

Education Digital Equity Initiative (Phase II)

— Dec 2021-March 2022 —

PROJECT IMPACT REPORT

Funded by:



Foreign, Commonwealth
& Development Office

Produced by:



Country	Nigeria
Partner	Aid for Rural Education Access Initiative (AREAi)
Project Title	Education Digital Equity Initiative
Project Reference Number	204963
Total no. of beneficiaries/areas assisted through this contribution from FCDO	30,076 beneficiaries including 30,000 students and 76 teachers from 24 rural primary and secondary schools in 6 rural clusters.
Grant Duration	3 months
Project Location (s)	Kaduna, Kano, Jigawa, Edo, Ogun and Ekiti states
Total number of Training Workshops delivered:	6 sessions
Total number of Read Aloud Sessions organised:	72 sessions
Total number of online downloads of materials via resource portal Number subject to further increase as the materials are still available online for download via the resource portal	English: 2203 Yoruba: 488 Hausa: 489
Reporting Period:	Final Report (December 2021 - March 2022)

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About AREAi

Founded in 2014 and registered with the Corporate Affairs Commission (CAC) in 2017, Aid for Rural Education Access Initiative (AREAi) is a for-purpose grassroots and youth-led initiative that works with and in under-resourced schools and marginalized communities, providing technical and infrastructural support to scale learning outcomes and drive tangible academic achievement for poor and vulnerable children and youth from low-income families. Leveraging innovation and technology, we work collaboratively with local stakeholders and governmental institutions to secure equal educational access and high-quality education for disadvantaged children in hard-to-reach and rural communities.

Over the last 7 years, we have designed, coordinated and scaled series of mass literacy, entrepreneurship development and economic empowerment programs to transform the employability, livelihood and lifelong learning opportunities of over 45,000 beneficiaries in 20 communities across 12 Nigerian states. Some of our past partners and sponsors include the United Kingdom Foreign Commonwealth and Development Office, Malala Fund, the Coca-Cola Foundation, Bill and Melinda Gate Foundation, Facebook, MTN Foundation, One Young World London, Queens Commonwealth Trust, Global Youth Mobilization, Zurich Foundation and many others.



16
Nigerian States



45,000
beneficiaries

36
communities

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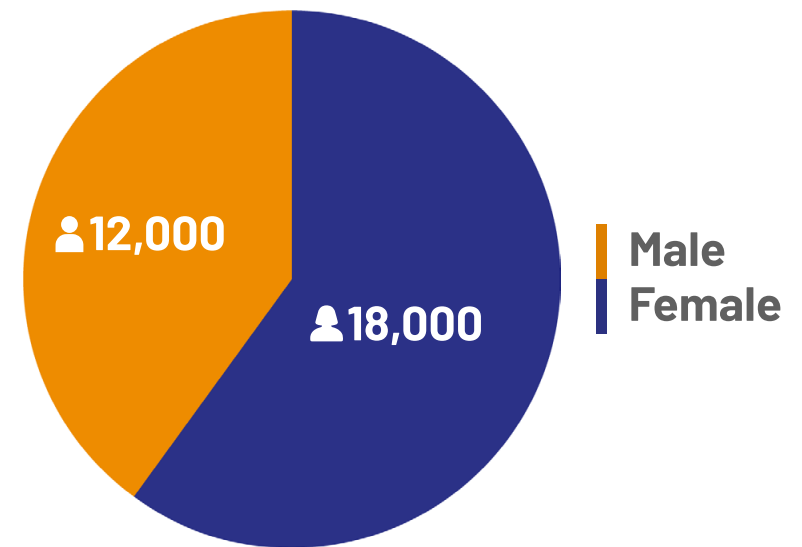
<https://equity.areai4africa.org/> | Websites: www.areai4africa.org

Project Overview

The Education Digital Equity Initiative (Phase II) is premised upon the notion of promoting digital awareness that seeks to support marginalized students in accessing simplistic information and communication technologies for learning. Building on the success of the pilot phase, the final phase seeks to promote widespread distribution and student engagement with the highly valued Digital Learning Manual, which was repeatedly emphasized during the pilot to play a significant role in equipping students with the fundamental knowledge of identifying, accessing, obtaining, and maximizing the use of remote learning tools and other digital technologies. Funded by the United Kingdom's Foreign, Commonwealth and Development Office under the Prosperity Fund's Digital Access Programme, the project adopted an integrated approach not only to ensure the provision of the Digital Learning Manual but also to facilitate meaningful educational attainment and academic achievement that can be maximized from effectively leveraging all the various tools contained in the manual.

Gender Equity

Through our synchronized students and teachers participation, and series of activities, the Education Digital Equity Initiative project extension reached a total of 30,000 students and 72 teachers from 24 rural schools across six Nigerian states. Of this population, 18,000 (60%) are female and 12,000 (40%) are male. 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 and teachers.



Sustainability

At the core of our project planning and delivery is a significant commitment to ensure sustainability even at the end of the project timeline. As part of our sustainability strategy, we completed 6 teachers training and planning workshops in partnership with state Ministries of Education and school administrators to ensure that teachers are better aware of offline digital learning tools and are equipped with the foundational skills and competence to guide learners in engaging with digital tools for learning. In addition to this, to ensure that students have continual engagement with the learning resource, we distributed 30,000 copies of the Digital Learning Manual to 30,000 students across the 24 schools. Most importantly, we paid advocacy visits to the state ministry of education and delivered copies of the Digital Learning Manual to principal government officials to serve as reference materials for subsequent state-led digital learning interventions. Copies of the Digital Access Toolkit and Digital Policy Guide produced from the initial phase were also provided for subsequent use and integration into state digital learning plans.





Summary Of Key Activities

1. Stakeholders Consultation and Engagement

The survey began with the identification of key state government representatives in the 6 states of project implementation. With the support of these Community Liason Officers, the AREAi partnership and community engagement teams successfully established contact with the relevant school administrators and education authorities to secure the needful approval for school-based and community-level engagements in each of the states. The implementation team facilitated a series of community entry and immersion visits to all selected states as part of the relationship building and stakeholders management efforts within the communities where the project is being implemented. The visits and meetings conducted enabled the team to clarify expectations and communicate intended activities.

Most significantly, the AREAi team participated in the UK FCDO Mutual Accountability Framework meetings in Kano and Jigawa State where the Chief Executive Director, Chief Development Officer and Senior Programs Manager all presented how the project aligns strategically with the effort of the state government in promoting educational development within the state.

