FEDERAL MINISTRY OF EDUCATION

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Nigeria Education in Emergencies Working Group
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EXECUTIVE SUMMARY

General Trend Analysis
Perception on implementation of NCDC protocol in learning centres after resumption:
• Majority of stakeholders in both formal and non-formal schools are familiar with the NCDC protocols, 86% of formal and 82% of non-formal education stakeholders, showing a widespread familiarity with the protocols for safe school resumption.
• Despite the widespread familiarity, only 47% of formal school stakeholders had participated in training for safe school resumption, a larger majority of non-formal education stakeholders (52%) of had participated in the training.

Compliance with protocols
• Regardless of the relatively low number of participants who attended training for safe school reopening, Participants agree that their schools adhere to the NCDC protocols. those in the formal education system agree that their schools keep a social distance of 1 metre in the school office (76%), classroom (77%), playground(59%), hostel(61%),dining hall(62%) and assembly ground(74%). Also, a majority (64%) agreed that their schools monitor temperature regularly (61%),and agreed on the presence of a holding sick bay. For those who did not comply with keeping distances of about 1 metre in those places listed above, 80% said it was due to lack of facilities, mainly space to allow for distancing, some of the participants mentioned that their schools were overcrowded.
• There is a formal/non-formal education dichotomy in compliance. While majority of formal education stakeholders agree to compliance with most of the protocols, a greater percentage of non-formal stakeholders agree that their schools observe social distancing in the school office(79%), classroom(80%), playground(65%), hostel(67%), dining hall(69%) and assembly ground(74%). 69% of them agreed that their schools and learning centres check temperatures with non-contact thermometers while 61% said they have sick bays for sick persons. The reasons for noncompliance are the same with that of the formal institutions.
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- A noticeable trend is that while the non-formal schools do better with regards to complying with institutional measures like maintaining distances in offices, classrooms etc, presence of posters on safety protocols, formal schools comply better with personal hygiene and protocols such as wearing face masks, handwashing and the avoidance of handshakes and hugs. For instance a good majority of stakeholders in the formal education system agree that education personnel, students and visitors always wear face mask in the classrooms (78%), 74% of them said learners wash their hands with soap under running water before entering the classroom and 64% agreed that there are posters on safety protocols in every classroom and in the learning centres. Only 37% of the respondents agree that some persons still shake hands and hug (31%).
- Among the NFE respondents, 73% agreed that face masks are used by all in the school premises, 69% attest to their schools’ compliance with hand washing procedures and 69% of the respondents agree that there are posters on safety in every classroom in the school. 47% of the respondents agreed that learners and personnel still shake hands and 38% agree that they still hug in their school.

Incidence of COVID-19 in the schools

- Majority (68%) of formal school learners and educational personnel said there has not been any report of COVID-19 cases in the school and a similar percentage (63%) believe the same in non-formal schools. There are only a few states where a majority said there had been reported cases of COVID-19 in their schools and learning centres. In the formal group, Katsina and Sokoto had a majority who said their schools or wards schools had reported cases of COVID 19. Also, a significant minority in Abuja, Ebonyi, Ogun and Taraba also agreed that their schools recorded cases of COVID-19. In the non-formal school group NFE, the majority of respondents in all the locations said they have not had cases of COVID-19 in their schools, except for Calabar, Abuja where a majority of respondents said they had reported cases of COVID-19 in their learning centres.
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Compliance Monitoring
- The presence of a functional health team responsible for the enforcement of COVID-19 protocols is disputed by majority of the formal school stakeholders, only 47% agree to the presence of such a team, a higher percentage of non-formal education stakeholders (53%) than formal attested to the presence of a functional enforcement team for COVID-19 protocols enforcement. Of the percentage of respondents who said their schools did not have a monitoring team, only 51% of formal schools had an alternative monitoring system - a focal person, a higher majority (60%) in non-formal schools agree to having co-focal persons than in the non-formal schools.

Willingness to get vaccinated
- More (45%) formal school stakeholders will be willing to get or consent to their wards getting the COVID-Vaccine than non-formal stakeholders (38%) although still a minority. 41% in the formal groups are unwilling to take the vaccine or consent for their children because of allergic conditions, 30% said it was because of medical morbidity while 29% felt the vaccines were not safe. In the non-formal group, majority (54%) of the respondents are unwilling to take the vaccine or consent to their wards having the vaccine because they believe that it is not safe (54%), the next majority (28%) cited allergic conditions and the others (18%) cited medical morbidity.

Availability of protocols for collecting Coronavirus Vaccine
- Protocols and facilities for collecting Coronavirus samples are mostly unavailable. A majority (73%) in the formal schools disagree, Also, in the non formal schools, 65% of participants also disagree on the availability of these facilities.

Plans to help learners recover lost time
- Respondents agree that formal (70%) and non-formal (73%) school management have plans in place to help
learners cover for the lost academic calendar. Catch up classes are available in both formal and non-formal institutions, 62% and 61% of the respondents agreed respectively. While there has been a decrease in the enrolment of learners for non-formal institutions as agreed by 50% of the respondents, fewer (35%) respondents agree that enrolment had decreased in formal institutions.

Programmes put in place for safe reopening
- In the formal schools, only 42% agreed that the school management had conducted back-to-school campaigns within their community. 59% agreed that adaptive hand washing machines were provided for them, only 44% said their schools have personnel who provide psychosocial support for students and learners and 70% of the respondents agree that awareness and sensitization programmes on COVID-19 were conducted in their schools. In order words, sensitization and awareness campaigns are the main interventions of formal schools.
- Similarly, the NFE trend is similar to that which is described above, majority (67%) agreed that their schools conducted sensitization programmes, followed by those who say they have handwashing facilities (63%). Only 54% agree that Back-to-school campaigns within the community were conducted and the least agreement was in the presence of personnel who conduct psychosocial training for learners and teachers (49%).

Perception of continuing education amidst the pandemic
- In the formal school group, majority (61%) agree that shift learning method is the best format for school continuity during the second wave, another majority (66%) agree with the government’s reopening time, they do not think the government needed to wait a little more longer before schools resume This is a 7% Increase from the percentage of persons who agreed with the government’s timing on school closure in the pre-resumption survey, which was about 59%. Implying a greater level of support for the government’s decision.
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General recommendations
• Many respondents (F-79%, NFE-74%) think that schools and learning centres should be regularly monitored.
• A reduced majority (F-58%, NFE-60%) think that COVID-19 guidelines on school re-opening is widely disseminated which shows a gap in dissemination and the need to reach out to the others who think otherwise.
• 56% (Formal and NFE) do not believe that federal and state public health laws are adequate enough to deal with the pandemic which shows a need for improvement.
• Adequacy of schools and learning centres has the least percentage of agreement, majority (F-58%, NFE-50%) believe that the learning centres are inadequate.

Information on COVID-19
• A majority in both groups believe that learners, parents and guardians are adequately informed on relevant Infection, Prevention and Control (IPC) measures of COVID-19.
• Majority (80%), believe that the government should increase their current efforts to address social protection.
• 74% believe that schools/learning centres should be encouraged to support vulnerable learners. 57% believe that the waste management plan of the school/learning centre is adequate for the wellbeing of learners and education personnel.
• A majority agreed across these dimensions, a reduced majority believe that waste management plans are adequate, hence a gap that needs to be filled. The trend is the same for non-formal education stakeholders.

State level findings
• Familiarity with NCDC Protocols for safe schools reopening: Across the states and cities, majority of respondents agreed that they were familiar with the NCDC protocols for safe school re-opening. Onitsha however reversed the trend, the majority of respondents in Onitsha said they were unfamiliar with the protocols and Sokoto state also records a significant number of persons who are unfamiliar with it too.
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- Participation in trainings on safety protocols: In the formal school group, Majority of respondents in Abuja, Abia, Borno, Enugu, Jigawa, Kaduna, Kogi, Osun, Sokoto and Enugu said they had participated in trainings on safety protocols for safe school re-opening. Apart from these states, a majority in the remaining 25 states said they had not participated in any training for safe school re-opening. For the Non formal school group, majority in Abuja, Kaduna, Kano, Lagos, Maiduguri, Makurdi and Sokoto. Apart from these states, the majority in other states reverse the trend.

- Compliance with social distancing protocols: For the formal school group, apart from Nasarawa, Kebbi and Yobe, majority of respondents in the other states agreed that their schools keep a physical distance of 1 metre in the school office. For the non formal school group, the majority of respondents in all the states agreed that their schools and learning centres keep a social distance of 1 metre in their school office.

- School type: Private and public schools were compared across these dimensions; familiarity with NCDC Protocol, Participation in training and safety protocols for safe school reopening. Compliance with protocols, avoidance or practice hugs and handshakes, presence of a functional health team, decrease in enrolment due. Across all these dimensions, Private schools in both education system type (formal and non-formal) perform better than their public counterparts.

Analysis by Educational Level

- Familiarity with the NCDC Protocols for safe school re-opening is expressed across all school levels from kindergarten to tertiary level with about 80% of respondents in each of these levels affirming this in both the formal and non-formal groups.

- Training programmes on safety protocols for safe school reopening have been conducted across all school levels from kindergarten to tertiary institution (about 50% of respondents have participated in training programme). - Kindergarten school category respondents in the non-formal education category had the most
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respondents that have participated in a training programme.

• Social distance: Over 50% majority in all the educational levels attest that their schools keep a social distance of 1 metre in their hostels with no specific pattern

• On the other dimensions, temperature checking, Functional sick bays, Handwashing, instructional posters, Handshakes, back to school campaigns etc, those who are in the “Unstructured educational arrangement” otherwise represented in the graphs as “Non-formal” consisting of learners in mechanic workshops, traders, boys in apprenticeship systems etc lagged behind others in all the dimensions listed.

Analysis by Category: Majority of the respondents in the formal and non-formal education group are familiar with the NCDC protocols for safe schools reopening. Also, in both formal and non-formal groups, the parent/guardian category had the majority for those that were not familiar with the safe-school protocols.

