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Abstract
The protection of students, staff and educational facilities are particularly important. Precautions are necessary to prevent the potential spread of COVID-19 in school settings. Therefore, closure of educational institutions in Nigeria by Government can prevent the entry and spread of COVID-19 by students and staff that may have been exposed to the virus. This paper focused on Covid-19 Disruptions to Educational Sector in Nigeria, Implication for Developing World and Intellectual, and Researches for Achieving the New Sustainable Development. To put this disease outbreak in perspective, we will first provide some history of corona viruses, identify the effect of schools closure as a result of Covid 19 and identify ways to limit educational disruptions as a result of pandemic diseases. It’s recommended to have a flexibly adjustable plans, government need to address the digital divide the required infrastructure and connectivity to reach the remotest and poorest communities, also radio and television stations should recognize their key role in supporting national education goals by presenting educational programs. Open, distance and online learning is encourage in maintaining connection with other students and ensuring continuity of curriculum based study. Government should also work with telecommunication companies to apply zero-rate policies which can facilitate learning materials to be
Ministries of education should have a much clearer understanding of the gaps and challenges in connectivity, hardware, and integration of digital tools in the curriculum in order to fill the gaps. Government should find a way to provide meals using the school buildings in an organized fashion, community buildings or networks, or, if needed, distribute directly to the families.

**Keywords:** Disruptions, Educational Sector, Implication, Developing, Intellectual.

**Introduction**
Corona viruses are a large family of zoonotic viruses that cause illness ranging from the common cold to severe respiratory diseases. Zoonotic means these viruses are able to be transmitted from animals to humans. There are several corona viruses known to be circulating in different animal populations that have not yet infected humans. COVID-19 is the most recent to make the jump to human infection. COVID-19 is a disease caused by a new strain of corona virus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel corona virus' or '2019-nCoV'. Common signs of COVID-19 infection are similar to the common cold and include respiratory symptoms such as dry cough, fever, shortness of breath, and breathing difficulties. In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome, kidney failure, and death. People can catch COVID-19 from others who have the virus. The disease spreads primarily from person to person through small droplets from the nose or mouth, produced from the respiratory system of infected people, often during coughing, sneezing or speaking. These droplets are relatively heavy, do not travel far and quickly sink to the ground. According to current data, time from exposure to onset of symptoms is usually between two and 14 days, with an average of five days. This is why it is important to stay at least 1 meter away from others. These droplets can land on objects and surfaces around the person such as tables, doorknobs and handrails. People can become infected by touching these objects or surfaces, then touching their eyes, nose or mouth. This is why it is important to wash your hands regularly with soap and water or clean
with alcohol-based hand rub, practice respiratory hygiene and maintaining a physical distance with everyone. Thus, the closure of educational institutions disrupted learning in Nigeria as well as have tendency of making dropout rate to raise, psychological issues to increase, malnutrition most especially in children, social isolation, stresses parent among others.

Two other recent corona virus outbreaks have been experienced. Middle East Respiratory Syndrome (MERS-CoV) of 2012 was found to transmit from dromedary camels to humans. In 2002, Severe Acute Respiratory Syndrome (SARS-CoV) was found to transmit from civet cats to humans. Although COVID-19 has already shown some similarities to recent corona virus outbreaks, there are differences and we will learn much more as we deal with this one. SARS cases totaled 8,098 with a fatality rate of 11 percent as reported in 17 countries, with the majority of cases occurring in southern mainland China and Hong Kong. The fatality rate was highly dependent on the age of the patient with those under 24 least likely to die (one percent) and those over 65 most likely to die (55 percent). No cases have been reported worldwide since 2004. According to the World Health Organization (WHO), as of 2020, MERS cases total more than 2,500, have been reported in 21 countries, and resulted in about 860 deaths. The fatality rate may be much lower as those with mild symptoms are most likely undiagnosed. Only two cases have been confirmed in the United States, both in May of 2014 and both patients had recently traveled to Saudi Arabia. Most cases have occurred in the Arabian Peninsula. It is still unclear how the virus is transmitted from camels to humans. Its spread is uncommon outside of hospitals. Thus, its risk to the global population is currently deemed to be fairly low.

