SECONDARY LEVEL ABUJA

CS: Civil Servant

CSE: Civil Servant Extra

TSG: Teacher, Government Secondary School

FCT (Sci. & Tech): FCT Educational, Science and Technology

TPS: Teacher, Private Secondary School

AP: Another Parent

I: So we are starting now. The first question is can you describe the kinds of difficulties that covid-19 pandemic and lockdown brought to educational activities in your state? That is the challenges arising from the aftermath of the covid-19?

I: Please repeat the question. Can you describe the kind of difficulties, challenges, that covid-19 pandemic and lockdown brought to educational activities in your state, that is your locality. So, you can use your place of work as a reference point.

PARENT: Is it educational?

I: Educational. It has to be your school or as a parent.

PARENT: We are addressing the aftermath?

I: Sorry before you say it. We will need your number

PARENT: I just want to be clear about the question. We are addressing the aftermath of the covid-19 lockdown

I: No. The challenges you face during the covid-19 lockdown

PARENT: OK during?

I: Yes

Respondent: Let us write the question down so that

I: can you describe the kinds of difficulties that covid-19 pandemic and lockdown brought to educational activities in your state?

PARENT: The Kind of difficulties?

I: Let me take it. Can you describe the kind of difficulties that covid-19

PARENT: Participant 5

I: okay

PARENT: Covid-19 pandemic paralyzed so many sector, not only in the educational sector. Though, because we are only talking about educational sector. My son goes to secondary school.

They share their classes into two. Some sections in the morning some sessions are in the evening. My son happened to be in the evening session. Sometimes when it is around 12:00noon for him to go to school, it is at that time he will tell me that mummy is it compulsory that we have to go to school. You know because at least they just have 2, 3 to 4 hours. They were not able to finish their syllabus. It affected them drastically because I remember they were preparing for exams before that thing sprinkled up. Before they were able to mention to the public that okay, let them go back to school they were at home for almost 6 months, they were not going to school at all. That was the initial thing. So the aftermath, it really affected them academically. Even it affects their upbringing because somebody that is so used to early in the morning bathing, now will sleep till around 10:00am instead about 7:00am before he takes his bath and will start going to school so Covid pandemic to me as participants 5, affects my family and my children education negatively. Thank you.

I: Thank you very much. So you as a parent, you as a parent, what is the impact, the difficulty that you, you now, you know the other one we are talking about generally. You now as a parent describing what your son went through. Can you think it affected you, your activities in any way?

PARENT: Of course it does. As a parent, I am civil servant the works that is supposed to be done by 3 to 4 people were shifted to somebody because they gave us a great level of who to come to office. Only senior management goes to office. The senior management has to carry file yourself so that the work can go round. You will do the work of the messenger, at the same time as a cleaner because no cleaner is coming to office. As a parent at home, to my son it affected us two, because sometimes normally they come from school around 2:00pm, now they shifted them to 12noon to 5pm. He is coming back in the evening, when are we going to start his assignments. You know when is he going to sleep! So it affects the home force

I: Thank you very much

FCT (SCI & TECH): Participant 4. We are talking about the challenges that the pandemic brought to our school system in our state, and the states we are talking about I think, is where we are now. So, we discovered that that phase, we try to start, especially the government schools had to start grappling with this issue of starting online learning online so that, let's try and see how we can cover up, you know the exams we are writing is African examinations. So others were not waiting for what is happening. Other countries were trying to measure up. So since it is not an exams being domesticated, we have to find a way going around it. And so, trying this online outfit, we discovered that a good number of students did not have the facilities, they did not have good phones for it. Good phones and so, they couldn't really participate. So, whether they are participating or not, the teachers must make sure that it just keeps going on. So it must have affected them too because they lost out. And not that, even though some were online, some of their parent were grappling with data. The issue of data. Is it not when you finish eating you will be thinking about data because, it is just that we say to school, because I know that some other things happened. So the parent could not even fund the data. And we also had problem with distance schools. Schools that are not in the urban setting. They couldn't be reached and so I am sure those students found their ways into the farm or doing one thing or the other. So actually, the covid-19 issue was really very devastating to the education sector and now to the teacher that is supposed to the online, how

many of them were really trained for it. It was much later we started doing teacher training, so that teachers can come and were educated on how to teach online. Although a few teachers know on their own, but as governments, we now started organization for the teachers. So, sometimes we had the teachers complaining who is going to give us data. And you know that kind of a thing, who is going to do like this, do like that, so they also have their own fair share of complaints. So in as much as we try the reaching out to the students, I try to even take the statistics of students that were reached I don't think it is much compare to, it may not be more than, maybe 50% let us just be kind enough to say 50% were reached by the government and then the teacher also came in. So it really affected the education in wise, doing, trying to grapple with new things, you know we were not used to it. Something just trying to come up, we were not prepared for it so and I want to, maybe we get to somewhere where we will now ask ourselves, what do we, or how can we become proactive? We are not proactive. Education is not really productive in our nation so but covid-19 has come to open our eyes to show us that we need to be proactive. You know, I don't have a little child, but being a policy interpreter, I got a fair share of the bargain you know, because I am into planning, so I know what we went through at that point. It is paining, you know, trying to hook into new, a new thing and when I try to look at it I discovered that outside here outside the country that people were already seeing that as a methodology in teaching, so when it hit them as much as it also it hit us they find it as a method, they were just flowing along, sitting at home for one year, two years and things were going on. So education needs to be proactive.

