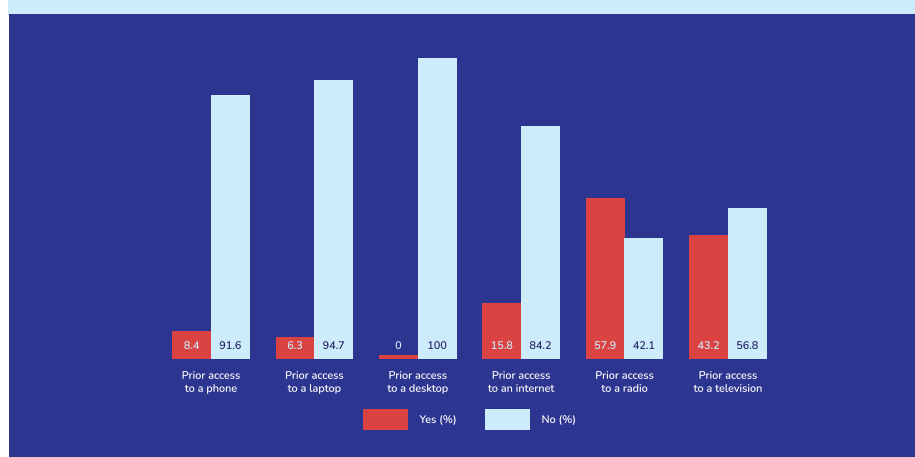
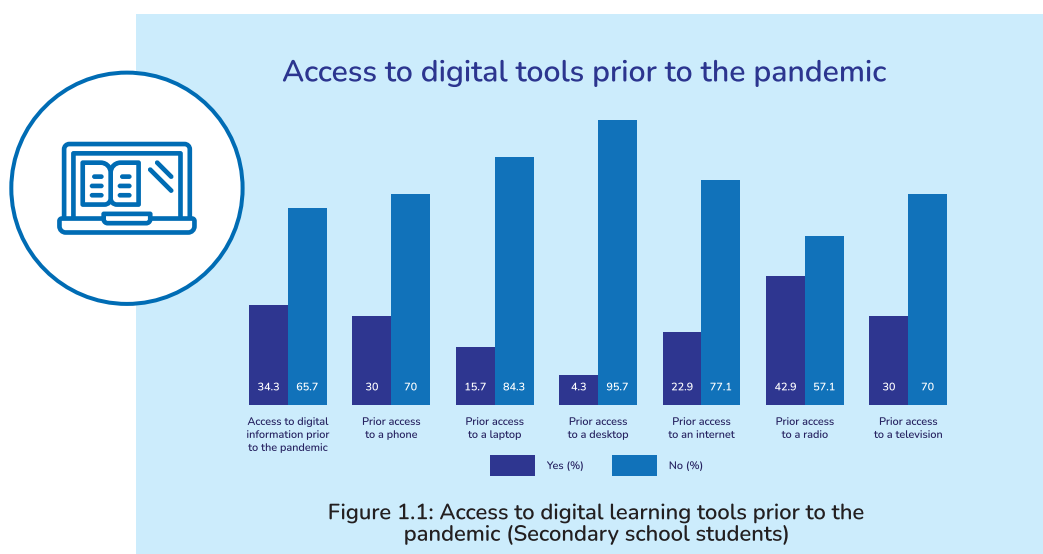
Policy Recommendations for Promoting Digital Equity

It is noteworthy that the recommendations below serve as a guide, not a definite formula for adoption. It is advisable that all of the ideas presented are carefully considered before designing a plan and revisit plans on a regular basis. For context specificity, the recommendations are subdivided into 2 levels of implementation through the Federal Ministry of Education, and State Ministries of Education through Local Education Administrators (Area Education Officers, School Principals and Teachers)

POLICY SECTION 1: FEDERAL MINISTRY OF EDUCATION

1. Focus on Access and Inclusion of the Marginalized.

Access to reliable, robust internet service and digital devices such as phones, tablets and computers are increasingly essential for promoting access, the inclusion of learning and participation in modern society and should not be a luxury reserved for the rich. Our survey across the 20 communities of interest revealed that many students from economically disadvantaged homes struggled to access or use any type of digital devices, both prior to and during the COVID19 pandemic.



Policy Recommendations for Promoting Digital Equity

More particularly, marginalized and vulnerable students such as low-income children, people with disabilities (PWD), teenage mothers and/or pregnant girls showed a greater degree of digital need and must be catered for specially. To design an effective digital education program or initiative, the Federal Ministry of Education through its different agencies need to consider student access to devices appropriate for learning and the digital literacy skills of both teachers, students and their families.

The plan to provide inclusive and equitable digital learning opportunities must be initiated by grassroots need assessment.. The Federal Ministry of Education through partnerships with other relevant government institutions such as the Federal Ministry of Science and Technology, and the Federal Ministry of Information and Communication Technology would need to expand internet connectivity in the most remote communities to support extended learning and digital equity at the grassroots. However, to achieve this, the Government needs to collect and analyze broadband connectivity data to establish a clearer picture of where additional support for broadband connectivity is required. This data must also identify the most affected and marginalized communities and individuals to be supported with household devices and internet support.

