

COVID-19

RELIEF FUND PROJECT

SUMMARY REPORT (ver 1.0)

"Educators shape the minds and future of nations one student at a time; Africa needs them now more than ever. That is why we invest in them."

Overview

The COVID 19 pandemic changed the mode of operations around the world and challenged progress towards global developmental goals with the education sector in Africa, and teachers in particular being amongst the most impacted.

Following the shutdown of schools to curb the spread of the virus, many teachers were left without a regular income or source of livelihood. The negative impacts on these teachers have been many sided, including psychological, societal, financial and professional; with potential long term effects on other sectors of the economy and global developmental goals.

In response to this crisis, YoungEd Africa committed to financially support 300 private school teachers in Nigeria with a one-time sum of NGN10,000 via the COVID 19 Relief Fund Project.

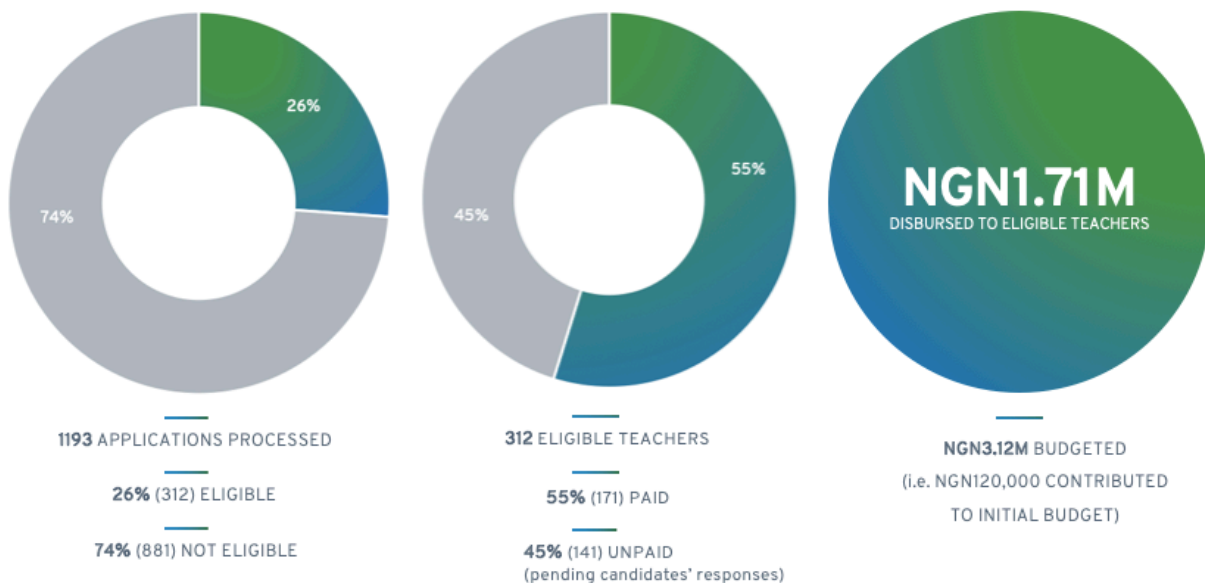
Our aim was to lessen the impact of the pandemic through this fund, with the hope that this fund would serve as a lifeline and/or supplementary means of sustenance to affected teachers and their families.

Outcomes & Lessons Learned

The graphic below shows a summary of current outcomes of the relief fund project.

Successful Candidates: A total of 1,193 applications were processed, out of which 312 were verified as eligible; representing a 25% applicant success rate i.e. 1 out of every 4 applicants met eligibility criteria. The full list of successful candidates is published on the YoungEd Africa website here <https://www.youngedafrika.org/covid19-relief>.

Fund Disbursements: A total of 171 (i.e. 55%) successful applicants have received the relief fund payments with the remaining 45% pending final bank account verifications from applicants. This amounts to a total of NGN1.71M disbursed from NGN3.12M (i.e. initial budget of NGN3M plus NGN120,000 contributed) allocated for the relief fund.



Lessons Learned: There were a number of insights gained and lessons learned which will inform improvements of our internal processes as well as guide decisions on other programs.

- **Identity Verification:** This process was a lengthy and challenging one which involved manually corroborating entries from each applicant to verify their identities as private school teachers. This reiterated the need for availability of and access to organizational/national databases to could be referenced for insights into teacher (and

other education sector) demographics to better inform decisions and actions of intervention programmes at national and international levels.

- **School Administration Gaps:** Many applicants were unable to provide official letters of appointment or references from school administrators because their schools do not issue letters of appointments. Additionally, several teachers indicated that monthly salaries are received via table payments, as such were unable to provide proof of financial impacts via bank statements. These are poor administrative practices which need to be addressed to avoid negative implications (e.g. missed opportunities) on both the schools but on their teachers.
- **Teacher Quality:** In addition, responses from applicants provided more insights into gaps/disparity in the quality of (written) communication skills required to convey key concepts and digital skills required to effectively use online resources, engage and stay relevant as educators in this digital age. This calls for the need to boost teacher training efforts, especially in the use of digital tools, which will help close associated gaps in teacher effectiveness today and preparedness for the future.

About YoungEd Africa

Young Educator for Africa Initiative is a non-profit organization (CAC/IT/NO 150500), with the mission to prepare Africa for the future by supporting young Africans in building successful careers in Education.

Learn more at www.youngedafrica.org