I: Alright, we are going to start now, this is the secondary session. These are the secondary school principals both public and private schools. Secondary school teachers and secondary school parents. Okay, so we are going to start by sharing our experiences of the difficulties we encountered during the covid-19 lockdown with education as per why the lockdown was on. What are the difficult things you experienced in terms of educating the children? I don't know if you get the question? Did you try to reach out to the children around you? Did you say okay no schooling and then relaxed or what difficulties did you encounter during the covid-19 lockdown with the educational system?

PRSG 2: I want to clarify something. This question is in two ways. First in trying to educate the children around you during the lockdown, how the parents were able to handle the children.

I: Now you are going to talk as a principal, what difficulties did you experience during the COVID-19 lockdown, you will talk as principal and not as a parent.

PRSG 2: Okay, once again, good morning all. The difficulties I experienced as a principal during the COVID-19 lockdown. Number one, it was really boring, boring, staying at home for a longer period, things were difficult, no market, no nothing at all, it was actually difficult. We were all sitting at home as such, the children were bored, staying at home, even though we try to create a way of educating them different from the school system environment but in as much as I am a parent and a principal of a school, I try to reach out to my children but cannot really get the result of being in an educational environment. Another difficult thing we experienced during the lockdown was, actually the children, like I said before were bored and when the school opened, you now that they divided the school into two sessions, we have the morning session and the afternoon session because of social distances that means the children could no9t really relate or play with their colleagues. Also when the school resumed we discovered that not all of the students came from educated family. You know, some of them came from poor background and there was no way to educate them during the lockdown period. The students were withdrawing academically before the teachers tried to bring them up again and it was not easy to do that, it was difficult and we also discovered that even some parents cannot even afford notebooks and textbooks for their children because some of the parents lost their jobs because of the covid-19 and it was kind of difficult to even end their children to school again or pursue their academics because they could not afford it so it makes it difficult to cope faster and most of students too because of over-staying at home made them lose interest in education. Especially in this rural area, it was very difficult for them to come back to school, we have to use town criers to announce and appeal to their parents to release them to come bac school. Another thing is that the children were also overstretched because we have to catch up with the school curriculum and because we could not give them enough holidays, so the students were stressed so that we can meet up with the school calendar.

I: Thank you very much ma. We want another person to share their experience during the covid-19 lockdown.

TSG: I teach at Government secondary school. The advent of covid-19, everyone was forced to sit at home, both teachers and students. The first wave, I think towards the end of the second wave schools were asked to resumed although it was not a full resumption but the schools were divided into sessions, morning and afternoon sessions, the junior secondary were running form 08:00a.m. to 11: 00a.m and senior secondary were running from 12:00 noon to 03:00p.m. daily. So a teacher my observation on the difficulties and challenges I encountered during this period, you know, according to John Darwin's theory on reflection and learning that reality must be experienced,

what I discovered, my observation about the students is that they were not willing to learn, they were coming late to school. There was a day I was in the class, I was about to end my lecture and a student just came in and I was like why are you just coming? She said she left off. So students are not willing to learn, I have even overheard students saying schooling is boring. During that time, they believed that school was boring to them. They were not willing to learn, they were nonchalant towards schooling, they come to school very late, some even come one hour before the closing time. And when you asked them why they are late, they will be telling you stories that they had to go to their parents' shops or that they had to run errand for their guardian, they were not serious about schooling.

I: Alright, let us also hear from the private schools.

PRPS: If you could remember, the pandemic actually came during the second term when students were preparing for the inter-house sport and the government announced that we should go on lockdown. As a school, we met with our teachers to find a way to meet with the children at home when the students are home because we that some students are very reluctant to education and learning. The method we want to use via internet, electronic means pose a challenge to us. We were looking for a way to help the parents so we created a WhatsApp group and we were sending assignment to parents through their phones so that they give their children to do at home and then send the answers to us but the response from some of the students was poor and that posed a challenge to us. So, eventually when the government asked us to come back to school, they gave us four weeks or six weeks and some of the scheme of work was not even covered and this affected the children especially those that were in Junior secondary school 3, that were writing promotion examinations, they were unable to cover the number of topics they are supposed to do that we move them to the next class and teachers could not start from where they stopped before, only few teachers were able to revise previous topics with the students. So it posed a challenge to us based on not covering our work as a school and as teachers.

I: Thank you for that. Let us hear from the parents now.

PPS: I am a parent and my children are in private secondary school. Although the school tried during that period of COVID-19 lockdown, they made sure that they covered their scheme of work but the challenge is with the parents. Before then, I have already paid for my daughter's extension classes in JSS two and also paid for the school fees but this money was not refunded, in fact, we are asked to pay more for their e-learning. So we paid more to be able to pay those teachers that will be coming to teach them. So it was more expensive on the parent's side. Then, another challenge is that some students will be chatting during their classes, you will see them interrupting the classes, this is what was happening initially before the teachers now find out and had to stop those kind of students. Also, when they did their exams, the time was short because when it gets to the time the system will go off. So the time for the exams was short compare to when they do it in the class. There are some questions they were not able to get answers to because of time. Their time was limited and other teachers had to come and teach them so there was no enough time, it was more expensive and learning was not as smooth as it should have been.