During the 1918-1919 influenza pandemic in the United States, school closures and public gathering bans were associated with lower total mortality rates. Cities that implemented such interventions earlier had greater delays in reaching peak mortality rates. Schools closed for a median duration of 4 weeks according to a study of 43 US cities' response to the Spanish Flu. School closures were shown to reduce morbidity from the Asian flu by 90% during the 1957–58 outbreak, and up to 50% in controlling influenza in the US, 2004–2008. Multiple countries successfully slowed the spread of infection through school closures during the 2009 H1N1 Flu pandemic. School closures in the city of Oita, Japan, were found to have successfully decreased the number of infected students at the peak of infection; however closing schools was not
found to have significantly decreased the total number of infected students. Mandatory school closures and other social distancing measures were associated with a 29% to 37% reduction in influenza transmission rates. Early school closures in the United States delayed the peak of the 2009 H1N1 Flu pandemic. Despite the overall success of closing schools, a study of school closures in Michigan found that "district level reactive school closures were ineffective.

During the swine flu outbreak in 2009 in the UK, in an article titled "Closure of schools during an influenza pandemic" published in the Lancet Infectious Diseases, a group of epidemiologists endorsed the closure of schools in order to interrupt the course of the infection, slow further spread and buy time to research and produce a vaccine. Having studied previous influenza pandemics including the 1918 flu pandemic, the influenza pandemic of 1957 and the 1968 flu pandemic, they reported on the economic and workforce effect school closure would have, particularly with a large percentage of doctors and nurses being women, of whom half had children under the age of 16. They also looked at the dynamics of the spread of influenza in France during French school holidays and noted that cases of flu dropped when schools closed and re-emerged when they re-opened. They noted that when teachers in Israel went on strike during the flu season of 1999–2000, visits to doctors and the number of respiratory infections dropped by more than a fifth and more than two fifths respectively.

Most governments around the world including Nigeria have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. The rapid spread of COVID-19 is first and foremost a public-health crisis, however it has short and long-term repercussions on social, economic and educational aspects of society. The drastic restrictions on the mobility of people not only across national borders but even outside their residence to maintain social distance has diminished learning activities. School closures, in many countries, is an important measure for ensuring social distancing, the most promising non-pharmaceutical intervention for mitigating the current crisis. However, for many children and youth from vulnerable and disadvantaged backgrounds, school closures also mean the absence of critical safety net – education, nutrition, protection, and emotional support. Students who rely on school feeding programs may not be able to get a meal if alternative solutions are not put in place. Some students who reside in unsafe environments may only
find physical and emotional safety in classrooms. Extended interruption of learning opportunity can reverse gains in learning results, especially for disadvantaged children (socio-economic, students with special or diverse educational needs or persons with disabilities) who cannot access quality substitutes for a school-based learning environment. Long school closures could increase the risk of dropout. Some Schools in Nigeria especially private schools are attempting to find quick solutions to ensuring that school closures do not result in children missing out on the opportunity to learn and backtrack on the gains they had made in the current and previous academic years. Distance learning solutions online and on TV will enable maintains connection with students and provides learning opportunities outside of school walls. Some parents, rich and poor, are struggling to juggle their own jobs, learning how to be a home school teacher and parenting 24/7.

**History of Covid-19**

The novel corona virus outbreak was first documented in Wuhan, Hubei Province, China in December 2019. As of this writing, it has now been confirmed on six continents and 215 countries. While in Nigeria 36 State and the Federal Capital Territory is been affected. As the world’s health systems funnel resources into learning about, treating, and preventing infections in humans, new information is released daily. The WHO officially declared it a pandemic on March 11, 2020. Although China is the first country to be infected, as at now the countries experiencing the greatest number of cases include USA, Brazil, India, Russia and South Africa even though insufficient testing does not provide a clear and complete picture. Therefore, we need to take immediate and serious actions to: first, protect ourselves, family, loved ones and others in our communities, and secondly to contain the spread by preparing our homes, workplaces, and businesses. The Nigeria Centre for Disease Control (NCDC) was established in the year 2011 in response to the challenges of public health emergencies and to enhance Nigeria’s preparedness and response to epidemics through prevention, detection and control of communicable and non-communicable diseases. The Federal Ministry of Health Nigeria has confirmed first case of corona virus disease (COVID-19) case on 27th of February 2020 in Lagos State, Nigeria since the beginning of the outbreak in China in January 2020. The case is an Italian citizen who works in Nigeria and returned from Milan, Italy to Lagos State of Nigeria on the 25th of February 2020. He was
confirmed by the Virology Laboratory of the Lagos University Teaching Hospital, part of the Laboratory Network of the Nigeria Centre for Disease Control. He was managed at the Infectious Disease Hospital in Yaba, Lagos. On 9th March 2020, a second case of the virus was reported in Ewekoro, Ogun State by a Nigerian citizen who had a contact with the Italian citizen. By 21st March, Nigeria confirmed 10 new cases: seven in Lagos State, and three in the Federal Capital Territory (FCT), Abuja. On 23rd March, Nigeria confirmed its first casualty, a 67-year-old male who had returned from United Kingdom and had underlying health conditions. As of 28th July, 2020, a total of 16,664,856 cases were recorded, with 656,967 deaths and 10,257,696 recovered worldwide, in Africa a total of 864,146 cases were recorded, with 18,222 deaths and 510,114 recovered, while in Nigeria a total of 41,180 cases were recorded, with 860 deaths and 18,203 recovered. The Nigerian government is trying its best to stop the spread of this pandemic. Many African countries were ill-prepared to tackle the Ebola epidemic that erupted in 2014. And COVID-19 presents a much graver danger because it can spread exponentially, including via asymptomatic carriers, while African governments remain constrained by weak health-care systems, limited resources, and economic and spatial constraints on social-distancing measures. Researchers at Imperial College London recently estimated that, even under the most optimistic scenario, the virus would kill 300,000 people in Sub-Saharan Africa – not to mention the immense economic costs it would impose, owing to lost export revenues, severed supply chains, and plummeting demand.