• Participation of training programmes: In the formal school group, a majority of education managers (about 75%) and teachers/facilitators (about 61%) said they had participated in training on safety protocols for safe schools re-opening. This is in contrast with university students (about 60%) and parents/guardians (61%) who said they had not participated in any training on safety protocols for safe schools re-opening. The same trend goes for the non-formal

• Analysis by Gender: No gender divide was observed in both formal and non-formal education systems except on the issue of vaccination where a greater percentage of non formal men are more willing to get vaccinated than women.
MILESTONE OF CORONAVIRUS AND ITS EFFECT ON THE EDUCATIONAL SYSTEM IN NIGERIA

- **27th Feb. 2020**: Nigeria announced its first Coronavirus case.
- **17th Dec. 2020**: Number of coronavirus cases reached record number.
- **18th Jan. 2021**: School resumption.
- **23rd Mar. 2020**: Schools were closed.
- **12th Oct. 2020**: Resumption date for all schools.
- **Mr. Boss Mustapha announced second wave**.
- **23rd Jan. 2020**: Another record figure (2,464).
INTRODUCTION

On October 12th 2020, Nigeria reopened schools after six months of closure to curtail the spread of the COVID-19 pandemic. Key to this re-opening was the decline in the number of daily infection cases in the country. This reduced to an average of 200 in September 2020 from a previous peak average of 700 in July and August 2020. Also, there were concerns on impact of prolonged school closure on school drop-out rates, learners’ academic achievement, number of out-of-school children and the effectiveness of remote learning. During the period of school closure, The Nigerian Bureau of Statistics in their COVID-19 impact monitoring survey reported that 45% of school aged household members had not engaged in any form of education or learning activity. Furthermore, that only 59% of school age children attended school in October 2020 compared to 74% in January 2020.
It is important to note that the second wave of the COVID-19 pandemic which began in November 2020 - a month after school re-opening - saw record numbers. On December 17th, 1,145 new cases were recorded thereby marking the first time the country recorded over 1,000 cases in a day. This was followed by another peak number (2,464) on 23rd January 2021 (See chart for trend). While these may suggest that there is a correlation between school re-opening and rising numbers of COVID-19 cases, we do not have sufficient evidence to prove this. Also, the suggestive evidence may be disputed on the grounds that the second wave was a global phenomenon rather than an event peculiar to Nigeria.

The COVID-19 disease has had several effects on the education of the Nigerian child. A trend longitudinal survey research was adopted to understand the shift in educational stakeholders’ perception on school closure and resumption. For example, shift in the following : people’s perception of the initial school closure; preparedness to resume; facilities available and knowledge of Infection, Control and Prevention (IPC).

The pre-resumption survey took place in October 2020 with all stakeholders in the education sector (parents/guardian, learners, teachers/facilitators and education managers) with a total of 7,403 respondents across Nigeria. Six months after the initial survey; the post-resumption survey was conducted in March, 2021. The responses over this period will be compared to determine if there is a change in perception, attitude or practices overtime.

For inclusiveness, non-formal education groups which were largely uncovered in the pre-resumption survey were adequately captured in-person to reduce the gaps in the post resumption survey.
METHODOLOGY

The post resumption research surveyed a total of 10,282 respondents as against 7,403 in the first survey. These respondents consist of all educational stakeholders- parents/guardians, students, teachers/facilitators and education managers. A slightly different method from the pre-resumption survey was adopted by having telephone interviews complemented with physical interviews. Of this number, telephone interviews made up 7880 while 2402 were in-person interviews. The reason for the increased sample size and approach is the low representation of NFE stakeholders in the pre-resumption survey due to technology bias (they were unable to interview over the phone). In order to remove this bias, physical interviews were conducted for NFE including Quranic tsanya learning centres, literacy centres and adult learning centres across the country. The interviews were conducted between 4th-11th March 2021.
Gender: A fair distribution of gender was achieved in the study. In both interviews (telephone and physical) 53% of the respondents were males and 47% were female.
**Location:** The telephone interviews covered all 36 states of Nigeria including the Federal Capital territory. Physical interviews were conducted in 13 states of Abuja, Bauchi, Calabar, Enugu, Ibadan, Kaduna, Kano, Lagos, Maiduguri, Onitsha, Port Harcourt and Sokoto.

Respondents in the physical interviews averaged 185 in each of the states while the number of respondents in the telephone survey averaged 206. There were however some exceptions where the numbers were higher (Abuja, Bauchi, Sokoto, Enugu and Kano or lower (Yobe and Imo)).

**Category:** In both telephone and physical interviews, parents/guardians (T:53%, P:36%), formed the majority of the respondents followed by teachers/facilitators (T:22%, P:26%), university students made up the next majority (T:14%, P:22%) and educational managers made up T:10% and P:13% for the telephone and physical interviews respectively. The least representative groups were those belonging to neither of those categories (T:1%, P:3%) and internally displaced persons, not making up to a percentage in both surveys.

Of the 7880 respondents that participated in the telephone
survey, parents/guardians formed the majority (4183) followed by teachers and facilitators (1709) then university students (1098), educational managers (755) and 11 internally displaced persons. A total of 120 respondents belonged to neither of those categories but have their businesses and means of livelihood organised around school communities, including food vendors, student transporters, books and stationery sellers.

In the physical NFE survey, parents/guardians (856), teachers and facilitators (628), tertiary/university students (532), educational managers (305), internally displaced persons (9) and 72 of them belonged to neither of the categories. In both surveys, some respondents identified themselves as belonging to two or more categories.

Below has the breakdown and coverage for the category of respondents:
- Parents/guardians in all the states and FCT;
- University students participated except for those in Abia and Imo;
- Teachers/facilitators were interviewed apart from Kwara and Zamfara;
- Education managers excluding Adamawa, Nasarawa and Zamfara;
- Internally displaced persons were interviewed in the FCT, Benue, Borno, Enugu, Lagos and Sokoto.

In the 13 locations that were visited physically, mainly consisting of non-formal educational centres, all the key stakeholders groups—education managers, parent/guardian, teachers at the university student equivalent were surveyed.
in all the 13 states. However, IDPs were surveyed in just four states of Abuja, Enugu, Maiduguri and Sokoto because of the relative inaccessibility of the category.

**School Ownership:** School owners formed part of the respondents interviewed in both the telephone (formal) and physical (non-formal education centres) interviews, 13% of telephone interviewees owned a school while 19% of those interviewed in person also owned schools. School owners’ perspectives as well as that of the educational manager will provide key informant insight into the incidence, pattern and challenges encountered during the resumption amidst the COVID-19 pandemic.
Of the percentage of respondents that own schools, men are the majority, both in formal schools (58%) and non-formal schools (65%). The gender difference in non-formal schools’ ownership is wider than that of formal schools by 7%. However, both genders were adequately included in the survey.

**Do you have any child or ward currently in school:**
Majority of those surveyed in both interviews (telephone and physical) had children in school, further confirming their eligibility to speak on the issues, especially for wards in primary and secondary schools that were not directly interviewed.
**Which type of school is your child or ward attending:**

Majority of telephone respondents had their wards in private schools (61%) and 39% had their wards in secondary schools. Public and private school parents of non-formal students were also well represented in the study with a near balanced percentage of 42% for public schools and 58% for private schools.

Majority of guardians/parents interviewed over the telephone had their wards in secondary (36%) closely followed by those who had their wards in primary (34%), tertiary (15%), kindergarten/nursery schools (13%), and non-formal guardians (2%) also participated in the study. For a better NFE representation, physical surveys were conducted. Most of the guardians surveyed had their wards in levels that can be equated with secondary (35%), followed by primary (29%), those whose wards were at levels equivalent to tertiary and kindergarten were 16% each and 4% were in NFE that cannot be easily classified or equated to any of the formal levels.
The data on school type (public/private) was further disaggregated across locations for both the physical and telephone interviews. This is important to note as it gives an important insight into the public/private school management of COVID-19. Majority of the non-formal schools’ parents/guardians interviewed have their children in private schools except for Cross River, Enugu and Maiduguri. The same trend goes for parents/guardians whose wards are in formal schools, their wards are mostly in private schools. However, majority of parents/guardians in Anambra, Borno, Cross River, Kebbi, Nasarawa and Yobe have their children in public schools.
Pivotal to school resumption, the Federal Ministry of Education and NCDC had released guidelines for safe re-opening, school readiness templates/protocols and undertaken zonal stakeholders meetings. The survey also examined stakeholders familiarity and implementation of these protocols. Stakeholders were asked how familiar they were with the protocols in the first place, a good majority (86%) of the respondents interviewed via telephone, mainly consisting of formal educational stakeholders were familiar with the protocols, however, 10% of them were unfamiliar while the remaining 4% were uncertain about their familiarity with the protocols. A similar trend emerged for the non-formal education stakeholders who were interviewed physically, majority of them (82%) said they were familiar with the protocols, 12% were still unfamiliar with them and the remaining 6% were unsure. This shows that there is widespread familiarity with the protocols for safe school re-opening amongst formal and non-formal education stakeholders.

Also, respondents were asked if they had participated in any training on safety protocols for safe re-opening. In the formal school category, only 47% of the stakeholders had participated in such training, a near equal percentage (48%) had not participated in any of such training and 5% of them were
unsure. A larger percentage (52%) of non-formal education stakeholders than formal had participated in safe school protocol training. However, 42% had not attended such programmes while 6% were unsure. This shows that while there is widespread awareness and familiarity with the safe school protocols, not all of them obtained it from formal training.

Although a relatively low number of participants attended training for safe school re-opening, participants agree that their schools adhere to the protocols. Those in the formal education agree that their schools keep a social distance of 1 metre in the school office (76%), classroom (77%), playground (59%), hostel (61%), dining hall (62%) and assembly ground (74%). Also, a majority (64%) agreed that their schools check the body temperature of learners and educational personnel with a non-contact thermometer and also have a sickbay (61%) for holding sick persons. For those who did not comply with keeping distances of about 1 metre in those places listed above, 80% said it was due to lack of facilities, mainly space to allow for distancing, some of the participants mentioned that their schools were overcrowded. Other reasons include misconceptions and ignorance about how the virus works. For instance, a number of respondents used phrases like “not in Nigeria”; “we are naturally immune to it”; “it is for the politicians” etc. Also a few persons are still sceptical about the reality of the virus and the others attributed it to lack of enforcement.

It is important to point out that some respondents mentioned that they stopped activities that required gathering such as morning assemblies and some playground games.
While majority of formal education stakeholders agree to compliance with most of the protocols, a greater percentage of non-formal stakeholders agree that their schools observe social distancing in the school office (79%), classroom (80%), playground (65%), hostel (67%), dining hall (69%) and assembly ground (74%). 69% of them agreed that their schools and learning centres check temperatures with non-contact thermometers while 61% said they have sick bays for sick persons. The reasons for non-compliance are the same with that of the formal institutions. While compliance is greater in the non-formal education centres, a common trend is that a reduced percentage agree to social distancing in the playground which they all explained that it is almost not possible to keep reminding children of the virus as most of their play activities are in groups.

Furthermore, a good majority of stakeholders in the formal education system agree that education personnel, learners and visitors always wear face mask in the classrooms (78%), 74% of them said learners wash their hands with soap under running water before entering the classroom and 64% agreed that there are posters on safety protocols in every classroom and in the learning centres. Only 37% of the respondents agree that some persons still shake hands and hug (31%).