We recommend that the Federal Government through the Federal Ministry of Education should work with international development organisations and multi-lateral partners such as the World Bank or the European Union to design programs that involve the provision of a connected device such as tablet or laptop with hotspot to students lacking home access. This support can also include providing a funding stream to ensure broadband infrastructure and mobile learning devices are provided for rural schools to enable digital access. To indeed promote inclusive access to digital tools and opportunities, the government should work with local nonprofits and community organisations to facilitate the delivery of digital skills training, low-cost broadband services, provision of community learning centers, establishing school-based ICT hubs, and expansion of local area networks.

2. Build Public – Private Partnerships

Building Public-private partnerships (PPPs) that would help achieve digital equity in Nigeria would be dependent on long-term contractual relationships between the government, bilateral agencies, multilateral institutions, corporate organisations and private service providers such as Mobile Network Operators (MNOs) or Internet Service Providers (ISPs). As documented in the learning manual for students, there are several low-tech and low-cost digital solutions that can bridge the digital inequity gap and promote the use of digital technology to facilitate learning. However, household income level and socioeconomic barriers might limit the adoption of these solutions.

Hence, we recommend that the Government through the Federal Ministry of Education initiate meaningful collaborations that can, for example, inform the availability, accessibility and affordability of some of these digital solutions making them extremely affordable for the most marginalized. As demonstrated between non-profit organisations providing educational services and for profit telecommunication companies, the Federal Ministry of Education through other government institutions can partner with telecommunication companies to zero rate education services such as USSD/SMS education technologies, educational websites and mobile education applications to promote access to and usage of these educational platforms. While the Government is achieving the purpose of breaking educational digital inequity barriers, the telecommunication organization would increase its user base, acquire more subscribers and contribute significantly to educational development through its corporate social responsibility efforts. It is important to note that public-private partnerships can also be implemented at the state level through the State Ministries of Education. This can foster the establishment of community tech hubs where students can access and use various devices for personal learning activities.

1. Raise Public Awareness on Existing Digital Learning Opportunities

It is unarguable that the COVID19 pandemic presented various remote learning opportunities, however, empirical evidence from our grassroots inquiries shows that surveyed participants could not participate in remote learning opportunities particularly those provided by the state government because they did not know about them. While accessing digital tools and having the skills to use them is vital, quality information about available remote learning opportunities through the use of simplistic platforms is recommended as the first policy response to addressing the digital divide.



Awareness and Adoption of Radio Programme provided by the Government

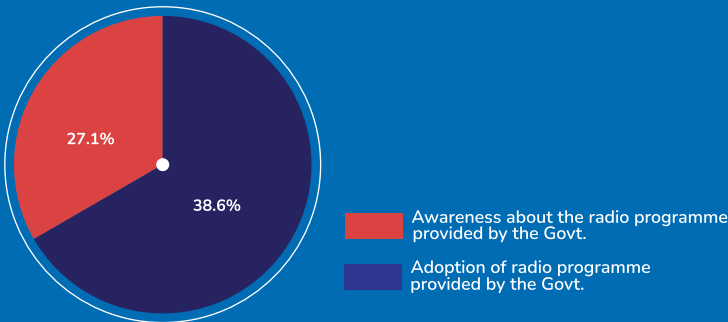


Figure 1.3: Awareness and adoption of Radio programme provided by the Government (Secondary school students)

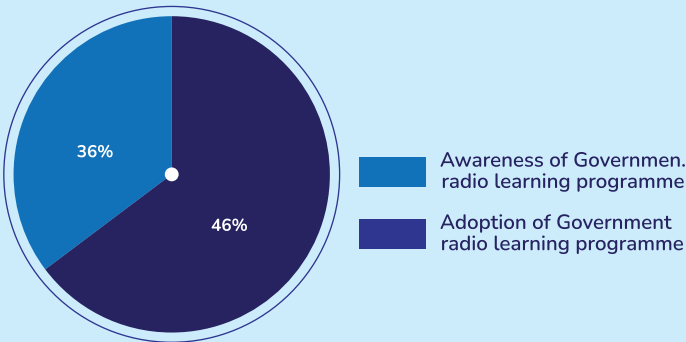


Figure 1.4: Awareness and adoption of Radio programme provided by the Government (Primary school students)

The data represented in the diagram above emphasizes why it is fundamentally crucial to raise awareness about remote learning opportunities

Policy Recommendations for Promoting Digital Equity

While barriers such as lack of electricity and household digital devices such as televisions might limit the use of television or radio as a medium for raising public awareness, we recommend that government stakeholders leverage print media such as local newspapers and flyers to promote remote learning opportunities available within communities in the state. Teachers and administrators can also aid this communication process by engaging in door-to-door information dissemination. This can also be spread through text messages. More significantly, massive grassroots sensitization campaigns can be organized through faith institutions such as mosques and churches and community groups such as youth groups, market women groups and other associations in local communities. State ministries of Education through the Local Council Education Officers in local government areas can organize community town hall workshops to inform and educate the public on digital learning opportunities.

