Fieldwork at Port Harcourt Tertiary Institution

I: Can you describe the kind of difficulties that COVID-19 pandemics and lockdown brought to the educational activities in your state?

Student 1: First of all, I will say the educational system in my state was drastically affected especially by the lockdown people couldn't go out to do any other things. Students couldn't go to school, schools were practically shut for the period of the lockdown and then for the COVID-19 pandemic again apart from school being lockdown, movement of people was restricted, social distances people were not allowed to move freely people, people were not allowed to gathered beyond a certain number, so of course, as students, you will not expect a situation where people were not expected to gather to be an effective way of people living together especially in the school environment, in the school environment, people were not allowed to be around, especially going for lectures people have to be around to have lectures, sometimes we have a lecture with over 100 students in a class and given the social distance, it implies that you are denying some people to not reviewed lecture which is as good as the class should not hold, based on this, it affected the possibility of people attending lectures in school.

Parent: It all happened toward the exam of the second term of the session, children couldn't write their exam. It was the first time so we were like it will just happen for a while but before we know it, it all affected other areas, there was sit down a home order, so the children could go to school to complete their exams while the pandemic enters into the third term, then the third time they couldn't go to school, it affected the curriculum activities before they could return to school the third term was already over so they were coming to write the exam for the third term and everything was been done in a hurry, the curriculum activities and everything jam-packed so during that look-down of 2020 till now, it's just 2022 that everything seems to be normalized the educational system.

I: What are the specific shocks that you think COVID-19 had on student learning in your locality?

Parent: The shocks of a long time staying at home, and not going to school. We were all thinking it would have lasted for a short while because this isn't something we have ever experienced before; I grew up without knowing anything about the lockdown and sitting down at home. This is a city where everybody goes out in the morning so we were like what is going on? It was a shock; students were not learning and everybody just stay at home. The next was that computerized learning was having to be at home as students can't come to interact with their fellow students.

I: What are the benefits of interaction as most of the interviewees are referring to it?

Parent: The interaction at school is not like at home as you have to buy data, and have a reliable source of network to communicate which there will be interruptions in the network but if you were in school, you interact and discuss, there are no distractions just as we are talking now, the flow is there as we interact and share ideas etc. but if it's computer learning and so on it won't be flowing

well. To me, it's not going to flow well though we can still learn the interaction of being together to learn will not be there, that togetherness will not be there, understand!

I: What do you consider some of the missed learning opportunities as a student in the tertiary institution during the COVID-19 lockdown period?

Student 1: We can say education is not all about what you do in the classroom or what you do in an environment. The tertiary institution is an environment of learning, so anything affecting that socialization, that learning will of course affect many other things. So, that obstruction of not having people come together to learn will affect the learning of the students or anyone in an educational institution.

Parent: Those learning opportunities that were missed during the COVID-19 lockdown, for example, sharing ideas, bringing up ideas and implementing them. It's not just enough to stay at home and just talk on the phone, others are; in lockdown, we were been restricted, no movement, it's like being in a cell but when you come out in open free air, you are happy. So missed opportunities are the friendship as you can't see each other.

I: Any other learning opportunities that were missed in the period of lockdown.

Student 1: Like I have said, meeting around with your fellow students and the lectures, and interacting with your fellow students were part of the things that were missed. Beyond that, not being in a campus environment is kind of odd to me.

I: To what extent do you think these missed learning opportunities have affected both students and the teachers/lecturers?

Parent: It has affected them because of the social distancing, wearing of facemasks, restrictions of movement, not being able to come in large numbers for seminars, conferences etc.

I: How do you think that most of these missed learning opportunities can be recovered?

Student 1: I think one missed opportunity is networking, yeah, it's something that stays at home can't afford you, there is something that interaction does which helps to be able to understand your neighbour very well, for example when a teacher is teaching, the gestures and everything is something that you can't get in a computerized setting.

I: So, in what way has it affected the students and teachers, all these missed opportunities we are talking about?

Student 1: Yes, as I have earlier mentioned, the networking, the set of people you get to meet every day is different from the ones in a computerized setting which is very limited. So, teachers have missed knowing the students personally. So, they missed the opportunity to know and understand them personally.

Student 1: First of all, in an ideal situation nobody is learning even if there is an alternative practical approach, maybe using the computer, now there's no guarantee an individual is participating in an online class, what if the person isn't online as at the time the class is going on, given this, the idea of learning has been hampered, the curriculum has been affected and trying to reschedule it again those things that have been lost implies extended time frame, for instance, somebody that ought to use 4 years for a course in an ideal situation would have to extend to 5 or more years. Therefore, for these things to be recovered policies must be implemented in a way so that students could learn beyond classroom learning.

