



Changing the Narrative through

EdTech

&

Research

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About BBYDI

Brain Builders Youth Development Initiative (BBYDI), is a youth-led nonprofit organization founded in 2014 with a passion and commitment to achieving good governance, promoting civic engagement and peaceful political participation, youth entrepreneurship, advancing civic liberties and championing the Sustainable Development Goals (SDGs).

Over the years, we have reached out to over 2 million Nigerians online and offline through our innovative programmes. Our engagements have, among others, focused on championing the SDG 4, (Quality education), and empowering local communities through research, and education technology across 36 states of the federation.

Through strategic partnerships, innovative projects, and advocacy efforts, BBYDI endeavors to cultivate a generation of young leaders who are passionate about sustainable development. Leveraging innovation and technology, we collaborate with stakeholders in marginalized communities and government

institutions to promote access to quality education for all.

Over the past years, BBYDI's initiatives have made a significant impact, reaching over 2 million individuals across various age groups and backgrounds in several communities spanning all 36 states in Nigeria. Our diverse projects have directly engaged individuals and communities, fostering environmental stewardship, economic empowerment, and knowledge enhancement.

We have collaborated with esteemed partners and sponsors such as development Research and Project Centre (dRPC), LEAP Africa, Nigeria Youth Futures Fund, Global Campaign for Education, International Fact-Checking Network, and US Global Engagement Centre and Becera, whose support have been instrumental in amplifying the impact of our endeavors. And as we continue to evolve and expand our reach, BBYDI remains committed to empowering youth, driving sustainable development, and building a brighter future for all.

Contextual Background

The infrastructure to support e-learning is poor in Nigeria with only 57% of Nigerians having access to electricity during the COVID-19 pandemic, according to the United Nations energy progress report (2018). Nigeria's internet penetration rate stood at 55.4% of the total population at the start of 2023 as reported by DataReportal. According to the World Bank, Nigeria experienced a significant expansion in access to education during the last few decades. However, in a document titled "Nigeria Development Update (June 2022): The Continuing Urgency of Business Unusual", the World Bank has reported that the country still has the highest number of out-of-school (OOS) children in the world. 11.1 million children aged between 6 and 15 were out of school in 2020, representing 1 in 12 of all OOS children globally and 22 percent of all children in this age group in Nigeria.

As an organization that has always engaged in advocacy towards expanding access to education in Nigeria, we were deeply worried about the negative impacts of COVID-19 on the country's education system. By leveraging the power of technology, we can continue to provide students with access to learning materials, connect them with teachers and peers, and keep them engaged and motivated.

Furthermore, another significant issue as regards education is the security condition of Nigeria's schools viz-a-viz the alarming rates of abduction of school

children. The Nigerian schools have been subjected to attacks since 2011, and children bear the brunt of war between the Nigerian government and terrorist groups and the outbreak of COVID-19 exacerbated the situation. The statistic has it on record that Nigeria has the highest number of out of school children.

There's an unnegotiable need for the schools to be safe for learning, the students and the teachers, and other persons involved in the educational structure. There is the need to cultivate practices and policies that keep the school a safe haven for the children in Nigeria. To keep the school safe, there is the need for all stakeholders to frontline the commitment which is captured in our Global Action Week on Education.

Undoubtedly, girl child education has faced numerous challenges ranging from family background, parents' source of livelihood, infrastructure, gender-based violence, early marriage and so on, and as a result, millions are out of school, engaging in one act or the other, trying to survive on their path.

All these aforementioned challenges of different scales birth the need for comprehensive and befitting initiatives tailored to the needs of primary affected individuals, particularly in marginalized communities by Brain Builders Youth Development Initiative for a sustainable future for all.

Leading Edtech Actor During Covid19 Pandemic

In all the eight countries, the government took strong leadership in EdTech initiative.

Radio and television were the most successful EdTech tools deployed for continue learning during the covid-19 Pandemic

Only Rwanda did not depend on paper-based learning.

There were partnerships between the government and the private sector including the development partners (e.g UNICEF, UNESCO, USAID, GPE), international financial institutions (World Bank, IMF), telecom companies (MTN, TNMO, local NGOs, private television and radio stations.

(Rodríguez, Cobo, Muñoz-Najar & Sánchez, 2020; Dreesen et al., 2020).

Overview of Intervention: EdTech and Research

EdTech

Our initiative, **EdTech**, is aimed at having an improved educational sector in Nigeria through the use of technology and digital infrastructures to further deepen quality education in the country.

- **EdTech Nationwide Advocacy Project**

This project, a collaboration with GCE, is designed to integrate technology into education, benefiting students across Nigeria. We aim to facilitate access to educational resources and connect students with teachers and peers in an interactive and digital learning environment. We distributed educational materials to various learning communities. We trained focal agents in all 36 states, including over 180 educators and activists. These agents are tasked with promoting the EdTech initiative and ensuring its effective implementation at the grassroots level.

- **Inter-High School Debate Programme on AI**
- **Factsheet on: EdTech in Education Emergency**
- **Issue brief on EdTech**
- **Harnessing EdTech in Africa: Scoping Study**



Overview of Intervention: EdTech and Research

Research

- **Girl-child Education and Emerging Issues in Kwara State**

In different efforts of the BBYDI, data-driven research is at the forefront, particularly in championing “Girl-child Education And Emerging Issues In Kwara State”, which is a comprehensive report on contemporary issues on Girl-child education in Kwara State and assessment of issues militating girl child education development in the state.