2. Invest In Leadership And Capacity Development

Focus group discussions between teachers who participated in grassroots fact findings revealed that teachers inability to leverage digital tools or platforms can be attributed to the lack of technical capacity required to facilitate eLearning with competence which indeed varies across rural and urban locations.

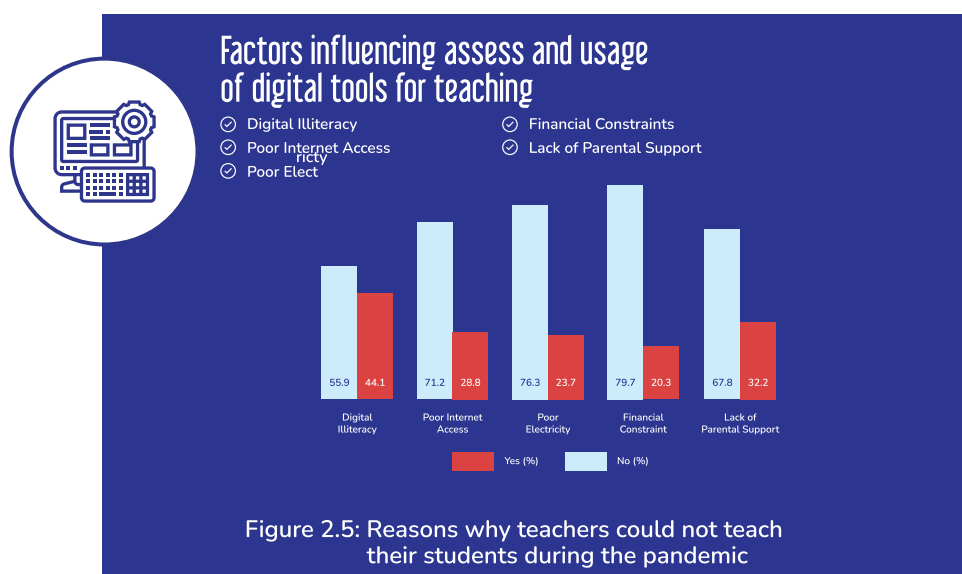
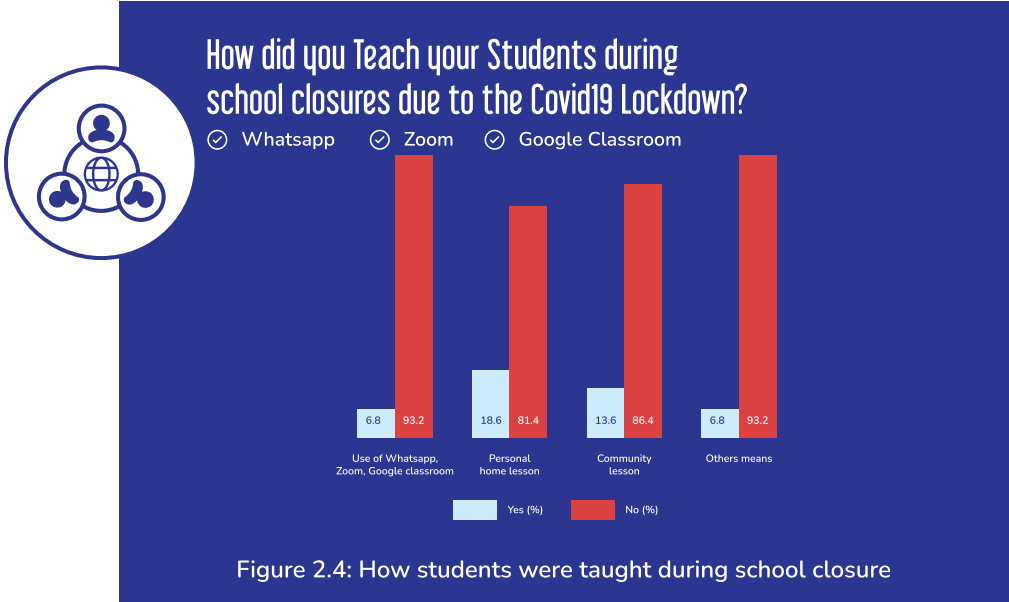


Figure 2.5 shows that digital illiteracy is the most common factor that influenced the use of digital tools for teaching during school closures and as such, the need for upskilling teachers cannot be overemphasized.

Many instructors are subject matter experts but they aren't trained in facilitating online learning for learners. In addition, the OECD's Teacher and Learning International Survey revealed that only 40 percent of teachers have received professional development in the use of internet and communication technology, while close to 45 percent of teachers reported a high need for development in this area.

Policy Recommendations for Promoting Digital Equity

This emphasizes why Nigerian teachers need to be supported in acquiring the needed competences in using technology to advance learning that meets the diverse learning culture and socio-emotional needs of individual students



This is in line with evidence obtained from our survey and interviews with rural teachers and school leaders, as shown above, which pointed out that knowledge transfer in traditional classrooms is uniquely different from facilitating online lessons and instructors or teachers can't just transfer an in-person learning experience to an online platform. Therefore, teachers need to be trained on online teaching methodology and pedagogy. Teachers and school leaders must be trained not only to use technology but also to adjust the ways in which they organize and deliver content.