Among the non-formal education respondents, 73% agreed that face masks are used by all in the school premises, 69% attest to their schools’ compliance with hand washing procedures and 69% of the respondents agree that there are posters on safety in every classroom in the school. 47% of the respondents agreed that learners and personnel still shake hands and 38% agree that they still hug in their school.
A noticeable trend is that while the non-formal schools do better with regards to complying with institutional measures like maintaining distances in offices, classrooms etc, presence of posters on safety protocols, formal schools comply better with personal hygiene and protocols such as wearing face masks, handwashing and the avoidance of handshakes and hugs.

Majority (68%) of formal school learners and educational personnel said there has not been any report of COVID-19 cases in the school and a similar percentage (63%) believe the same in non-formal schools. 76% of formal schools learners and education personnel agree that persons who have recovered from COVID-19 should be welcomed back to the school and the same position is held by a similar percentage (73%) in the non-formal schools.

The presence of a functional health team responsible for the enforcement of COVID-19 protocols is disputed by the formal school stakeholders, only 47% agree to the presence of such a team, the remaining 53% are not sure if it exists (19%) and 34% are clear that such does not exist. On the other hand, a higher percentage of non-formal education stakeholders than formal (53%) attested to the presence of a functional enforcement team for COVID-19 protocols enforcement, 33% of them said they do not have this, and the remaining 14% are unsure. This shows that there is no much disparity between formal and non-formal institutions with regards to reported cases of COVID-19 in their centres, their attitude towards persons who have had recovered from the virus remains positive but monitoring is better at the non-formal centres than the formal.
Further questions on monitoring and organizing showed that, of the percentage of respondents who said their schools did not have a monitoring team, only 51% of them had an alternative monitoring system - a focal person. This means that 29% of the respondents agree that the protocols are not monitored in any way in their schools, and the remaining 21% are not aware of any structure that takes up that responsibility in their institutions. In the non formal school system, a higher majority (60%) agree to having co-focal persons than in the non formal schools.

The state of health facilities in the schools are concerning; 47% of those in the formal schools agree that their schools do not have a functional sickbay, and 35% said they have with 18% were uncertain. The figures are slightly better for the non-formal schools although not sufficient. 43% agreed that their schools have a sickbay, 41% disagree and the remaining 16% are unsure. On the willingness to be vaccinated, (45%) of stakeholders in the formal school category are more willing to take or allow their wards take the COVID-19 vaccine than non-formal stakeholders (38%), however, a majority in both groups (Formal schools and NFEs) are either not taking the vaccine (40%-F, 46%-NFE) or have not made the decision yet (15%-F, 16%-NFE).

![Chart showing perception of health issues](chart.png)
Some of the reasons they gave for not taking the vaccine include; medical morbidity and allergies, safety of the vaccines, lack of trust in the government and in the development of the vaccine. In the formal group, 41% are unwilling to take the vaccine or consent for their children because of allergic conditions, 30% said it was because of medical morbidity while 29% felt the vaccines were not safe. In the non-formal group, majority (54%) of the respondents are unwilling to take the vaccine or consent to their wards having the vaccine because they believe that it is not safe (54%), the next majority (28%) cited allergic conditions and the others (18%) cited medical morbidity.

Furthermore, to buttress their scepticism, respondents questioned why there hasn’t been a cure for HIV yet, but they have been swift in coming up with a vaccine for COVID-19. Fear of the unknown, religious beliefs, anticipated stress before one could get vaccinated are reasons listed as deterrent to taking the vaccine.

Protocols and facilities for collecting COVID-19 samples are mostly unavailable. A majority (73%) in the formal schools disagree and are uncertain about the availability of such facilities for collecting COVID-19 samples in their school. Also, in the non formal schools, 65% of participants are uncertain and also disagree on the availability of these facilities.
Participants were asked about the efforts put in place to compensate for the lost time due to the COVID-19 pandemic. Respondents agree that formal (70%) and non-formal (73%) school management have plans in place to help learners cover for the lost academic calendar. Catch up classes are available in both formal (62%) and non-formal (61) respectively. While there has been a decrease in the enrolment of learners for non-formal institutions as agreed by 50% of the respondents, fewer (35%) respondents agree that enrolment had decreased in formal institutions.

In the formal sector, respondents were asked what programmes their school management had put in place to ensure a safe reopening. Only 42% agreed that the school management had conducted back-to-school campaigns within their community. 59% agreed that adaptive hand washing machines were provided for them. A further 44% said their schools have personnel who provide psychosocial support for staff and learners and 70% of the respondents agree that awareness and sensitization programmes on COVID-19 were conducted in their schools. Sensitization and awareness campaigns are the main interventions that formal schools provide for safe school resumption, back to school seminars for community members and the availability of personnel who provide psychological counselling are
not common interventions like the previous two. In the non-formal schools, the trend is similar to that which is described above, majority (67%) agreed that their schools conducted sensitization programmes, followed by those who say they have handwashing facilities (63%). Only 54% agree that back-to-school campaigns within the community were conducted and the least agreement was in the presence of personnel who conduct psychosocial training for learners and teachers (49%).

Respondents were asked about their perception of continuing education programmes amidst the second wave of the COVID-19 and the most appropriate format for school continuity. Majority (61%) agree that shift learning method is the best format for school continuity during the second wave, another significant number (66%) agree with the government’s re-opening time, they do not think the government needed to wait a little more longer before schools resume. This is a 7% increase from the percentage of persons who agreed with the government’s timing on school closure in the pre-resumption survey, which was about 59%. This suggests that there is a greater level of support for the government’s decision. 56% also believe that schools/learning centres will be safer if the COVID-19 vaccine is made available and while waiting for the vaccines, another majority (60%) believe that schools and learning centres should remain open despite the rising cases.

The same trend is noticeable in the non-formal education sector, majority (63%) of the stakeholders think that the shift learning method is the best for continued learning during the second wave, another majority (52%) also agree with the government’s resumption time, they believe that government did not need to wait a little more before resuming schools in January 2021 during the second wave, On vaccination, 51% agree that learning centres will be safer if the vaccines are made available and 61% also agree that learning centres should remain open despite the rising number of COVID-19 cases.
On the general recommendations, many respondents (79%) think that schools and learning centres should be regularly monitored. A reduced majority (58%) think that COVID-19 guidelines on school re-opening is widely disseminated which shows a gap in dissemination and the need to reach out to the other 42% who think otherwise. 56% do not believe that federal and state public health laws are adequate enough to deal with the pandemic which shows a need for improvement and only 42% think that schools and learning centres are adequately equipped to comply with COVID-19 protocols. Adequacy of schools and learning centres has the least percentage of agreement, majority (58%) believe that the learning centres are inadequate and the remaining are uncertain about its adequacy.

The same pattern emerges for non-formal learning centres and schools, 74% widely believe that schools and learning centres should be monitored regularly, 60% believe that the guidelines are widely disseminated in schools. A reduced percentage of (56%) agree to the adequacy of current government public health laws and a more reduced percentage (50%) believe that schools and learning centres are adequate. This shows that the adequacy of public health laws and the state of learning centres and schools is widely disputed.
62% of respondents believe that learners, parents and guardians are adequately informed on relevant Infection, Prevention and Control (IPC) measures of COVID-19. Another majority (80%), believe that the government should increase their current efforts to address social protection. 74% believe that schools/learning centres should be encouraged to support vulnerable learners and 57% believe that the waste management plan of the school/learning centre is adequate for the wellbeing of learners and education personnel. While a majority agreed across these dimensions, a reduced majority believe that waste management plans are adequate, hence a gap that needs to be filled.

The trend is the same for non-formal education stakeholders, a greater majority(74%) believe that the government should increase current efforts at social protection and another majority (73%) see the need to support vulnerable learners. A reduced majority believe that waste management plan of schools and learning centres is adequate, another 20% feel it is not while 24% are not sure of its adequacy.
STATE LEVEL ANALYSIS

Across the states in the formal school group, majority of respondents agreed that they were familiar with the NCDC protocols for safe school re-opening. Although not a majority, a significant number of respondents in Ebonyi, Kebbi, Rivers, Sokoto and Yobe said they were unfamiliar with the protocols. For the non formal school group, the majority of respondents across the states except for Onitsha said they were familiar with the protocols. Onitsha however reversed the trend, majority of respondents in Onitsha said they were unfamiliar with the protocols and Sokoto state also records a significant number of persons who are also unfamiliar.
In the formal school group, majority of respondents in Abuja, Abia, Borno, Enugu, Jigawa, Kaduna, Kogi, Ogun, Osun, Sokoto and Enugu said they had participated in trainings on safety protocols for safe school re-opening. Apart from these states, a majority in the remaining 25 states said they had not participated in any training for safe school re-opening. For the non formal school group, a majority in Abuja, Kaduna, Kano, Lagos, Maiduguri, Makurdi and Sokoto had participated in trainings on safety protocols for safe school re-opening. Apart from these states, a majority in other states had not attended any training.

For the formal school group, apart from Nasarawa, Kebbi and Yobe, majority of respondents in the other states agreed that their schools keep a physical distance of 1 metre in the school office.
For the non-formal school group, majority of respondents in all the states agreed that their schools and learning centres keep a social distance of 1 metre in their school office. While still in the minority, a significant number of people in Onitsha, Maiduguri, Bauchi and Calabar are either not sure if their school keep to this distance or agreed that they do not.

Majority of the respondents agree that social and physical distancing of about 1 metre is maintained in their classrooms. This holds in all the states except Nasarawa, Kebbi and Ebonyi where a majority do not agree that this distance is maintained. In the NFE group, majority of respondents also agree that the schools keep social/physical distance of 1 metre in the classroom except for those in Bauchi and Gombe.
Majority of respondents in Anambra, Akwa Ibom, Adamawa, Ebonyi, Edo, Gombe, Kebbi, Imo, Nasarawa and Onitsha said their schools do not maintain a social/physical distancing of 1 metre in their playground. However, the majority in the rest of the states do agree that the distance is maintained in the playground. Similarly, in the non-formal school group, majority in Bauchi, Calabar, Enugu, Kano and Onitsha said their schools do not keep this distance in their playground. Apart from these, majority in the other states believe otherwise.

For the formal school group, majority of respondents in all the states except for Anambra, Cross River, Ebonyi, Edo, Enugu, Gombe, Kano, Nasarawa, Onitsha and Yobe agreed that their schools maintained a distance of 1 metre in their
hostels. Majority in all the states except for Bauchi, Calabar, Enugu, Onitsha agreed that their school maintained a distance of 1 metre in the hostel.

The majority of respondents in 7 states said their schools kept a social/physical distance of 1 metre in the dining hall. However, in Anambra, Edo, Gombe Kano, Kebbi, Nasarawa, and Yobe, majority said their schools did not maintain a social distance of 1 metre in the dining hall. In the non-formal school group, majority in 9 states attest that their schools keep a social distance of 1 metre in the dining hall, however, majority of respondents in Bauchi, Calabar, Enugu and Kano reverse the trend.
In the formal school group, majority of respondents agreed that they maintain a physical distance of 1 metre in the assembly ground. Important to note from our qualitative research is that some schools had stopped morning assemblies as a way to curtail the spread of the virus in their schools. While this is adhered to in schools in most of the states, Ebonyi, Nasarawa, Gombe, Kebbi and Yobe states have a majority who do not agree that their schools maintain this distance in the assembly ground. The non-formal stated that in most states their schools keep a social distance of 1 metre in the assembly ground. However, a majority of those in Bauchi, Calabar and Enugu are of the opinion that their schools do not maintain this distance in the assembly ground.