We also paid courtesy visits to the state's Ministry of Education and met with the Commissioner of Education in Edo, Kano and Jigawa states to discuss the state level partnership and sustainability plan for the Education Digital Equity Initiative.



Stakeholder consultation and engagement



2. Baseline Assessment

The Education Digital Equity Initiative project extension (EDEI) across 6 states (Kaduna, Kano, Jigawa, Ekiti, Ogun and Edo) began with a baseline assessment that seeks to understand learners' knowledge of and use of offline digital learning tools. The baseline study presents the measurement of project indicators (Digital Learning Tools) prior to implementation in all the 6 target states. These indicators are measured using 2 survey tools, however, putting into consideration state peculiarities in the administration of survey tools used in gathering information from the target group.

- Assessment Design and Methodology

EDEI Extension adopts several methods of data collection that were implemented in each state visited by the team depending on the contextual realities of each state. The teachers were extensively engaged by first being administered survey questionnaires (DALTT) to help ascertain their level of awareness on digital learning tools, uptake and engagement with the digital Learning tools.

The student survey was conducted in a classroom setting to ascertain learners' level of awareness and also to identify the pattern of engagement with the digital learning tools already known. A quantitative research model was used in the design, development and administration of the data collection tools both for Teachers and students. A well structured questionnaire developed by the M&E team comprises questions focused on Digital Learning awareness among teachers and students. Data obtained were cleaned, examined and triangulated across data from 2 data collection tools to identify consistent patterns of awareness and report findings contained in target states respectively.

- Data Collection Tools

The M&E team designed, developed 2 instruments for collecting relevant data from teachers and students. These instruments were reviewed and adopted by the EDEI AREAi team for the collection of relevant data. Each team assigned to the target state was trained on how to administer questionnaires to teachers and students. These instruments are:

- Digital Awareness Learning Tools for Teachers (DALTT)
- Digital Awareness Learning Tools for Students/Pupils (DALTS,P)

- Specific Findings

The baseline report presents results from the findings within a broad frame of analysis which has been developed to reflect the level of digital awareness of the teachers and students/pupils (beneficiaries) in the 6 states visited among which the following conclusions are drawn:

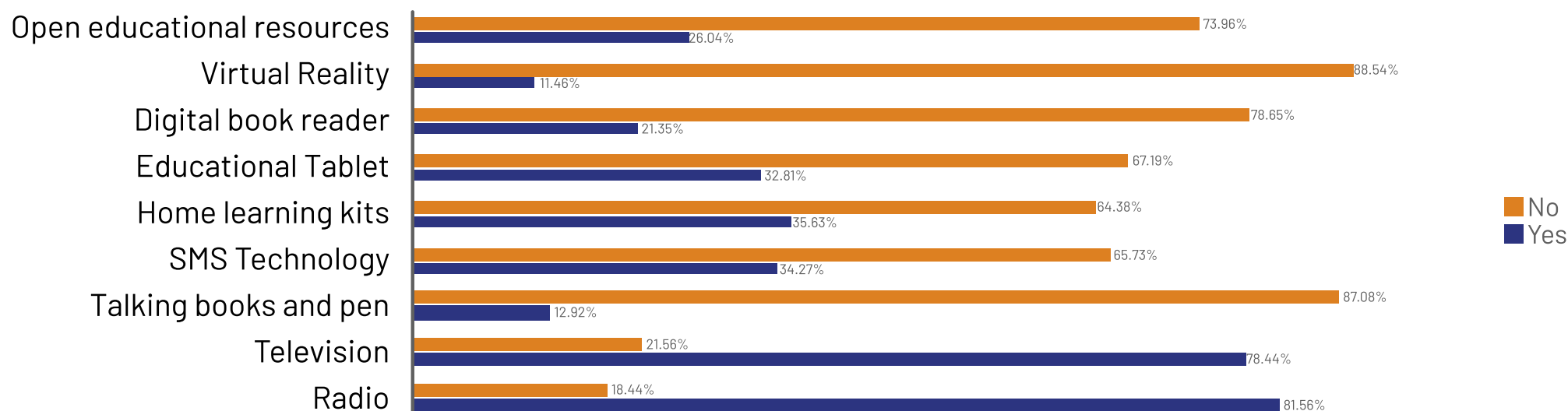


Figure 1: Students knowledge of different digital tools for learning

Responding to the questions designed in the DALTS,P instrument administered, as shown in the chart above:

- **87.40%** of students affirmed their awareness about the existence of digital tools for learning while **12.60%** stated otherwise
- Out of the 87.40% of respondents who indicated awareness about the existence of digital tools for learning, **53%** demonstrated being familiar with it under a year while **47%** expressed they have known about digital tools for learning for a period of one year or more.
- **81.56%** stated being aware they could use radio to learn and **78.44%** knew about television. It is noticed that awareness level for other digital tools for learning aside radio and television is low as only **12.92%** indicated awareness for talking books and pen, SMS technology **34.27%**, Home learning kits **35.63%**, Educational Tablet **32.81%**, Digital Book Reader **21.35%**, Open Educational Resources **26.04%** and only **11.46%** for virtual reality.
- Teachers who responded to the survey also stated high knowledge of digital learning through radio and television as **94.29%** and **87.14%** respectively. See the chart below:

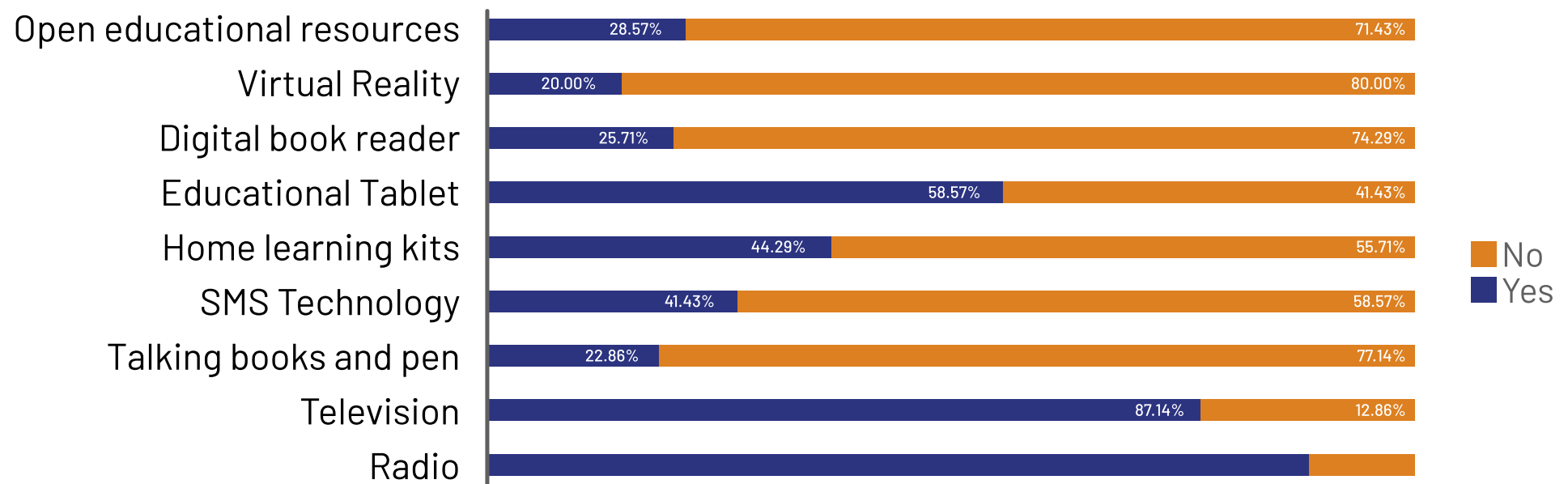


Figure 2: Teachers knowledge of different digital tools for learning

Findings have shown that beside radio and television, teachers' knowledge of the other digital tools for learning is poor as illustrated on the chart above, hence the need for awareness creation to bridge the gap.





3. Teachers Training and Planning Workshop

Training and planning workshops were organized, hosting members of the project team, state community liaison officers, representatives from the Ministry of education, and 3 ICT/ digitally inclined teachers from 4 selected schools across each of the 6 project States. The participants were engaged in a 1 hr 30 mins interactive session and started with opening remarks from the Ministry of Education followed by an overview of the project. Furthermore, the teachers were administered survey questionnaires (DALTT) to help ascertain their level of awareness on digital learning tools, uptake and engagement with the digital learning tools. followed by a knowledge sharing session to understand the lived experiences of various schools during the covid-19 lockdown and how they were able to ensure continuous learning irrespective of the lockdown. We introduced the digital learning manual in English language and in two (2) indigenous language (Yoruba and Hausa) as well as the various digital tools and its use to help enhance their level of understanding of how tools identified can be engaged with by Teachers, and students/pupils. Questions and answers were entertained and the day ended by welcoming contributions and opinions from Teachers present on how best the Digital learning manuals could be distributed and a Town hall Read-Aloud-Session can be conducted in each school.

In all, we hosted 6 physical training and planning workshops in 6 states- Kano, Jigawa, Kaduna, Edo , Ekiti and Ogun states with over 90 stakeholders that facilitated the implementation of the program. We also presented the various findings from the extensive surveys and interviews conducted across 24 schools and 20 communities during the initial phase of the project.

Teachers Training and Planning Workshop



4. Read Aloud Sessions

We conducted read aloud sessions using English language and the identified indigenous languages where applicable across 4 schools (2 secondary and 2 Primary schools) in each project state. Before commencement of the read aloud sessions, we administered a baseline questionnaire to selected students in the school which is representative of the school's population to ascertain the students level of awareness and to also identify the pattern of engagement with the digital learning tools already known.

The read aloud sessions were conducted by the teachers who attended the training and planning workshop, Community Liaison Officers and the Project team who traveled to each project state to distribute the Digital learning manuals and demonstrate the use of the various digital tools. During the read aloud session, the students were given the opportunity to use some of the tools they had learnt and encouraged to use them after the sessions while studying in schools. The read aloud session ended with students who asked questions to gain clarity on how to use and access some of the digital tools they had been exposed to.

In all, we conducted 72 read aloud sessions across 24 schools (12 primary and 12 secondary schools) in 18 local government area across 6 states (Kaduna, Kano, Jigawa, Edo, Ogun and Ekiti) in Nigeria.



5. Endline Evaluation

The objectives of the endline evaluation are:

- To evaluate the reach, engagement, and outcome of the second phase of Education Digital Equity phase 2 project across the states of project implementation to ensure the project was effective and inclusive.
- To evaluate the perception of teachers to adoption of digital tools for learning.

Methodology

AREAi adopted a two-pronged approach to generate evidence of the outcome of EDEI phase 2 project implementation. A well-structured questionnaire was developed by the M&E team to generate this evidence. Measuring Reach, Engagement and Outcome of the Digital Learning Manual by students was designed for students and the Perception of Teachers on the adoption of digital tools for learning was designed and administered to teachers who participated in the project. Data obtained were cleaned, analysed and interpreted in comparison to indicators set out during the baseline to measure the outcome of the project.

Quantitative Findings from Project Evaluation

i. Relevance

The project was highly relevant as students were unable to learn during the COVID-19 lockdown owing to the fact that there was little or no measures put in place to ensure learning due to lack of awareness, lack of technological know-how and lack of available resources. The read-aloud sessions and Digital Learning Manual provided has bridged the gap by creating awareness about the existence of alternative tools for learning to ensure learning never stops.

ii. Efficiency

The project was efficient in terms of coverage as 30,000 students' awareness of offline digital tools for learning was enhanced through read-aloud sessions conducted across 24 schools in the 6 states of implementation. The project also provided 30,000 copies of the Digital Learning Manual to these students and to ensure they get more familiar with the tools, the teachers also conducted two more read-aloud sessions after the first session.

iii. Effectiveness

The project increased the awareness of 76 teachers and 30,000 students on the availability of offline Digital Learning tools.

iv. Sustainability

At the core of Education Digital Equity Initiative Phase 2 planning and delivery is a significant commitment to ensure sustainability even at the end of the project timeline. As part of the sustainability strategy, teacher's training and planning workshops in partnership with state Ministries of Education and school administrators to ensure that teachers are better aware of offline digital learning tools and are equipped with the foundational skills and competence to guide learners in engaging with digital tools for learning. In addition to this, to ensure that students have continual engagement with the learning resource, 30,000 copies of the Digital Learning Manual were distributed to 30,000 students across the 24 schools. Most importantly, advocacy visits were carried out to the state ministries of education and copies of the Digital Learning Manual were distributed to principal government officials to serve as reference materials for subsequent state-led digital learning interventions.