At the Federal level, it is important for the Teacher Registration Council of Nigeria (TRCN), in the bid to assure excellence and professionalism among teachers at all levels of the nation's education system, recognise digital skills and proficiency in pedagogical and methodological design for elearning as a criteria for promotion. This would spark the interest of teachers to pick up requisite skills to be proficient in the use of ICT tools for teaching.

At the state level, we recommend that State Ministries of Education through its teaching service commission partner with private educational consultants and technology hubs or trainers to educate, train and equip teachers with the skills required to facilitate online teaching. Furthermore, state-led ICT training initiatives can be designed in partnership with corporate organisations whose corporate social responsibility efforts themes align with the interests of the government in building teachers' digital competence.

Implementation Strategies at Community Levels



Government stakeholders and education policymakers can lead communities to close the digital gap in opportunity by using the ideas in this guide to provide access to technology and encourage its meaningful use for learning and teaching. This guide stems from findings drawn from empirical research and existing global promising practices in ensuring digital equity. The recommendations included in this guide, therefore, rests on several underlying assumptions and there are a number of considerations and steps to follow for inclusive and effective implementation of ideas and plans.

Step 1: Identify Community Leaders and Education Stakeholders

Digital equity is not only a school problem; it is a community problem. Collaboration between community institutions and stakeholders can result in broader reaching and more sustainable digital equity solutions. State-led efforts to closing the digital divide at scale would require adequate planning, effective coordination, and inclusive engagement at the community levels. Therefore, to benefit all learners, it is paramount to have multiple voices at the table in planning and problem solving as this can often reveal untapped resources at the community levels. To achieve this, it is pertinent that a consultative town hall meeting is conveyed to ask concerned parties about their interests in getting students online and equipped to make use of digital resources. These conversations may help identify underserved individuals, existing resources, and specific areas of concern as these elements will form the core of tailored interventions to address digital inequity challenges.

Step 2: Assess Existing Community Resources, Gaps and Needs

Virtually every state has local communities with have students who do not have the device and connectivity resources they need to take full advantage of digital learning resources. Designing and using a survey can help identify and address the needs of these learners. Well-designed and simple-to-use questionnaires can help pinpoint the financial, logistical, and even attitudinal barriers to connecting learners. This information can inform the development of, or changes to, digital equity programs to address inequity. Addressing digital equity issues must take into account the community's assets and constraints, including cost and availability of service; resources already offered by anchor institutions and businesses; local, state, and federal funding; and geography. Because these factors can vary by location, the solutions outlined in this Toolkit will often look different across communities.



Implementation Strategies at Community Levels

Step 3: Leverage Existing State Resources

Mapping existing initiatives tailored towards improving access to digital learning in local communities can address urgent needs such as the provision of wireless hotspots to schools or crowdsourcing low-cost computers and phones for distribution to individual students. Community involvement, is important in identifying these resources and leveraging them for large scale adoption. Depending on existing state resources would range from identifying existing internet service providers, confirming existing mobile network operators, and locating physical network resources (e.g., fiber, conduit, towers) to locating public computer centres, community Wi-Fi hotspots and organizations offering digital skills training.

Step 4: Provide Tailored And Inexpensive Solutions

Since infrastructural gaps, poor internet connectivity and data costs are prominent barriers in rural communities, government can prioritize low-cost solutions to address these challenges. This can include providing inexpensively produced laptops to children residing in poor and isolated communities. These laptops will belong to individual students and provide a gateway to digital learning and internet access. They can be specifically designed to contain features in context to the unique conditions that remote villages present. This can also be supported with cluster libraries situated within popular households and managed by families. Such will serve as public information sources housing and providing information and communication technologies (ICT) tools and service for community members.

Conclusion

The Education Digital Equity Initiative, through its consultative engagements with school leaders, education administrators, teachers, parents and students, has established that the digital divide experienced in rural communities and remote schools across Nigeria can be summarized as **access divide, use divide and quality of use gap**. Despite the popularisation of technology as a vital development tool, the lack of knowledge about the use of digital technologies or the lack of infrastructure for access to devices and tools remain a limiting barrier. This policy guide has therefore mobilized expert opinions and crowd-sourced information from lived experiences to point out that the three “pillars” of promoting digital equity in Nigeria will include connectivity, devices, and digital literacy education. Fundamentally, it posits that successful digital equity interventions in Nigeria must include all three pillars as part of their long-range planning, coordination and implementation.

For vulnerable children from remote communities to acquire digital competence, schools must incorporate digital awareness into learning activities and governments must prioritize investment into digital transformation opportunities. Promoting digital inclusion in schools will begin from a digitally empowered teaching workforce. Therefore, education ministries should mainstream digital skills training as part of ongoing professional development plans for teachers. Addressing infrastructural inadequacies at the community level is central to maximising the potential of remote learning for rural students and to enable this, the government need to provide amenities such as internet-enabled community e-learning centres and equip them with computers that can ease physical access to technological tools and aid the acquisition of digital literacy skills. With the provision of internet connectivity sources and outlets for schools and communities, digital skills training opportunities must be provided for teachers and students. This can be organised in batches, with older students equipped to become master trainers to younger students. The success of school-based digital centres or community hubs will be dependent on broadband speed and costs and as such, the government need to engage internet service providers and mobile network operators with user-friendly policies that can reduce costs and increase efficiency of rural broadband connectivity.