Temperature monitoring for learners, education personnel and visitors with a non-contact thermometer before letting them into the premises is widely practiced. A majority in most of the states attest to this except for Kebbi state where a majority said it is not practiced in their schools. In the non formal school group, the practice is widely held in all the states especially in Abuja, Kano, Lagos and Port Harcourt.
In Borno, Edo, Gombe, Kebbi, Rivers, Katsina, and Zamfara, a majority of respondents did not agree with the assertion that their schools have holding sick bays for sick persons. However, in all the other states, a majority agree that their schools have a holding bay for sick persons. In the non-formal school group, almost all the states except for Calabar, Maiduguri and Port Harcourt, a majority attest to the availability of holding sick bays for sick persons.

Compliance with facemask is widely practiced, a majority of respondents in all the states attest to this. However, in Ebonyi, Kebbi and Yobe, the majority of the respondents say otherwise. Similarly, majority of respondents in all the cities in the non-formal school group say that learners, education personnel and visitors use face masks correctly. However, Majority of respondents in Maiduguri and Calabar do not agree to that. This reveals that compliance with facemask in formal schools is low in Ebonyi, Kebbi, and Yobe and in Calabar and Maiduguri for the non-formal school group.
For the formal education group, the majority of respondents said visitors comply with handwashing requirements with soap and water before entering the school premises. Only Ebonyi and Kebbi did a slim majority differ, and in Nasarawa, a wide majority opined that their schools do not comply with the hand washing protocol. In the NFE, majority of respondents in all the cities except two (Bauchi and Calabar) admitted learners, education personnel and visitors comply with handwashing protocols before entering the school. In Bauchi and Calabar, a slim majority said it was not observed or were uncertain.

Posters on safety protocols are found in the majority of every classroom in schools and learning centres nationwide. However, in Anambra a significant number of respondents are uncertain if such exists. In addition, majority of the respondents in Gombe are of the opinion that posters are not available in every classroom. The same holds for those in the NFE where a majority attest to the presence of these posters in their classrooms across the states.
Handshakes are still practiced in learning centres in some states, according to majority opinion. These states include Abuja, Adamawa, Bauchi, Benue, Ebonyi, Enugu, Gombe, Katsina, Kebbi, Nasarawa, Osun, Sokoto, Taraba and Yobe thus illustrating non-compliance with NCDC protocols. Regarding the NFE, handshakes are still exchanged in many of the cities except in Kano and Port Harcourt where a wide majority said handshakes were not practiced.

The nationwide survey suggested that hugs are largely uncommon amongst learners, education personnel and visitors. However, a majority in Abuja, Ebonyi, Katsina, Kebbi, Nasarawa, Osun, Oyo and Yobe said hugs are still
practiced in their schools. Among the NFE category, hugs are still practiced except for states like Kano where all the respondents noted that hugs are not given in their schools and also Port Harcourt where a majority said the same.

There are only a few states where a majority said there had been reported cases of COVID-19 in their schools and learning centres. In the formal group, Katsina and Sokoto had a majority who said their schools or wards schools had reported cases of COVID 19. Also, a significant minority in Abuja, Ebonyi, Ogun and Taraba also agreed that their schools recorded cases of COVID-19.

For NFE, the majority of respondents in all the locations said they have not had cases of COVID-19 in their schools, except for Calabar, Abuja where a majority of respondents said they had reported cases of COVID-19 in their learning centres.
Across all the states, the majority of respondents in both the formal and NFE are of the opinion that persons who have recovered from COVID-19 should be welcomed back to school which shows a positive attitude.

The presence of a functional health team responsible for the enforcement of COVID-19 protocols is widely disputed. In about half of the states, the majority are either not sure of the presence of this group or said they do not exist. However, in Abuja, Delta, Kaduna, Kano, Kogi, Nasarawa, Lagos, Ogun, Oyo, Rivers, Sokoto and Taraba, a majority affirm the existence of this monitoring group. In the non formal group, the majority of respondents in most of the states are either unsure or affirm that there is no team responsible for the enforcement of COVID-19 protocols in their schools/learning centres. However in Abuja, Ibadan, Kano, Lagos and Port Harcourt, a majority attest to the presence of a monitoring team for enforcing COVID-19 protocols.

Respondents in the formal schools said their schools did
not have an enforcement team for the COVID-19 protocol, a majority in 15 of these states are either not sure or do not have a co-focal person in charge of monitoring and enforcement of COVID-19 protocols. Most of the NFE respondent across the states said they had a co-focal person in the schools. However, Calabar, Enugu, Maiduguri, Makurdi, Onitsha said otherwise.

In the formal school group, across the states, majority of the respondents except six disagreed or were uncertain about the presence of a functional sick bay holding for suspected cases of COVID-19. Only in Akwa Ibom, Kogi, Kwara, Osun, Rivers and Sokoto did a slim majority of persons agree to the presence of this facility in their schools. In the non formal education group, only a majority in four states of Abuja, Ibadan, Lagos and Port Harcourt said they had a functional sick/holding bay. Majority in the other cities said it was absent.
There are differing opinions on vaccination across the states, there is a likelihood for a majority in 21 states to not get vaccinated if not made compulsory or there are no sensitization campaigns to encourage people to make informed decisions. These states are; Abia, Adamawa, Akwa Ibom, Anambra, Benue, Borno, Cross river, Ebonyi, Enugu, kaduna, Kano, Kebbi, Kogi, Kwara, Lagos, Onitsha, Plateau, Taraba, Yobe, Zamfara. The other states where a majority stated otherwise, there were also a significant number who would not agree to be vaccinated or were uncertain.

In the NFE, the majority of respondents in nine out of thirteen cities said they are not getting vaccinated or were largely uncertain about it. These states include; Calabar, Enugu, Ibadan, Kaduna, Kano, Maiduguri, Lagos, Makurdi and Onitsha showing the need for a vaccination campaign in these states.

Protocols and facilities for collecting COVID-19 samples are not available in schools, in most of the states. Only in Katsina, Kogi, Osun, Rivers and Osun did a majority of the respondents acknowledge the presence of these facilities and
protocol. In the NFE category, the majority of respondents across the states said these facilities were unavailable except for Abuja, Calabar, Ibadan and Port Harcourt where the majority opinion suggest that these facilities are widely available.

In the formal education group, there are plans across the country for learners to cover the curriculum for the lost academic year. A majority in all the state shared this opinion although a significant number in Nasarawa were uncertain about such plans. In the NFE category, there is also widespread agreement that plans to cover the curriculum were made.
Majority of the formal education respondents in all the states noted that catch-up classes were available to support learners. Only in a few states do the majority think otherwise. In Borno, Ebonyi, Enugu, Gombe, Kebbi, and Onitsha, a slim majority do not agree that the learning centres had catch-up classes to support learners following school closure and in Nasarawa an overwhelming majority held this view. In the NFE category, majority of respondents in all the states except Enugu and Onitsha said there were catch-up classes to support learners following resumption.

Based on majority opinion; there has been a decrease in the enrolment of learners in the following 8 states: Abia, Adamawa, Akwa Ibom, Katsina, Osun, Oyo, Rivers, Sokoto and Taraba. In the other states, the majority opined that there was no decrease or were uncertain about it. The NFE also witnessed a decrease in enrolment in about half of the cities: Bauchi, Kaduna, Lagos, Maidugri, Makurdi and Onitsha. This shows that the rising cases of COVID-19 did not deter schools and learning centres from adding to their numbers, regardless of the social distancing protocol.
Back to school campaigns were either not conducted or not widespread in about 23 states surveyed, majority opinion attests: Adamawa, Akwa Ibom, Anambra, Bauchi, Benue, Borno, Cross river, Ebonyi, Edo, Ekiti, Enugu, Gombe Imo, Jigawa, Kebbi, Kwara, Lagos, Niger, Onitsha, Plateau, Taraba, Yobe and Zamfara. The majority in these 23 states are either not sure if those campaigns held or are sure that it didn’t hold.

In the non-formal education category, a majority in all the states except Enugu, Maidugri, Makurdi, Onitsha and Sokoto said their school management had conducted widespread back to school campaigns in the community.

Only in 16 states do the majority of the respondents agree that their schools and learning centres have the personnel to provide psychosocial support to teachers and learners. This opinion is not held by a majority in the other states which shows that more schools should be encouraged to
hire personnel that provide these services to teachers and learners. Regarding the NFE, Abuja, Enugu, Ibadan, Kaduna, Kano and Lagos provide personnel that provide psychological support to teachers and learners. In the other states, majority of the respondents are either not sure of their existent or they are outrightly not available.

**Does the school/learning centre have the personnel to provide psychosocial support to teachers and learners? (Physical)**

![Bar chart showing the percentage of responses from different states regarding the availability of personnel to provide psychosocial support.]

Majority of nationwide respondents attest that their school/learning centre conducted awareness and sensitization programmes on the prevention of COVID-19 pandemic. However, the majority of those in Anambra, Borno, Ebonyi, Gombe, Kebbi, Nasarawa and Yobe do not agree that their schools conducted awareness and sensitization programmes.

In the non formal group, majority of respondents in all the states confirmed that their schools/learning centres had conducted sensitization programmes on the prevention of COVID-19. This popular opinion is however not held in Calabar, Enugu, Maiduguri, Makurdi and Onitsha.

**Does the school/learning centre conduct awareness and sensitization on the prevention of COVID-19? (Physical)**

**Does the school/learning centre conduct awareness and sensitization on the prevention of COVID-19? (Telephone)**
For the formal education group, there is a wide agreement as to the effectiveness of the shift learning method in most of the states, judging from majority opinion. Only in Adamawa, Bauchi, Cross River, Ebonyi, Ekiti, Jigawa, Kaduna, Kebbi, Kwara, Ondo, Onitsha and Yobe does the majority views suggest otherwise. These other cities do not think that it is the best teaching format during the COVID-19 pandemic. A majority of respondents in all the cities except Calabar, Kaduna, Onitsha and Sokoto in the NFE believe that the shift learning method is the best format for school continuity during the second wave of COVID-19.
Participants’ opinion on the resumption time was also sampled and there is an overwhelming support for the government’s timing and decision to resume school. Participants in all the states stated the government didn’t need to wait a little more before resuming schools. Only a majority in Osun, think otherwise, showing that the government’s action has widespread support. Apart from Ibadan, Abuja, Enugu and Calabar, where a majority of the respondents in the non formal education group think that the government should have waited a little longer before resumption, the majority in the other 9 Cities are comfortable with the government’s resumption time despite the rising cases.