Qualitative Findings from Project Evaluation

1. Access to Learning Manual, Technology and Lessons

1.1.1 Access to digital learning manual

Knowledge of the existence of digital tools for learning ranked poor during the baseline assessment. With the distribution of the Digital Learning Manual and read-aloud sessions conducted, the project beneficiaries through the questionnaire administered were asked if they had access to the Digital Learning Manual and 100% of the students affirmed having access to the digital learning manual which highlights nine offline and low-cost tools for digital learning.



Figure 3: Access to Digital Learning Manual

1.1.2 Access to digital learning tools

In evaluating student's access to technology (digital tools) for learning, 94.27% of students who participated in the evaluation survey confirmed that they have access to some of the digital tools highlighted for learning while 5.73% do not have access to any of the digital tools highlighted for learning.

5.73%

Yes
No

Figure 4: Access to offline digital tools for learning

1.1.3 Digital tools used by students for learning

From the 905 students who responded to having access to digital tools for learning, 84.53% and 75.25% affirmed access to radio and television respectively for learning at home while access to the other digital tools highlighted were low due to non-availability of the tools for them to access instructional materials for learning.

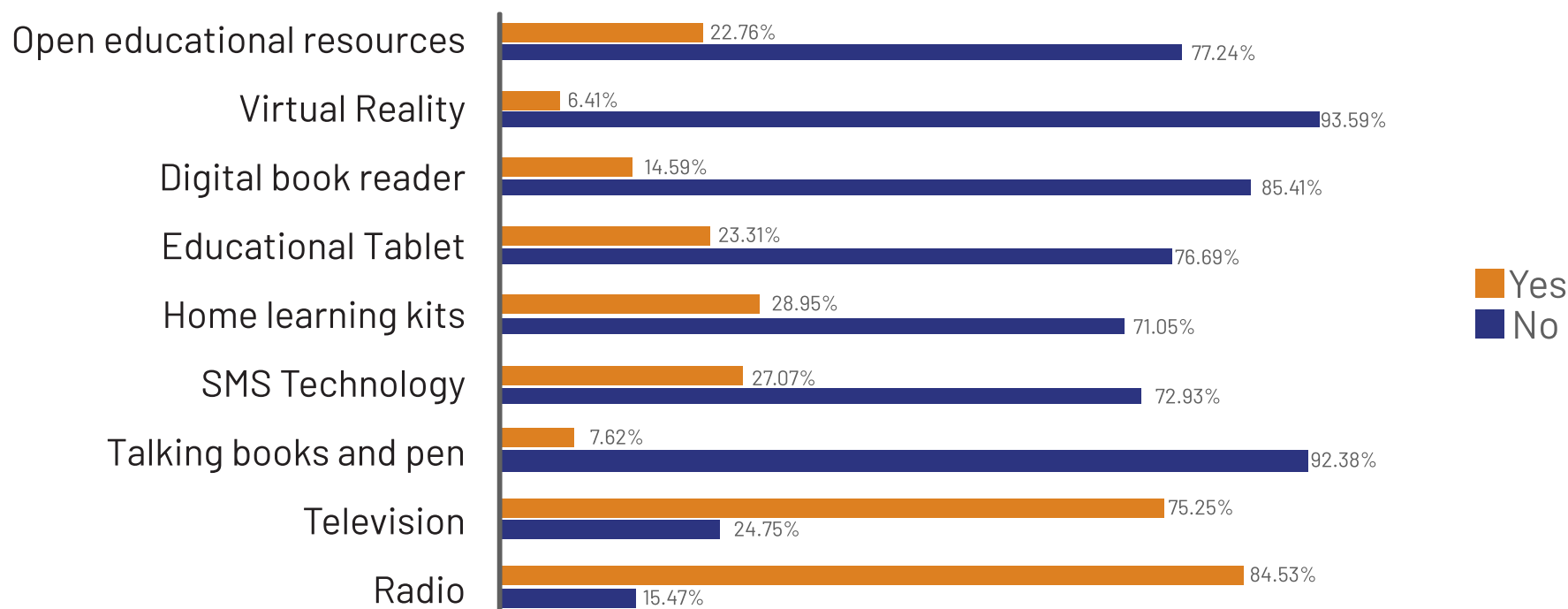


Figure 1: Students knowledge of different digital tools for learning

1.1.4 Measuring the extent to which students engage with the digital learning manual

To measure the extent to which students engage with the Digital Learning manual to familiarize themselves with the digital tools for learning, 95.63% of students affirmed that the Digital Learning Manual has provided a guide for them to learn about digital tools they can explore to learn at home and when school is not in session while 4.38% stated otherwise. 94.16% of Students also stated that they go through the Digital Learning manual every week 47.60% (2-5 times a week) and 46.56% once a week as the manual is very informative and engaging while 5.83% stated not engaging with it after the read-aloud sessions.



Figure 1: How the Digital manual has guided students to learn about digital tools

1.1.5 Measuring changes in level of awareness of students on digital tools for learning

Students across the 24 schools of project implementation have confirmed that EDEI phase 2 has increased their level of awareness of the digital tools for learning. 41.46% students and 37.08% students stated that the Digital Learning Manual and the read-aloud sessions conducted have all highly increased their knowledge of available digital tools for learning and 16.25% stated their knowledge was increased on a medium level while 4.27% and 0.94% stated the project increased their knowledge at low and very low levels respectively.

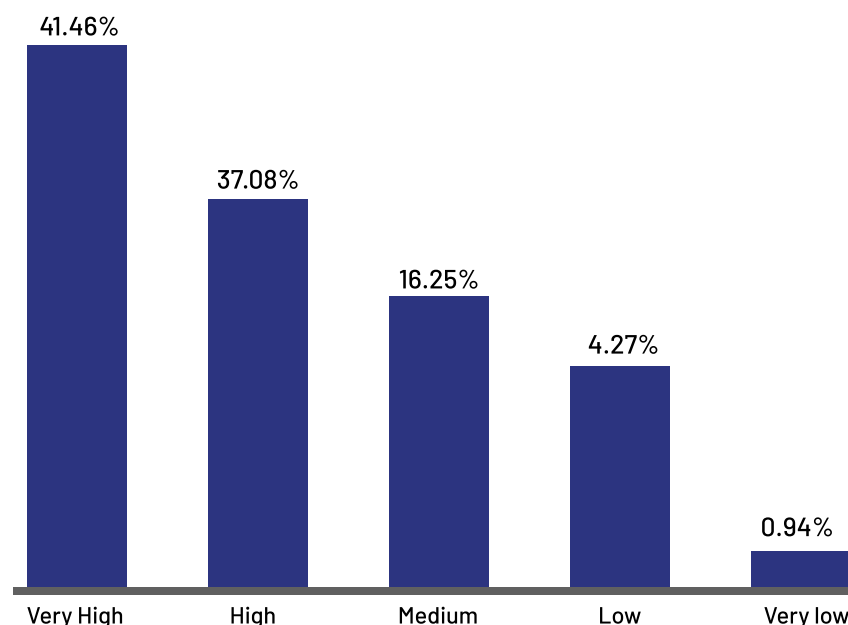


Figure 1: Extent to which the Digital Learning Manual has improved awareness of digital education