Conclusively, for Nigeria to initiate and sustain digital equity efforts, the Government must put in place national policies, grassroots structures and local systems that enables;

- (1) access to hardware, software, and connectivity to the Internet;
- (2) access to meaningful, high quality, and culturally relevant content in local languages;
- (3) access to creating, sharing, and exchanging digital content;
- (4) access to educators who know how to use digital tools and resources; and
- (5) access to high-quality research on the application of digital technologies to enhance learning.

APPENDIX



Reasons why Students could not participate in the Virtual Learning Programme Provided by the Government via Radio/Television

- ✓ Lack of time to participate
- ✓ Perceived benefit for the lessons
- ✓ Unrelated topics
- ✓ Preference for face-face teaching
- ✓ Poor parental support

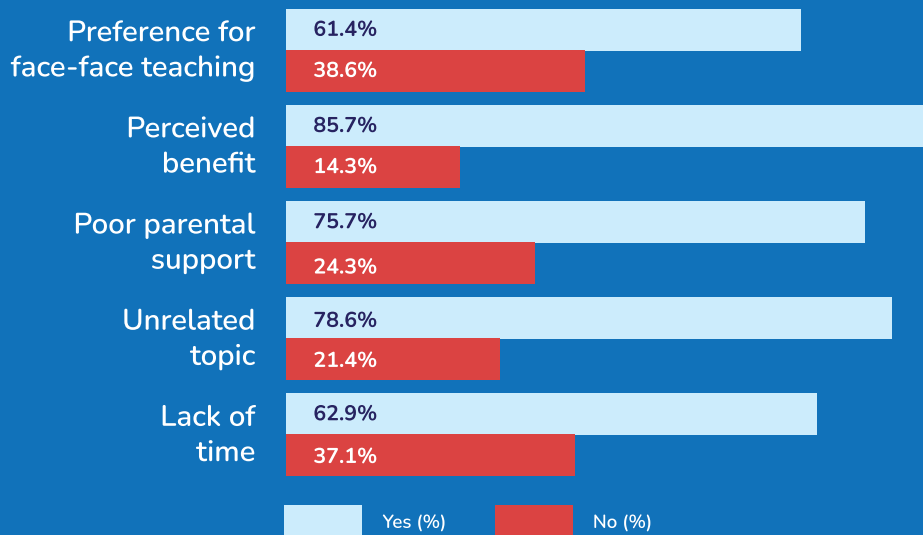
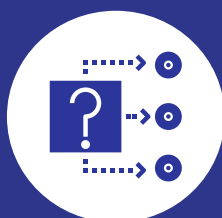


Figure 1.5: Reasons for not adopting radio programme provided by the Government.



Reasons why Students could not Learn using any Digital Learning Tool

- ✓ Lack of technical know-how
- ✓ Poor electricity
- ✓ Lack of access to digital learning devices
- ✓ Financial constraints
- ✓ Poor internet connectivity

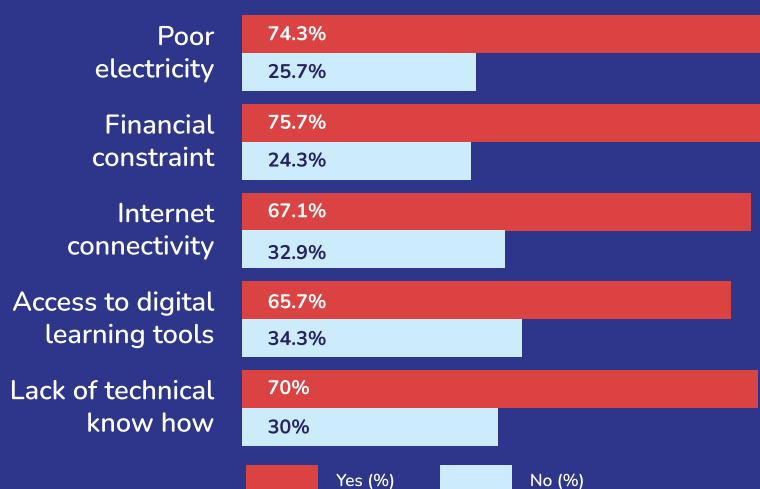


Figure 1.6: Reasons why students could not learn using any digital learning tool (Secondary school)