There are mixed feelings about the effectiveness of the COVID-19 vaccine, a majority of respondents in 16 states are not convinced that the schools/learning centres will be safer after vaccination. However, a majority in the other states believe that it will make their schools safer. There is a need for an effectiveness campaign in Adamawa, Anambra, Benue, Borno, Cross river, Ebonyi, Gombe, Imo, Jigawa, Kaduna, Kebbi, Ondo, Osun, Plateau, Yobe and Zamfara where a majority do not think or are uncertain about the effectiveness of vaccines in making the environments safer.

In most cities, a majority of non formal education stakeholders believe that the COVID-19 vaccine will make the learning centres safer. However a majority in Calabar, Kaduna, Kano, Maiduguri, Makurdi, Onitsha and Sokoto are uncertain if vaccination will result in safer schools.
During the second wave, there were concerns about a second school closure as a way of controlling the spread of the virus, however, the Federal government decided that schools remain open despite the pandemic for concerns of high dropout rates and the impact of a long term closure on students’ academic achievement. Despite the risk in leaving learning centres open during the pandemic, Majority of respondents in most states (22) are of the opinion that schools should remain open. However, in Adamawa, Anambra, Benue, Borno, Cross river, Ebonyi, Gombe, Imo, Jigawa, Kaduna, Kebbi, Ondo, Onitsha, Plateau, Yobe and Zamfara, Majority opinion suggest otherwise.

Among the NFE stakeholders, the majority of respondents in most states think that it is appropriate for schools to remain open despite the rising cases. However, a majority in Calabar, Enugu, Maiduguri, Makurdi, Onitsha and Sokoto do not share this view.
The adequacy of current federal and state public health laws are widely disputed. Out of 26 states, a majority in 13 of these states do not think that these laws are adequate enough to address the COVID-19 pandemic. These states include Akwa Ibom, Anambra, Benue, Ebonyi, Gombe, Jigawa, Kebbi, Kwara, Nasarawa, Ondo, Onitsha, Plateau, Yobe and Zamfara. In the other states however, majority opinion suggests that the laws are adequate to address the COVID-19 pandemic. Participants from states with robust state initiatives on COVID-19 management who do not depend solely on federal government structures but have developed local solutions are more likely to affirm the adequacy of these public health laws e.g. Lagos. In the NFE category, Bauchi, Calabar, Enugu, Makurdi, Onitsha and Sokoto respondents largely perceive the current Federal and state public health laws as inadequate, judging from majority opinion while the majority in the other states believe that it is adequate.
The need for regular monitoring is widely affirmed by the formal education stakeholders. This view is held by a majority of respondents in all the states except for Ebonyi, Katsina, and Yobe illustrating that this will be an effective method at enforcing compliance with the COVID-19 safe school re-opening guidelines. The same view is held by those in the NFE group where the majority believe that regular monitoring is effective. However, this popular opinion is not shared by a majority in Calabar and Enugu.

For the formal school group, majority response shows that COVID-19 guidelines on school re-opening is widely disseminated in most of the states. There were contrary majority responses in Cross River, Ebonyi, Gombe, Jigawa, Kebbi, Kwara, Nasarawa, Onitsha, Yobe and Zamfara. For the NFE, a similar trend emerges, majority of respondents in most of the states said that guidelines were widely distributed, but majority responses in Calabar, Kaduna, Onitsha and Sokoto Suggests otherwise.
Majority of the respondents across the states, majority of the formal school group respondents do not agree that their learning centres are adequately equipped, they disagreed and also expressed uncertainty about it. However, a majority in Abia, Adamawa, Bauchi, Kano, Katsina, Kogi, Lagos, Ogun, Osun and Rivers share that their centres are adequately equipped. NFE majority in Abuja, Ibadan, Kano, Lagos, Maiduguri and Port Harcourt stated that their schools and learning centres are adequately equipped. A majority in others however do not agree or are sceptical of such claims.

Information on IPC of COVID-19 is widely available in formal schools. A majority of respondents across the states attest to this except for those in Benue, Borno, Cross River, Ebonyi, Gombe, Jigawa, Kebbi, Nasarawa, Onitsha, Taraba, Yobe and Zamfara. In the non-formal school group, the majority in all the states agree that there is adequate information on COVID-19 IPC except for the cities of Calabar, Onitsha and Sokoto where a majority do not agree that this information is adequate.
Across the country, majority of respondents agree that the government should increase their current efforts to address social protection. A significant percentage of persons in Ebonyi, Katsina, Kebbi, Lagos, Sokoto and Yobe have no views on this statement. Minority of respondents in Taraba do not see a need for the government to increase efforts at social protection. The vast majority of views in the NFE is that the government should increase efforts at social protection in Abuja, Bauchi, Enugu, Ibadan, Kano and Port Harcourt. While majority in other states also agree to this, a significant percentage in Calabar, Lagos, Maiduguri, Makurdi and Sokoto have no opinion.
In all the states, majority of respondents agree, although varyingly that learning centres should be encouraged to support vulnerable learners. However, a majority of respondents in Kebbi do not share this view as well as a pocket of others in Cross River, Ebonyi, Katsina and Zamfara. Similarly, majority of the NFE respondents agree that learning centres should be encouraged to support learners. A significant minority, in Calabar, Maiduguri, Makurdi and Sokoto do not hold any view on this.

In many states, majority of the respondents think that waste management of the school/learning centres are adequate for the wellbeing of learners and education personnel. There is a contrary view in Adamawa, AkwaIbom, Anambra, Benue, Bornu, Cross River, Enugu, Gombe, Nasarawa, Onitsha, Plateau where majority of the respondents do not think that waste management of the school centres are adequate. The majority of the NFE respondents in Abuja, Bauchi, Ibadan, Kano, Lagos and Port Harcourt think that waste management is adequate but those in Calabar, do not think so.
The majority of respondents in the formal and NFE groups are familiar with the NCDC Protocols on safe school reopening. This is based on 91.5% and 76.5% of private and public institution respondents respectively. Over 10% of public institution respondents in both formal and NFE groups stated that they are not familiar with the NCDC protocols for safe school re-opening. On the other hand, less than 10% of private institution respondents were not familiar with the safe school re-opening protocols. In other words, in both formal and NFE groups, there are more people in the public sector who are unfamiliar with the NCDC protocol for safe school re-opening than they are in the private sector.
Majority of private institutions respondents in both formal and NFE groups have had training programmes on safe school re-opening protocols - 52% and 63% respectively. Less than 50% of respondents in both formal and non-formal public have undergone training programmes. This further highlights the point that that public schools and training institutions are less knowledgeable about safe reopening than the private institutions. It is also important to point out that more people in the non-formal school groups have not participated in training than those in the formal school group.

In contrast to the level of training conducted for safe school re-opening, most of the respondents stated that their schools observed social distancing protocols in school offices. Analysis of private institution respondents in both education groups showed that 85% of respondents were affirmative that social distance protocols were observed, while 8.5% of respondents were not sure and 6% of respondents did not
agree that social distance protocols were observed in school offices. Regarding observance of social protocols in public institutions, 68% agreed that protocols were observed, 12.5% were not sure and 15% said that protocols were not observed.

Majority of the respondents across the school types said that social distancing protocols were observed in the classrooms - 87% private and 74% public school respondents. It is uncertain if these responses are in line with current realities as observation form earlier research shows that most of the protocols are not observed within and outside the classroom.

Concerning observance of social protocols, 13% of public institutions respondents across the two education groups said that relevant protocols were not observed. This is double of responses received from private institution respondents.
The majority of respondents stated that social distance protocols are observed in the school playgrounds. About 40% of respondents in the public institutions opined that social distance guidelines were either not observed or indifferent to the status of adherence. This slightly differs from the opinions of private institution respondents - 41% of respondents said “no” or did not hold an opinion.

The majority of respondents stated that social distance protocols are observed in the school hostels - 73.5% (private) and 60% (public). Almost half of the public institution respondents (40%) do not believe that protocols are observed in school. This is in contrast to 26.5% of those in the private institutions that share the same view. A possible major reason for the inability to effectively observe the social distance guidance in hostels is the population of students in the private institution compared to the public institution.
A majority of respondents led by the private (74%) and public (62%) respondents in the NFE stated that social distancing guidelines were observed in the school's dining respectively.

38% of public and 25% private respondents shared similar views that school dining halls did not observe the social distance.

Within the NFE, 19% of public institutions are not implementing the social distance protocols in dining halls. There were similar numbers of respondents who were not sure their schools adhered to the protocol - 19% & 21% private and public institutions respectively.

Similar to the formal education group, the public institutions in the non-formal education group also appear not to implement social distance guidance compared to their private counterparts - 16% of public institutions respondents said they were not sure or were sure that there was no adherence in place.
A majority of respondents stated that social distancing guidelines were observed in the school’s assembly ground. dining halls - 84% & 65% of private and public institution respondents respectively.

35% of public institution respondents opined that school assembly grounds did not observe the social distance guidelines while 16% of private institution respondents shared similar views.

Majority of respondents stated that non-contact thermometer checks are conducted at school premises.

Analysis of respondents’ responses showed that the private institutions in both education groups are complying with the use of non-contact thermometers before access into their premises. A lesser majority in the public institutions than in the private institutions also agreed to complying with this guideline.
Majority of the respondents stated that their schools have functioning sick bay for sick persons. 73% of private institution respondents said their school had sick bays while 60.5% of public institution respondents shared similar views. In both the formal and NFE groups, the public institution respondents led the minority of respondents (39%) that said there were no sick days or were not sure if the schools had sick bays; this is against 27% responses received from private institution respondents.
Respondents in both education groups said that face masks are worn in the classroom or within the premises. For the private institution respondents interviewed 82.5% said “Yes”, 9% said “No” while 8.5% were “not sure”. As regards the public institution respondents, 69.5% said “Yes”, 19% said “No” while 11.5% were “not sure”.

Handwashing is commonly practiced before entering the school /learning centres, a majority of respondents in both formal and NFE groups attest. However, in both groups, there were more respondents, about 40% in the public schools /learning centres that disagree or are unsure of the prevalence of this practice in their schools or learning centres. Only about 15% in the private learning centres expressed this doubt.
Posters on safety protocols are available in classes in most formal schools and NFE. A majority of respondents in both private and public schools and centres agreed to this. However, there are more people who dispute the presence of these posters in public schools than in the private schools just like with the other safety measures above. While over 40% dispute the presence of these posters in the formal public school category, about 35% shared the same concern in the NFE. Also, while only 19% of respondents in the non-formal private schools disputed the presence of posters in their classrooms, a higher percentage (29%) disputed in the formal private school category. Overall, while private schools/centres in both groups (formal and non-formal) groups do better than the public schools/learning centres, the NFE is leading in the implementation of this protocol.