Children are great for a country’s economic and social growth because they are meant to carry the glory and future of the country. International instruments, declarations and local laws set the pace for appropriate human development, peace, and harmony stated that over 10.5 million children in Nigeria are out of school; approximately 60 per cent are girls (UNICEF, 2014). This means that there are more girls out of school than boys. With this, it is evident that girl-child education in Nigeria is poor, and there is a need to address this

ugly situation.

Many contemporary issues are mitigating girls-child education, especially in the rural environment. However, significant factors towards providing basic and quality education to its citizenry, especially in the rural areas and particularly to the girl-child, are missing. Therefore, this research sought to carefully embark upon the issues mitigating girl-child education in Kwara State to ascertain the contemporary issues affecting girl-child education and find a lasting means of eradicating the identified issues.

- **Ride to Remote: Towards Improving Nigeria’s Education System amidst COVID-19**

It was aimed at supporting the effort of policy actors to build an equitable education system in Nigeria. The document includes 15 major action points with cross-cutting responsibilities of the government, management of higher education institutions, and young people in the country.

Overview of Intervention: EdTech and Research

Global Action Week on Education

In response to the alarming rates of abduction across the country, BBYDI staged a Global Action Week on Education in grand style with several programmes to champion school safety featuring a Press Conference and Policy Dialogue on National Policy on Safety, Security and Violence-Free Schools in Nigeria.

The strategic intent of the learning dialogue of the Global Action Week on Education was centred around the following objective:

- Increase political will to guarantee public quality, transformative and inclusive education with lifelong learning prior to and post emergencies at the local, national, regional and global levels.
- Increase public financing for education and lifelong learning in emergencies, including mobilisation of resources for Safe Schools in Nigeria.
- Raise the voices of the people whose education is affected by emergencies by keeping them at the centre of the global education agenda while increasing their capacities to promote their involvement in the decision-making processes.

Robust discussions, debates and engagement took place. The following outcomes and recommendations emerged from the discussions:

1. A call for collaboration at all levels to keep schools safe and protect education in the context of emergencies.

2. Use indigenous knowledge, including local languages to build local education advocacy structures that champion and promote peace and safety in school.
3. Train critical stakeholders on the Safe Schools Declaration.
4. Participants were sensitised on key issues outlined in the Safe Schools Declaration and what they can do to promote it and hold those in power accountable.
5. The media participated in the event and amplified its outcomes.
6. A call was made for resource mobilisation to organise follow up events.
7. Pledges were made to join the civil society Safe School Movement being championed by the dRPC.
8. Deepen the use of community radio, and traditional and religious leaders to promote peace and safety in schools and communities at large.
9. Commitment to establishing a culture of learning and sharing.

Keeping schools safe should not be seen as the duty of the government alone. Everyone has a role to play. In matters of peace and security, we are all stakeholders. We must assist security agencies with information and intelligence gathering, which is key to preventing some of these attacks that take place in schools.

Scale Vision: BBYDI Scale-up Plan for all its Interventions on Education



As a forward-looking organization, Brain Builders Youth Development Initiative envisions a comprehensive and sustainable scale-up plan for all its education-related interventions. Our long-term vision extends far beyond the boundaries of individual schools and communities, aiming to catalyze systemic change in the education sector and empower youth to become active agents of educational stewardship and quality education.

Central to our scale-up plan is the strategic partnership with key stakeholders, including local education authorities, non-governmental organizations (NGOs), civil society organizations, community leaders and international organizations through collaborative efforts and shared resources. We aim to leverage collective expertise and networks to amplify the reach and impact of our educational interventions across Nigeria and beyond the shores of the country.

With these concerted efforts and strategic partnerships, Brain Builders Youth Development Initiative (BBYDI), is committed to realizing the vision of a future where all young people have access to quality education and are empowered to become proactive agents of change in building a more sustainable world for all.

Summary of Key Activities in the list of BBYDI's Intervention on Education

1 EdTech Intervention

EdTech Nationwide Advocacy Project

“EdTech Nationwide Advocacy Project”, is to lead an advocacy effort involving strategic stakeholders and major education actors to promote quality education using technology. These relevant stakeholders include notable lawmakers, top federal and state government officials in the educational sector, owners and managers of private educational institutions, Royal fathers, Youth parliaments, local government authorities, etc. in 36 states across the country including FCT. The project was on a state rolling basis with each state constituting an advocacy team and spearheaded by a state coordinator who took responsibility for the project activities in their region. BBYDI did not only provide funds for the state projects to aid logistics but also had its team present for the successful execution of the project. The team also carried out oversight functions through supervision, monitoring and providing technical support to each of the state's advocacy teams to ensure direction in line with the aims and objectives of the project.

This project, a collaboration with GCE, is designed to integrate technology into education, benefiting students across Nigeria. We aim to facilitate access to educational resources and connect students

with teachers and peers in an interactive and digital learning environment. We distributed educational materials to various learning communities. We trained focal agents in all 36 states, including over 180 educators and activists. These agents are tasked with promoting the EdTech initiative and ensuring its effective implementation at the grassroots level.