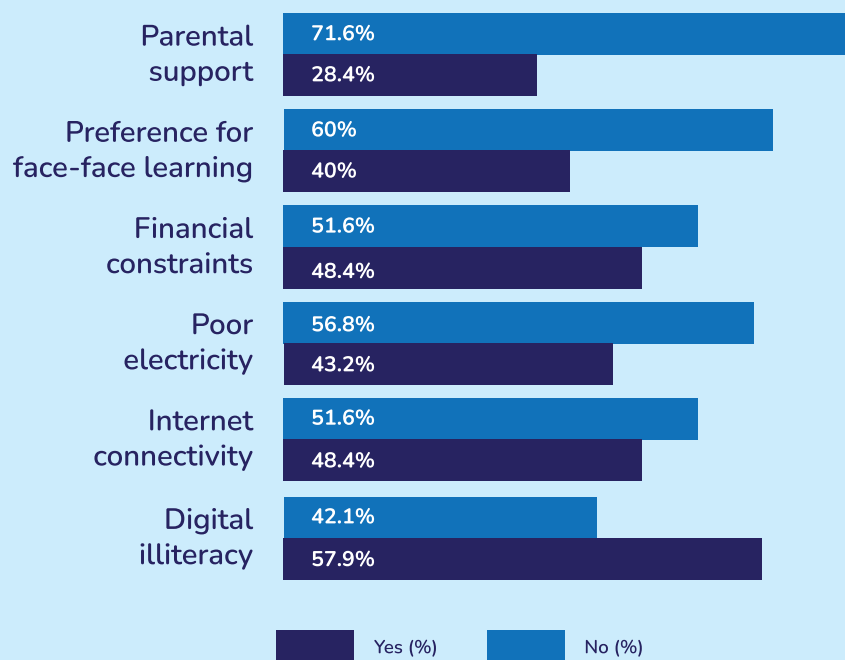


Figure 1.7: Reasons why students could not learn using any digital learning tool (Primary school)



How did you Continue to learn during the Pandemic

- ✓ Use of online management systems provided by school
- ✓ Use of Radio or television
- ✓ Personal learning using a digital learning device

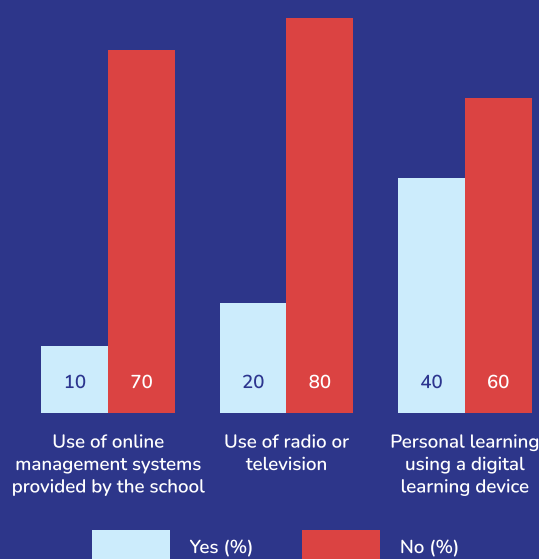


Figure 1.8: How students continued uninterrupted learning during the pandemic (Secondary school)

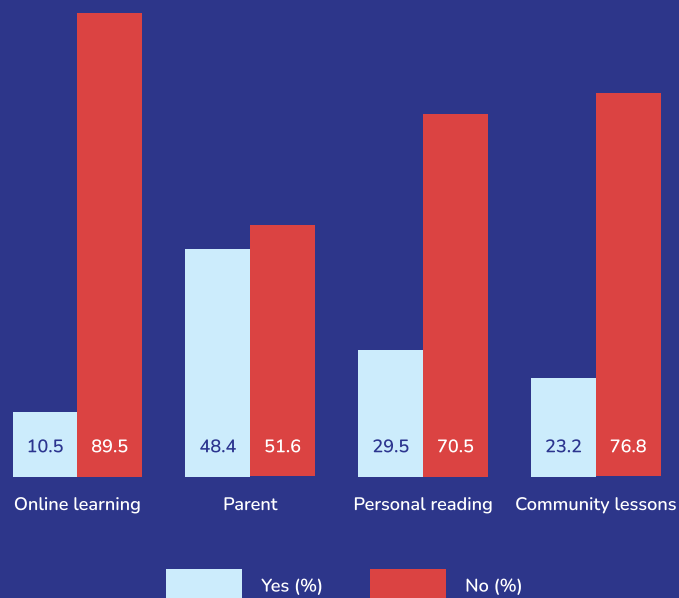
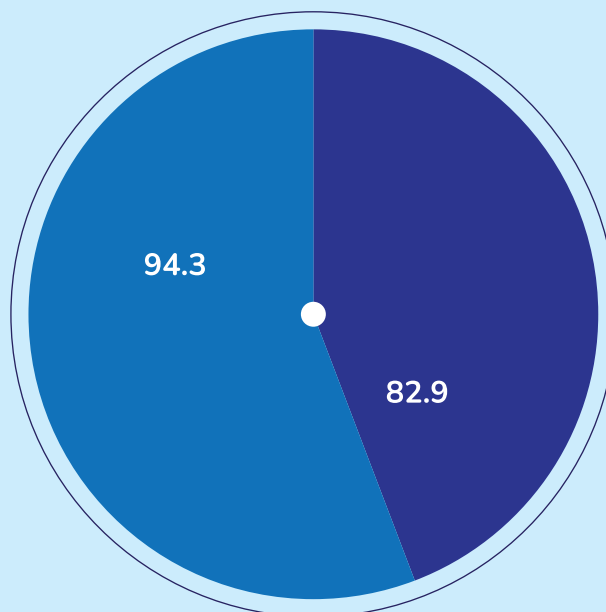


Figure 1.9: How students continued uninterrupted learning during the pandemic (Primary school)



Perception of Students to Digital Learning

- ✓ Do you think access to digital information can improve your digital literacy skills?
- ✓ Do you have interest in ICT related subjects if provided?