Handshakes are still common despite the warnings and appear to be more prevalent in public schools than in the private schools across the two education groups surveyed. For the private sectors in both education groups, over 60%
in the formal sector, and over 50% of those in the private schools said they no longer practice handshakes in their schools. A lesser percentages in the public school categories also shared the same opinion.

Just as with handshakes, hugs are still given but not by a majority in any of the education groups or school types. Similar to handshakes, it is more prevalent in public schools than in the private schools regardless of the education type formal and non-formal. It is also more prevalent in the formal school group than the NFE e.g., 30% in the private-formal school, 40% in the public-formal school, and about 50% in the public NFE and about 38% in the NFE.
Following resumption of schools, the majority of the respondents in the formal and NFE said that there has been a low number of cases recorded in schools. Over 60% of private (67%) and public (63%) institutions respondents said that there were no new reported cases recorded in schools.

The country has tested less than 3% of its population. The decrease in the number of reported cases could be as a result of the low number of samples collected and tests conducted.

In all the categories, there is widespread agreement by over 70% (public) and (80%) in the private that persons who have recovered from COVID-19 should be welcomed back to school/learning centres. This opinion is shared by those both in formal and NFE. However, those in the private school groups are more likely to welcome someone who recovered from the virus than those in the public school group.
There are health teams responsible for enforcing adherence to the COVID-19 protocols in private institutions in both education groups - 57.5%.

In contrast to the government stance on enforcing COVID-19 protocols, some public institutions don’t have a functional enforcement team. 57% of public institution respondents in the formal education group stated that there are no functional enforcement teams in their respective schools and the same opinion is held by over 40% in the NFE.

In some of the schools/learning centres where there are no functional health teams to enforce the COVID-19 protocols, a focal person takes over this role. Again, a public-private divide plays out here. In the formal and NFE sector, private schools and learning centres/schools have more of these arrangements than those in public
schools. More than 50% of those in formal and NFE public schools who do not have a functional enforcement team also lack focal persons. 40% of respondents in the private-formal group and over 20% in the private non formal group affirm that these arrangements do not exist.

Whilst a vast majority of the respondents communicated that their schools had sick bays in the previous question above, most of these sick bays do not have the capacity to handle suspected COVID 19 cases. Only 43% of the private institution respondents said their schools have the capability (38% & 48% of formal and NFE) while only 44% (38% & 50% of formal NFE) of public institution respondents shared similar views.
NFE respondents indicated that their sick bays have more capacity to handle suspected cases than their formal education group counterpart (49% against 38%).

Willingness to take a vaccine differed between public and private schools polled in the formal and NFE. There appear to be more vaccine hesitancy in public than private schools. Generally, more people in formal schools have a favourable attitude towards vaccines than those in NFE. About 50% and 58% private school respondents in formal and NFE respectively said they are either not sure or are not going to take the vaccine. 67% in the public non-formal group said they are not taking the vaccine as against 60% in the public formal group.

Based on the qualitative report notes, religious teachings and doctrines are attributable factors. The qualitative interviews also revealed that lack of trust in government, as well as efforts by some leaders to play down the impact of the virus are viable reasons for vaccine hesitancy.
The pandemic altered academic calendar in Nigerian schools. The federal government communicated that the academic calendar for 2020 and 2021 will be harmonised to enable all learners to cover the curriculum. Majority of the respondents stated that there are plans in place to harmonise the school curriculum. Although, the private (78%) were more in the affirmative than the public (66.5%) institutions in both education groups.

A pocket of public institution respondents opined that there are no plans in place or were not sure if there are plans - 17.5% said “Not Sure” and 13% said “No”. This is unlike the private institutions where shared views were below 10%.

More public and private respondents in the formal education group (over 70%) said their schools do not have a protocol and facilities for collecting samples. A reduced percentage of respondents (over 60%) in the NFE, although still a majority also dispute the presence of these facilities and protocols. Overall, the data suggests that these are available in more non-formal education learning centres than the formal schools.
More than 70% of respondents in private formal and NFE affirm that catch-up classes are arranged to support learners following school closure. This is against 59% in the public schools for both categories, about an 11% difference. This cast doubts on the ability of public institutions attendees to cover up for the lost time due to school closures.

There is a dichotomy regarding the decrease in enrolment after re-opening. A majority of those in the formal schools do not report a decrease in the number of enrolled students, while the NFE reported a drop in enrolment. Economic shutdown due to the pandemic affected the incomes of many, especially in low-income areas. These low income areas are more likely to have been visited physically for the survey. Thus, the drop in enrolment can be attributed to this. Children in these families are likely to have begun learning a trade to make ends meet.
Majority of respondents in public schools (>60% - formal and 55% - non-formal groups) said their school management did not conduct back to school campaigns within the community. Those who share a similar opinion in the private schools/learning centres are in the minority (>50% - formal and 30% - non-formal). This shows that while the NFE had conducted more widespread campaigns than their formal counterpart, a public–private divide exists for both groups and the private schools had more widespread campaigns.
A majority of respondents in the formal and NFE answered in the affirmative that their schools have adaptive hand washing facilities. The same trend as with other facilities also emerges here, a higher percentage of those whose schools do not have or are unsure of the existence of these facilities are in the public schools/learning centres as against those in the private schools.

Sensitisation and awareness campaigns on the prevention of COVID-19 have increased since the gradual easing lockdown restrictions. Majority of the respondents alluded to the fact that schools conduct sensitization and awareness campaigns.
percentage of 60% in both education groups also agree that shift learning method is the best. Our qualitative interviews show there were complaints among public school attendees and their guardians as to the quality of afternoon classes. Parents whose wards were in the afternoon classes doubted the quality of the classes when compared to those who attend classes in the morning.

More respondents in the private schools category than in the public are in favour of a shift learning method for education continuity e.g. 62% in the formal groups and 65% in the non-formal groups. On the public school side, a reduced...
Governments’ decision to resume schools at the time is supported by a majority across the various categories surveyed. They yielded greater support in the formal education category, where a majority believe that they didn’t need to wait any longer before reopening schools amidst the rising cases of COVID-19. Not much variations exists between the school types although public institutions in both categories appear more akin with the government’s response, deducing from the percentage of persons who were hold no opinion about the time or said the government didn’t need to wait a little longer.

The COVID-19 will help further improve global economic recovery as well as build protection against the virus.

Although the majority of respondents in both education categories believe the vaccine will help learning centres and schools to be safe for students, the contrast of views was not that significant. A total of 41.5% (private) and 45% (public) institution respondents respectively were not sure or said no. A reason for this could be cultural or religious biases - evidenced from interviews. More targeted advocacy and campaigns on the importance of vaccines may be conducted.
While respondents in all the categories generally agree that schools should remain open despite the pandemic, more private school respondents in contrast to their public counterparts support this decision. A reason for the wider support in the private schools is the likelihood of the closure to affect them economically as against those in the public schools who are still remunerated regardless of any closure.
More respondents in the private school's category opine that federal and state public health laws are adequate to address the COVID-19 pandemic. In the formal schools' group, about 61% in the private schools agree as against 57% in the public schools. Also, in the NFE, 62% in the private schools as against 60% in the public schools.

According to the majority of responses, the importance of regular monitoring is shared by all the categories. More respondents in the private schools support regular monitoring than their public counterparts. This is despite a majority in both groups being in support of regular monitoring. A slight difference is noticed more in private schools that support regular monitoring than the public schools.
School reopening guidelines were widely disseminated in schools and learning centres (over 58% across all respondents’ categories said yes).

While most of the private institution respondents said dissemination was widespread (17% were against this notion), a significant portion of the respondents (43.5%) in the public institution category were either not sure or did not believe dissemination of information on school reopening guidelines was widespread.

A significant percentage of respondents across the categories are not sure about the adequacy of equipment for public health emergency management. There is not variations across the categories, but more people in the formal education group are sceptical about its adequacy than those in the non-formal education group.
Learners, parents and guardians are equipped with the relevant information on IPC measures of COVID-19 and other public health emergency issues. However, about 42% respondents in the public institution category (as against about 30% of private institution respondents) were not sure about the level of information learners, parents and guardians had on IPC measures of COVID-19 and other public health emergency issues.

Government needs to increase current effort to address social protection, said a majority of the respondents across all the categories polled. A slightly higher percentage in the private schools than the public hold this opinion, 83% in the private category in comparison to 78% for the public sector in the formal education group and 79% in the private sector as against 70% in the public sector.
Public schools have a greater percentage of respondents who perceive their school's waste management plan as inadequate or are uncertain about its status. The breakdown is as follows: 45% for formal, 50% for non formal as against about 38% for the private schools in both education categories.

There is a need for additional support to be provided to schools/learning centres to enable them meet the learning needs of vulnerable learners amidst the pandemic - from majority opinion across all the categories and a slightly higher percentage in the private schools than private sector support this notion in both groups.
Familiarity with the NCDC Protocols for safe school re-opening is clear across all school levels from kindergarten to tertiary level. About 80% of respondents in both formal and NFE groups affirm this view but parents and teachers expressed uncertainty about the knowledge of their nursery school children with regards to the NCDC protocol.

Training programme on safety protocols for safe school re-opening have been conducted across all schools level i.e. from kindergarten to tertiary institution (about 50% of respondents have participated in training programme). Kindergarten school category respondents in the NFE category had the most respondents that have participated in a training programme.
Notably, over 50% of respondents (parent and teacher) in the secondary school category across both education groups have not participated in a training programme on safe school re-opening.

Over 50% majority in all the educational levels attest that their schools keep a social distance of 1 metre in their hostels with no specific pattern. However, response shows that there were more people in the category described as NFE who did not maintain this distance in their hostels or housing arrangements made for themselves.
Over 50% of respondents agreed that social/physical distancing protocols are observed in the assembly ground across both education groups. However, a significant portion (43.5%) of the respondents in the NFE category level opined that social/physical distancing protocols are not observed in the assembly ground.

Temperature checking is a routine activity in most of these learning centres and a majority in all the educational levels. Nonetheless, a greater percentage of those in NFE have more respondents who are either uncertain or are sure that body temperature checks are not done regularly in their premises, followed by those in the secondary school categories. The qualitative responses show that for people who are in some form of apprenticeship, such as fashion designing, printing, trade/sales etc, or who learn some form of trade in open markets or stalls are less likely to conduct routine temperature checks in their premises.
Handwashing is widely practiced by a majority in all the educational levels across the formal and NFE. This is similar to other protocols, where NFE are behind in terms of compliance, deducing from majority response which spells a need for campaign and enforcement of the protocol in this educational level/group.

Functional sick bays are situated in most of the learning centres, across all educational levels, the majority opinion attests. A great percentage (over 50%) of respondents in categories across all educational levels except those within the NFE alluded to the fact that there are functional sick bays.