The aims of the advocacy were:

- To emphasize the need for investment in infrastructure and digital literacy programs to support the use of technology in education.
- To advocate for training and capacity building for teachers and administrators to effectively integrate technology into the classrooms.
- To highlight the setbacks in student learning caused by Covid-19 and environmental factors.
- To increase funding of the educational sector by government to 20% of Budgetary Allocation.
- To conscientiously drive thoughtful conversation around EdTech in Nigerian education.
- To gather feedback from stakeholders on challenges and bottlenecks hindering EdTech in Nigeria.





Summary of Key Activities

Interschool Debate Programme on AI for Secondary school students

In partnership with the Global Campaign for Education, BBYDI organised an inter-school debate in Kwara State, featuring over 30 participating schools. The event focused on the critical and contemporary topic of “Artificial Intelligence in Education: Helpful or Dangerous.” The competition was a resounding success, with the University of Ilorin Secondary School winning and receiving a significant cash prize. This event showcased the debating skills of over 300 students and stimulated critical thinking about the role of technology in education.

Harnessing EdTech in Africa: Scoping Study

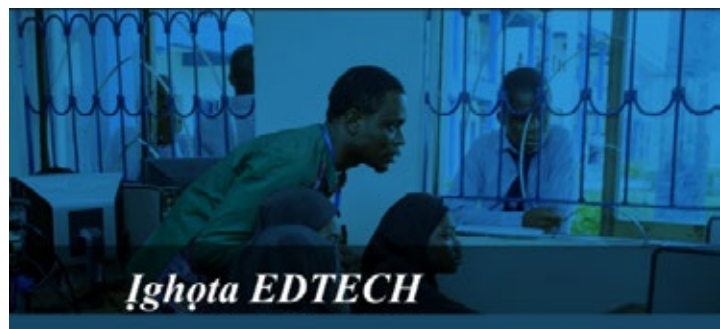
The research documents, which also include an issue brief and factsheet, assessed the impacts of COVID-19 on Africa and Nigeria’s education systems and offered recommendations to relevant authorities and stakeholders. According to the World Bank, Nigeria experienced a significant expansion in access to education during the last few decades. However, the country still has the highest number of out-of-school (OOS) children in the world. 11.1 million children aged between 6 and 15 were out of school in 2020, representing 1 in 12 of all OOS children globally and 22 percent of all children in this age group in Nigeria.

Edtech provided a bridge for students to continue their education and for teachers to continue teaching, even when they were physically apart. It allowed for virtual classrooms, access to learning materials and resources, and communication between teachers and students. Edtech has the potential to transform education and make it more accessible, personalized, and effective for all students. It also allows the use of innovative tools and techniques that can enhance the learning experience and improve student outcomes.

Summary of Key Activities

Recommendations for Harnessing EdTech in Africa Scoping Study

- Training of teachers on how they could use EdTech tools in classroom activities. This should be a continuous process and should be incorporated into the teaching professional training manual.
- EdTech should be considered as an effective mechanism for supporting learning, whether or not there is a pandemic. This will create a sense of familiarization for the government, teachers and pupils. Schools should from time-to-time deploy EdTech in the day-to-day class activities.
- Provision of electricity is very important. The government should encourage the use of solar energy in schools as an alternative power supply, especially in hard-to-reach rural communities where electricity is non-existence. This should be supported with the EdTech devices such as tablets. A one-pupil-one tablet is also possible and could go a long way to address the EdTech gap in schools.
- Removal of taxes from devices like laptops, desktop computers, and mobile phones for EdTech to succeed due to affordability considerations is recognized as a viable option for improving EdTech in sub-Saharan Africa.
- Government is urged to partner with telecom providers to provide free data bundles for learners to access learning content online.



Education Technology ma o bu EdTech bu ngwakota nke ngwaikwe komputa, ngwanro na tiori mmuuta na omume iji kwado mmuuta. O na-emeghuta, na-eji ma na-ejikwa usoro teknuzi yana akunungwa nkuzi iji nyere aka melite anụmọrụ agumakwukwọ onye onye. EdTech gunyere ntinye ngwa onye teknuzi ohuru maka sistemu njikwa ulo akwukwo di mma ma di mma yana mweta ebunmuche agumakwukwọ. Dabere na ebunmuche e bu n'obi ihere ya ozi, EdTech na-ewere udi di kiche kiche n'ime ma o bu na mpuga klas, gunyere ngwa agumakwukwọ na egwuregwu, podkasti, sistemu njikwa mmuuta (LMS), ngwanro ogbako vidio di ka Zoom, na nngko mkparita uka n'intanet, mgbas aha (Facebook), ihe omume redio na TV n'kpo aha ole na ole.

Nyocha Onodu

Ihe nchoputa sitere na nyocha n'intanet gosiri na enwere mkpochi na DRG, Madagascar, Malawi, Namibia, na Rwanda. Ozo di ka ibe ya, mba Burundi na Zambia eweyi ihe obula ndi ka mkpochi na udi obula. Ka emechiri ulo akwukwo na mba ndi a nile, nchoputa akuko a gosiri na enweghi mmachi ulo akwukwo na mba Zambia. Na Madagascar, umuaka enweghi ohere ika n'ihu na agumakwukwọ mgbe a na-emechi ulo akwukwo, mana na mba ndi ozo, akuko ahu gosiri na umuaka nwere ohere ika n'ihu na agumakwukwọ ebe a na-emechi ulo akwukwo. Na DRG, ndi a gbara ajuu onye kwere na ha maara na 90% nke ndi umu akwukwo ka ebipuru kpamkpam na nkuzi na mmuuta, ebe naanji 10% nwere ike ika n'ihu mmuuta di anya.