I: What do you think could have been done by the government or stakeholders to have reduced the missed learning opportunities?

Parent: For me, I think they should have reduced the crowd instead. For instance, in a situation where 10 people gather, it can be reduced to 5. There is no way people can be locked not to come out completely. They should have rescheduled the class so that the crowd will not have to gather from time to time.

Student 1: I think the country we live in is not yet an ICT developed and digitally inclined. For instance, usually, before you write the WAEC exam the body usually sends the curriculum in such a way that students have it ahead of time, this should have been followed by the implementation of technology for them for learning instead of going to school. The i we need to ask is how many parents can afford to buy laptops. That's why I said Nigeria hasn't gotten to use a digital device.

I: Is it that government doesn't have the money?

Student 1: No, it's the parents

I: What about the internet? Can the government afford it?

Student 1: No, they can't, it's something that can't be sustained.

I: It means our government is poor?

Student 1: No, it's not necessarily poor but management-wise, we are not there yet.

I: It means they have the money but they don't

want to spend it?

Student 1: The better alternative should be through the radio or TV channel which most houses in Nigeria have. You don't need an internet facility to have access to radio or TV. That would have been the next approach, government should have up with radio and TV stations to teach our students. Radio stations are dedicated to teaching only not unlike the conventional ones where people can listen to all sorts of music. We can have radio/TV stations with time schedules for classes. It should be done in such a way that each category of students has its station. They should

have come up with an alternative approach in which education could have continued and not been affected.

I: Before the COVID-19 time do you think learning at the tertiary institutions was greatly distorted or not?

Parent: Tertiary education has been distorted by the ASUU strike (which is even happening now) before COVID-19. It has been happening.

I: Do you think that the government and other stakeholders were well prepared to avoid more missed learning activities before the pandemic? Where are they prepared?

Student 1: As you can see, they were not prepared before, during and after the pandemic.

I: What do you think that government should do to prepare better for this kind of emergency?

Student 1: Because Nigeria is not a digitally inclined society and also not a statistically inclined society as we don't know and keep statistics of what happens around us. For instance, the commission of education in a state will not be able to specifically tell you, without missing words, that we have 200 people studying this course, and 1000 people in Secondary School. So, if things like this occur, we can say I have statistics that 1000people would be affected by this and so I'm good to make arrangements for this 1000 people. There should be a database of students learning a specific subject in a community at a certain time and when anything like this happens will arrange an alternative.

I: What kind of plans to provide?

Student 1: For instance, I can because of the educational system that going to be affected for the period, let just say six months, I can plan in the way that in the next six months after this period, these are the things we going to do for this 1000 people that are been taken care of educationally. So, it won't affect their curriculum or anything that could have been affected. So, one of the things is to get my Statistics right, secondly find an alternative so that as soon as this locked down us for six months, we are not going to resume class.

I: It means that in the sixth, the students aren't going to do anything.

Student 1: No, it won't be like they are not going to learn anything.

I: So, how we the learning continue?

Student 1: You know I talked about the syllabus; these are things you going to cover on your own, whatever material we can get across to you make sure you cover this set of materials on your own at home or wherever you find yourself. After this, we going to come together to make sure that those things you were instructed to learn on your own are properly done.

Parent: For me, the government should provide facilities for good learning so that when people stay at home, what people will need more is electricity, this will enable them to get information, current information of what is happening even in the education system, for instance, if a class has been scheduled to take place on radio and they decided to change it to television, you will discover that some students won't be able to participate because they don't have electricity. That's all for me.

I: For the learning to continue, what are the things that must be put in place?

Parent: Government should have statistics of people they are making provisions for, and there should be electricity.

I: How would the electricity get to the people?

Student 1: Before we talked about electricity, we must first ask ourselves without electricity how will be? Because if they don't have electricity, how would they learn? The reason why electricity is necessary is that first of all you really can't monitor if the electricity is used for learning. But we feel, even if it's not 100percent, most students will benefit from this. Like she said, without the basic amenities being provided, they will not benefit.

I: In Porth Harcourt during the lockdown, was there learning at all at the tertiary level?

Student 1: There was no movement first of all and if there were learning, there were some schools I'm aware that decided to do an online class for their students but not everybody could afford that, as you have to register as a student of the school, buy a laptop if you don't have and also internet facility.