Furthermore, in the formal education group, over 40% of respondents within the non-formal, primary and secondary school levels were either uncertain or had contrary views on the status of functional sick bays in their schools.
In line with COVID-19 safety guidelines campaigns, posters have been widely adopted to disseminate information on safety prevention measures across formal and NFE. Over 50% of respondents in both education groups in the formal education group attested to their schools having posters in their classrooms.

As with other survey responses in this section, most of the respondents in the NFE groups - over 50% - in both education groups stated that posters are either not available in school classrooms or were not sure of the status of availability.

Handshakes are more common in the NFE than those in the formal system. About 60% in the formal system said they no longer shake hands in their schools in contrast to more than 70% in the NFE. This stands out more in the NFE as respondents said they still shake hands highlighting lack of enforcement.
Over 60% of respondents stated that there have been no reported cases of COVID-19 in their schools - the primary school category level led the majority in both education groups (over 70%).

The low number of reported cases is likely to be linked to the low COVID-19 sample testing conducted in the country.

Hugging as with handshakes have been highly discouraged in both education categories. However, it is more prevalent in NFE especially amongst those in the secondary school levels followed by those in the non-formal category.
A wide majority across all educational levels are positive that those who had recovered from the virus should be welcomed back to the school. However, more sceptics are found in the in both the formal and non-formal education systems.

More respondents in the NFE agree to the presence of a functional health team responsible for the enforcement of COVID-19 than those in the formal system. In the NFE, those in the unstructured learning arrangements had a majority who said that this team does not exist in their schools or were unsure of its existence. In the formal system, more in the unstructured learning centres said they did not have such teams.
In both educational systems, those who neither have a functional team nor a focal person who is responsible for the enforcement of COVID-19 protocols are more in the NFE followed by those in the secondary school level.

Primary and secondary schools in both educational systems have the highest percentage of respondents who are not sure if their schools have a functional sick bay. On a general note, these facilities are more present in the NFE than the formal.

More formal system learners will agree to be vaccinated against the COVID-19 virus than those in the NFE. Across the education levels, the pattern remains the same. In order words, about 50% of respondents said they will agree to be vaccinated across all educational levels in the formal system and about 40% in the NFE made the same statements.
Majority of the respondents across both education groups stated that their schools do not have a protocol and facility for collecting COVID-19 samples. The tertiary institutions in both education groups have more capacity to collect samples than other institutions.

Also, the primary and secondary schools in the formal education system have the least capacity for sample collection.

Programmes for learners to cover their curriculum is ongoing at every level of education. Majority opinion states that those who are uncertain or do not have such arrangements put in place for them are more in the non-structured education arrangements across the formal and non-formal systems.
Catch up classes are also ongoing for learners at all levels in both education systems but those in the NFE categories have over 50% of respondents who were uncertain about these catch-up classes or stated that it did not exist.

Whilst there has been a reduction of school enrolment since the school re-opening, this is more prevalent in the kindergarten levels (over 55%) closely followed by tertiary institutions (about 48%). For the former, a reason could be that the Parents of the students do not believe that safety protocols and measures will be enforced while for the latter, most of the students have gone on to other trade and possibly had a rethink on the importance of tertiary education.
More “Back to school” campaigns were conducted by those in the NFE, based on the majority agreeable responses within the educational levels. However, the NFE still stands out with a majority who noted that such campaigns were not conducted by their school management.

Majority of the schools in the formal and NFE (over 50%) have adaptive handwashing facilities in their various schools.

Evidently, the schools within non-structured education arrangements across the formal and non-formal systems are lagging behind in the usage of adaptive handwashing facilities - 47.5% of the respondents were either not sure or attested to the fact that there are no adaptive handwashing facilities.

Psychological social support for teachers and learners exists in both school categories, more of such support is recorded in NFE than those in the formal systems.
Majority of respondents across all school levels agree that sensitization and awareness campaigns on the prevention of COVID-19 had been conducted by their schools and learning centres. Only those in NFE (unstructured learning arrangements) had a majority of over 50% in both school systems who said that awareness and sensitization campaigns were not conducted for them.

The shift learning method is not considered best by the majority of those in the formal education system. In the formal system, more respondents in the secondary and primary schools are opposed to this practice than those in any of the other categories. On the other hand, the NFE had more respondents who were not in support of the model than those in any other educational level in its category.
In the formal school group, respondents in all levels of education do not believe that school resumption should have been delayed. Although respondents whose wards are in kindergarten/nursery had a good percentage of those who believe otherwise. NFE Respondents were also not in support of prolonged resumption. The Kindergarten/nursery school level has a significant percentage of parents who reported that they would have preferred if the government had waited a little longer. This opinion is also shared by those in the NFE tertiary equivalent.

Most people in the formal and NFE are of the opinion that schools will be safer after vaccination. Their responses across the different levels of education do not vary significantly.
A majority across the educational levels in both formal and NFE are of the opinion that schools should remain open despite rising levels of COVID-19 cases. A significant percentage of respondents in the NFE are not sure of what the best decision would be as well as pockets of others. 

Majority of respondents across all educational levels believe that current federal and state public health laws are adequate enough to address the COVID-19 pandemic. However, a significant minority, of parents/guardians with wards in secondary schools also believe that the public health laws are inadequate.

A majority in both formal and NFE think that regular monitoring of schools and learning centres is an effective way to ensure compliance with COVID-19 protocols. A close majority in the NFE groups think that schools and learning centres do not need to be regularly monitored.
Learning centres are not properly equipped with the resources to identify, prevent or refer cases of public health emergencies. Responses from respondents across educational levels in both school systems with the exception of the primary school levels, did not vary significantly.

The dissemination of COVID-19 guidelines across educational levels have been effective. Majority of our respondents (>50%) with the exception of respondents within the NFE attested to this stance.

Across the educational levels, a significant majority of the respondents believe that learners, parents and guardians are adequately informed on relevant IPC measures of COVID-19 and other public health emergencies.
There is a need for the government to increase its current efforts in addressing social protection. With the exemption of the respondents within the unstructured group level across both education systems, over 50% of respondents recognise the need for more intensified efforts from the government.

Survey responses from people in the formal and NFE education systems indicated that more support should be provided to learning centres to encourage vulnerable learners.

Whilst the majority share this view, over 50% of respondents across both education systems (60% & 48% in non-formal and formal education systems respectively), especially in the non-formal education, do not see the need for additional support to learning centres for their vulnerable learners.
Waste management plans are in place in all school levels within the formal and NFE. However, over 50% of the respondents in the NFE group and over 40% of respondents in the secondary school levels opined that the waste management plans in place were not adequate.
Majority of the respondents in the formal and NFE are familiar with the NCDC protocols for safe schools re-opening. Also, in both formal and NFE, the parent/guardian category had the majority for those that were not familiar with the safe school protocols, deducing from the percentage of those who

In the formal school group, a majority of education managers (about 75%) and teachers/facilitators (about 61%) said they had participated in training on safety protocols for safe schools re-opening. This is in contrast with university students (about 60%) and parents/guardians (61%) who said they had not participated in any training on safety protocols for safe schools re-opening.
Similarly, NFE had a greater percentage of education managers (70%) and teachers/facilitators (60%) who participated in these training in contrast with parents/guardians (50%) and 45% of University students. This is because most programmes of this nature are targeted at the educational managers who are required to replicate the training in their individual schools.

Majority of stakeholders in the formal and NFE agreed that persons who have recovered from COVID-19 should be welcomed back to schools and learning centres. There is no significant variation across the different categories of people.
In the formal school group, a majority across the categories believe that the government did not need to wait any longer before resuming schools which shows a widespread agreement with the government decision. In the NFE, the majority of the respondents across the categories are comfortable with the decision of the government.

A majority in all both formal and NFE categories (education manager, parent/guardian, teacher/facilitators and University students) believe that learning centres will be safer if the COVID-19 vaccine is made available. There is no significant variations in their responses.
In the formal and NFE, a majority of respondents across the categories believe that schools should remain open. This is despite rising cases demonstrating that all the stakeholders are willing to continue with the understanding of the possible consequences. Moreover, this position is favoured more by teachers across the both formal and NFE groups. One can deduce that this is for economic reasons.

In both formal and NFE, a majority of the stakeholders in-all category surveyed (>50%) believe that federal government and state public health laws are adequate enough to address the COVID-19 pandemic.
Regular monitoring of educational centres is favoured by a majority of the respondents across all categories. Over 80% of respondents across board are in support of regular monitoring in the formal schools group and so is 70% of respondents across the NFE category.

Over 70% of respondents across all the categories in the NFE and over 60% in the formal education group believe that guidelines on school re-opening were widely disseminated in the schools and learning centres. No significant variation exists across this category.
Schools are not equipped with the requisite resources to identify, prevent or refer cases of public health emergencies. There are no significant variations in stakeholders' responses.

Majority of parents/guardians (54%) as well as teachers/facilitators (51%) respondents in the formal and NFE indicated that education stakeholders are not adequately equipped with resources to identify, prevent or refer cases of public health emergencies.

As with survey responses analysed from other categories, the educational stakeholders (learners, parents and guardian) are informed on relevant IPIC measures if COVID-19 and other public health emergencies. A significant number of tertiary students equivalent in the NFE system believe that stakeholders in the education sector are not adequately informed about health emergency issues.
It is imperative that the government increase their current efforts in addressing social protection in schools. The vast majority of the respondents in both the formal (>75%) and non-formal (>70%) education system attested to this expectation.

The majority of respondents (>70%) across both education system (formal and NFE) believe that learning centres should be encouraged to support vulnerable learners. The university students category led the minority of respondents (about 26%) that shared contrary views.
The majority of respondents (>55%) in the formal education group believe that the waste management plan in place is adequate for the well-being of learners and education personnel. There is no significant variation in responses in the NFE for the various categories.
NCDC protocols for safe schools reopening have been widely disseminated. The majority of respondents are familiar with the NCDC protocols for safe school re-opening. The female respondents in both formal and NFE education systems seem to be less familiar with the NCDC protocols than their male counterparts.
While more people in the non-formal education category have participated in training more than those in the non-formal, there are no disparities in both groups with regards to gender. An almost equal percentage of men and women in each group had participated in training for safe school re-opening.

Amidst the second wave, a majority in the formal groups than in the non-formal groups favour the decision of the government to resume schools in January 2021. In addition, gender variations do not reflect in their response and almost an equal percentage in both groups supported the decision of the government.

In the telephone interviews conducted which covered mostly people in the formal school system, an almost equal percentage of male and female respondents said they were going to get vaccinated against the COVID-19 Virus. In the NFE, which are interviews conducted physically, this opinion across gender only varied slightly with more males willing to take the vaccine than women.