Otu n'ime mmemeta kacha putu ihe, di ka ndi a gbara ajuu onye si kwere, bu onye ogugu buru ibu nke ndi mmuuta bu ndi enyeyiri mmachi ika n'ihu na agumakwukwọ ha. N'aka bu maka na ha nqr na ulo mgbe tera aka, owere mee ike ika akwukwo were ugwu ha. O doro anya na mgbe ulo akwukwo meghere, otutu ndi umu akwukwo, okachasi umu agboghọ, alaghachighi n'ulo akwukwo. A koru na a na-enwe mmuuta n'alumdi na ndi umu nwaanyi, na onye ogugu di ukwuu nke umu agboghọ ndi luru di na tuuru ime mgbe ha na-aga akwukwo n'oge mkpochi na mba DRG. Na Malawi, akuko ahu kpughere na tupu onye a nefe efe, enwere afọ ime afọ iri na uma 5000 n'afọ o bula. Agbanyeghi, n'ime onwa asato n'etiti ebili mmiri mbu na nke abuo nke COVID-19 na afọ 2020. Ozokwa, onye ogugu puku iri ano na ise di afọ iri na uma ka atuwara ime. Ndi gbara ajuu onye kwere na enwere akuko gbasara alumi na nwunye umuaka, ndi olo ogugu ha di puku iri abuo na ise n'etiti agba mbu na nke abuo nke COVID-19 na 2020.

Ikowa Na'nde Ihe Omumu "Jikwa EdTech na Mba Afrika" | 7



Summary of Key Activities

Factsheet On EdTech in Education Emergency

- Awareness creation for teachers and parents and capacity building for teachers on modern digital technologies.
- Huge investment in internet connectivity at schools and Provision of an alternative form of energy for e-learning.
- Collaboration and partnerships are essential for EdTech to be viable and Basic mobile channels and mass media will help scale solutions.
- Improve the community network efforts to help address the digital divide and the need for deliberate policies to incorporate EdTech in the national education curriculum.
- Meanwhile, Brain Builders Youth Development Initiative have translated the policy document to the local language (Yoruba, Hausa and Igbo) in a bid to leave no one behind

Factsheet on: EdTech in Education Emergency

Global Impact of Pandemic on Education

1.5billion

learners were
affected by COVID-19
pandemic in 2020¹

COVID-19 pandemic
demonstrated the value
of Internet connectivity
which has been an
essential lifeline for the
continuity of business,
healthcare, education,
government, and other
critical activities²

**260
million**

children, adolescents
and youth were out of
school. (UNESCO 2021)
in 2020⁴

Low-tech³ interventions
such as paper-based
activities and radio
programs helped
educational institutions
in low-income countries
educate those who need
it the most amid the
pandemic³.

**244
million**

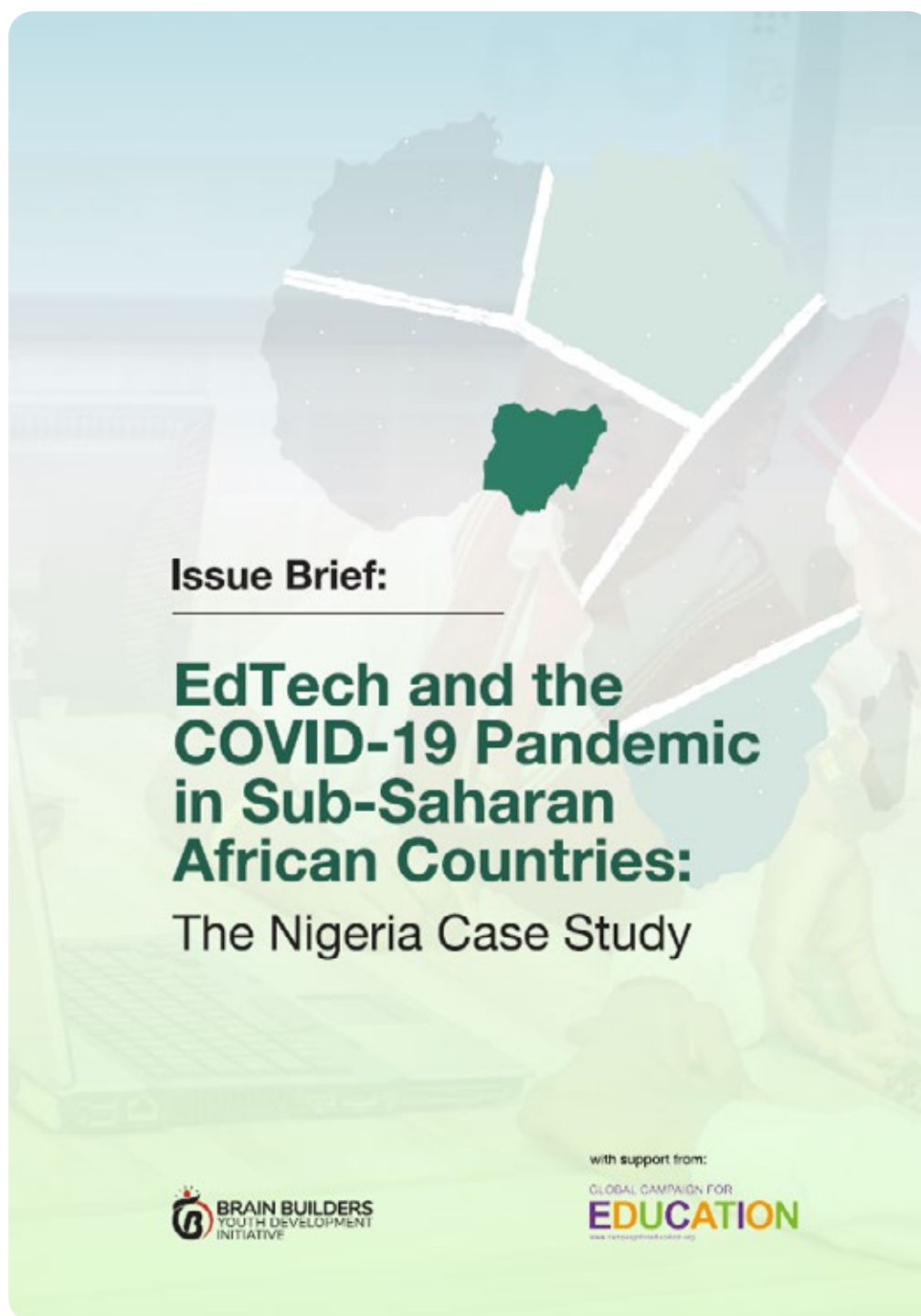
children and youth
between the ages of 6
and 18 worldwide were
out of school.
(UNESCO 2022)⁵