Parent; I am talking as a parent in public school, the COVID-19 did more harm than good to this part of Africa because the difficulties were much. It got to a stage where parents now became the teachers having paid the school fees, we paid a lot of money and we now became our children's teachers and I now believe in the fact that charity begins at home. We started teaching our children and we were introduced to Zoom, an online learning App and we have to begin to buy data, some

of us don't have digital phones but analog and we have to squeeze out the money we did not have to buy android phone. We started showing our children the Zoom to learn and the little money you have will be spent on data for the children. Also, there are websites that showed up that time and some of them are corrupt. Some students created WhatsApp groups where they stated toasting fellow students, so there are different websites that came up that time that was not good. So as parents we know that that COVID-19 period was not too good. Some of us that are into business, the business was not coming as we expected because the government also placed a lockdown. So we spent money on data and we also have to feed the children again when there is no money. They were eating breakfast, lunch and they have breaks but this time of COVID-19 they were eating six times in a day.

PRSG 1: I am a principal of public senior secondary school. During the COVID-19 lockdown the secondary schools, especially the public secondary schools could not undergo the e-learning although government wanted to start but things didn't work out so the students were just at home idle. Then after the lockdown, when schools resumed, the senior secondary schools' session were learning from 12:00 pm to 3:00 pm every day and that was not a very good timing for students because on a normal day by noon the students get tired especially the science students so it took a bad turn on the students, some of them were coming late to school in order to help their parents or guardian and after the doing that in the morning, they get tired easily coming to learn in the afternoon. Also, coming to teachers, it was not easy because at that time the private schools were running only one session, so those parents that have children in public secondary schools especially female parents who go to school to pick their children, it was not easy at all. Seeing teachers in schools was not easy talk less of holding them down because teachers too were rushing to pick their children from the private schools. So there was no way to curtail it, it was really a bad time for the parents and the teachers. Thanks

I: Thank you and thank you. Now we want to know from your experience, what do you think were the shocks the students had. I know a lot of you had explained that a lot them were bored but what kind of shocks did COVID-19 brought to the students? What kind of fear did they experience?

PRSG 2: Of a truth, the invasion of COVID-19 brought shocks to the children in the sense that when they heard about the way COVID-19 was killing people the children was shocked and the fear of death took them that they couldn't express the kind of friendship they had with their peers before because of the fear that they might touch the person and contact COVID-19, even in the home, there was fear when anybody coughs or their siblings cough, you see them running far from such person because of that fear of contacting COVID-19 and that you will die immediately. So that was one of the shocks they experienced.

PPS: All over the media, there were terrible videos of people dying, people suffering and it was more than what COVID-19 was ordinarily and shock of dying anytime you step out of your house was there. I remembered a particular day my siblings came to our house when my children heard they said just remain where you are don't come in, for the fear of contacting COVID-19, I told them he is at the gate, they said mummy let him stay there. They said in this kind of situation you don't trust anyone.

So there was no trust, you can't associate even when it was time to go to church it was not easy because you don't know who is who. so there was this fear of death all over.

I: Does anyone have a different opinion? What are the missing opportunities you have in learning? What opportunities did the children miss during COVID-19 period? I mean opportunities like games, socializing etc.

PPS: There are missing opportunities that they would have learnt if they were in school but

because they weren't in school they missed a lot of opportunities.
They missed a lot they had fun in school and when they come home they always talk about their social gathering. They missed their social gathering, they missed the two social gathering they missed their career talks, they missed their prep classes. In my children's school they learnt skills but they missed those kind of skills like sewing clothes they used to have garment making class they didn't do it online because of the COVID-19, so they missed their gathering together, their break times and lunch time. They also miss their music classes too.
Participant 3: For instance, my daughter in her school they had debate club she likes going for competition but before the covid-19, but doing the covid-19 she could not go for any competition. They also have mathematics club in their school and she used to represent the school in different mathematics competitions but during the COVID-19 period, she was indoor all through as she could not go anywhere due to the official restrictions imposed by the government. All these competitions used to make my daughter happy she likes writing calculating and Reading, but during COVID-19 she could not do any of these things. Also I remember that she and her classmates always compete over study times for different competitions and winning of awards so do you really means that period. And we know that learning and studying er continuous tense and should be done together but without the second person or a colleague learning may not be fun so my children really missed that period of learning and studying together.
Participant 5; I think he has almost said it all but let me add a little. When it comes to experiments and practical classes for students in science class they could not come together and have this particle experiments in the laboratory they were unable to carry out their laboratory test so they missed out of that thank you.
PRSG 1: The students really missed out of the opportunities of covering the scheme of work because the time frame was so short when the school resumed. Although the teachers did their best but when a student is learning at intervals missing out on time for assignment and practical classes. So that time was not enough. The teachers only did their best to rush up the work and for those who could not meet with the scheme of work the examination had to be conducted so it was a really bad time for the students. The teachers did their best but it was not good enough for the students. Thank you.
PRPS: They missed a lot my school is a missionary School and on Fridays the students normally have a get-together, something like a prayer session. That activity alone stirs up their spiritual life and all of that. Not being in school and not being able to attend the Friday prayer meeting affected their spiritual life. They missed that prayers and fasting on Fridays. Also, other activities that we normally do like different competitions among their classmates to help them build their self-confidence was not done too. So the students missed all of that during that COVID-19 period. They missed a lot.
PRSG 2: I want to add that on the issue of leadership skills and learning they missed that too. When the students were out of school there was no way to build up their capacity in leadership skills compared to when they were in school. You know when they were in school, we gave them topics to debate upon and we also appointed some of them as perfects so that they grow and improve their leadership skills and they were all doing fine but all of that stopped when COVID-19 came. Thanks.
I: We also want to know to what extent did these missed opportunities affected the students and their teachers and other stake holders? How did the missed opportunities impact the students?
PRSG 2: The effect of the missed opportunities on the student particularly on their academics was that the students became dormant and reluctant to learning because they could not relate with their