- Do you think access to digital information can improve your digital literacy skills
- Do you have interest in providing ICT related subjects if provided

Figure 2.0: Perception of students to digital learning



How can the Government Promote Digital Inclusion in your School?

- ✓ Provision of computer
- ✓ Provision of phones
- ✓ Training of students in ICT
- ✓ Recruitment and training of qualified teachers
- ✓ Access to internet connectivity

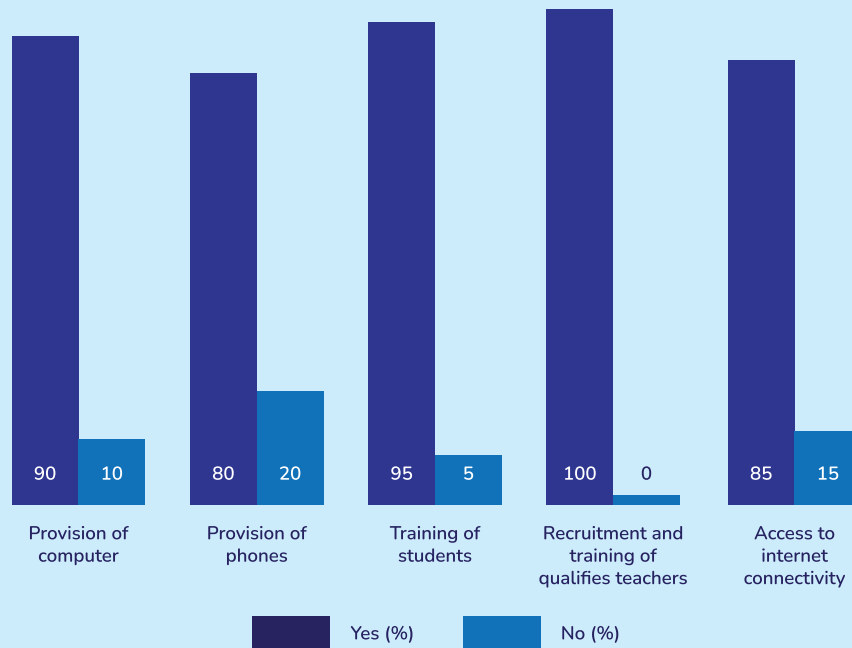


Figure 2.1: Strategies to promote digital inclusion in schools (Secondary schools)

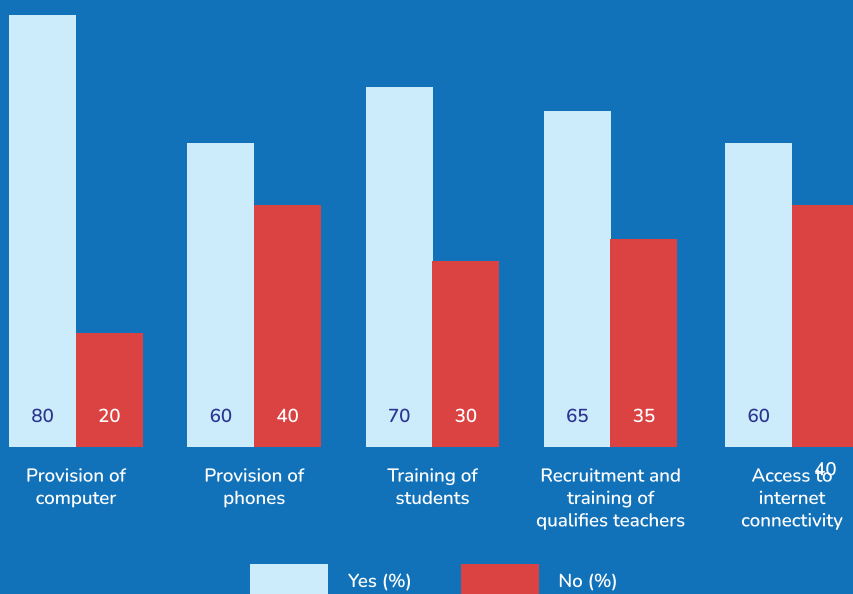


Figure 2.2: Strategies to promote digital inclusion in schools (Primary schools)