I: Thank you very much

FCT (SCI & TECH): Thank you

I: So in other words, apart from the challenges, there was a new opportunity that came up

FCT (SCI & TECH): New opportunities came up

I: As a result of

FCT (SCI & TECH): Covid

I: covid-19 pandemic like you talked about using smartphone

FCT (SCI & TECH): Yes

I: For learning. Thank you very much

TSG: Participant number 3 a teacher in my school, like in my school, the challenges we face was we had difficulties in trying to put up their curriculums, because we are having like curriculums that were meant for first term were shifted down to second term. So when we resumed we were doing the first term, because of the pandemic we were forced to do all, to carry the whole curriculums together. So by so doing, it mounted pressure on the children more especially in the learning aspects and also we the teachers. So some of them, in their performance, their performance were very very poor, because we wanted pressure on them just for us to meet up with the present dates and the present time so that is just the challenge

Interviewer: Thank you sir. Sire, can you also say a point

CS: Though I am not a professional teacher. I am just a civil servant but I am once a teacher. Not serving. Okay, Participant number 2. Financial is the major problem sir, that we have during covid-19 pandemic, financially, because some parents were not yet prepared, because of that covid-19 problems secondly is E – learning, which is affecting most of our students, especially in the other states in the other rural areas, most of them were not well prepared for, they were not prepared for computer literacy. Number three is lack of adequate plan between the parents and the students, because when is pandemic started, most of the parents and the students are not prepared. It is just a study sudden occurrence. That is the thing I can say now.

FCT (SCI & TECH): Participant 4. What again that happen at that period was the issue of network. We used to have Network failures., Network providers were not up and doing. Even when you are prepared to login, you find out that the thing will not reach, either from your own end or from the end of the participants, the students, so, so many things were just lost out.

Interviewer 1: So basically, covid-19 exposed government inability to put some basic infrastructures in place

FCT (SCI & TECH): Definitely

Interviewer: Like you talked about using smart phone. If we don't have electricity, how do you now charge your phone to come back and start using it for learning

FCT (SCI & TECH): Is true.

Interviewer: And then we now talk about network provider. Now we, having network problems. It goes to show that the number of users, the number of users, far exceed the number of facilities provided for such purposes. So we are going to the second question. The second question says what are the specific shocks, the specific shocks that you think covid-19 had on students learning in your locality. What are the specific shocks?

FCT (SCI & TECH): Spelling?

Interviewer: S-H-O-C-K. Shock

FCT (SCI & TECH): Okay

Interviewer: Hmm

FCT (SCI & TECH): The shocks?

Interviewer: Yes. The specific shocks

FCT (SCI & TECH): That covid did?

Interviewer: That covid 19 had on students learning in your locality

TSG: Participants number three. Just like I said, it is the students were forced to, the pressure on the students were much in the sense that they were forced to combine a lot of things at the same time, which was not normal, which was not so then, like a student now was forced to. in a day if you have to take maybe two or three subjects in a day you were forced to take like five or 10, and

even then, when we were writing exams we have to rush the students. If we are giving them exams we don't give them, the exam we give them, we don't give them just one at a time a day, we have to, you know, combine the exams. So those are some of the effects that the children had.

Interviewer: okay so, in other words, their assimilation level now differs depending on the individual student. What do you have to say about that?

TSG: Well the assimilation level, depending on the individual students, I think is an individual something. So it affected them in the sense that the results they were, the outcome of the learning was very very poor. The output of everything that came out was very very poor. So during that period, I don't really think if any students was able to get anything knowledgeable because they were being rushed, it was under pressure and everybody was just trying to meet up with the present time. Thank you.

Interviewer: Thank you.

PARENT: Participant 5 as a parent, the shock on my children in secondary school. Two things, I will talk about. I will talk about medically and mentally. The students that is used to four subject in a day is now being used to six to eight subject in a day. Sometimes my son will come home, he will be complaining of headache so most time you know, is not every time that you give them education sometimes they need rest, you understand? And healthwise, I will say, students that are being closing, before they close as early as 2:30pm to 3:00pm now they are closing as late as 5:00pm to 6:00pm. Malaria Pro like my son without even closing late, because of mosquito in the environment, they used to have malaria during that covid pandemic, it was something else. So medically, he was affected and health-wise he was affected too. Thank you.

FCT (SCI & TECH): Participants 4. I may be, it may sound like humor, but it is not really humor because I discovered that students lost friends, in the sense that when I was in the classroom. I was also a teacher before coming to the policy level. I discovered that student also learn, they learn better when they discuss. There is a time it will get to, in the class if you see a student that knows a, has understood the teacher he will tell another one you, B go to A you know, it may be there is a language he or she will use and it will impact the other. So that opportunity was no longer there. Everybody was scared you know, it brought new way of life, you must cover your nose, you should not shake hands, don't near somebody, don't cough like this, you know, so what's the child used to do that helps him to assimilate he lost all that to one kind rigid way of life and you can't even tell your mummy I want to go to this house and discuss, hey! Covid, you see, so it brought down assimilation, because even as a teacher, when you are impacting as a teacher, there is also child to child impartation. So, we lost out that as a way of adjusting because we are meant to adjust into a new way of life. So they lost friendship you know that kind a thing. So assimilation came down.

Interviewer: So do you think the students were prepared for the E-Learning or the using of smartphone to learn instead of their normal classroom, you know before the Covid-19 all they know is to go to class, receive your lectures, your lessons, and then you now go back but when covid came, like you mentioned before, they started using smartphone to learn. Do you think they were prepared for such?

FCT (SCI & TECH): They, you know, let us face the reality in the finances were not there and still not there. In shorts I don't even know if you still have the middle class in Nigeria. It is either you are rich or you are poor, so the rich, those who could afford it are far fewer than those who could not, and so the normal child, I am talking on the basis of a public school child, I don't want to go to the private because I have not taught them so, I don't know their own, but in the public schools, there are children they are not allowed to come to school with phone so they don't even know phone. The little, the few that know are just call me, I call you phone, SMS. So these smartphones were not for them at the, initially so coming down to begin to, I know if they expose them to it, they will be able to come up. But who is going to provide? So government was not providing. So parents like my colleague said, parents, how many of them could afford it. So the children were not prepared because they didn't have the opportunity, they couldn't have anything the first instance. So when it came it was an excitement for them, if only I can have it, it is an opportunity for me to now have a smartphone but unfortunately, financial or what did they call it the resources were not there, so government did not go to the length of saying every child should be given a smartphone, you know which also a function of planning, you know, if we really want to get it right, we will get it right it is possible for every child to have a smartphone.