colleagues to learn and to interact. I'm talking about the students who are in rural areas but the students in cities have access to e-learning facilities but those who are principals of public schools in rural areas were more affected. It took longer time for the students and even teachers to rediscover their passion and interest and that led to failure and low performances in the students' academics and also the teachers were overstressed trying to meet up with the scheme of work. They were working overtime and as they were doing this, they were stressing not just themselves but also the students' intellectual capability. Thank you.

TSG: The effects of COVID-19 on teaching and learning practices in government secondary school where I teach. You know the post COVID-19 period would have been an opportunity for the integration of ICT and learning in schools because the students were already looking towards that because they were already getting tired of the traditional method of teaching, so that was an opportunity to integrate ICT and learning because they were already doing it during the COVID-19 period. In that aspect, teaching and learning still remain the same and students even teachers are getting tired.

Participant 3: The impact of government in on the children as a parent is that it affected some children negatively that when the children were at home some of them we're addicted 2 cartoon that they can watch it from beginning to the end and is now affecting their study time they are no longer reading their books and they can begin to tell you all the cartoons they have watched instead of telling you about their books so the impact that the covenant in period has caused is that it has created more work for the teachers to make the students to fall in love with their books again and form the habit of reading again but we thank God that in this part of Africa where we find ourselves we try all our best 2 take care of our children and to monitor them especially in their academics we as parents we go as far as even flogging them so that they can really focus on their academics again. Thank you

I: Thank you so much, you have started answering my next question. How can we recover all the missed opportunities? He has already said through flogging. What other ways?

PPS: Another thing is to motivate them by telling them that you will buy them that gifts or that particular thing They have been longing to get. When you make them such promises they will work harder to achieve their aims.

TSG: They have said it all through reward and punishment as a teacher you know you can encourage your students to come back to their feet by encouraging them and motivating them and influencing them positively by telling them that there is a reward if they perform excellently well in their subjects. Teachers should also try to scare the students by telling them if they do not pass they will have to repeat a class. Thank you

PRPS: The other participants I've already mentioned some of the things I want to say but I will also like to say this that the other way you can recover the missed opportunity is by encouraging them to do some other activities for instance like in your home you can give your children attention by watching television programs with them you know we find out that in our homes our parents are usually always busy and then it also boils down to the teacher when you are asked the student questions in school about the assignment you see them complaining that their mum is their parents to help them with their assignment so we are using this opportunity courage the parents to help out their children at home and at school too, the school management should also create room for encouraging the students by giving them prizes and awards if they perform well in their subjects that if you reach a certain Mark for instance I am a teacher and I tell my students that if you can score at 85% or above you will get a gift from me if you scored below 85 or 75 upward you will also get your own gift. thank you

PRSG 2: As a principal how do we recover our student back just like they have said that you can use reward and also punishments as a principal like in the general assembly we will call the outstanding student to come out on the assembly ground and show them to their colleagues that will be a good encouragement to them of course before we do that we will we Will already make announcements that any student that scored 75 above on the assembly we will give them a prize so any student that attain the mark will be called out on the assembly and will motivate them to do more. We also give them assignments exercises and make sure that they participate in class works so that they can be prepared for their examination and the work now come out we good results he also promised them that dose of them that perform well in the examination will also be given appointment in school like school prefects so that they can work hard in the examination so that when they know that they will be given prefect in school it will make them to work hard and also to develop their leadership skills those who also failed we also be punished although we did not encourage play flogging in school but when there is need for heat will flog them and we also give them punishment by asking them to cut grasses or clean the school environment or classes thank you

PRSG 1: As a principal after the Covid-19 pandemic we discovered that that during the covenant in teachers were not regular so immediately went school resume so what we first did was that we had an award and prize giving day where teachers and students were rewarded for their performances punctuality and regularity in school so the teachers that were on ground to take care of the children we are duly rewarded and this motivated other teachers to work hard also the students who were given prizes for their performance in their examination after the Covid-19 there was room for competition among the students during devotions and assembly the students were called out and we celebrated in the presence of their colleagues this approach motivated their colleagues to also work hard.