I: What can government do so that those who couldn't

afford all the mentioned can now have access to it?

Student 1: I think that the schools in our state are owned by both the government and private institutions. Government should have come in for those who couldn't afford data and all so that there will be one curriculum for every student in a particular class. For example, for Secondary school students there should be a particular class for them regardless of the particular institution. I'm case you have any private institutions, you can add them to it otherwise you can fall back on the government's own so that education can continue through media. As it's easier and cheaper for government to teach many people online through media than to gather them together

Interviewer: We want to go to the aspect of loss of access to vital school-provided services. For example, schools provide health services, nutrition, social protection and social safety net such as Home Grow School Feeding Initiative

I: During the COVID-19 period are you of the opinion that students and other relevant stakeholders were able to access adequate social protection such as school-provided services, health and nutrition, Home Grown School Feeding Initiative? Were they able to access them adequately?

Parent: I don't think it was adequately provided during the period.

I: Maybe some part they were able to access or there's no provision at all?

Student 1: Apart from the palliative we heard, there is no provision for the students l. It was just generally shared. I'm not aware of any provision government made beyond just making sure everybody was at home.

Parent: When there was no lack down, the food program was not even regular. The one I noticed was in primary and nursery schools, they give them food but not regular, just once in a while (maybe once in one week or two weeks)

I: Could you just show other services that you think we're provided but are not too known to the public? Either by the government or NGOs

Parent: It was only palliative I know of, palliative of food items to families and students at home. They provided raw rice.

Student 1: I don't know if it were from the government but I think it's from the private sector especially MTN telecommunications made some of their data services cheap enough to be affordable to come online. At a time MTN was giving free data for people to connect. I don't know whether a lot of people were aware of it.

I: What is free or paid and get more?

Student 1: I got it from AIRTEL telecommunications.

I: Do you think that there was equity when they were distributing those things across gender or geographical location?

Student 1: Well, when we talk about equity, for example, the instance Respondent 2 just said of the free data by telecommunication industry, if I have a smartphone then data will be necessary for me but if I don't have, I don't need data for anything so whether I'm male or female, anywhere I'm, I'm going to receive it.

I: What about the food? How was it distributed? Did it go across different geographical locations?

Parent: No, it's not for everybody. Not all locations.

I: What about the rural areas? Where were they able to get more than the urban?

Parent: No, the urban people got more than the rural ones.

I: In terms of gender, can you say more men were able to get than females or vice versa?

Parent: Yes, they consider females.

I: What do you consider as the major challenges in accessing the provisions made in reaching the beneficiary?

Parent: One of the challenges was how to get proper information on the availability of the services itself, it's just by chance we get to hear of it once before they say it has finished.

Student 1: Apart from information on the availability of the service to the beneficiary, the other thing is "Coordination." For instance, if things that are met for 100 people to share but 1000 people showed up. What will you do? But if it's properly coordinated the beneficiary will benefit well. So beyond just informing the beneficiary, it needs to be well coordinated by whoever is in charge of it.

I: Lack of information, lack of coordination … What again?

Student 1: Another problem with accessing these services is "the fear of the virus. For instance, you need palliative or something but the person that's going to contact the person that will give you. At that time, a lot of people don't understand what we were dealing with, so many people had that fear of going out to get whatever is available. I know something there were a lot of people fighting over palliative.

I: Why are they fighting?

Student 2: They were fighting because at the time it is small. They were dragging it among themselves.

Student 1: During COVID-19, there were a lot of hungry people. They were in search of anything they could have if you now inform them that there's palliative somewhere, that it's for a given number of people, you know, you can coordinate that.

I: Were there any palliative hoard?

Student 1: Yes, there was hoarding as a lot of people didn't

even know about it.

Parent: There were situations where some people will be so greedy as to collect more while others haven't collected. They want to go with everything.

I: What I'm saying is that there were some states where the palliative was locked

Student 1: In some places where the palliative was locked, they were thinking of how they are going to share it among themselves. Until the information got to others that something is locked up here.

Student 2: It's not that it's not enough but they hoarded it, in River State, for example, I can remember maybe the government sharing anything because I didn't receive though. The only impact I know was only from NGOs but from the government, nothing.

Parent: For instance, in my community where I stay, the government share some palliative such as yam, garri and rice.

I: Like how many times where you give such?

Parent: I think that was once but apart from the government, the local government chairman of the community, though I didn't participate

I: Why didn't you participate?

Parent: I didn't get the information on time.