TPS: For the first one participant one as a teacher the specific

Interviewer: The specific shock that you think covid-19 had on student learning in your locality the specific shock

TPS: The specific choice?

Interviewer: shock

TPS: Okay. Well let me pick one, like as a teacher now, the impact was so bad that it discourage pupils and students from going to school because, before they allow the schools to start operating, for those first one, going to the second month, that is between February and March and May the first month and second month that those student were at home during the school session, that really affect them. It was a greatest shock to them because, some of them, by the time the government resume, allow the school to resume back to classes, some of them were discouraged even to come to school. Some of them start as if, because that really, the impact was; one, many of them were used to staying at home between that short period as if they have never had holidays before because this one means that they cannot travel, they cannot go anywhere, and you are only in the house so to them coming out from their home directly to school, some of them start finding difficult to learn again. That is one. Two, to the parents too, so some parents, because of fear and some other factors were not even allowing their children to come outside. So it was shock to them, for the school and the parents. So that actually affect society, it had more societal impact on them generally. That is both the school the public government and the parents because, until I think until recently, some parents were not even allowing their children to even mingle with another children which that is another shock to the pupil.

Interviewer: They were locked in

TPS: Yes. So some of them were and up till now, I think we are gradually, but one of the people I personally, I was, because less than one month or two months that started February 2020 less than two months China that even the main inventors of this, because I think, I want to see it as a conspiracy theory of, that they are even the main, but within one or two month they start doing their business and that is why they were able to supply people face masks and some other equipment that we use for covid-19 and they made more money, and when you look at their GDP within that little time. So, the shock as you said or the question really was that it have more shock both the government and the parents. so that really affects, so it was a huge shock let me put it that way

I: Thank you. Good afternoon participant number 6 do I have any follow up there that can, that will discuss from? The question says what are the specific shock that you think covid-19 had on student learning in your locality in the society as a parent?

AP: To me, if we say we should continue saying it or analysing it, we will be here to tomorrow because the world the word covid 19, I can call it demon, it is more than sickness it is a demon anything that can shut down the whole world to its own capacity, power, let us just, you know, label it demon are you understanding me now? as a parent.

Interviewer: Thank you. So that you will follow us well. Let me take the question again. What do you consider has missed learning opportunities during the covid lockdown. What do you consider as some of the missed learning opportunity? Missed learning opportunities, one of them,

AP: Missed learning opportunities, participant number 6, one of them is e-learning, you understand? The children were able to stay at home, connect with their phone, the internet or even through the television, like this channel, channel LTV 8 you know, they arrange this home learning connected with all students mostly Lagos State it was Lagos State government that arranged this in connection with LTV-8 and thank God to internet so everybody that can DSTV, GOTV, STAR-TIME, they are able to connect this information also. Getting their awareness through this communication guardians which you know as international awareness. Let us just put it like that. So it has improved after covid-19, it didn't stop from there. They continue on it so that is the impact I see in it.

PARENT: Participants number 5. As a parent, I will talk on the Missed learning concerning our digital aspects, as a country as a whole. The government are able to see that they have lacked or failed on internet provider, internet infrastructure, you understand? Because if the covid-19 did not come at all, they will not know their lapses. To the whole world we are all incompliance, you understand we can do anything but it was this pandemic period that they were able to know that some of our communication providers are not strong enough how could you load a data on your phone, loading 5000 naira because your son or daughter want to do e-learning at home and you are there not even enjoying it.

Interviewer: sorry I want us to understand this ok

FCT (SCI & TECH): Participant 4. I want to believe the missed you are talking about is M-I-S-S-E-D. Ok, in learning, in teaching and learning we learn in different ways whether by chalk board

or whatever. But there are other ways. So if we see that period, because of social distancing because of nose mask, or you know all those strange methods they were put in place. We find out that there's nothing like doing excursion again. Children learn by excursion, they learn by play groups, they learn by debate, they learn by school competitions. So, no inter-house sports, you know so many of those things. So as a result of those restrictions to call the spread of the covid, we missed all those opportunities. So the only thing that was available was e-learning you know. I am sure we have dealt with the problems of E-learning but other methods of teaching and learning could not take place and intruded a lot of learning. In education we have, the is cognitive is there, which is the brain work we also have a psychomotor and what is the other one the Cognitive, the affective and psychomotor the other two domains in education were not, were missing out so much because of trying to cope with the restrictions of the pandemic that is just my little contribution thank you

Interviewer: Thank you so I am sure we are all on the same page now. So, can I hear from you?

FCT (SCI & TECH): I don't really have much to say

Interviewer: Ok. So, the next question now, you know as a result of what they now missed, what do you think is the cost to you or another stakeholder? To what extent do you think this missed opportunities has affected students and teachers, you know we talked about learning through debate, learning through excursion, learning through fellow students, sport activities, now what do you think it cost to you or another stakeholder. What do you think is the cost to you or another stake holder? Now the follow-up to what extent do you think this opportunity has affected students and teachers. Just like what is the effect?

TSG: Participants number three. Like we the stakeholders now, we, like some of us that are in charge of supporting activities in our various schools we are really, really not proactive due to the pandemic because there was no way we could carry anybody along if there are nobody to carry out any activity or any sporting activity and even in most of us that are coordinators of clubs and societies in the schools, we are feeling, we couldn't make research to get new ideas on how to improve on the clubs due to the pandemic. So that is my home contribution

FCT (SCI & TECH): To what estimates do you think the missed opportunities which we listed earlier on how it affected.