I: Thank you all. That's what we want to know. Before COVID-19 what were the opportunities you had and after COVID-19 how were the opportunities disrupted? Do you get the questions? Okay does anyone have something to add? She said before COVID-19 there was no awards for teachers but after Covid-19 awards were given to teachers to motivate them. Okay. Who can share experience of what happened before COVID-19 and after COVID-19.

PPS: Before COVID-19, in my children School they have their computer classes but after Covid-19 they now switched over to the interactive electronic board where every student has their laptop that makes learning easy for them and fun for them so since the COVID-19, they realize that they need to have more knowledge of ICT to help improve their teaching and learning process.

PRSG 1: That take me back to even the public secondary school before covid-19 we were not exposed to ICT learning and all that, computer based programs were not that active in public schools but after covid-19, government and the senior secondary school board organized ICT training programs for all teachers to be involved in the ICT training and this will be effected on the students

Participants 3: Before COVID-19, schools management and parents were not careful about hygiene, nobody cares about cleanliness that much even in the nursery schools anybody can just carry your baby whether they have cleaned their hands or wash their hands with soaps so we just allow anything like that but after the Covid-19, you can't just carry my child or touch her anyhow, I want to be sure whether your hands are cleaned or whether you have washed them with soaps before you can carry the child. Before covered 19 we were not that careful about hygiene and even the health you know anybody can give your child something or even shake you but after the COVID-19 we became very sensitive about hygiene. thank you

I: Thank you we want to move to another question. Do you think the government and other stakeholders were well prepared for the COVID-19 pandemic experience to avoid missing opportunities were they prepared enough for it?

Participants 5: Well, the COVID-19 came suddenly so I will not say any government prepared for it COVID-19 was a shock to everybody to the whole state to each family to the communities so everybody had to just go by the standard that was set so these standard and restrictions include social distances and the students also learnt, just like my colleague said, it has helped to improve hygiene among students and teachers and even parents at home or anywhere you find yourself so now we are so mindful of washing our hands, maintaining social distance among ourselves. Thank you.

TSG: I believe government were not prepared, if the government were prepared their policy implementation would have been an added advantage to integrating ICT learning into the educational system because the students are already tired of this chalk and talking traditional method of teaching in the class and according to the government policy on ICT integration in 2004, although before then government has made effort to implement it in public secondary schools but it was very low then. Thank you.

Participant 3: This question just made me feel bad, I am even having headache before covid-19 our government in Africa and Nigeria were not prepared at all after the COVID-19, we were still not prepared so if there's any COVID-19 wave 2, there will be a serious problem for us to deal with but God forbid something like that again.

I: Alright, you are taking us to the next question again. what do you think the government can do to prepare us for this kind of emergency if we have this kind of occurrence again what do you think the government can do to prevent this kind of occurrence in the future?

TSG: I believe the major problem of this country has to do with leadership so what government should do is, now that we are talking about teaching and learning this has to do with school leadership so the school leadership should be trained because the transformational leaders are the kind of leaders that believe in change the ones that integrate and motivate change to take place. Transformational leaders are the kind of leaders that brings about change in schools also there is a connection a link between leadership practices and innovative ICT where by teachers are empowered and allowed to make decisions this will Foster collaboration between teachers and other stakeholders and also among other teachers so that we can learn from one another this is the kind of leadership that we need in this country when this kind of leaders are appointed and not nominated, for instance in Rivers State where I am leaders are appointed based on the number of years they have been in that practice or profession to be in charge of schools but I believe that leaders should be trained on this kind of leadership skill so that it can bring collaboration between every member and stakeholder and then help in decision-making where there will be innovative ICT teaching and learning. Thank you.

PRPS: The way they have already said it; government should help out. Government should also work with the private schools for instance there are policies that the government bring that doesn't favour private schools like during the COVID-19 period we heard that government wanted to give private school teachers money but we found out it was not true and even if they shared the money we didn't get anything from it. It has been rightly said that leadership is our problem so we need transformational leaders in this country people who have good ideas, innovative ideas especially in the education system because our education system in this country is not encouraging. So we need leaders who are willing to work very well and come up with policies that will help our educational system.