The pandemic
forced high-income
countries like USA
and UK to move
from conventional
form of learning to
digital learning.

Several countries around
the world used television
and/or radio-based
programmes to
implement distance
education. Africa seems
to be the most active in
the efforts to leverage
either TV or radio (70%).

Summary of Key Activities

Issue brief on EdTech



[Link to the Brief](#)



Girl-child Education And Emerging Issues In Kwara State.

ASSESSMENT OF ISSUES MILITATING
GIRL CHILD EDUCATION DEVELOPMENT
IN KWARA STATE

[Link to the Report](#)

Summary of Key Activities

2 Research

Girl-child Education And Emerging Issues In Kwara State

Methodologies

This survey was aimed at understanding the factor affecting girl-child education in Kwara

State. Kwara state was one of the first 12 states created in 1967 during the military regime of General Yakubu Gowon. The state is located in the North Central part of Nigeria and has 16 local government areas, three senatorial districts and six federal constituencies. The study population comprises all the pupils / students of public primary and junior secondary schools in Kwara State.

According to the Kwara State Annual School Census Report for 2013-2014 (2014, July), there are 1008 public primary schools and 230 public junior secondary schools in Kwara state. Therefore, the sample frame comprises public school pupils and students in the 1238 public schools (primary and junior secondary schools) in Kwara State. Also, these 1238 public

schools had 302,655 pupils/students using Kwara State Annual School Census Report for 2013-2014 as this represents the updated data accessible on the internet.

The study adopted a cluster sampling technique to ensure equal representation across the state. The 16 local government areas were grouped into six groups, with each group representing a federal constituency. In each cluster, five schools were selected. Due to the nature of the study population, an electronic questionnaire made with Google Forms was used to collect the data for the study and the data questionnaire was administered to the students, parents, and teachers.

Result / Outcome

The data for this study were presented in two phases; the data collected from parents/teachers and the students. Below are a few of the research outcomes:

Summary of Key Activities

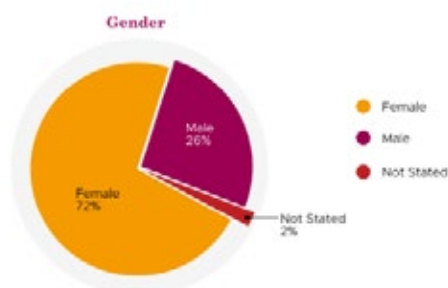


Figure 1: Gender

Figure one shows that majority of the respondents (Parents/Teachers) are female representing 30 (72%), while 11 (26%) are male.