Interviewer: Yes

FCT (SCI & TECH): Participants 4. To what extent do we think that the missed opportunity, the excursions the play groups, and all that we are already mentioned, to what extent do this opportunities of course in learning activities cost the students or affected the students and teachers. All fine and good, you know there is nothing like socialization. It cuts down on socialization today. It affected our way of life, you see, in the sense that when they were no, first of all it cut down on our way of life and it also cut down on assimilation and students performance, it goes down on performance as a student, it cuts down on way of life, on the part of the teachers, on the part of the teachers, it brought the issue of redundancy, it brought in idleness, redundancy, in socially teachers that are really into sports and all those things, so it brought down redundancy, it's also brought to the teachers, it also brought a little bit of slack on performance, you know everybody's attention

was now geared towards on one way of distance instruction, so the other way of teachers instructions suffered. So, like my point, one socialization, it cut down on it, it makes some teachers slack and redundant. It brought in redundancy and then it's also, this missed opportunity, I think I mentioned socialization never wait till little more. thank you very much

Interviewer: Ok. Let us proceed to the next question. That is question number five. How do you think most of the missed learning opportunities will be recovered or covered? How do you think those opportunities that were missed, how do you think they can be covered? The missed opportunities now, we talked about performance, we talk about the students learning abilities been affected, you understand? so how do you think we can bridge that gap now, to recover.

TPS: Well the only way which is going on now, the only way we can participants one. The only way the government or even the private sectors, private schools I am speaking from the private, opportunities lost can never be regain, that one is sure. If you have missed yesterday, the only thing you can do today, is to see what you can do today you can't get back to yesterday. So, I think the way to improve on some of the things you have missed, for instance if you look at the ASSU position now, ASSU has been on strikes since February and the government is putting it to them, no work no pay, they are telling government that if you say no work no pay we're going to resume from the day they will resume. Probably they will start a new session. So somebody that was in first semester as at the time they go on strike will now have to repeat that class. Someone that is in second semester, have to now start another new semester. So such arrangements now, according to them as they said their scope of employment or work is that they will start where they stopped. Meaning whether we like it or not in both sides, they are going to loose some session. So, probably somebody that is supposed to be in second semester

Interviewer: Do you think it will be nice for the government or the supervising institution in Education will now say, okay, if you were in JSS3 before the covid, and now you have lost like two terms, you will now go to SS1?

TSG: That was what applied to some schools, let me put it that way. There are some schools, some private schools that's actually, they started new session from where they stopped. There are some schools that lost one particular calendar while there are some that say no, let us rush them, probably between that little weeks there was no holidays. They cancel their holiday. So, a lot of schools adopts different modality or different method of meeting what that little time, at the same time or at the long run, they couldn't still cover. So, the question is that what can we do to aluminate probably the time lost I think It is just to improve on the current style available to them

Interviewer: Thank you

FCT (SCI & TECH): Thank you again. participant four. I still go back to where we are coming from. We had missed opportunities. Through, maybe excursion, play groups, and all those things. So now how do we recover those things? I was opportune to be teacher and when I was teaching mathematics, I thought 120 per arm. 120 students per arm. I am still talking from the perspective of the governments schools and then teaching 120 per arm, if it were covid, all of us we have covid because of the crowded nature and not adherent to covet rules and regulations. So now if you ask me excursions can take place but we should batch instruction. Batch, B – A –T – C – H. Put in

batches if that school bus we take 20 make it 15. We can still go ahead with our excursions. But batch the excursions, cut us a bit. So we cut class size so that we can go back to those opportunities. So those opportunities we are trying to minimize contact, we are trying to adhere to whatever the covid rules are. So cut down class size and go ahead with your instructions. They were missed that time but we can still start again. Then we can put more infrastructures on ground. So that class of 120 per arm should actually be cut into two and when we do that government she really puts infrastructures. Our class sizes are plenty they are numerous, then when you put in new infrastructures, employee teachers, we have shortage of teachers. even these BHOS teacher may be go to the sports. We discover even in our school those who take care of sports did not even read physical education. They are people who are interested in sport not those who read it. You know, so encourage people, employ people put the round peg in a round whole. You know, encourage people, employ more teachers, then once we adhere to, let's assume the class size is smaller and the we now put all necessary covid cautions on ground. Assuming now there is a debate class, if we make sure we ensure that children are really taught how to wash their hands. Why did they even need to wash their hands self? You kwon, so when they got to know the reason why they are washing their hands. As they are entering the debate hall and everything, you are already a covid compliant but fewer people. Batch the instructions. Put more facilities on ground, infrastructures on ground, good ones, cut class size, put more facilities on ground, promote covid awareness and employ more teachers and we are good to go

Interviewer: Thank you. Thank you very much. How do you think, what do you think could have been done to forestall or reduce the missed learning opportunity?

TPS: Participants one. I think from my own perspective, what can be, I think we shouldn't be even discussing covid-19. are we still discussing covid-19 something? this is post covid era now. we are not discussing it again. Yes. that is why I'm saying that he's asking me now to forestall or reduce the occurrence

Interviewer: To reduce. To forestall or reduce. what could have been done

TPS: Let's talk about what

Interviewer: Before, what could have been done before it happened?

TPS: You know, such things, you don't expect it now. We have never experienced it before.

Interviewer: Now talking from the impact what do you think could have been put in place, measure to have been put in place to help us.

TPS: Yes maybe we could have helped us because when we were really devastated about the Covid-19 was that we have a very poor medical services in Nigeria towards medical services because as at the time the covid-19 came, there were no facilities, there were no government, because it really exposed a lot of things. Do you know that a lot of government hospitals, many people that died today, those people that are in government today, probably they have, policy, people that formulate policy that supposed to have done better, many of them died as a result of, there were no hospitals to take some of, so when they were inside the house, many of them couldn't fly to Lagos, they couldn't fly to anywhere, and the hospitals that were on ground were not good

hospitals or no facilities in the hospital for them to have been able to survive. so many of them died as a result so I think in doing that now, government should improve on our medical services

Interviewer: medical services. Thank you

FCT (SCI & TECH): Participant four. what should have been done that was not done. what should have been done to reduce it. Yes I see our policy-makers and ministers and all those high ranking people in education. They always go out of this country to learn best practices. They go to learn best practices. From my little education I heard that Finland as the best and our people have gone to Finland, they have gone to Germany, they've gone to Scotland, they've gone to everywhere, but the problem is each time that our ogas, our policymakers go. They come back and they don't put those things in order. So let us learn and put in order and best practice and be proactive. so those people over there they were able to cope because they put things in order. There is nothing wrong in our going to learn. But when they go and come back let them put that thing in order. it will help

Interviewer: Doing the right thing at the right time.