There are no significant variations in gender with regards to schools and learning centres remaining open despite rising cases in both the formal and NFE. About 60% of men and women agree to this in the formal group respondents. An almost equal percentage of men (61%) and women (60%) in the non-formal education group also agree that schools should remain open despite rising cases.
Responses are not varied according to gender. In both formal and NFE, over 60% of male and female respondents believe that current federal and state public health laws are adequate enough to address the COVID-19 pandemic. The responses do not vary by gender.

An equal percentage (80%) of male and female in the formal school group are of the opinion that regular monitoring of schools and learning centres will be effective in curbing the spread of the virus. Similarly, those in the NFE have an almost equal percentage of male and female who also support regular monitoring.

This responses do not vary according to gender, an equal percentage of male and female (60%) in both school groups are of the opinion that COVID-19 guidelines on school re-opening is widely disseminated in the schools and learning centres.

Most learning centres are not adequately equipped with the resources to identify, prevent or refer cases of public health emergencies. An almost equal percentage of male and female in the formal education group do not believe their learning centres are well equipped.

In the non-formal education group, the responses also do not vary. A near 50-50 split in responses were recorded.
This response does not vary according to gender, an almost equal percentage of male and female in both school groups are of the opinion that education stakeholders (learners, parents & guardians) are adequately informed about relevant IPC measures of COVID-19 and other public health emergencies.

Government efforts in addressing social protection are not satisfactory. An increase in government’s efforts is anticipated.

>70% of respondents expect more from the government. Male and female respondents in the formal education system shared similar views and percentages - the differences were insignificant.
Similarly, there were no significant variations in responses received from male and female respondents in the NFE.

Less than 20% of male and 22.5% of female respondents were satisfied with governments’ efforts thus far.

Over 70% of respondents think that schools’ learning centres should be encouraged to support vulnerable learners.

In the formal education group, the male and female respondents had similar percentages in their responses - there were no significant contrasting views ditto the non-formal education group.

Whilst there are waste management plans in place, a significant percentage of the respondents across both genders feel that waste management plans currently available are not adequate for the well-being of learners and education personnel. An equal percentage of men and women in each education group had shared this view.
CONCLUSION

There is a widespread familiarity with the NCDC protocols for safe school re-opening despite the fact that a majority had not attended a formal training on safe school reopening.

Compliance with the protocols is above average although slightly lower when compared to the level of awareness. A dichotomy exists in the pattern of compliance e.g. the NFE group are more compliant with institutional protocols such as keeping distances in classrooms, assembly ground, posting instructional papers and monitoring temperature. The formal schools are more compliant with personal precautions like avoiding handshakes and hugs.

There is a public-private dichotomy with regards to compliance in both categories (NFE and formal) where the private schools are more compliant. This shows a need to intensify monitoring efforts especially in the public schools. Despite these lapses in compliance, a majority had not recorded incidents of coronavirus in their schools. While precautions are emphasized, adequate arrangement for dealing with an incidence is lagging in the majority of schools.

There are learning arrangements for students to recover lost learning time and majority are in favour of a shift learning method. While a majority did not indicate their willingness to take the vaccine or consent to their wards taking the vaccine, most of them believe it will make schools safer.

All categories of stakeholders are opposed to another lockdown and are in support of the government’s resumption date despite rising numbers.
The percentage of IDPs that were captured in the survey was low. While it is a hard-to-reach-population and the entire population is not as large as the other categories covered, the sample size covered is not representative, it’s rather too small to allow for comparability and generalizability.

**DEFINITION OF TERMS**

**NFE:** Non formal education - learning taking place outside a formal environment/setting

**Unstructured learning arrangement:** Unstructured educational arrangement” otherwise represented in the graphs on category as “Non-formal” consisting of learners in mechanic workshops, traders, boys in apprenticeship systems etc.
A Word for the Respondents

Dear Respondents,
We are happy to have you participate in this survey on the resumption of schools and learning centres after closure due to the coronavirus pandemic in Nigeria. It is specifically meant for those who have children/wards in schools and learning centres, teachers, university students, education managers and school owners. Kindly answer all as your opinion on each of the items will have far-reaching effects on governments policies and actions in this period of global health crisis. There are 8 unique sections (A – G) in all. It is expected that you complete all the sections. By participating in the survey, this will ensure that your voice will count in the decision-making process. Thank you for your participation.

Section A: Some Personal Information

1. What is your sex? Male Female
2. Select your State? Dropdown menu of the list of states
3. Which of the following are you (you can choose more than one)?
   - Parent/Guardian
   - Teacher/Facilitator
   - Education Manager
   - University Student
   - Internally Displaced Persons
   - None
4. Do you own a school? Yes No
5. Do you have any child or ward currently in school? Yes No
6. Which type of school is your child or ward attending?
   - Private
   - Public

Section B: Perception on implementation of NCDC Protocol in schools and learning centres after resumption (School personnel and learners)

1. Are you familiar with the NCDC protocols for safe schools reopening?
   - Yes
   - No
   - Not Sure
2. Have you participated in any training on safety protocols for safe schools reopening?
   - Yes
   - No
   - Not Sure
3. Does your school/learning centre keep social/physical distancing of 1 meter in the following places:
   - Offices
   - Classrooms
   - Playground
   - Hostels
   - Dining Halls
   - Assembly Ground
   - If No, why?................
4. Does your school/learning center check body temperature of learners, education personnel and visitors with non-contact thermometer, before letting them into the premises?
   - Yes
   - No
   - Occasionally
5. Does your school/learning centre have holding/sick bay for sick persons?
   - Yes
   - No
   - Not Sure
6. Do learners, education personnel and visitors always wear face mask correctly when in classrooms or around school environment?
   - Yes
   - No
   - Not Sure
7. Do learners, education personnel and visitors wash their hands with soap under running water, before entering the school/learning centre?
   - Yes
   - No
   - Not Sure
8. What level of education is your child or ward? Kindergarten/Nursery
   - Primary
   - Secondary
   - Tertiary
   - Non-formal
8. Are there posters on safety protocols in every classroom in the school/learning centre?
   A. Yes  B. No  C. Not Sure

9. While at school/learning centre, do learners, education personnel and visitors still practice the following:
   a. Shake hands    A. Yes  B. No  C. Not Sure
   b. Hug           A. Yes  B. No  C. Not Sure

Section C: Perception on health issues of learners and education personnel
1. Since resumption of school, has there been any reported cases COVID-19 in the schools/learning centres?
   a. Yes  b. No  c. Not sure
2. Do you think that persons who have recovered from COVID-19 should be welcomed back to the school/learning centre?
   a. Yes  b. No  c. Not sure
3. Is there a functional health team responsible for the enforcement of COVID-19 protocols in the school/learning centre?
   a. Yes  b. No  c. Not sure
   If No above, does the school/learning centre have a focal person responsible for the enforcement of COVID-19 protocol?
   a. Yes  b. No  c. Not sure
4. Does the school/learning centre have a functional sick/holding bay for suspected cases of COVID-19?
   a. Yes  b. No  c. Not sure
5. Will you agree to be vaccinated against COVID-19?
   a. Yes  b. No  c. Not sure
   If No or Not sure to Q5, what factor(s) will make you not to take COVID-19 vaccine? Tick all that may apply
   a. Vaccines are not safe
   b. The development of the vaccine was too fast and should not be trusted
   d. I have medical morbidity
   e. I have allergic conditions
   d. Someone has died as a result of the vaccine
   f. Others (Please specify)
6. Does the school/learning centre have a protocol and facility for collecting COVID-19 samples?
   a. Yes  b. No  c. Not sure

Section D: Perception on teaching and learning programme
1. Are there plans put in place by the school/learning centre for all learners to cover the curriculum for the lost academic calendar?
   a. Yes  b. No  c. Not sure
2. Which of the following alternative learning programme is available in the school/learning centre?
   a. double shift (classes are divided into morning or afternoon sessions)
   b. blended learning (virtual and in-person)
   c. radio learning programme
   d. e-learning
   e. TV learning programme
   f. None
   g. others (please specify)
3. Does the school/learning centre have catch-up classes to support all learners following school closure?
   a. Yes  b. No  c. Not sure
4. Has there been a decrease in the enrolment of learners after the reopening of schools/learning centres?
   a. Yes  b. No  c. Not sure
5. Has the School Based Management Committee/PTA conducted back to school campaigns within the community?
   a. Yes  b. No  c. Not sure
6. Does the school/learning centre have adaptive handwashing facilities (ones specially made) for learners and education personnel with special needs?
   a. Yes  b. No  c. Not sure
7. Indicate the type of support that has been provided for a sustainable and safe school continuity in midst of the pandemic?
   a. Financial
   b. Training
   c. Materials (Sanitizers, sanitation)
   d. Monitoring
   e. None
f. Others (please specify)

8. Does the school/learning centre have personnel to provide psychosocial support to teachers and learners?
   a. Yes ☐
   b. No ☐
   c. Not sure ☐

9. Does the school/learning centre conduct awareness and sensitization on the prevention of COVID-19?
   a. Yes ☐
   b. No ☐
   c. Not sure ☐

Section E: Perception on continuing education programme in the second wave

1. Do you think shift learning method is the best format for school continuity during second wave of COVID-19?
   a. Yes ☐
   b. No ☐
   c. Not sure ☐

2. Should government have waited a little more for school resumption in January 2021 during the second wave?
   a. Yes ☐
   b. No ☐
   c. Not sure ☐

3. Do you think schools/learning centres will be safer if the COVID-19 vaccine is made available?
   a. Yes ☐
   b. No ☐
   c. Not sure ☐

4. Do you think schools/learning centres should remain open although cases are rising?
   a. Yes ☐
   b. No ☐
   c. Not sure ☐

Section F: General recommendation

1. Do you think current Federal and state public health laws are adequate enough to address the COVID-19 pandemic?
   (a) Yes
   (b) No
   (c) Not Sure

2. Do you think schools and learning centers should be regularly monitored?
   (a) Yes
   (b) No
   (c) Not Sure

3. Do you think COVID-19 guidelines on school reopening is widely disseminated in schools/learning centres?
   a. Yes
   b. No
   c. Not Sure

4. Do you think schools/learning centres are adequately equipped with the resources to identify, prevent or refer cases of public health emergencies?
   a. Yes
   b. No
   c. Not Sure

5. Are learners, parents and guardians adequately informed on relevant Infection, Prevention and Control (IPC) measures of COVID-19 and other Public health emergencies?
   a. Yes
   b. No
   c. Not Sure

6. Should the government increase current effort to address social protection?
   a. Yes
   b. No
   c. Not Sure

7. Do you think schools/learning centres should be encouraged to support vulnerable learners?
   a. Yes
   b. No
   c. Not Sure

8. Do you think that the waste management plan of the school/learning centre is adequate for the wellbeing of learners and education personnel?
   a. Yes
   b. No
   c. Not Sure