Student 1: I don't know whether it was done in River State but we heard of other states. Apart from the one that was done by a church that a lot of people died because of the too much crowd.

I: What could the government and other pertinent stakeholders have done better to improve an access to these services during the pandemic?

Parent: For me, I think the government should make more provision for its citizens, You know not in a situation in which government want to provide but there are typically people that will want to hoard it. So, the government should ensure that whatever she's bringing to the people must make sure that it reaches the people. For example, if they are providing data, they must ensure that it reaches them. They should put the right people in place to make sure that whatever she's providing reaches people in case of. At least it must reach rural people because those they distributed didn't reach rural areas.

Student 2: I think that they should do publicity of the services. Although, I do not believe that people in the rural area are poorer because they are less crowded and they can still go to their farms compared to the city. The information should be passed using the grassroots government which is the Local Government in a community wise. Also, they should train people on how to coordinate themselves and use sanitizer.

I: In your own opinion, what is the impact of this learning differential in terms of School dropouts during the lockdown? Is it everyone that resumes after the lockdown

Parent: During the lockdown when everybody was at home, all of a sudden, we started hearing the news of rape, a proverb that says "an idle hand is a devil's workshop" so when students sit at home, you see them thinking of how to commit one evil or the other, their mind is not active, they are not moving out and they're the active due to this they will want to commit one atrocity or the other. The rate of rape then was so much that even it got to the church as a girl was raped in a church and murdered. We had a terrible incident because of the inactive of this period.

I: Which other things were the effects of learning differential in terms of school dropout?

Student 1: Firstly, government and policymakers have to identify their stakeholders, COVID-19 came to everybody as a shock but some people were more prepared and even if they were not

prepared, they handled it in a way that's better than others. This has given everybody an experience to either learn from it or plan. For instance, as stakeholders in this environment we find ourselves, what are we going to do? Are we going to wait for another COVID-19 or anything to now let us know what we are supposed to plan? Now if we are planning, what are we planning for? We will be planning to make sure that citizens are provided with whatever amenities they are supposed to get. If that's my focus, the. I should look for stakeholders in that aspect. For instance, if I provide palliative next year, who are the people that it needs to get to?

Most people in this part of our country listen to their pastors more, they all attend churches, and they're not attending mosque mist here. Therefore, the churches and the traditional institution are the means to easily reach out to people, if I want to pass information and I make sure that any information I'm passing the churches and traditional institutions, where the stakeholders are the pastors, the traditional rulers, local government counsellor etc. Also, during the period of COVID-19, the rate of crime has increased, not just among the young people, the security people were overwhelmed by the level of crime in that period while some were caught, and the level of lack of interest in school increased. I think that's when we started hearing of "Yahoo – Yahoo" internet fraudsters who were mostly young people. Therefore, they believed that there's no essence in going to school, so COVID-19 also brought a lack of interest in education apart from the ASUU strike. Because of COVID-19, internet access was very pronounced and everybody has to be online and being online they don't know what they're doing online which has gotten them exposed to illicit activities online. As a result of the earnings from the illegal activities online, getting back to school after the lockdown was now a challenge and many had to drop out. This happened for but gender, then we use to say that it was only males that do illegal activities online but now a lot of females are into it. This "Get Rich Quickly Syndrome" has affected a lot of people.

I: During the period of the COVID-19 lockdown, do you think that access to an object of ICT-based resources influenced learning activities? And to what extent? Were your children or relevant people able to access online learning facilities? As it's the alternative learning

Parent: For me, most of the people I know around me were not able to get these facilities like getting a computer at home, learning from the internet, and getting other skills while at home. Sometimes, through the internet, they can learn how to do some hands-works but not everybody was able to get it. Although some parents were able to provide for their children the computer, network and all but not every finger are equal.

I: Were there challenges of not all parents not being able to provide internet facilities for them to have access to online learning?

Parent: Yes, also the government wasn't helping. I didn't been the government was helping … I feel like I stead of this… though we need food and the food is important, the government could make internet facilities for children learning through the schools. For instance, school just resumed and we are to buy books before we were buying books around #30,000 to #35, 000 but now the price has increased by #10,000. So, everything is increasing, if the government can help to bring some of the prices down for parents even provide a computer at a subsidized rate.

I: Is it to make it free for that period of lockdown?

Parent: Yes, of course, they can make it free and inform parents about it available for them to come at a given schedule, even if it's 50 sets of people they were able to provide for first and maybe later they will provide for others. With these 50 sets of people, learning will be going easy for them which will be another way of helping parents to ensure that their children get access to learning online.