FCT (SCI & TECH): Yes. It will help us to cope being proactive, doing the right thing at the right time. So whenever anything comes you don't know which is coming again because monkey has come. Weather Elephant want to come. So when all those things come, those things they have learnt that they have been wasting too many money, too many policies. Let our policies work. Tell them that they should let our policies work, we will go and learn. Let it work, let it be put on ground, let us be proactive. Thank you.

Interviewer: Thank you. Ok so, the next question. Compare to pre-covid time, do you think the learning activities were greatly disrupted or not? compare to pre-covid, that is when you compare before covid and then during covid, do you think learning activities were greatly disrupted or not

AP: Participants number 6 many activities were greatly disrupted. Even our learning pattern is not up to the standard self before covid come. So the awareness of covered now exposed our lackadaisical behavior in learning before covid came into the world system. So it caused a lot of backwardness to our learning. Had it been we have there before, the learning was up there before, we would have known what to do at that moment when covid, you know, would show it face. But our learning is not up to the standard that the other words are engaging themselves into. So, when covid came, it now exposed the weakness in our learning

Interviewer: System

AP: Yes. Thank you

Interviewer: So that is even in the little standard that we have, you think it was greatly disrupted

AP: Yes.

Interviewer: In what ways do you think can you mention, be specific, the ways you think it was actually disrupted.

AP: Actually to my own knowledge. I am a parent. you understand? I have a daughter in the university. you understand? So most of the time the children clamoring over this issue of hand-out. You know the lecturers were not well paid, so we did not even have the 24 hours' time even to the student by training them or teaching them. So, the only thing they do they download and send it to the students, you understand? So when covid now come, who do you want to sell this hand –out to? they are no more there. I think when they were together there's no verbal understanding between them. You know, they were communicating on paper, you understand? So now Covid came, lecturer is at home, student is at home. So you can see. Had it been that there is another gadget they have been using to train those students, when covid come they would have known and other aspects

Interviewer: Thank you sir

FCT (SCI & TECH): Participant four., So when we are talking about disruption. When you disrupt teaching and learning it is negative thing we are talking about. So, in essence, what negative impact compared to pre covid-19 time. Do you think learning activities were greatly disrupted? So we need to know where we are coming from. When they say that they abolished history in school I said that was a greatest mistake. As a pure science person I offered history and if you ask me what is the definition of History it is simply taking the past to reconstruct the future. So where are we even coming from before the covid time, what we were doing was chalk and talk you know our teaching methodology was still a lot more not that you were not having white board or we were just weather is whiteboard or chalkboard it was the teacher was visible to the students and you could interact with the teacher will talk and it students will talk, you know something like, that there was physical interaction

Interviewer: Interaction yes

Respondent: So now call me now to replace it saying we are not seeing teacher and then somebody, it limited explanation it was like the teacher was just loading the thing, so the students really didn't have much time of interacting, excuse me sir, like this like this, so that interaction was no longer there, so most of them could not ask their questions, they could not get explanation to their problems, so it now limited learning. So but if we begin to now see it as a new way of life which you should also, because where it was working, the countries where it was working, there must be a way of interaction and they're not doing it the way we did it. Gbam, oga say we, when you get hand-out, you load it, you will give them, who is going to explain the handout. So once a child is stalk, wrote learning, it now encourage wrote learning, just cram it like that and come and give it back. You know, I have a lot but leave it there. Thank you

Interviewer: Did you think that the government and other stakeholders they were well prepared to avoid such missed learning activities as a result of the pandemic? Did you think the government were repaired

PARENT: Participants 5 the answer is capital no for me as a parent. Thank you

Interviewer: Capital no

FCT (SCI & TECH): as a parent. Well, participant four. Do you think the government and stakeholders are **prepared**

I: Were prepared

FCT (SCI & TECH): Ok. Were prepared? I want to tackle it from budgetary allocation to education. the budgetary allocation to education is very very is like groundnut money. No nation can rise above the level of education of its citizens, and then you will now come, the same education, they are not prepared and that is because they have never had adequate budget for education. So they cannot put in place what they could not budget for.

Interviewer: okay. let us concentrate please. Do you think that the school free feeding program by the Federal Government, does it have any impact on this missed opportunity? do you think it helped any way?

PARENT: Please recap the question

Interviewer: I should recap the question. I am asking the school feeding program by the Federal Government, do you think it was helpful in any way in terms of recovering this missed opportunities do you think it has any impact

PARENT: The hope growth school feeding right?

I: The hope growth school feeding right?

TSG: Participant number 3 Well to me, I don't think it had any impact on the missed opportunity. To me, I felt it is another way of or people embezzling money. it is another way of enriching their pocket most especially from the political angle because feeding and learning process is a two different thing entirely so.

Interviewer: Thank you very much

PARENT: Participant 5 the hope grown school feeding, did not help covid pandemic but the results in the Midway was to curb poverty. Because the hope grown school feeding to me, I am not sure it was during covid, it has started before covid. Yes it has started before covid

TSG: Yes it has started before covid

Respondent: so why are we now twisting it together

Interviewer: ok ok

FCT (SCI & TECH): no connection

Interviewer: ok you want to say something

FCT (SCI & TECH): Participant for do you think the school feeding program was helpful in any way to recover the missed opportunity and I said no connection.