However, care must also be taken to avoid stigmatizing students and staff who may have been exposed to the virus. It is important to remember that COVID-19 does not differentiate between borders, ethnicities, disability status, age or gender. Education settings should continue to be welcoming, respectful, inclusive, and supportive environments to all. The COVID-19 pandemic is taking a heavy toll on people’s health, lives, and societies. Less visible, but no less worrying is the price that children and youth all over the world will pay in terms of education. School closures, confinement, and psychological distress will have serious consequences on their futures and well-being, as well as on those of their teachers and families. Securing quality education for all and making sure that the most vulnerable are not left behind is the responsibility of every government, and this is a major challenge in a crisis situation. What can countries do to ensure learning is never disrupted? What roles do government,
teachers, learners and other stakeholders play in pandemic situations? How can flexibly adjustable plans help education systems prepare for the next steps?

The effect of schools closure as a result of Covid 19
School closures affected not only students, teachers, and families, but have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including social isolation, digital learning, food insecurity, and psychological issues, as well as access to childcare, health care, housing, internet, and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work. As of 7 June 2020, approximately 1.725 billion learners are currently affected due to school closures in response to the pandemic. According to monitoring, 134 countries are currently implementing nationwide closures and 38 are implementing UNICEF local closures, impacting about 98.5 percent of the world's student population. 39 countries' schools are currently open.

1. Learning disruption: As a result of Covid-19 all educational institutions in Nigeria have been short down. Maintaining the engagement of students, particularly young secondary school students are critical. Educational disruption is often linked to poor school academic achievement because students are not receiving instruction on a consecutive basis. Learning disruption may result in unlearned course material from fewer hours of instruction, and a disruption of class instruction for teachers who have to administer remediation for the student when they return to school. This problem also causes low standardized test scores. Going to school is not only about learning math and science, but also about social relationships and peer-to-peer interactions. It is about learning to be a citizen and developing social skills. That is why it is important to stay connected with the school by any means necessary.

2. Dropout rate tend to rise: Long time school closure can lead to an increasing disinterest in school and academics in general, despite the fact that even before Covid 19 dropout rates are still very high in the country, and a long period of disengagement can result in a further increase. According to author Jason A. Schoeneberger’s "Longitudinal
Attendance Patterns" study, excessive absenteeism increases the chances of a student eventually dropping out of school, which can lead to long term consequences for these students, such as lower average incomes, higher incidences of unemployment, and a higher likelihood of incarceration. Schoeneberger asserts that students who drop out of school face a higher risk of poverty because of their inability to secure quality paying employment due to their lack of education and resources. Also dropouts who lack education and resources are more likely to commit criminal activity leading to incarceration.