Student 1: As you can see, the impact of ICT-based learning on the life of both the students and the lecturers can't be overemphasized beyond the students having to log in, somebody has to teach. So, it's not just about providing for the students, what about the person that will be responsible for the teaching, the person also has to have access to an internet facility. For instance, I'm a teacher, and for the sake of COVID-19 I can't go to school to teach students the government expect these children to learn online and I, as a teacher don't have internet access to teach them. Therefore, it's two side things is that government should make provision, ICT-wise, for both the students and the teachers. The teachers could get incentives such as ay like providing laptops and internet access so that they can render their teaching and this also goes for the students. But how will government monitor these facilities? There're some countries where that have dedicated boundaries for students. That as much as you are a student with your ID card or other means of identification, you can have access to certain basic things that you ought to have. I feel that providing those facilities should have been the responsibility of the government to ensure that these students and the teachers have the facilities to teach and learn during the COVID-19 period.

I: Which major virtual platforms were adopted by tertiary institutions? And what do you consider the major challenges in accessing this service?

Student 2: We used Zoom… Zoom was adopted followed by "Free Conference Call".

Student 1: Zoom was for real-time lectures… like I'm about to log in at so and so time … so you meet me in the room a so and so time. Another one I'm aware of was the use of the YouTube platform because these are recorded lectures just uploaded by the lecturers, so you just go to the channel at any time. You don't have to be in class in real-time, anything you want you can always have to assess it.

I: So, the platform was?

Student 1: It was basically a YouTube channel which is used for recording sessions and students just have to log in for the class because for Zoom and many other platforms, you have to be there at the time the lecture is going on while some recorded the lice session and upload it on YouTube.

I: Do you know of any assistance in form of ICT equipment and data as well given to schools either by the government or private institutions to assist in continuous learning during the pandemic?

Parent: Maybe the government did that to public schools but not to private schools.

I: Maybe? I want to be sure …

Parent: I don't think they didn't.

Student 1: I don't think government make provisions; I think it was individual schools that made provisions on their own. The government didn't assist because the schools have to give data to their teachers to use to conduct classes. I don't think the government participated in any way.

I: In your own opinion, do you think that students and relevant stakeholders were able to access adequate learning virtually?

Student 2: No, there was no adequate learning because I watched my siblings at home, inasmuch as their parents try to provide them with the facilities, they were distracted. You know, when you are in school there's no go and do this … go and do that … The children were distracted by both their parents and themselves, so there was no adequate learning. You can't compare it to physically attending class.

Student 1: As I have said these facilities were provided but not by the government, so government involvement was emphatically not there. Individual schools on their own … I don't think it has anything to do with government involvement but if it's about facilities provided, yes, I noticed to they were there but it doesn't have anything to do with government involvement. It was just some initiative by the school and the parents. Because if it's something that has to do with the government, they would have come up with some policies like every school to send their report on how their learning is going and the government would have also made provision of either the data or whatever they want to provide but I don't think there want anything like that.

Student 2: Another thing I want to emphasize is that since the data is made available, there were a lot of connection problems. The internet connection was not regular and there was a network problem.

I: What could the government and other pertinent stakeholders have done better to improve access to ICT equipment and other facilities during the pandemic?

I: I want you to put yourself in a position of what you are seeing happening in developed countries that you think could have been adopted to make students have more adequate virtual learning in unprecedented shocks like that.

Student 1: Take for instance that we have identified that ICT should be used as an alternative to learning especially during pandemics. Then, we also have to find out what are the barriers. What are the things that are making this ICT equipment to be expensive? That it can be afforded by any low-class family members. One of such is that the importation of these pieces of equipment is very expensive because of the importation duties and all that. The custom duty that most of these importers paid affects their cost and again if the taxes are taken care of and the prices of these things clash to the point that anybody can afford them. Before this time, not everybody could afford a phone, a handset not to talk to a smartphone, for now, the government has done something from their end and price come to the point that everybody can afford, in fact, there is virtually no home you go today that doesn't have a handset, even in the rural areas. Now, they can also do the same thing both for the smartphone and internet facility providers. They could also get in touch with

some developed and highly skilled countries to ensure that the cost of an internet connection is as minimal as just getting a recharge card for your phone. Then, as Respondent 2 said of connectivity, this infrastructure use err. For instance, there are some sites that you need to get to the closest server because most of these servers are outside of the country. So, if the government could do it in such a way that some of these companies can build their facility in Nigeria here, it will make access to it easier for us and cheaper. I think it's a government thing to do, they should just look at their policies and do it away that those items will be cheaper and affordable for everybody to have. So that in time of lockdown, nobody will be thinking about how will I get data, how will get internet facility? Or will easily connect with having to pass through the stress of network provider.