I: Okay

FCT (SCI & TECH): The school feeding program as far back as 1970. I entered secondary school 1975 start placing my age. Yes I attended school in western Nigeria Abadina, in Ibadan. We were fed in school and the reason for that, the reason for that it is to make sure a child get at least one reasonable meal even if your parents cannot afford it at home, so the school will always give us one reasonable meal at least in a day throughout the school.

Interviewer: Okay okay let us take the last question, last point. Question 1 what do you think that government could do to prepare better for this kind emergencies or unprecedented event in the future?

TSG: Well I feel the government on their part just like my colleague has said should, they have giving two countries we have we've been, they've going to country, most especially our policymakers they have been to different countries and they see how their education system there is working, they should use that

Interviewer: You should borrow it

TSG: Yes, let them use that as a reference points and also improve on her own education system most especially in terms of any pandemic outbreak like the Covid so that is

CS: participant number two increase in budgetary allocation education system in Nigeria because
AP: Participants number 6 based on question number four, on this question you are asking now. Implementation matters most they can do budget of 50 billion for education but you know for the reason of this budget to be manifested that is the only development or the only achievement we are asking for. Implementation matters most and solutions to me, solution to this implementation had it been most of them, their children are you know, getting education in Nigeria, the implementation will be, you know, perfect at least listen 70 or 80% you understand me. but somebody doing budget and this budget is not going to implement it on the reason why they are doing it, they are doing it for their own personal reason you understand so we will still go round and still come back to that the same bus stop

FCT (SCI & TECH): Well do you think the government can put in place? They have said it. Be proactive. When we are proactive in putting in place in ensuring best practices and then while you are increasing the budget, make sure it is utilized for the purpose So I said they have said it that is for me

Interviewer: So please let's go to the next So this is question let's be fast So let us just go to question two. Loss of access to vital school provided service, health and nutrition, social protection social safety net, hope grown school feeding initiative. Now first one, doing covid 19 lock down, are you of the opinion that students and relevance stake holders were able to access adequate social protections such as school provided services health and nutrition example the hope grown school feeding initiative, do you took students were able to access this facilities?

CSE: where for instance I was surprised to see the over sixty something billion that was spent the present wife challenged the minister of humanitarian how to do spent sixty something billion when nobody was coming.

Interviewer: do you think the students access

CSE: that is what I'm telling you

Interviewer: at least to an extent

CSE: no If they have accessed it. Because if they have accessed it, there is no way questions will arise to say how did you spend 60 billion

FCT (SCI & TECH): No they did not

Interviewer: Thank you. Can you mention some other services that you see the were provided not to known to the public

TSG: There was no service provided apart from the palliatives.

Interviewer: Okay Palliatives?

TSG: Yes like

Interviewer: Can you mention some other services that you feel were provided but not too known to the public like the palliatives?

TSG: Participants number three like the palliative

Interviewer: Okay

TSG: I think that was my first time of hearing such word, palliative

Interviewer: Okay. Was there any kind of extra money given to you or any teachers or students as a result of the covid-19

All respondent: No. There is nothing like that. They were. It was only the palliative. No financial palliative

Interviewer: Okay. The next question. Do you think there was equity across gender, geographical locations in the distribution and access to these services?

All Respondent: No

TSG: Participants number 3 no

Interviewer: Okay. participants number 3? You think there was no equity in the distribution

TSG: at all there was no equity in the distribution of this material

Interviewer: Ma'am. so what is your opinion?

FCT (SCI & TECH): Only talk on what we know participants four. there was no equity. One. in my, where I was involved When the little palliative came, it was now said that levels so, so and so and then the ogas would hand picked the people that will go and collect and they were really many of the management level. So, the junior staff who really need the thing. there was no equity they couldn't get it Did you understand?

Interviewer: What about gender disparity was their gender disparity like we are giving more to females more than meals?

FCT (SCI & TECH): We did not even see to collect, let alone saying gender. How will they gender the thing?

CSE: The thing that did not go round.

FCT (SCI & TECH): It was more of hierarchy than the gender more of hierarchy than gender

Interviewer: Okay. Next question. What will you consider major challenges to accessing this services by beneficiaries? The major challenges in accessing this facilities?

TPS: Participants number one.

Interviewer: Okay

TPS: The major challenges there was that, insincerity, on the side of those that are distributing this, because many of them, they want to store this thing in their private, probably they have a political ambition or something they want to do. So that was the major challenges because the unfortunate thing was that people were unable to access the palliative. So the little one they brought out was the one that, So later when people discovered that they were stored somewhere, that was when they to go that

Interviewer: Okay. so insincerity

TPSt: Insincerity**.**

Interviewer: Next challenge please?

TSG: Participant number 3 There are tribal sentiments also

Interviewer: Tribal sentiment?

TSG: Yes is one of the challenges because me, if for example I am from Kogi state and my brother here or my colleagues from Adamawa or Niger state or Anambara and if I am to give, If I am to distribute this palliative equally to him. I will first of all look at my, the people from my area. Somebody that is my tribe that I know that can speak my language. Most especially within work setting or any other thing.

Interviewer: If you want to talk you will mention your number

AP: Participants number six according to question number three, tribalism played major role, then religion play another major role so that it is the effect.

FCT (SCI & TECH): Participant four no data in this country. So we don't have needs assessments. Who are the poor? Where are they? No data Oga. So because of that when the thing landed, they will give to their brother, their tribe, or their this. So we didn't have data in this country, they should conduct needs assessment and really know those who are poor and where they are.

Interviewer: what could the government and other pertinent stake holders could have done better to improve access to this services during the pandemic? what could the government and other pertinent stake holders could have done better to improve access to this services during the pandemic?

AP: Participant number six. There is no anything the government did.

Interviewer: No I mean what they should have done to improve the access

AP: The only thing they supposed to have done is this data issue. Participant number six. Data issue. we do not have data that is the problem we are having in this country.

