

COUNTRY BRIEFING: NIGERIA



GEC-T

2 projects

222,080 target beneficiaries

The GEC had two GEC-T projects in Nigeria operating in The Federal Capital Territory (FCT), Kaduna, Kano, and Lagos.

Both projects closed during the final quarter of 2020. Their recent work was significantly impacted by the COVID-19 crisis with schools closed since March 2020. In response, projects focused their efforts on activities including supporting the continuation of teaching and learning through TV, radio, online mobile learning and continuous professional development (CPD) for educators. During July to September the GEC projects in Nigeria supported over 100,000 girls and boys through direct contact.

PROJECT NAME	WINDOW	LEAD PARTNER	PROJECT START DATE	PROJECT CLOSE DATE
<u>Educating Nigerian Girls in New Enterprises (ENGINE)</u>	GEC-T	Mercy Corps Nigeria	1 April 2017	31 October 2020
<u>Discovery Project (Fitila)</u>	GEC-T	Impact(Ed) International	1 April 2017	31 December 2020

Challenges

In Nigeria, rules enacted to curb the spread of COVID-19 required projects to alter their activities in order to keep in contact with girls, to ensure their safety and to support them to continue learning. The key challenges projects faced during this time include:

- **Concerns for girls' safety and wellbeing.** Lack of daily schooling isolates girls from the teaching and the public whilst also limiting their access to information that would help them stay safe and monitored. The poorest families are often hardest to reach due to rural isolation and poor levels of literacy or difficulties in accessing broadcast messages.
- **Increased likelihood of school dropout and early marriage** due to economic hardship faced by the most vulnerable families. Increased hardship creates pressure on girls to drop out of school to support their families at home or get married.

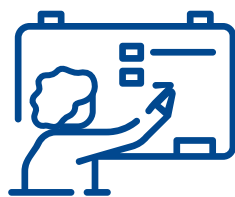
Addressing these risks became a priority for the projects.

During July to September the GEC projects in Nigeria supported over 100,000 girls and boys through direct contact.

Project data is based on reporting from May to October 2020



Since the start of the second phase of the GEC¹ (2017), the GEC projects in Nigeria have reported the following achievements, to June 2020:



6,414

teachers trained



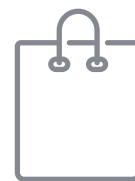
17,985

textbooks distributed



420

community awareness-raising events held



79,847

student kits distributed

Recent highlights

In response to the challenges that have arisen from the COVID-19 pandemic, the GEC projects developed response plans with activities designed to best support girls to continue learning, remain safe and to be ready for schools and learning centres to reopen. Highlights from the Nigerian projects during this period include:

- **Impact(Ed)**'s entire My Better World learning series was broadcast on national TV and Kano radio. The national TV English broadcast is estimated to reach 35 million Nigerians.
- Child protection information was broadcast to 13,535 parents and teachers, through **Impact(Ed)**'s Cell-Ed's mobile platform.
- **ENGINE** stayed in touch with girls and project stakeholders through the use of Whatsapp, Google Meet and Zoom. The project grouped girls into clusters to access e-learning through 168 active WhatsApp groups facilitated by trained Learning Centre Facilitators. Whatsapp was also used to train these facilitators.
- **ENGINE** formed partnerships with government-sponsored radio and TV programmes to deliver learning content in the FCT in collaboration with the Agency for Mass Education. All the project's COVID-19 information messages and NCDC (Nigeria Centre for Disease Control) were interpreted and re-shared, helping to dispel myths about the virus and its associated risks.
- **Social media** was used to distribute COVID-19 related behaviour change communication materials, for example COVID-19 videos, flash cards, pamphlets and SMS in English, Hausa and Yoruba languages.

Both projects put in place safeguarding protocols and procedures specifically to ensure that their COVID-19 responses are safe for girls, other beneficiaries and staff members. Safety, as well as learning, continues to be a top priority for all GEC projects.*

Coordination and collaboration

Through the pandemic, projects in Nigeria recognised the importance of coordination and collaboration to reach girls and other stakeholders with their activities.

Impact(Ed) demonstrated the value of continued engagement with government counterparts. Certain project activities were incorporated into State Development Plans and are being entrenched in SUBEB (state universal basic education board) planning. The Kano State Ministry of Education conducted a full review of **Impact(Ed)** educational videos and approved them for use by television facilitators to deliver instruction in English, mathematics, sciences (biology, agriculture and chemistry) and geography.

Through **ENGINE** support, a code of conduct which sets out zero-tolerance policies towards harassment, bullying and corporal punishment was approved by FCT, Kaduna, and Kano state governments for use in all schools. The code of conduct for use in non-formal education centres was adopted at the federal level for national use. Additionally, a child and vulnerable adult protection (CVAP) referral protocol was adopted by all four state governments.

* Please see the safeguarding section on the COVID-19 page of the GEC website for materials and guidance provided to projects: <https://girlseducationchallenge.org/#/article/covid-19-response>. The GEC expects our projects to be compliant with our 14 minimum standards on safeguarding.

¹ The first phase of the GEC ran from 2012-2017 and provided quality education for over a million marginalised girls. The GEC is now in its second phase (2017-2025), with up to 41 projects in 17 countries. The second phase is enabling existing GEC beneficiary girls to complete primary school and transition to secondary education, technical vocational training or employment.

Lessons learned from project endlines

Some key lessons include:

- Formal education structures can strengthen informal education structures. For example, engaging head teachers from formal education structures as supervisors for out-of-school learning centres has enhanced the quality of mentoring and the quality of teaching at learning centres.
- Future programmes should pay special attention to supporting the institutions and stakeholders at school and government level that are expected to take over project activities to ensure that they have the right capacities to sustain project activities so that these will continue with fidelity to original design.
- Development of media content must be accompanied by evaluation of how the content can and is being accessed. e.g. do the schools have adequate equipment and electricity, as well as the funding needed to maintain these.
- Education programmes targeting girls of reproductive age need a strong component on sexual reproductive health to address emerging issues such as unplanned pregnancies, sexually transmitted diseases, menstrual hygiene and access to health services.

Final priorities

ENGINE closed in October 2020. **Impact(Ed)** closed on 31 December 2020. The main priorities for both projects were around sustainability and dissemination plans.

Impact(Ed) focused on:

- Engaging partners including the Ministry of Education, SUBEB and the local government education authority (LGEA) on sustainability activities and continuing to strengthen local ownership of the main **Impact(Ed)** interventions.
- Scaling up the accelerated learning programme to allow transfer/handover at school, LGEA and SUBEB HQ levels. Inclusion of ALP scale-up will be in the revised state budget.
- Engaging community partners and school leaders on community action plan (CAP) revisions to implement proven **Impact(Ed)** approaches or models at school level.

ENGINE focused on:

- Sharing all programme materials with stakeholders
- Disseminating learning to key stakeholders, such as the the **ENGINE** Code of Conduct for use in Non-Formal Education Centres which was adopted for use across the 36 states of Nigeria by the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC)
- Distributing final commitments to girls, e.g. payment of school fees, NECO/ WAEC fees, business expansion and mentorship
- Linking all girls to community-based mentors (LCFs, principals, gender champions, girl ambassadors) to continue to provide social support, including around the areas of child and vulnerable adults protection and gender-based violence, and return to school.

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