1.2 Perception of Teachers on the adoption of digital tools for learning

The unprecedented COVID 19 lockdown in Nigeria and the world has necessitated the need for a blended learning approach using both offline and online learning tools. Teachers who are critical stakeholders in facilitating learning including new technology have a great role to play to ensure students continue to learn even when schools are closed. This section highlights findings from the evaluation on the perception of teachers on the adoption of digital tools for learning. 81.58% of teachers stated that they are comfortable with integrating new classroom technology to ensure students are vast in blended learning approach 10.53% stated they are somewhat comfortable and 7.89% stated they are somewhat uncomfortable. Teachers were also asked if they think the digital tools for learning highlighted in the digital learning manual will be effective for classroom and out-of-school learning and 100% of teachers confirmed the tools will be effective as they would improve student's academic performance.

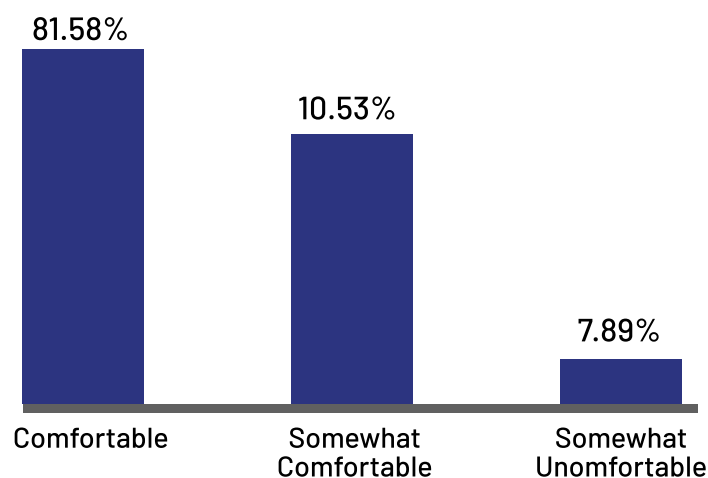


Figure 1: Comfort level of teachers with digital tools

1.2.1 Acceptance of digital education by teachers and preference

All teachers who participated in the survey welcomed the use of technology for learning and 63.16% of the teachers specifically stated that they preferred educational tablets to be more effective in their schools, 59.21% preferred television, 57.89% preferred talking book and pen, especially the ones in primary schools, 47.37% preferred radio, 38.16% preferred open educational resources, 32.89 preferred digital book reader, 30.26% preferred home learning kits while 10.53% preferred virtual reality.

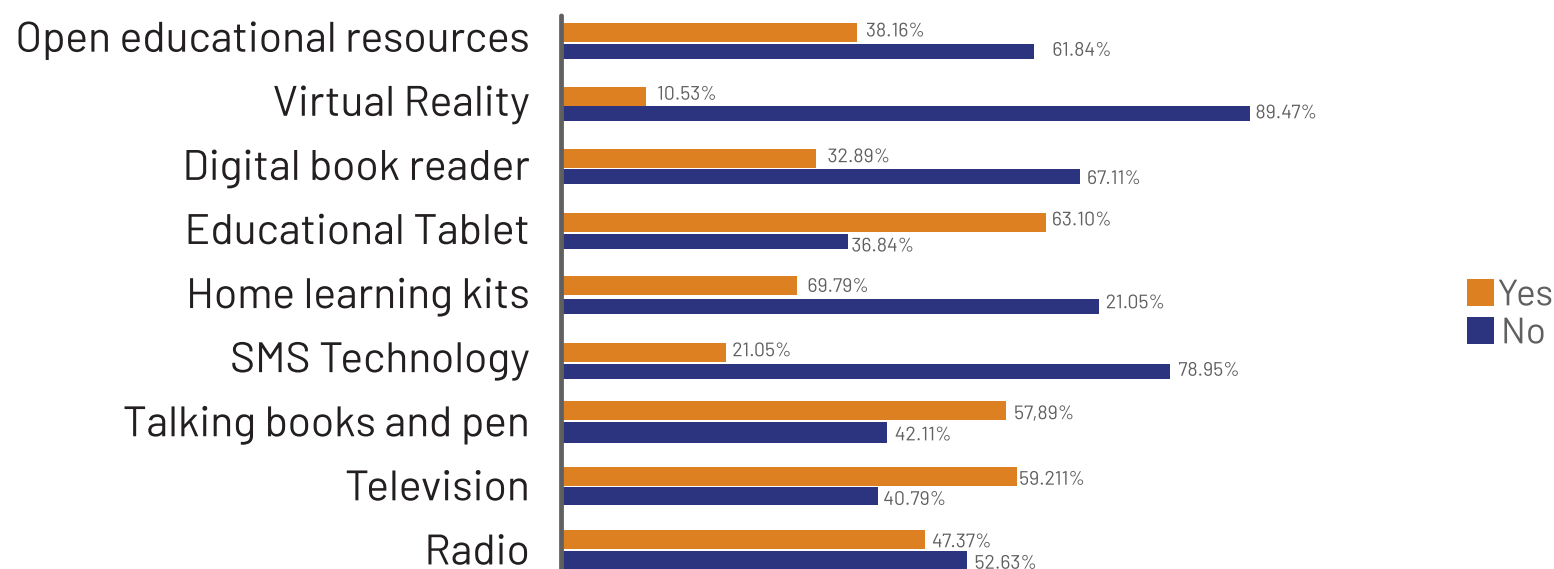


Figure 1: Preference of digital tools for learning





Key Risks and Mitigation Measures

Risk: Abuse, harassment, or exploitation

Conducted safeguarding and child protection training for Project team and support staff. Team members and support staff signed and affirmed to the organization safeguarding policy.