TPS: Participants number one. it comes to the issue of that needs assessment. I am a m M and E specialist and today, in this country one of the biggest challenges we have today is the ability to collate accurate data. Normally you see we do estimate and all that but since, I don't want to t be, I want to be apolitical now between 2015 and now, data collation as a result of probably, more political interests has been very poor to an extent that even in carrying out your needs assessment analysis you will discover that the data didn't roll out. One, it is not correct even when you forecast because that time you can forecast even when you forecast, you can't get.

Interviewer: so we should apart from data we need to do monitoring and evaluation

FCT (SCI & TECH): Participants four we should move those services because restricted them or anything could have restricted movement. So, we should move services closer to the needy.

Interviewer: Proximity

FCT (SCI & TECH): So this kind of thing if you have somebody to come from village and come to Maitama. So move services

Interviewer: Okay so in your opinion what are the impact of this learning differentials in terms of school dropouts transactional sex and forced marriages?

Respondent: learning differential?

Interviewer: In your opinion, what are the impact of learning differentials, what are the impact of this learning differentials in terms of school dropout, transactional sex, and forced marriages, the differences in learning, you understand, you know, we talked about some learning faster than the others and then, some, you mentioned coming back as if they are relearning again, starting again. So in your opinion what are the impact of this learning differentials in terms of school dropout. now, has it affected people dropping.

FCT (SCI & TECH): It is what I am asking.

Interviewer: and then transactional sex you know as a result of covid 19 and then forced marriages

TPS: Participant one. Just like the ASUU issue now, why I am making reference to this is that these are tertiary institutions probably after the year they graduates school. If you are familiar with social media stuff you will discover that young ladies now I've gone into marriage because to many of them education has

Interviewer: Please can you related to covid- 19

Respondent: Yes I can relate it covid-19 because this is a post covid era now. Whereby all the, we are making assessment of, probably in the last two years. Normally, that is why they are talking about needs assessment that madam is talking about. Whether you like it or not you discovered that if there is a regular need assessment probably to assess who and who actually need some services you will be able to discover that in a country whereby they are making progress today they are country that works on data, probably how many people have died people have died how many people So at the end of the day, you will know how people you want to provide this services for. So the assessments probably on this, the needs assessment on this now is that it forced a lot of people to early marriage because the prolonged stay at home, some people will say that I am tired of feeding you, because you have been channeled by this particular thought of way of life in this country that after primary school, you go to secondary school, you finished secondary school, you go to probably higher solution and you get married. And married and you continue your life. Whereas things that are actually matters in life, that is how we are not productive. I was in a forum whereby I was discussing what can bring development to Nigeria. One of reasons why I think are not making progress

Interviewer: let those entertain others please

TSG: Participant number 3 I felt it also increased the crime rate within the teenagers. It increased crime rate, I think that is it. because during that the covid time you see a lot of, that is why we have looting of palliatives from warehouse and everybody was just trying to do one or two things survive

Interviewer: okay

FCT (SCI & TECH): Participants four. I'm just trying to understand this issue of learning differentials. It is all part of the E-learning and if learning differentials means differentials in the differentiated instructions assessment. Different methods, ways of instructions and different methods of assessment and the impact now, on school dropout. As a teacher I discovered that as the education are true different people learn in different ways everybody may not be able to learn by E-way you know, electronic ways, which was what covid brought to us. So because of that those who may not be able to stand you know it is a method that came down and was forced on us by covid, they could not learn and the next is they will say school is not important and they left. And it also made a lot of hmm, if you say school is not important, I am your father, I will bundle you to your husband house, you know, so it increased marriage, forced marriages, it increased dropout because they could not cope with the method of instructions

Interviewer: as a follow-up Did you think this some of this case of dropouts and forced marriages, could it be linked to parent in ability to afford some of these facilities or say E-learning. for example

FCT (SCI & TECH)t: I don't think I can link yes, still participants four I don't want to link smartphones to forced marriages but I will rather link is to the child no longer showing interest in education

Interviewer: because of lack of this services

Respondent: Yes okay let's take for instance, naturally there are children that are not seeing well they have sight issues. I had a student who each time you are teaching just for example she's like this and the chalk board is like this. And teachers used to spank her saying she has attention disorder until one day she said is this ear I do used to hear. So, each time you are talking, she has to position it, do you understand? so that she can understand the teacher. So, now there are no differentiated instruction and no differentiated method of assessment because this differential learning is all about instruction and assessments different method of instruction and assessment. So when the teacher is giving instruction and not really communicating all those parameters are lost. So it's only one way and that one way is whatever you got so we lost out. So many people lost interest and because they lost interest the next thing is I will carry my hoe back to the farm and go and start working. so it increased dropouts

Interviewer: so there was no provision for special child

Respondent: Yes special needs children we're not taking care of. in short, it was not an inclusive education if you have a special need at home. You will just leave them and go.

Interviewer: we are in the last session now loss of access to uptake of ICT, that is information communication and technology based resources which influence learning activities that is the section we are now. So the question is during covid-19 lock down, do you think that access to an uptake of ICT best resources influence learning activities and to what extent?

TPS: participant one that is the major area of this segment of this training. the ICT actually play a role and I think that has actually improve the way we do things now. Because a lot of people are working and there were new designs for ministry, government Agency even privates, private have been doing that before covid but it has not been to that large extent. Yes in the sense that it actually help the government, probably for them to lose total control of the students some were operating from their homes probably through print Media. Yes let me say it through print media so that some are able to watch TV some are sending, some schools are sending probably, sending message home and they are getting it at home. It really help them

Interviewer: if you have a contrary opinion that is what you will explain. Yes or No, You will explain why.

FCT (SCI & TECH): During the lockdown do you think that access will not take from ict-based resources to increase learning

Interviewer: Influence learning

Respondent: Yes. It does.

Interviewer: So yes why

FCT (SCI & TECH): It increased learning activities in the sense that children we have now and not in the same generation. They are not in the same generation with us so because of that they are now in the Z generation they are technology generation and so it was easier for them to those who had access. It was easier for them to, you know, to key in into this platform, you know, so once

they have access because of the generation they found themselves, it was easier for them to key into it.