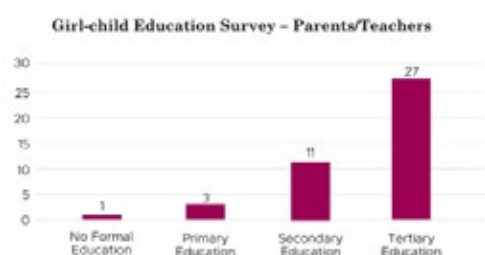


Figure 2: Highest Education Qualification

Table 2: Factors that affect girl child education

Statement	Strongly Disagreed		Disagreed		Undecided		Strongly Agreed		Agreed	
	F	%	F	%	F	%	F	%	F	%
There is a preference for male-child education	2	4.8	18	42.9	9	21.4	4	9.5	9	21.4
Parents have disdain for girl-child education	4	9.5	18	42.9	9	21.4	3	7.1	8	19.0
Lack of parental support	2	4.8	7	16.7	2	4.8	13	31.0	18	42.9
Parent belief affects girl-child education	3	7.1	18	42.9	2	4.8	8	19.0	11	26.2
Sociocultural practice and belief affects girl-child education	5	11.9	13	31.0	3	7.1	9	21.4	12	28.6
Income of the parents affects girl-child education	1	2.4	3	7.1	3	7.1	21	50.0	14	33.3
Poverty prevents parents from sending their girl-child to school	2	4.8	1	2.4	3	7.1	26	61.9	10	23.8
Parent's level of education affects girl-child education	3	7.1	8	19.0	3	7.1	21	50.0	7	16.7
Distance from school affects girl-child education	2	4.8	23	54.8	4	9.5	7	16.7	6	14.3
Lack/high cost of teaching materials in school affects girl-child education	3	7.1	5	11.9	5	11.9	17	40.5	12	28.6
Lack of school uniforms affects girl-child education	2	4.8	16	38.1	5	11.9	12	28.6	7	16.7
Lack/high cost of school fees affect girl-child education	3	7.1	7	16.7	2	4.8	9	45.2	11	26.2
Poor education infrastructure affects girl-child education	3	7.1	3	9.5	3	7.1	22	52.4	10	23.8
Teacher absenteeism affects girl-child education	3	7.1	3	7.1	-	-	26	61.9	10	23.8
Early marriage affects girl-child education	1	2.4	16	38.1	6	14.3	15	35.7	4	9.5
Involvement in household chores affects girl-child education	4	9.5	17	40.5	2	4.8	10	23.8	9	21.4
Girl's insecurity affects girl-child education	1	2.4	4	9.5	2	4.8	28	66.7	7	16.7
Gender-based violence affects girl-child education	2	4.8	3	7.1	1	2.4	29	69.0	7	16.7

As shown in Table 2, it can be deduced that lack of parental support, sociocultural practice and belief (such as early marriage, parents' belief as the contributing factors that affects girl-child education), parents' income, poverty, parent's level of education, lack/high cost of teaching materials in school, lack of school uniform, high cost of school fees, poor education infrastructure, teachers absenteeism, early marriage, girls insecurity, and gender-based violence are the factors affecting girl-child education in Kwara State. Among these factors is lack of parental support, parents' income, poverty, high cost of school fees, teacher absenteeism, girls' insecurity, and gender-based violence.

Assessment Of Issues Militating Girl Child Education Development In Kwara State

9

Girl-Child Education Survey - Parents/Teachers

- Figure 1 as contained in the research shows that the majority of the respondents (Parents/Teachers) are female representing 30 (72%), while 11 (26%) are male.
- Figure 2 shows that most respondents (Parents/Teachers) had tertiary education as their highest educational qualification.
- According to those who indicated the presence of cultural factors, early marriage 7.1% and parent belief 4.8% were considered the predominant sociocultural factors affecting girl-child education.

As shown in Table 2, it can be deduced that lack of parental support, sociocultural practice and

belief (such as early marriage, parents' belief as the contributing factors that affects girl-child education), parents' income, poverty, parent's level of education, lack/high cost of teaching materials in school, lack of school uniform, high cost of school fees, poor education infrastructure, teachers absenteeism, early marriage, girls insecurity, and gender-based violence are the factors affecting girl-child education in Kwara State. Among these factors is lack of parental support, parents' income, poverty, high cost of school fees, teacher absenteeism, girls' insecurity, and gender-based violence.

Summary of Key Activities

Girl-Child Education Survey - Students

As contained in the research, Figure 4 shows that most of the respondents representing 93 (75%), are in the age range of 10-15 years. This is in tandem with the average age of secondary school children in Nigeria.

As shown in figures 5, 6, 7 and 8 majority of the students, representing 67(53.6%), do not know their parent's occupations. However, most students, representing 35 (28%), noted that their father had BSc as their highest educational qualification. In contrast, the majority, representing 67(53.6%), do not know the highest academic qualification of their mother.

As shown in figure 7 and figure 8, the majority of the students, representing 67(53.6%), do not know their parent's educational qualifications. However, most students, representing 35 (28%), noted that their father had BSc as their highest educational qualification. In contrast, the majority, representing 67(53.6%), do not know the highest academic qualification of their mother.

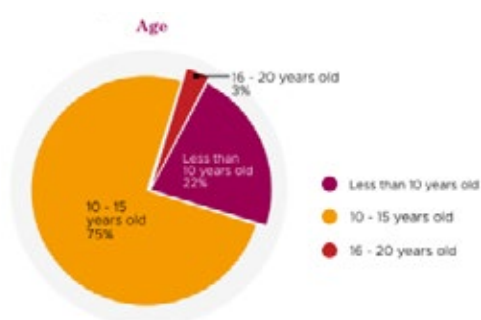


Figure 4: Age

Figure 4 shows that most of the respondents representing 93 (75%), are in the age range of 10-15 years. This is in tandem with the average age of secondary school children in Nigeria.

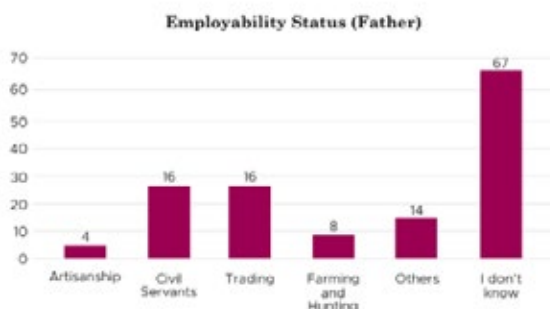


Figure 5: Employability Status (Father)

Figure 9 shows that 67 (54%) of the student's mode of transportation includes walking, bus, bicycle and motorcycle. This means that most students do not have a particular mode of transportation. They can either be transported to school by bus, motorcycle or walk. However, aside from all of the above, the students walk more to school than other means of transportation.