Risk: Consultant or contractor delays

Communicated schedules early and checked in with contractors regularly. In addition, we put late penalties in the contract.

Risk: Language Barrier during read aloud sessions

To mitigate this risk, we leverage the strength of trained teachers, and our community liaison officers to serve as lead facilitators during the read aloud sessions. In a context where project team members do not have proficiency in local language as reflected in the digital learning manuals, we were able to leverage the expertise of teachers' and CLOs to bridge the gap.

Risk: Lack of communication, causing lack of clarity and confusion

We created a communication strategy that specifies the frequency, aim, and audience for each message. Stakeholders were identified and taken into account in the communication strategy. Stakeholders were engaged using the appropriate channel.

Risk: Ineffective COVID19 prevention protocols for the project implementation personnel

To mitigate this risk, all members of the project implementation team and the project resource persons were intimated on the need to always follow strict social distancing measures and safety precautions including but not limited to the use of nose masks and sanitizers.

Risk: Stakeholders' actions delay project

Prior to programming, we identified relevant key stakeholders, assessed their interests and clout, and engaged them to secure project support.

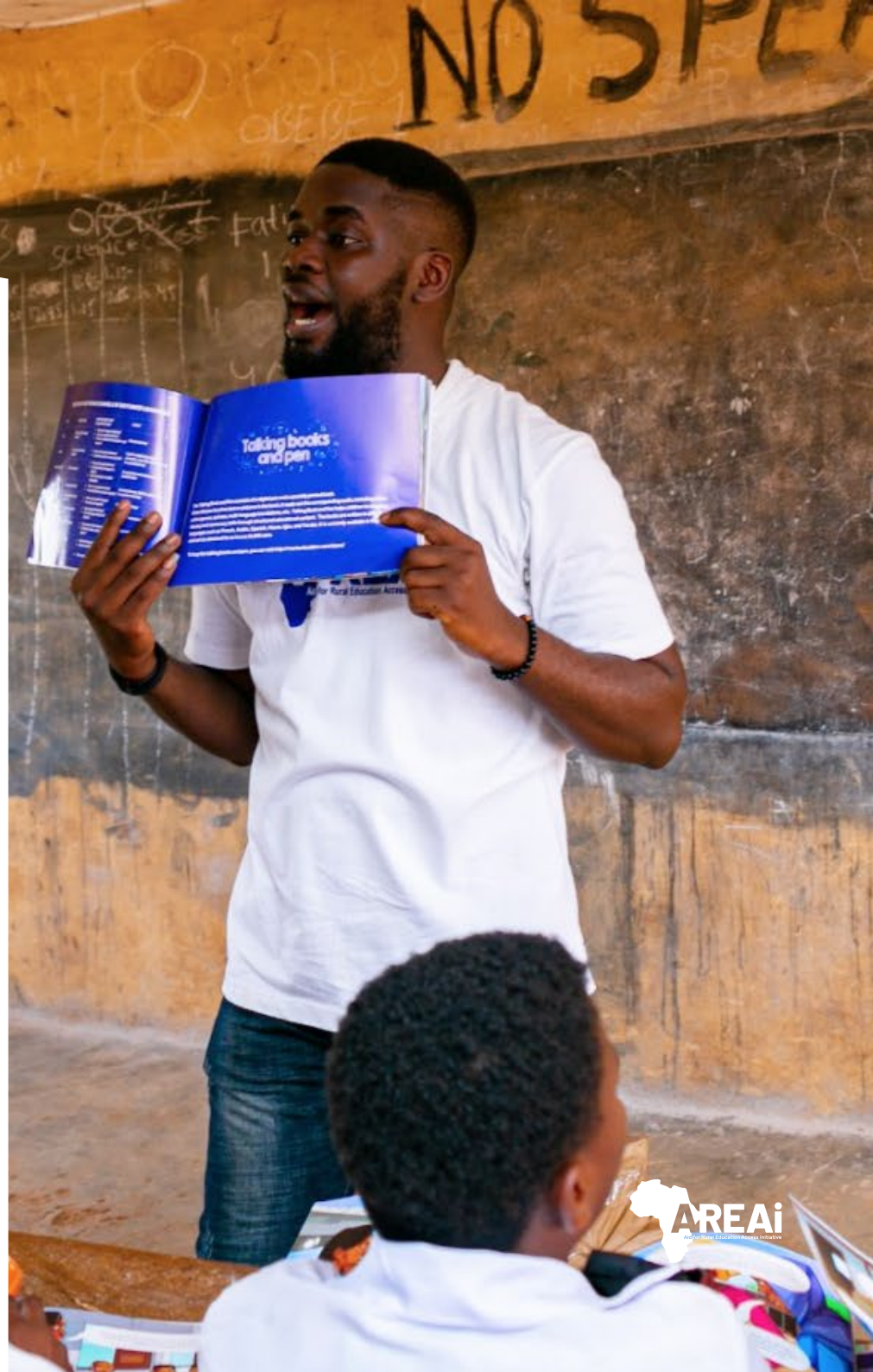
Monitoring and Visibility

1. Project Monitoring, and Evaluation

All engagements were properly documented through pictorial and video graphical evidence. Consents were obtained from project participants (students, teachers, school heads and education administrators), and the Community Liaison Officers were tasked with continuous follow-up with all schools.

The project was monitored and implemented through the following means:

1. Information from Partners
 - *Physical and virtual meetings*
2. Information from participants (Students and Teachers)
 - *Surveys (Closed-ended and open-ended questionnaires)*
3. Observations
 - *Photography and videography*
 - *Team members observation*