3. Socioeconomic backgrounds and geographic location: Children from higher-income households are more likely to have private tutors and a stay-at-home parent who can dedicate more time to overseeing student learning during school shutdowns compared to lower-income children and those living in rural areas aren’t as likely to have internet, or at least not the fast broadband internet needed to stream instructional videos and participate in remote learning activities such as online meetups with teachers and classmates, they may also not have a desk, books, limited or supportive parents, inadequate housing options and be pressured to work. As schools closed, many students entered resource-limited or stressful domestic situations that are not conducive to learning. It's a challenge to try to bring all schools up to the same level of technology access and availability, wealthier schools immediately transitioned to online platforms that their students had already been using on a daily basis or at-home learning, which is not so for the less privileged once. And girls may experience greater domestic workloads, including child and eldercare responsibilities, upon returning home.

4. Psychological issues: The severity of the pandemic could have a big impact on students thereby making them psychologically stressed as hundreds of people dying every day. In this time of COVID-19 it is also likely students will be anxious and some may also lose loved ones or have family and friends who are seriously ill.

5. Nutritional meals: In many parts of the country, some students depend on free or discounted meals. School serves as many students only reliable source for nutritious meals. The meals are essential for their cognitive development and well-being.
6. Parent unprepared for distance and home schooling: As all schools in Nigeria closed due to the COVID-19 outbreak and uncertainty surrounding the decision to reopen them soon, parents are being pressured into homeschooling their children. Parents have bills to pay, work to do including household duties, they’re also responsible for homeschooling their children which adds up to a fair amount of stress to them. If homeschooling is new to them, it will be hard. The fact that it’s hard doesn’t mean they are not cut out for it, and it doesn’t mean it isn’t worth it, even though nobody knows how long the pandemic will last. However, parents that are unprepared or unwilling to make the commitment to be an effective teacher find it more difficult. During homeschooling parents spend large amounts of money on books and other learning materials. As well as spend time reviewing numerous curriculum programs up to their standards and best suiting their children's learning needs. Homeschooling is difficult for parents that are not flexible, mindful of their time. Parental engagement has long been seen as critical to student achievement, that has never been truer than now, and all across the country, parents pressed into emergency service are finding it one of the most exasperating parts of the pandemic.

7. Social Isolation: School absence for prolonged periods results in limited interaction with other students. The emergence of COVID-19 as a public health emergency by the World Health Organization has led to a number of precautionary measures such as quarantines, social distancing or in some cases total lockdown in many countries around the world. Limiting access to normal social interactions with others provokes mental health issue such as depression, anxiety and apathy, as well as loneliness, and weakens physical health especially for those who already struggle to maintain good health and wellbeing as well as causing obesity and premature ageing. Such issues persist long after the pandemic ends, which will lead to high human and financial costs later on. Social isolation changes sleeping cycle and causes hallucinations. Remember that not all who are isolated are lonely and not all who are lonely are isolated. The absence of social relationships and behaviours has been shown to affect child development in various ways. For example, previous research has revealed that socially isolated children tend to have lower subsequent educational attainment, be part of a less advantaged
social class in adulthood, and are more likely to be psychologically distressed in adulthood (Lacey, Kumari & Bartley, 2014). Lack of social relationships negatively impacts the development of the brain’s structure.

Ways to limit educational disruptions as a result of pandemic diseases

1. To overcome the learning crisis we were already living in and respond to the pandemic we are all facing planning is essential, it has to be flexibly adjustable plans, as the information about the likely paths of the pandemic change day by day, influenced by the uncertainty around which mitigation measures the country is taking. The process of reopening of schools might be gradual, as authorities will want to reduce agglomeration or the possibility of a second wave of the pandemic, which can affect the country. In that uncertain context, it might be better to make decisions assuming a longer, rather than a shorter scenario.

2. School systems need to find more effective ways to integrate technology into teaching and learning to provide educators with learning environments that support 21st century pedagogies and provide students with the 21st century skills they need to succeed in tomorrow’s world. Technology is the only way to dramatically expand access to knowledge. Government need to invest more effectively and ensure that teachers are at the forefront of designing and implementing this change.

3. To strengthen future education system in Nigeria, ministries of education should have a much clearer understanding of the gaps and challenges in connectivity, hardware, and integration of digital tools in the curriculum, teacher’s readiness that exist in using technology effectively and act upon that. The advantage we have today is that through social networks, ministries of education can communicate effectively with parents and teachers and provide guidelines, instructions and structure to the learning process.

4. Government should also work with telecommunication companies to apply zero-rate policies which can facilitate learning material to be downloaded on a smart phone, because more students are likely to have it.

5. These students are already impacted by armed conflicts, forced displacement, natural disasters, protracted crises and here comes corona
Education cannot wait, government need to address the digital divide, the required infrastructure and connectivity must reach the remotest and poorest communities, because it is an urgent requirement it is no longer a luxury.