Overall, Table 5 shows responses on the causes of the lack of female education participation in Kwara. The majority attributed the causes to insufficient schools/places (45%). Most also responded to parental economic status as the cause (45.6%). Some responded to teacher absenteeism (48%), while some attributed the causes to a lack of menstrual kits (49.6%), and some gave the causes as threats of insecurity (48.0%). This implies that many factors mitigate girl-child education in Kwara State.

Table 5: Level of importance of the causes of lack of female education participation in Kwara

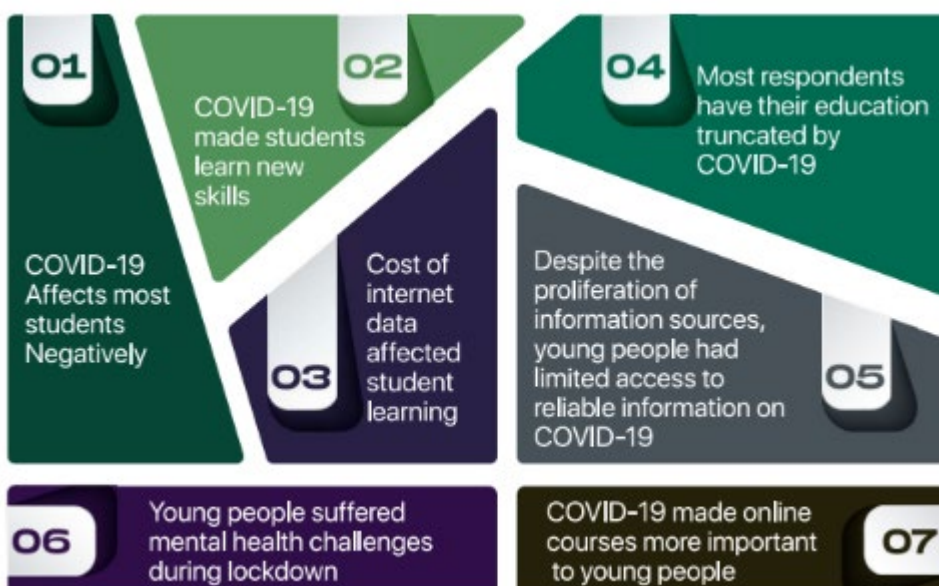
Statement	Unimportant		Little importance		Significant		Very important		Extremely important		No response	
	F	%	F	%	F	%	F	%	F	%	F	%
There are no enough schools/places	22	17.6	17	13.6	19	15.2	54	43.2	13	10.4	-	-
Distances from home to school are too great	22	17.6	28	22.4	21	16.8	43	34.4	11	8.8	-	-
Poor education infrastructure	16	12.8	4	3.2	21	16.8	41	32.8	41	32.8	-	-
Education is not free, and boys gain preference in parental decision	19	15.2	13	10.4	48	38.4	21	16.8	24	19.2	-	-
Parents literacy	9	7.2	27	21.6	20	16.0	17	13.6	52	41.6	-	-
Parents economic status	6	4.8	9	7.2	41	32.8	10	8.0	57	45.6	-	-
The traditional male role model is too strong	19	15.2	29	23.2	31	24.8	15	12.0	31	24.8	-	-
Parents are not keen on girl's education	25	20.0	36	28.8	21	16.8	16	12.8	24	19.2	3	2.4
Domestic duties are greater for girls than for boys	8	6.4	15	12.0	8	6.4	49	39.2	45	36.0	-	-
Parent's absenteeism due to death	36	28.8	8	6.4	6	4.8	18	14.4	52	41.6	5	4.0
Girls are needed on the land more than boys are	10	8.0	13	10.4	28	22.4	30	24.0	42	33.6	2	1.6
High cost of educational materials	8	6.4	2	1.6	8	6.4	49	39.2	54	43.2	4	3.2
Young boys discourage young girls by their attitude to them	21	16.8	15	12.0	31	24.8	30	24.0	36	28.8	2	1.6
Early marriage/the age of marriage is relatively young for girls	19	15.2	14	11.2	9	7.2	31	24.8	51	40.8	1	0.8
The range of paid occupations open to girls is perceived to be limited	10	8.0	13	10.4	31	24.8	25	20.0	44	35.2	2	1.6
Religious and cultural factors favour the education of boys	53	42.4	18	14.4	11	8.8	11	8.8	31	24.8	1	0.8
The curriculum content affects girls adversely	50	40.0	23	18.4	8	6.4	14	11.2	27	21.6	3	2.4
Teachers absenteeism	39	31.2	7	5.6	3	2.4	11	8.8	60	48.0	5	4.0
Lack of menstrual kit	10	8.0	4	3.2	21	16.8	26	20.8	62	49.6	2	1.6
Threats of insecurity	49	39.2	3	2.4	5	4.0	5	4.0	60	48.0	3	2.4

Summary of Key Activities

Ride to Remote: Towards improving Nigeria's education system amidst COVID-19 (Policy brief)

The policy document is the outcome of a whole range of findings conducted by the Brain Builders Youth Development Initiative (BBYDI) which are not limited to fake news, mental health challenges, self-development paths, etc. In addition, it was developed to support the effort of policy actors to build an equitable education system in Nigeria. Following the research conducted by BBYDI, the following findings were identified:

- COVID-19 affected most students negatively.
- COVID-19 made students learn new skills.
- Cost of Internet data affected student learning.
- Most respondents have their education truncated by COVID-19.
- Despite the proliferation of information sources, young people had limited access to reliable information on COVID-19.