PROJECT FINDINGS - TEACHERS



Access to digital tools prior to the pandemic

- ✓ Phone
- ✓ Laptop
- ✓ Desktop
- ✓ Internet
- ✓ Radio
- ✓ Television

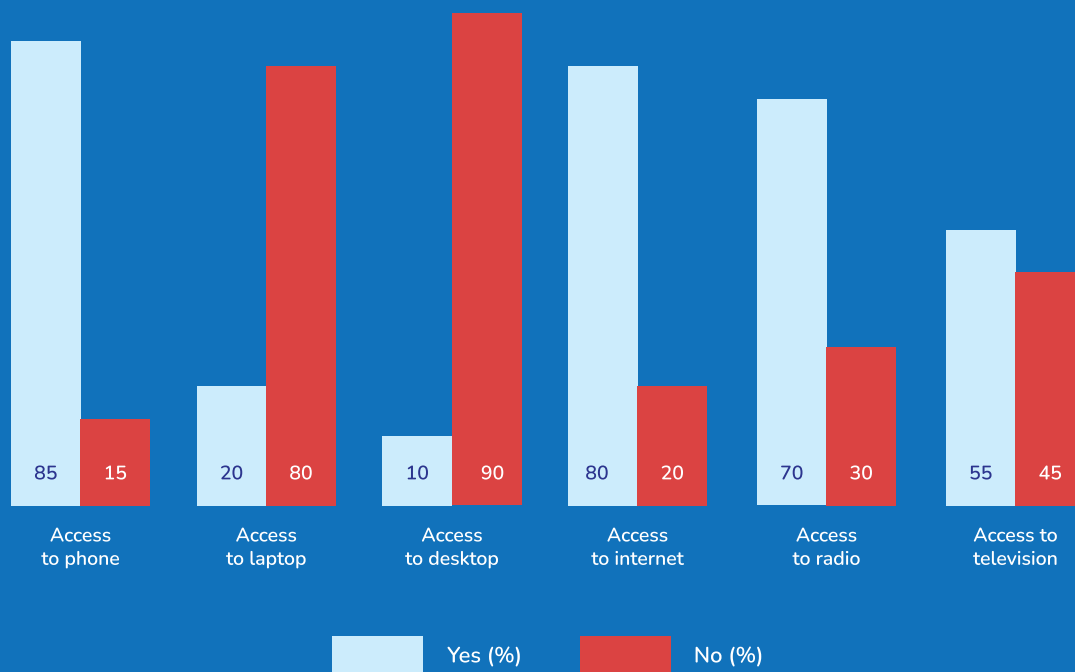


Figure 2.3: Access to digital learning tools prior to the pandemic



What are the Strategies to promote Digital Equity in your School?

- ✓ Provision of mobile devices
- ✓ Digital literacy skills training
- ✓ Improved digital competency training for teachers
- ✓ Provision of internet connectivity
- ✓ Construction of community ICT centres

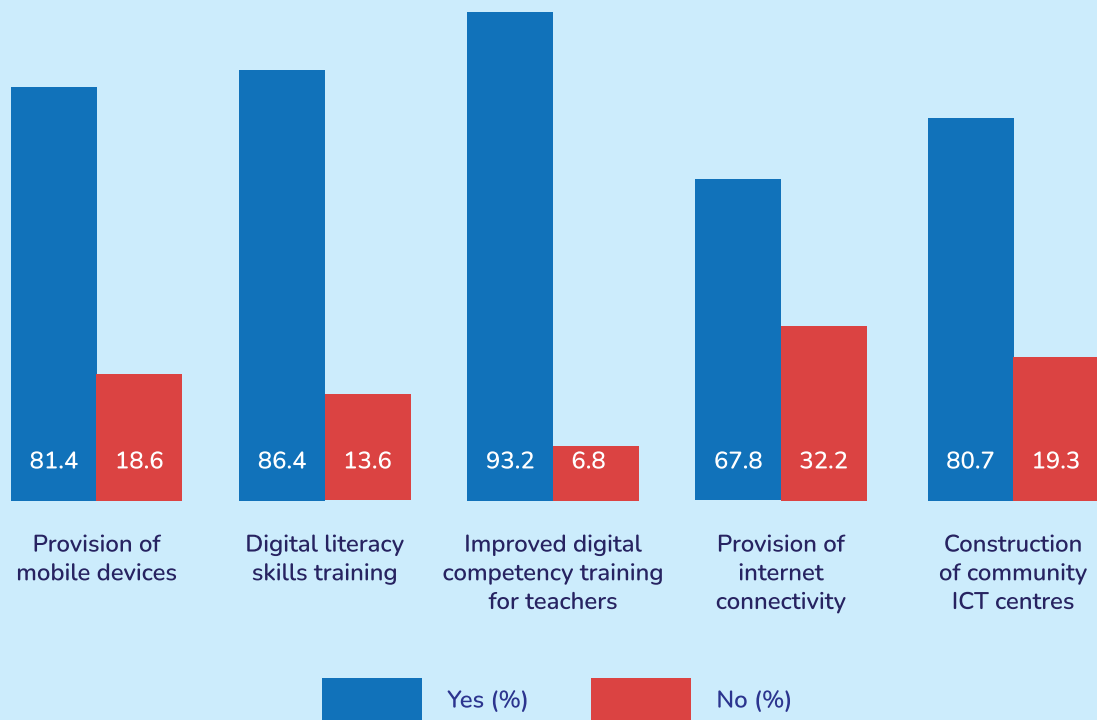


Figure 2.6: Strategies to promote digital inclusion

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