I: Thank you. So now we are trying to advise the government. What will you advise the government to do in case something like this happen again although we are not praying for it.
PRSG 2: Of a truth especially in River state, out government is not very proactive when it comes to educational issues so just like they have said, it has to do with transformational leaders. The leaders appointed especially in the education sector don't have the interest of education at heart. In Rivers State the level of education especially in public secondary schools is deteriorating so I will advise the government to make policies and implement those policies because their problem is with implementation of policies. For example, where we are now, if we have enough teachers in the school it will be very effective but in River state as I speak with you now in public schools we don't have teachers and when there are no enough teachers it will affect the students. So we beg our government to employ more teachers and also motivate the ones that are already working, give them incentive because teachers in River State are denied promotion for a very long time. Teachers are only teaching because of the love they have to impart the younger generation to share their knowledge and skills. We are trying our best because we are character molders and agent of transformations and as we train the children they will in turn impact the society so it is important that the government should come up with policies that ensure more productive activities from the teachers so that the teachers will be well carter for to avoid any future calamity in our education system.
PPS: To add to what she just said government should make the teaching job juicy and put enough respect on it. I happened to see one time before when a supervisor is being given a motorbike to go round for supervision. I felt so bad, what if it rains you will see politician just with secondary school leaving certificate, our counselors they will give them good cars, good everything but teachers who have gotten to the level of a supervisor cannot be provided with a good car just to supervise and move around. I think our government should do better so that in the future when something like this COVID-19 happen we will not fall into the same hole that we are falling into now. To let you know that the supervisor that was given the motorbike is a woman. She did not ride it because she felt that it is a slap on her face, thank God that she has her own car she was using her car to move around so government should make the teaching job look good and put respect on the job so that people can respect them. Thank you.
Participant 3: My advice for the government is that our government should develop a mindset. If the mindset of our government is developed, they might not get it right. You see government has to do with the people, the government is not an individual like the governor, if the governor thinks that he has won an election and he is now in charge of everything refusing to put the right people in the right place and he begin to take decision on his own that will affect a lot of people just because of how he thinks. A lot of these things depends on the mindset of the leaders. I will advise our government once they finish the campaign and the election and they now assume office to now begin to do the proper things of governance. Put the right people that have the right passion for education in the right places not because they have won an election you now someone that study animal husbandry or one of the touts that helped you in your campaign and you make him the commissioner for education and you cannot sign impress for your secondary schools. They begin to task students for money to buy chalk, brooms, hoes. Education that is supposed to be free you are now bribing your way into government schools. Those that are supposed to be good principals of government schools are beginning to sort their ways to gain position by that recovering their money instead of doing the needful in the schools. My advice to government is finish everything about campaign and give the people good governance. Give good government system in the schools and if that law that is being rumoured about that every government officials' children

should go to our public schools because the governor of this state his children just graduated from a university in London they didn't go to rivers state university, they didn't go university of port Harcourt. If their children have attended any of our university here, they would have known what we are going through. So if you are talking about education they want to build a flyover without looking at the educational system.

TSG: My advice to government in this fast-changing world is that government should provide 21st century teaching for students. The students are at the center of teaching and learning therefore government should provide 21st century teaching and learning and also change our curriculum totally because the curriculum that was designed then are no longer suitable for this current situations of the world so we need current curriculum that are suitable for the present contemporary world so that these students can learn a lot of things and also be able to meet up with the demand of the capital market. Government should also integrate ICT learning into the educational system, government should also try to implement their policies because this is the major problem of Nigerian government, when they promise something they turn back and refuse to do whatever they have promised, so therefore we beg the government to implement all the policies and the promises they have promised. Thank you

I: Thank you so much, moving on now we want to look at loss of access to vital school services, we want to look at the services that the schools provided during the lockdown for both students, teachers and other stakeholders, were they able to have access to the services? What is your opinion about vital services, were students able to assess adequate and quality service like school feeding program and health and nutrition, was there access to all these services?

PPS: There was none. Nutritional nothing, educational nothing safety and security nothing, so there was nothing, there was no access to anything during the covid-19 even the palliative that they were supposed to share, it was shared among the politicians and leaders it didn't get to the grassroots so there was nothing provided.

PRSG 2: Everything stated earlier like security, nutrition hygiene was not provided and I also want to stretch out this points in the area of our toilet system which is part of the hygiene for the pupils. The public schools' toilet system is very poor. Most of the public secondary schools do not have good toilet system. They don't even have water, even though they may have toilet but there is no water to clean the toilets. The toilets have broken down, there was lack of maintenance in the public schools' system because there's no water, no electricity. The government still have a long way to go in providing these facilities in the schools. Thank you.

I: Thank you very much. Let's hurry now to the next question what are the things that you feel were provided? Are there other kind of services that you think government provided during the covid-19 lockdown but that was not enough or that did not go round?

PRSG 2: During the covid-19 lockdown, the government tried to provide certain facilities in the school, they provided the basin for water, they provided a washing machine, they provided sanitizer and they provided soap for washing and in all the schools I think that's all they did but for how long? after sometime everything stopped and that was the end.

Participant 3: We were told that government provided food for students but we never saw any of the food. I don't know who swallowed it.

PRSG 2: I think in public schools they created a kind of homegrown food for the nursery and primary from nursery school to primary 3 but after a long while the staff that are in that business were not paid so they stopped for some months so the school feeding program was unable to continue and it affected the attendance of the pupils in school especially in these rural areas when the food was being provided you see all the pupils and children in the neighborhood were all