[Link to the Brief](#)

Summary of Key Activities

3 Global Action Week on Education

development Research and Project Centre (dRPC) partnered with BBYDI under the CSO Safe School Movement and technical partner- The Global Campaign for Education for the 2022 Global Action Week for Education, featuring a Press Conference and Policy Dialogue on National Policy on Safety, Security and Violence-Free Schools in Nigeria.

For the 2022 edition of GAW, Brain Builders Youth Development Initiative organised a press briefing and a learning dialogue session on school safety. The strategic intent of the learning dialogue was centred around the following objective:

- Increase political will to guarantee public quality, transformative and inclusive education with lifelong learning prior to and post emergencies at the local, national, regional and global levels.
- Increase public financing for education and lifelong learning in emergencies, including mobilisation of resources for Safe Schools in Nigeria.
- Raise the voices of the people whose education is affected by emergencies by keeping them at the centre of the global education agenda while increasing their capacities to promote their involvement in the decision-making processes.

Robust discussions, debates and engagement took place. The following outcomes and recommendations emerged from the discussions:

- A call for collaboration at all levels to keep schools safe and protect education in the context of emergencies.
- Use indigenous knowledge, including local languages to build local education advocacy structures that champion and promote peace and safety in school.
- Train critical stakeholders on the Safe Schools Declaration.
- Participants were sensitised on key issues outlined in the Safe Schools Declaration and what they can do to promote it and hold those in power accountable.
- The media participated in the event and amplified its outcomes.
- A call was made for resource mobilisation to organise follow up events.
- Pledges were made to join the civil society Safe School Movement being championed by the dRPC.
- Deepen the use of community radio, and traditional and religious leaders to promote peace and safety in schools and communities at large.
- Commitment to establishing a culture of learning and sharing.

Scope of Impact Evaluation

At every stage of project implementation, we conducted rigorous monitoring and evaluation activities to assess the effectiveness and impact of our interventions. This included the conduct of midline and end-line surveys and assessments to assess the effectiveness and impact of interventions. Establishing their understanding of the subject matter and seeking qualitative feedback from stakeholders provided insights for program improvement.



Impact Reach

These series of interventions on Education as championed by the Brain Builders Youth Development Initiative reached different segment of people as follows:



EdTech Nationwide Advocacy Project

300+

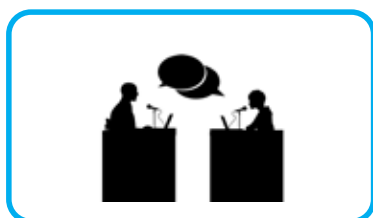
stakeholders reached 36 states of the federation



Girl-child Education and Emerging Issues In Kwara State

302,655

pupils reached



Interschool Debate Programme on AI for Secondary School Students

500+

secondary school students reached



Ride to Remote: Towards improving Nigeria's education system amidst Covid-19 (Policy brief)

362

stakeholders



Global Action Week on Education

250

participants

We have equipped these participants with the knowledge and skills needed to effectively champion an improved educational system through several interactive activities. Simultaneously, we have directly engaged with over 2 million people, empowering them to understand the complexities of the subject matter and inspiring them to take meaningful action towards achieving the aim of the projects.

Success Stories

Below are a few of feedbacks received from participants and beneficiaries of our interventions on education:



After the debate programme, I realized how AI-powered virtual learning environments can provide immersive and engaging educational experiences for out-of-school children, making learning more enjoyable and effective.

Chidinma Nwosu
Queen Elizabeth School



I was encouraged to participate and after the debate, I gained a deeper understanding of artificial intelligence and its applications in education, making me more digitally literate and see its positive applicability to the society.

Fatimah Ali
Unilorin Secondary School

Conclusion

In conclusion, those series of projects executed as evident in this intervention meet its performance targets and learning outcomes have enormously improved the targeted audience's understanding of the subject matter.

Acknowledgement

We acknowledge the incredible support of our sponsors; Development Research and Project Center (dRPC), and the Global Campaign for Education, who made it possible to champion all of these projects.

Appendix

- [UN puts Nigeria's electricity access rate at 57%](#)
- [Digital 2023: Nigeria — DataReportal](#)
- [Nigeria Development Update \(June 2022\): The Continuing Urgency of Business Unusual](#)
- [GCE EdTech Events](#)
- [BBYDI Inter-High School Debate, March 2023](#)
- [Highlight of Global Action Week on Education](#)
- [Harnessing EdTech in Africa Scoping Study](#)
- [BBYDI GCE Yoruba](#)
- [BBYDI GCE Igbo](#)
- [BBYDI GCE Hausa](#)
- [Factsheet on EdTech in Education Emergency](#)
- [Issue Brief on EdTech](#)
- [BBYDI Research on Girl-child Education in Kwara State](#)
- [Ride to Remote: Towards improving Nigeria's Education system amidst COVID-19](#)

Notice

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Contact Us

Phone: (+234) 706 877 5529

Mail: brainbuilderedu@gmail.com

Web: www.thebrainbuilders.org

Address: 12 City of Refuge, GRA, Ilorin, Kwara State,
Nigeria