2. Project Impact Assessment Indicators

	Activity	Indicator	Outcome
1	Onboarding of Community Liaison Officers	Number of Community Liaison Officers engaged	6 community Liaison Officers were onboarded to support community engagement.
2	Consultation with Ministries of Education and school administrators	Number of Education Ministries consulted and school administrators	6 Ministries of Education were consulted and supported selection of schools for project implementation. 24 School administrators consulted across 24 schools in 6 states (4 schools per state)
3	Toolkit update and translation into local languages	Number of audio translations into local languages	The toolkit was translated into 2 Local languages (Hausa and Yoruba)
4	Audio content development and upload on project resource portal	Number of audio content developed	2 audio content were developed in 2 local language (Hausa and Yoruba) and uploaded on the project resource portal.
5	Production of paper-based tool kit for students	Number of Paper-based toolkit produced	30,000 paper-based manuals were developed in English, Hausa and Yoruba
6	Baseline interviews and consultation with students	Number of students who participated in the baseline survey	960 students responded to the baseline survey, 40 per school and 960 across six schools
7	Training and planning workshop with teachers		72 teachers trained across six states of project implementation.
8	Distribution of paper-based tool kit (Digital Learning Manual) and town hall read-aloud sessions	Number of students who received the digital learning manual	30,000 students from 24 schools received the digital learning manual across 6 states of project implementation.
9	Townhall read-aloud sessions across schools in various clusters	% of students who have increased knowledge about digital tools for learning	97% of the 30,000 students have deep knowledge and gained understanding of the use of all tools outlined in the digital learning manual

Success Stories

"During the COVID-19 lockdown, my school, like many other schools in the country, was closed. Unlike schools in the city, however, where students could continue learning on digital platforms, I could not continue learning during the lockdown because my only place of learning was closed. When I received the Digital Learning Manual distributed in my school by Aid For Rural Education Access Initiative, I was filled with joy. I did not know about all these digital learning tools. Now I can learn even when I am not in the classroom."

Shu'aibu Dahiru Abdulkadir,

a secondary school student in Day Science Secondary School,
Dutse in Jigawa State.

"I was opportune to be part of the Education Digital Access Initiative's Teachers Training and Planning Workshop in Edo state. In the quest of providing quality education to every child, Aid For Rural Education Access Initiative organized a training and planning workshop for teachers in Egor, Uhunmwonde, Ovia North/East and Ovia South/West LGA of Edo state on Education Digital Access Initiative. The Initiative is aimed at providing teachers and students in rural communities with access to various online and offline digital learning opportunities and I learnt a lot from the sessions."

Peter O. Aguebor,

Community Liaison Officer, Edo State

"I appreciate the efforts of Aid For Rural Education Access Initiative and Foreign Development Commonwealth Office in promoting and improving teaching and learning. Our students and staff benefited greatly from your remarkable presentations. The instructional materials will forever remain relevant to our students. Thank you for investing in education."

Malam Taura Naziru,

A teacher in Jigawa State

Success Stories

"I only knew about television and home learning kits as offline/digital learning tools. I was excited to learn about the Mavis talking books and pen, DigiLearns SMS technology, educational tablets, digital book reader, virtual reality and many other digital learning tools. I can't wait to share this with my friends."

Olotu Imisioluwa,

Primary 6 student of Subeb Model Nursery/Primary School,
Ekiti State

"Truly speaking during the Covid-19 lockdown, all schools were closed and no learning was taking place, particularly for us in the rural areas. We were not able to connect with our students at all because most of them are not aware and don't have access to digital tools like Television and radio. There is no way we could engage them during the lockdown.

I enjoyed the Teacher's Training Workshop because I learned a lot of new things. There are some tools I have never seen before, like the Mavis Talking Book and Pen. I believe our students will be amazed when they see it. They will love it. For us teachers, I believe digital tools like tablets will help us a lot. It is portable and we can take it home with us without worrying about the security."

Zainab Aduma,

Teacher in Agwan Jirumei Primary School,
Kaduna State

"The Kaduna State government made e-learning available on the radio but these classes were in English language. Most of the students in the primary school where I teach do not speak English. It's a school in a remote village in Kaduna. They only speak their mother tongue which is Hausa so they could not learn from the e-learning sessions on the radio.

The Teacher's Training Workshop was very interesting to me. It opened my eyes to see different digital learning methods. With the Mavis Talking Book and Pen, I learnt that my students could learn in both Hausa and English. That means language would no longer be a barrier to their learning. As a Civil Servant with very limited time, I also plan to use the opportunities that e-learning provides for my personal development."

Bashir Aliyu,

A teacher in Kudan local government in
Kaduna State

Essential Information and Assets from Phase II

Pictures

Images from the Edo State teachers training, read aloud sessions across the schools: <https://bit.ly/EDEI-Edo-State>

Images from the Ekiti State teachers training and read aloud sessions across the schools: <https://bit.ly/EDEI-Ekiti-State>

Images from the Jigawa State teachers training and read aloud sessions across the schools: <https://bit.ly/EDEI-Jigawa-State>

Images from the Kaduna State teachers training and read aloud sessions across the schools: <https://bit.ly/EDEI-Kaduna-State>

Images from the Kano State teachers training and read aloud sessions across the schools: <https://bit.ly/EDEI-Kano-State>

Images from the Ogun State teachers training and read aloud sessions across the schools: <https://bit.ly/EDEI-Ogun-State>

Output Materials

Digital Learning Manuals:

English: <https://bit.ly/Learning-Manual-English>

Yoruba: <https://bit.ly/Learning-Manual-Yoruba>

Hausa: <https://bit.ly/Learning-Manual-Hausa>

Resource Portal with Video Documentaries

<https://equity.areai4africa.org/>

Translated versions of the Digital Learning Manual (Hausa and Yoruba)

<https://equity.areai4africa.org/learning-manual/>

Audio Versions of the Digital Learning Manual (Hausa and Yoruba)

<https://equity.areai4africa.org/learning-manual/>

ACKNOWLEDGEMENTS

PROJECT SPONSOR



Foreign, Commonwealth
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PROJECT PARTNERS & COLLABORATORS





Education
Digital Equity
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ARIAL