coming to the school but the moment the food was not given any more the attendance in the school reduced drastically. Some people said they budgeted money for it but who is able to talk about it.
I: Thank you very much we also want to know, do you think that the services provided was gender-biased? Is there any special treatment for a particular gender? What of the location is it well distributed across all the locations?
PRSG 2: When it comes to gender issues there was no gender issues, the services were available to all equally so there was no partiality with the provision of services but when it comes to the rendering the usual services to vendors that were serving the food, they were not paid. There is something I would like to say but I don't want you to be put it on record, you know when you go to the North they had the benefits more than those of us in the South here, in the North they were paid all their salary but in the South here if they pay the first month they will skip the second month pay the third month so the payment is not consistent because of that the feeding program stopped in all our schools. Thank you very much.
I: Thank you very much. Ok now we want to know what do you consider to be the major challenges in assessing benefits concerning the services we have talked about; you have said that the food was shared but how easy was it for us to access those with these services?
PRSG 2: The major challenges we had in accessing these services is the lack of facilities and the politicians when these palliatives came, the politicians look for their brothers and sisters and the block others from getting these services. For instance, when the O'meal school feeding program started it was supposed to be for those who do not have jobs, graduates who are still at home doing nothing are the ones that are supposed to get the jobs, they are the ones that are supposed to access this program but we discovered that because this program came through the politicians their relatives and families that are already gainfully employed were also put inside this program and this have a negative effect on those who did not know people so politicians are our major problem in this country. Thank you.
I: Any other person that want to talk on the problems of accessing these services?
Participant 3: Some of the challenges is lack of proper information, so many of the beneficiaries do not know when and how they can access these benefits, some of them before the information we get to them the service is already over. So proper information that is not well circulated is a major problem that is why people cannot access this service. Also, those that are supposed to share these benefits to the less privilege refuse to share these benefits to the people that really need it but the rather will keep it to themselves. So the corrupt system of this country Nigeria is still a problem because there is corruption in this country, majority of the people that are supposed to get this benefits are not aware and we don't have good ICT internet facility where you can browse this information and get it right. As we are speaking now we know that there are some NGOs and world organization that are giving scholarship to Africans and Nigerians but most people don't know how they can access these benefits but those who have this information only keep it to themselves for their own good but if we can circulate important information it will help to liberate Nigerians and Africa from poverty. Thank you.
I: Now the next question is what do you think that government and other stakeholders should do so that the access to this benefits can be easily and equally accessed by all? What other means do you think government can use so that the benefits can reach all and sundry?
PPS: I remember what Governor Rotimi Ameachi did in 2013, thank God he didn't handle the program to the politicians if not people like us would not have gotten a job because there are five members of my family that got job that time. He employed based on merit and those that set the examination that time were neutral people from Lagos state. So if you pass you're employed based

on merit. So if government can use this kind of policy everyone will have access to all the opportunities because they will not hoard it and keep it for their relatives and those they know.
Participants 6: The first is to give the people with integrity to be the one to share this information of employment or grants to people. They should give it to people that have integrity.
I: Thank you very much so the final question for this section because we have three section so this is the final question for this section, this is the question, in your opinion what are the impacts of this learning differentials in terms of School dropout and sexual abuse, pregnancy, rape and child abuse? What is the impact of these on what I have mentioned? Let me ask the question this way, how can you bring a School dropout back to school? How can you bring someone who was raped or impregnated during the covid-19 and who has decided not to go to school again, how can you bring the person back to school?
PRSG 2: How to bring back some of these children that we are having challenges back to school is by giving them the orientation, reorienting and resetting their mind set. We will start with parents of these children, we will speak to the parents telling them that these children can still fulfill their destiny that they need to come back to school even though they have made mistake because we all know that such thing like pregnancy is a mistake when you are still in school but that it is not a life bound thing. So we speak to the parents and encourage them to send these children back to school. We also talk to the teachers and even the head of schools and to even their colleagues in the school to accommodate them and not to stigmatize them in the school and they see them as part of them. So both the school leaders, teachers, students and even community leaders should be reoriented to encourage the victims to come back to the school so that they can fulfill their destiny. Thank you
Participants 4: Concerning this issue, I think it is should be handled more in a proactive way because most times when the student are affected in most cases the schools, the teachers and even the headmasters and headmistresses may not be aware it is only those who are at home and family members that can give the information and also the school's counselor like in government school, I am sure that they have school counselors, they may not be many but if this counselors can be talking to these girls or any victim to encourage them on a regular basis. I also believe that there are also clubs that can educate them on such issues so that it will not only be when such thing happens before they're now looking for who to talk to if they have this knowledge and information even before that thing happen when such thing happened they will know what to do and there will not be problems. Thank you.
PRSG 2: I just pick something from what participant 4 said now, indeed she talked about the counselor in public schools, cases like this are handled by the counselors but we discovered that most of our public school right now, we don't have the counseling department, the government have not looked into that aspect in our educational system. Some of the counselors have been converted to become school teachers and they only do general counseling before teaching but they do not work fully as counselors anymore, so the government also need to create and empower this counseling departments and revive it in all our public schools because the importance and the roles of counselling in our secondary school is very important.
Participants 6: The way to tackle this challenge, I think that school teachers should learn to do visitation to the parents of these children. Teachers should go and visit when we discover that we are not seeing them regularly in schools because some of these students they like keeping things to themselves, in most cases they are ashamed and afraid of saying it out. So parent and teachers' relationship should be encouraged so that parents can easily inform teachers if there are any issues regarding the students at home and teachers can also visit the parents at home to know more about

the student. Relationship between parents and the schools should be kept, this will encourage the parents to open up to the school because some of the students hide a lot of things from their teachers. We also need to know that teachers are the parents of the students in school.