6. Radio and television are also very powerful tools. Using content delivered by radio or television, remote learning is about mixed media learning, with the objective of reaching as many students as possible. As such radio and television stations should recognize their key role in supporting national education goals and hopefully, improve the quality of their programs and understanding their immense social responsibility.

7. To limit disruption to educational sector, open, distance and online learning is encourage to maintaining connection with other students, ensuring continuity of curriculum based study and facilitate learning through supplementary reading and educational materials. E-learning gives students more control of their studies, they can focus more time on subjects that require greater effort and study. It enables students move at their own pace as they can jump ahead continual assessments as soon as they’ve mastered a skill. Even after corona virus, traditional offline learning and e-learning can go hand by hand. It is clear that this pandemic has utterly disrupted education system, so schools and teachers should change how they educate students, some element of traditional offline learning should be maintain, some removed while others to be modified.

8. For students without access to technology or connectivity, television and radio programs, they should be supplemented with books packed and learning resources that will be delivered to their homes.

9. School feeding programs that provided students with their most nutritious meal of the day was disrupted due to school closure, as such, government should find a way to provide meals using the school buildings in an organized fashion, community buildings or networks, or, if needed, distribute directly to the families. If delivering meals or food is not feasible logistically, cash transfer programs should be expanded or implemented to compensate the parents.

Recommendations for healthy schools are:

1. Understand basic information about corona virus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to
prevent transmission. Stay informed about COVID-19 through reputable sources such as UNICEF, WHO and national health ministry advisories. Be aware of fake information/myths that may circulate by word-of-mouth or online.

2. Sick students and staff should not come to school.

3. Update or develop school emergency and contingency plans. Work with officials to guarantee schools are not used as shelters, treatment units, etc. Consider cancelling any community events/meetings that usually take place on school premises, based on risk.

4. Reinforce frequent hand washing, sanitation, procure needed supplies and follow environmental cleaning and decontamination procedures. Prepare and maintain hand washing stations with soap and water, and if possible, place alcohol-based hand rub (hand sanitizers) in each classroom, at entrances and exits, and near lunch rooms and toilets. Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)

5. Implement social distancing practices that may include staggering the beginning and end of the school day also cancelling assemblies, sports games and other events that create crowded conditions. When possible, create space for children’s desks to be at least one meter apart. Teach and model creating space and avoiding unnecessary touching establish procedures if students or staff become unwell.

6. Promote information sharing by coordinating and following guidelines from the national health and education authorities. Share known information with staff, caregivers and students, providing updated information on the disease situation, including prevention and control efforts at school. Reinforce that caregivers should alert the school and health care authorities if someone in their home has been diagnosed with COVID-19 and keep their child at home. Utilize parent-teacher committees and other mechanisms to promote information sharing.

7. In the case of temporary school closures, plan for continuity of learning by supporting continued access to quality education. This can include: Use of online/e-learning strategies, assigning reading and exercises for home study, assigning teachers to conduct remote daily or weekly follow
up with students, review/develop accelerated education strategies and radio, podcast or television broadcasts of academic content.

**Conclusion**

While other critical needs such as health, water and sanitation are being responded to, educational needs cannot be forgotten, it has an equally detrimental impact if left unaddressed. The challenge today is to reduce as much as possible the negative impact this pandemic will have on learning and schooling, and build on this experience to get back on a path of faster improvement in learning. As education systems cope with this crisis, they must also think of how they can recover stronger, with a renewed sense of responsibility of all actors and with a better understanding and sense of urgency of the need to close the gaps and assuring that all students have the same chances for a quality education.

We were already experiencing a global leaning crisis, as many students were in school, but were not learning the fundamental skills needed for life. This pandemic has the potential to worsen the situation more if we do not act fast. Also millions of children who have already been deprived of their right to education, particularly girls, are being more exposed to health and well-being risks (both psychosocial and physical) during COVID-19. Without access to education, as shocks are experienced including loss of life, health impacts and loss of livelihoods, children are more vulnerable and unprotected. The top priority right now is to ensure that Covid-19 disruptions to educational sector in Nigeria and the world at large are diminishing to the barest minimum as much as possible. The government urgently need to support teachers, parents/caregivers, innovators, communications experts and all those who are positioned to provide education, whether through radio programmes, homeschooling, online learning and other innovative approaches because education provide hope for a brighter future.

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