Student 2: Another thing that will have to make access to ICT was that the government at the particular time was supposed to subsidize it from the network providers e.g. MTN, Etisalat etc. They should have done either by reducing the tax they pay to make it cheaper for the people.

Student 1: Taking about the tax the network providers pay, I think that something the private sectors have the roles to play in the things we think it's should be done by the government all the time because most of these private companies have a social responsibility to the community where they are. It doesn't have to be the government… well, the government could give them incentives … okay if you render this range of services then you can have a tax waiver, discount etc. I think they can also be the one to suggest to the government to make this kind of public-private partnership to provide some services to the citizens while the government give us a certain discount when it comes to tax payment or royalty. Beyond the telecommunications companies, other companies should also take up this responsibility. For instance, saying due to the lockdown, this is our way of ensuring that it doesn't affect learning. Although during the lockdown a lot of companies' layoffs their staff because they couldn't meet up, a lot of them left the country. All of the companies can come together to ensure that missed learning that happened during the lockdown doesn't happen again by providing the internet facility and hardware that will need.

Parent: For me, the government is not showing concern about the welfare office of the citizens maybe because of the political situation. Because sometimes I ask myself why is it that government doesn't want to provide some facilities. And always pushing the responsibility to private companies. The government should try and put more effort as it's that they don't have the money to solve at least 60 per cent of the problems. Why does everyone in the country want to run to foreign countries? It's because their governments are taking care of the citizens, taking care of the people in the country, providing the basic amenities l. It's not just only the private sector or stakeholders who do, what are they doing with the money? … It's not just to go there and amass wealth without taking care of their citizens. Government should try and they should leave things for the private sector to handle. For instance, if we talk about the electricity industry, it's now run by a private organization. It was usually government owned before but is now operated by the private sector which is running away from its responsibility. It's not they should give some things to private companies but they should play major roles in ensuring that the citizens are okay security-wise, in terms of prices of things and cost of living. Let them try to make Nigeria a place where foreign citizens are running to find greener pastures.

I: What are your recommendations and suggestions that could better prepare us for unprecedented shocks to education and learning activities?

Student 2: One of the recommendations for government and private institutions is that they should start introducing ICT learning to students because of one only thing.

I: Is it when the shock happened or now before it?

Student 2: Now, before the shock, it was difficult for most of the students to use ICT for learning due to the fact they were not used to it. It should be done side by side so that in case there's

any outbreak or lockdown, it won't

be something that will be new to the students.

Student 1: I think that as I have said earlier, in preparation for other shocks to make sure that it doesn't affect the education in the country, we need to keep a database. If we know the number of young people that will be affected in this type of situation so we'll be able to prepare but if not we will not be able to plan. So, the first thing is to have up-to-date statistics and when any of such happen, we can separate them from the rest of the society. For instance, we know that there are 1000 students in Rivers State and out of 2 million people, 1000 people are primarily students who are kept while the others are kept home in lockdown. One will a le to monitor them and send relevant materials to them. Given their database, they can be called and reached anytime. For instance, if the commissioner of education in River State wants to have a meeting with all the teachers in the state, they have the way they do that and beyond announcing on the radio, they know who to call and the information will reach the teachers in primary likewise for the secondary but I doubt if they have such for the students. If they can do that in a way that education doesn't have to be affected or restricted or stopped, beyond whatever happened the curriculum will not be affected and education will go on and they will cover what's needed to be covered. Right now, a new session is about to start and some other schools are still trying to cover a backlog of what's already backlog before now. Again, by the time these Universities are opened, I know a lot of students will have to do a lot of catching up because just imagine the ASUU strike, a lot of activities educational wise are been suspended which suppose not to be. Learning ought to continue while ASUU sorts out their issues with the federal government. We need to have adequate statistics as without them we can't plan.

Parent: I think to avoid missed learning in case of another pandemic, government or the stakeholders, school's owners should at least individually that learning continues, they should plan ahead of time and not just when it happened, keep equipment in place so that whenever anything happens, everything (learning) will be moving stead and there's no breakdown of internet of facilities. Ensure that the equipment is cheaper for the parents to afford.