Interviewer: so do you think it is

AP: Participant number 6 I just want to support question number 1 and 4

Interviewer: You mean your answer is yes

AP: My answer is yes because in my area based on this television awareness of E-Learning there are some children that are drop out they are already learning and work so they keep on participating you know, listening to this television online from there they pick up you understand, they pick up now they went back to school. Two of them went back to school

Interviewer: That means it was very helpful

AP: Yes

Interviewer: Number two. Which measure virtual platform where adopted by learning institutions and what do you consider major challenges to accessing this services by the relevant stakeholders. Which major virtual platform?

TPS: Participant one. I think the major platform in my organisation that has adopted then was zoom and I think it really help because by that we can see each other you can communicate virtually

Interviewer: what are the challenges?

TPSt: Yes. Network and internet services

Interviewer: internet services?

TPS: Yes majorly the many people that cannot, there are some areas that, probably where you leave the internet services may be bad and some people could not be able to afford it. so it's one of the challenges again people were not able to afford to buy data

Interviewer: Ok

FCT (SCI & TECH): Participant four some use this Google classroom or what are they calling it. It was also internet services and sometimes it was also finance internal services and then financing the data

Interviewer: Buying data

FCT (SCI & TECH): Yes buying the data and some used this order, in FCT some them use this other platform. Well it wasn't a general platform where teachers were willing to even use WhatsApp and discuss with the students there are difficulties outside the zoom so if you you know tuning to zoom will be more expensive

Interviewer: yes

FCT (SCI & TECH): So when they have personal things they needed to trash out the now referred them to WhatsApp which use less data

Interviewer: ok

AP: based on the usual of this television participant number 6

Interviewer: so the virtual platform some used television

AP: Television. Yes, so the only challenge is that is there was Power

Interviewer: Power supply?

AP: Yes most of the students were in the remote area

Interviewer: Ok. Do you know of any do you know of any assistance in the form of ICT equipments later given to school either by the government or private institutions to assist to continue learning during the pandemic?

Respondent: The answer is no

Interviewer: null?

Respondent: No not null. The answer the no

Interviewer: Okay

Respondent: Participant four they did

Interviewer: Ok

Respondent: They did. They began to equip the FCT. they began to equip the ICT Laboratories

Interviewer: What if we are talking taking of private

Respondent: Ok public schools they began to equip ICT, they began to train the teachers they began to train teachers on how to also even inspectors, were now trained even on how they can even also monitor teaching and learning from the office.

Interviewer: another opinion?

P: no it is the same thing the government in participants number three the government improved most especially in public school in some public schools to be precise they improve on the ICT centres they provided more computers and also they improve on the internet service of the school.

Interviewer: ok now the next question says do you think that there was equity across gender geographical location, school site, in the distribution and access to this specific assistance?

TSG: Well I feel participants number three. I feel most people in the most especially most schools within the Rural settings I think they were not able to get some of these gadgets.

Interviewer: so geographically there was no equity?

TSG: Yes in the distribution of this resources for learning

Interviewer: ok

FCT (SCI & TECH): Participants four gender-wise that was equity. Everybody who want come nobody was

Interviewer: exempted

Respondent: exempted. Once they come everybody, the students who are ready, they entered. there was equity in gender but there may not be able to equity in geographical because of the resources and others internet problem

Interviewer: let me ask from the private sector because we are talking off school type the question now is that of school type do you think there was equity

Respondent: no

Interviewer: ok

Respondent: because you know mostly when we have in the private sector, we discovered that most people they found their self under the government that, the government assist them so, in that angle, then t there is no equity there's no need to

Interviewer: Now question 5. Second to, or two last. In your opinion do you think that students and relevant stakeholders were able to assess adequate learning virtually? in your opinion do you think that the students and relevant stakeholders who are able to access learning virtually during

Respondent: doing the covid-19

Interviewer: using that virtual class now do you think they access adequate learning virtually they get enough

AP: Participant number 6 let me say out of 100 let's say 55%

Interviewer: ok

TSG: Participants number 3. me I don't think there was adequate learning toward using virtual classes or learning of the learning process.

Interviewer: Why?

TSG: Because I feel for a student, to because some students, even if you are standing and teaching them physically, they don't even understand so when you are teaching them virtually without even seeing them they might be distracted doing another thing and then

Interviewer: what do you want to say about everything

Respondent: No capital no

Interviewer: ok

FCT (SCI & TECH): participant four. No adequate learning did not take place. what did they call it? Do you think they access adequate learning? No and the reason being that it is a new way of life and they're just trying to grapple with it

Interviewer: What could the government and other relevant stakeholders could have done better to improve access to ICT equipment and other facilities during the pandemic what they could have done to improve access to this ICT equipment?

Respondent: What's government could have done better is that they should increase budget and and that is to increase the budget so that if there is

FCT (SCI & TECH): Participant four, we are finally back to where we started from. so increased budgetary and appropriate utilisation

Interviewer: Finally what are you communications or suggestions that you better prepare us for unprecedented shock to education to learning activities recommendations

TPS: My recommendation. Participant one is that government should adopt a new approach. government should adopt a new approach to the way they do things whereby you. We still have to, that issue of needs assessment still have to come where by government will take need assessment to be able to know who and where this thing should probably be channeled to. So that is not only making a budgetary allocation and after making the budgetary allocation where are those money, and who are the records for this

Interviewer: to get the proportion

Respondent: yes for instance now Abuja is okay, is Kwali okay, is Abati okay, is other places and all that and so government should look into that

Interviewer: ok

FCT (SCI & TECH): Participants four. Government should ensure best practices are put in place. They should be proactive not just learning activities. they should be proactive and put things in order before they for they talk thank you

Interviewer: thank you

AP: contestant number 6

Interviewer: Participants

AP: Participants number 6. Perfect monitoring

Interviewer: monitoring?

AP: Yes. Supervision. thank you very much

Interviewer: thank you very much I appreciate you