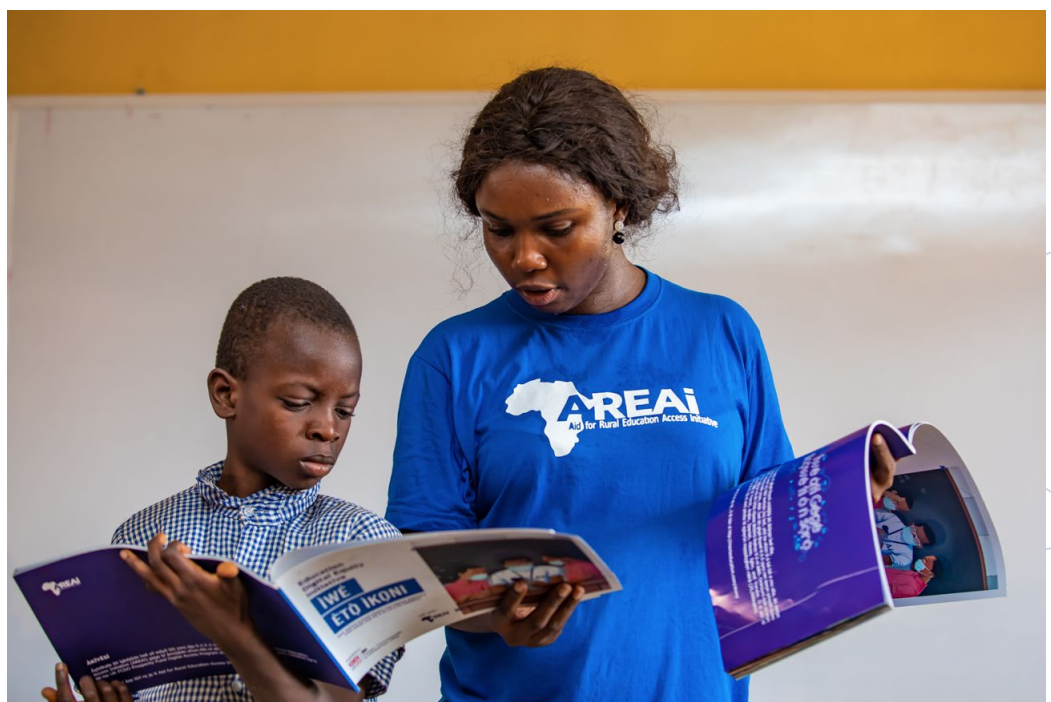


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Digital Equity in Pictures

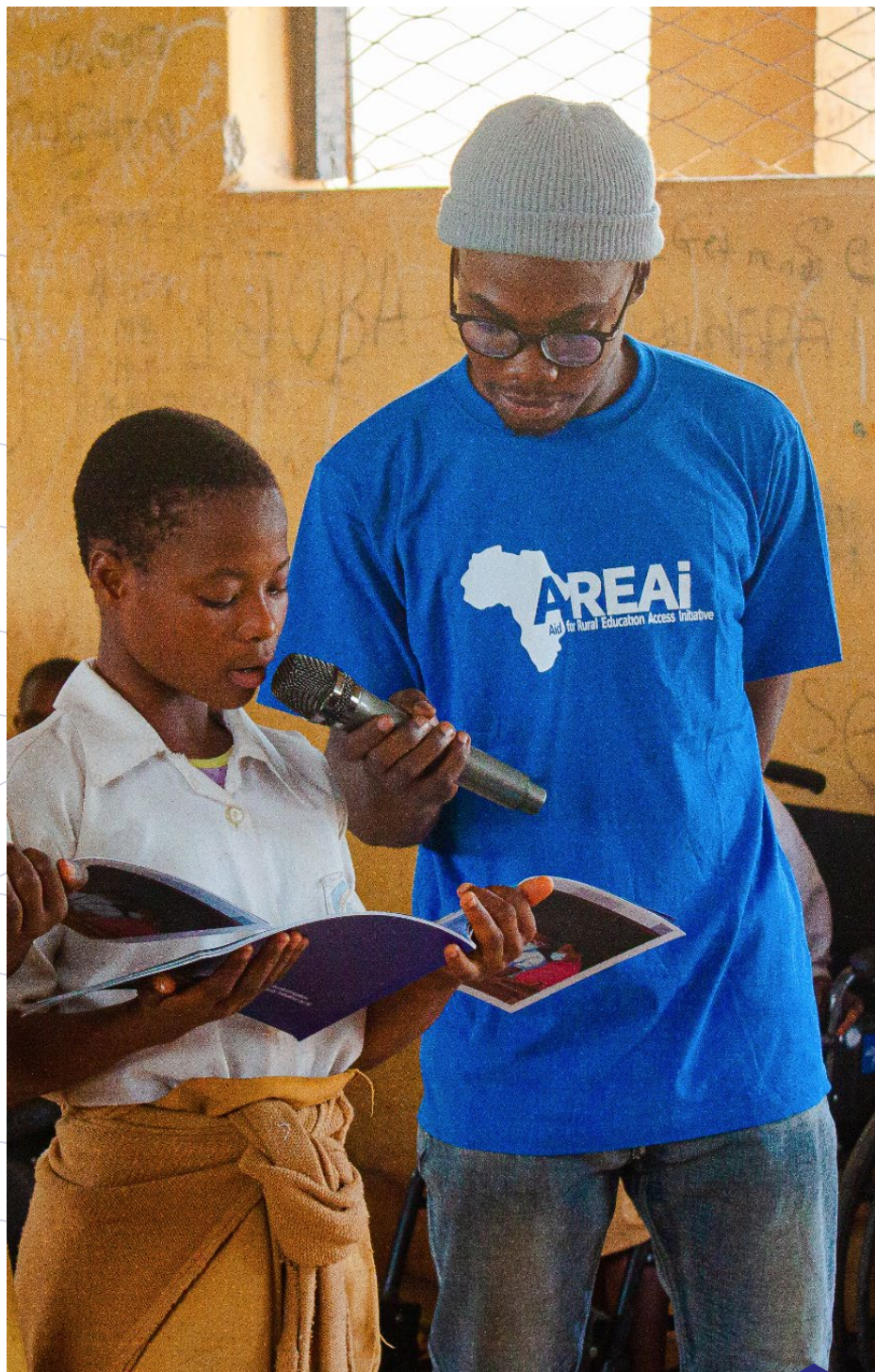




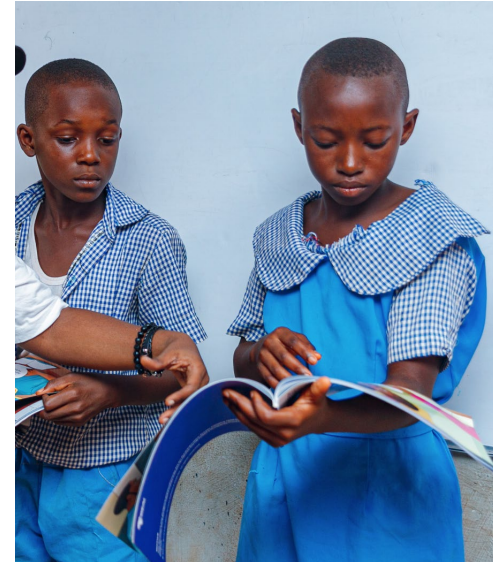


OGUN

OGUN STATE









NOTICE

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