PRSG 2: To actually make this thing very effective, the students, the teachers and the principals and the counselors must find a way to speak to the students in such a way that they will be able to confide in their teachers and principals because many of these students have emotional issues and they don't have the confidence to speak to their teachers but if the teachers can find a way to ensure that these students confide in them they will be able to know what is going on in the lives of the students and help them to make decisions that will help their lives and destinies.

I: Thank you very much, going to the last section of this our seminar we have seven questions more to go so let me ask you a question during the covid-19 lockdown, do you think that access to and uptake of ICT based influence learning activities? If it does to what extent? You know that during the covid-19 our people are using ICT means to teach. Do you think it was effective during that time?

PRSG 2: You know that I am a parent and a teacher at the same time, in my daughter school, they created a WhatsApp platform where teachers can reach out to students and send lesson notes to students, students too can ask questions on the platform and the teachers will reply them. This was how they did it during COVID-19 period. But in the school where I am heading, we are in the rural area, there was nothing like that. Development has not gotten to those rural areas so government should do something to extend development to those rural areas. Thank you.

TSG: I teach in the government public secondary school where there are computers but there is no internet and the only way we could get into innovative ICT is to have internet facilities, ICT integration promote teachers self-development although there were no any impact of the learning on the students because the ICT in the school is not functional because first of all there's no access to internet and also there is no electricity supply although the problem of electricity supply is a general problem in Nigeria. For teacher after the third Wave of the covid-19, government organized ICT training programs for teachers and the program was an eye-opening program and the teachers took advantage of the program to develop themselves and therefore I can say that it really adds benefits to the teachers. Thank you.

I: What about the student, did it have any impact on the students?

PRSG 1: It has impact on the students too. I am using my children for example, the knowledge of ICT has increased more among the students after the coronavirus than before the coronavirus came so it has really expose the students more to ICT learning.

I: What ICT platform did they use?

PPS: They use WhatsApp more

Participant 3: The ICT has helped more after the COVID-19, my children now can freely download and use the Zoom to learn and the Zoom has also increase their finance too. Before now, nobody knows about Zoom but after the Covid-19 pandemic it has become popular. So the ICT has helped my children. They know of so many packages of learning. Now they even know how to use my phone more than me

I: Did anybody use Google classroom?

Participant 3: No

I: Do you know of any assistance given either by the government or private organization to assist with continued learning during the COVID-19 pandemic? Was there any kind of assistance whether with ICT equipment?

PRSG 2: The assistance given is only the ICT training for the teachers.

I: No equipment?
PRSG 2: Most of the public schools have computers but the equipment is just there. There is no electricity to power them, no internet connection.
PRPS: There was no assistance from the government to the private schools.
I: Was there no private organization that assisted during the COVID-19 period?
PRPS: An NGO came in that actually helped in school fees reduction for our parents. When students want to come in to new class particularly from junior secondary school to senior secondary school, the money is usually much because of the things the students will need. So an NGO came in to help reduced that burden on the parents. Because of the COVID-19, some parents withdrew their children from school because they could not afford the school fees because there was no way for them to make money. They helped with 40 to 60 percent of the money.
I: Thank you, any other comment on that? Do you think there was equity or equality on gender in access to this assistance given either by government or private organization? Do you think it was equally shared between genders, the assistance from the government or private organization?
TSG: There are only few schools that have access to participate in this program. The training programs did not go round to all the secondary schools and it was just few selected schools that enjoyed that privilege.
I: Was there some criteria for the selection?
TSG: No, it was Open. The few schools that were selected were the ones that have computers and ICT gadgets but the training was general for all teachers but at the same time the turn out of the teachers was poor.
PRSG 2: To add to what my colleague just said. I think the nonchalant attitude of the teachers towards that training was because previously, this kind of training has been done before but when you go for a training and you don't have what to practice with. You know computer is something you have to continue practicing. They just train teachers, issue them certificate and there are no computers in schools to work with so the teachers are not encouraged to attend trainings because there is no equity in the distribution of the computer system in schools.
I: Do you think that students and relevant stakeholders were able to access adequate learning eventually? Maybe the private schools should tell us since government schools don't have access to ICT learning during that COVID-19 period.
Participant 3: The learning was not adequate because the facilities needed for it were not complete. This is from the school management. Normally, when you want to do virtual learning there should system on ground and some other devices too but this was not the case. The only one we could use was WhatsApp but the visual one did not work.
PPS: In my children School, they also did the visual via WhatsApp but the challenge is that sometimes there will be no network so it was not effective. The network was fluctuating so they missed some of the teachings so it was not very effective compare to when you go to school and learn one on one.
I: Thank you very much. What could the government and other stakeholders have done better to improve access to ICT learning equipment and other facilities during covid-19?
PPS: I'm speaking for the private school parents the interactive smart learning board if such is around and a pandemic like this come up again it won't affect them because this facility is already on ground and all their teaching is already there so the training and teaching will continue for the student through that interactive smart board so if government puts such thing in place also in our public school and such a case like this pandemic happen again there won't be so much disruption in the school activities and in especially learning so the students also will not suffer because every

child already has a laptop they know the scheme of work because everything is already in their system so they will just continue as if they were in the school. If government can do this thing it will help.
Participants 1: I will still talk about leadership because leadership create innovative ICT. Government should try and provide innovative school leadership that will meet up with the current levels in the world. I remember when we had a meeting with the government we complained that there is no power supply but some schools were still able to provide diesel to power these electrical gadgets; that is because the principal of the school as a transformative and innovative mindset that will bring about change in a school. So if the other leaders believe in transformation it will have impact on the students and the educational sector as a whole.
PRSG 2: To add to what my colleague has said, there is need to employ more teachers. We are lacking teachers especially in this ICT training area. Government should employ teachers and train them more on use of ICT and then equip the schools with ICT equipment and provide other means of electricity supply.
Participants 6: The government should work with the private schools, not coming up with policies that we make private schools irrelevant and policy that frustrate private schools.
I: Can you give example of policy like that?
PRPS: In the area of tax and school approval, the government policy is frustrating. They collect huge tax from us and to approve your school take longer time because if you don't have the approval they will continue to collect money from you which is not going to the purse of the government. They should also assist us with facilities too.
PRSG 2: Let me say something that will be helpful in the future. When it comes to private schools, we have a lot of mushroom private schools in the rural areas and even in the Urban areas too, there are some mushroom private schools and government comes up with policies but the problem with government is that they will not actualize the policies. There was a time when government came up with a policy to move around for monitoring to check the credibility of some of the private schools but it didn't last long. In rural areas, more pupils attend private schools that don't have qualified teachers than the public schools that have them but they may not be many. Government should come up with policies that will ensure all these mushroom private to be closed down because it is affecting the education of our children. Most of the private schools don't even use the accredited syllabus.
PRSG 1: I am speaking for my school; we have a lot of our ICT Labs we have about three ICT centers but the problem we have is with security. One of the ICT center that we have is even a model one where it is equipped with solar energy to supply electricity but the problem is with security, recently that ICT center was burgled by some people that we don't know, so the security in our school is so porous we just hope that the government will come in and assist us with security personnel. So most of these people perpetrate their evil in the night so if we have security guards that will be on night duty to protect this place it will be good. It was an NGO that provided the ICT center for us and we are asking the government to provide security to protect the place. Thank you.
I: What should we do in case of another shock that may come to ensure that education continue?
TSG: I have said it before, in this fast changing world we should prepare for 21st century teaching and learning. This has to do with online learning. Both students and teachers should be fit for the current demands of the modern world so that if there is any other challenges or anything in the future it will not have any negative effect on the educational sector.
PPS: The suggestion I will give as a parent is that our government has a lot to do. Not only to

provide needed facility at a time like this, government must plan ahead, train the teachers on ICT, let the equipment be on ground in case any thing happens. There's nothing wrong with going to the rural areas with projectors and teaching them all that they need to know about the ICT. We can call all the children to the town hall so that they can learn. This can be available to them. For parents too, I pray God will provide for them financially to be able to meet this challenge in the future because it wasn't easy.

Participant 3: I have said it before. My advice goes to the government. This thing has to do with the mindset. If our leaders have mindset to implement change it will be easy to implement the Change. The problem we have in Nigeria is not money, our problem is how to spend the money, how to channel the money. If the government want to put ICT in the poorest areas, they can do it. It is the mindset. If we suggest to them and they are not ready to implement it, they won't do anything. We are wishing and suggesting to the government of the day to listen and implement good policy. A well-educated society is a better society free from all kinds of evil devices such as crimes, illiteracy. Illiteracy is worse than the money government think they can spend. So I will advise the government of the day to spend time to put the right things at the right time by informing your mind and not ignoring your mind. It is not about having a lot of properties. Lastly, if I am to be a governor today I will make sure all private schools have uniform school fees because if your purpose is the business and the passion for education is not there then you have no business building a school.

PRSG 1: My recommendation for the government is that they should ensure that the public secondary schools promote the teachers and motivate them so that they can put in their best. They can also help by employing more hands so that those on ground will not be over stressed thereby reducing their productivity. For the private schools, government should regulate the payment of salaries because I have realized that most private schools underpay their staff. The minimum wage can be implemented in private schools.

PRSG 2: There should be continuity. What the government have put in place to curtailed COVID-19 pandemic should be continued. That pandemic is over and everything has stopped is not the Best. The washing of hands, provision of soaps and sanitizer in our secondary schools should continue. Apart from that, government should also employ more hands, put enough teachers across all schools, primary, junior secondary schools and senior secondary schools and also train all the teachers in ICT and provide the equipment in the schools.

Participant 3: I will suggest that government provide the necessary facilities or equipment to avert this kind of a pandemic when it comes because when this covid-19 pandemic came the government was not actually prepared for it, Nigerian government especially was not prepared for it so the necessary equipment facilities that are needed for such thing in the future should be put in place and when it comes to rendering help and services to individual and the society they should put good people and men of integrity in those positions to make sure that things are distributed fairly. Thank you.