I: Ok, so the part of this here, you will just help us fill your social demography information base on, no name, do not put your name, just the number of the participants, that is, just for, like when we are reporting, your data, the number of the participants. so that is for the purpose of that. So, without wasting more time. I think we should go to the business of the day which is two people will just look at the different impact that the Covid-19 had on different sectors like the educational sectors, we want to look at impact, challenges the way forward the lessons in, like opinion like perspective, for most of us, it is not as if it is an history that relaying in there we are talking about things that happened. so, let me start by asking you that; participants one can you just describe the kind of difficulty that you felt during Covid-19 pandemic and the associated lock down brought to educational activities in your state or may be in your institution. Base on your experience what kind of difficulties and major difficulties during this pandemic and lock down brought together to educational activities learning and teaching in schools and institutions

Lecturer: Thank you ma

I: Yah

Lecturer: The actual fact is that we started having the instruction over the year I try to started in and I told in various aspects that I think I can identify as a lecturer in university system and pertaining to that and actually I can say that there are five aspects

I: Okay)

Lecturer: And I will quickly mention before I go into details quickly I, it came to my mind that there is human aspects, the technological aspects, the economical aspects, even the administrative aspects, and then the social aspects, those are the five areas that I will be able to identify and I think I will be able to taking them one by one. I may say that the health challenge the woman was that you know in Nigeria when we talk of the bear risk may I not able to that aspects. So when the event occurred and we are set back on the university and eventually when we saw that the time was going we expected that the pandemic will go and pandemic was not going then the student back to the on campus and we could remember that we are even on ASUU strike is also the period of time during the period of lock down and the strike was ongoing, so when the lock down was programmed and the people started relating the strike was getting over too and then eventually the school resumed at in the month of (February) yes, February 2021, yes sir, so but the protocols were still on ensuring whether social distancing, physical distancing this and that, and then the university also thought that those are the nature of the our system like we have light classes and every student will be packed together so, they thought we should go online as we said then we venture into that and that, we venture into that fully unprepared, yes fully unprepared. I will talk only about things that has to do with teaching, before then, to the best of my knowledge OAU student had no official mail, to the best of my knowledge, we lecturers, we had but we had never use it for anything. Even the turn-it-in, the turn-it-in has an aspect of submission of assignment but we have not been using it. But then the university management, I think through the ICT, came up with the g-mail account, the official one for the student and they started adding them. Now, this is where the human aspects has come in, we are having categories of lecturers, I know some of my Oga that I have never seen them on the computer like this since they taught me as an undergraduate, they were teaching me

as an undergraduate, up till today, whenever they were to work on a computer, somebody had to sit beside, let me say let me just use him now but he doesn't represent all the gender. so that, look at this, correct it, correct it, so it became a problem people of that nature were not ready to work online at all, what will I do, how will I teach them, there were some that were ready to explore and they didn't know how to do, you know the one that was not ready was there, the one that was ready but lack the require skill was there, so eventually in the aspect with the human aspects there was no effectiveness. As a result in any course where there was no pairing, you know it concurs that a lecturer may be in charge of the course there may be two or three or more depending on the nature of the course so, the one that is, where pairing is not done, or the paired people are the other ones nothing was being done and again I wouldn't know where they get that from, let me, let me continue or may be how you can categorise it, I just, because I may forget them and put it under. Probably, I wouldn't know, let me say it. There are some instead of teaching because we were making of google mate then, instead of teaching because it was possible for you to even see your student if the video is enabled but some will just drop assignment, just drop the note. There was no explanation and this candidate in fact I was saying then that in my feed it might be easier for you to drop a note and student will read and even when you explain to them physically and then you assess them you will know what you get into return or it could be as if I haven't teach anything before how much more in mathematics, in physics, I mean in those place where calculation must be done where they should be well taught and a note is just dropped because a lecturer may not have any interest, he doesn't even know how to make use of this google mate. So, that is human aspects I can talking about

I: Ok. Thank you very much. I will still come back to you. I still much to say

Lecturer: Ok.

I: Participants five, can you, anyway participant one have said a lot but for your own as one of the, will I say is the implmentor

Lecturer: The creator.

I: To speak on people and lecturer, what can you say to that kind of challenge that surround this Covid-19 pandemic and then coming up with alternative platforms?

Lecturer: Sorry, May I come in before he talks?

I: Ok

Lecturer: The technological aspect because he is, he is likely to respond to that too.

I: ehn.

Lecturer: Take for example, there were time we were using to our MTN Data because

I: Personal?

Lecturer: Personal. Yes, no ah no provision for that at all. when you, all of the university were not working and then thank God is in the, probably related to the INTECU, a member of the people in the INTECU. Ok, Director of INTECU

I: Yes

Lecturer: Oh, I know the face but I don't know even the officer. I only know Mr. Idowu very well because is the one who saw me all time. So, the, when, like in my own office, the Wi-Fi didn't work then they helped me with it late last year. It started working again and we are using it now. So, whenever that one was not working again nothing to use again. So, we have to depend on my own and university was not funding it.

I: Ok. We are going down to participant five. What can you speak to that? With some of this Issues that surround missed learning activities, teaching and learning and coming up with alternative platform so that the structure could be limited or resolved?

ICT practitioner: Ok, ehn thank you very much, ahm Covid came with a lot of interesting challenges ahm interestingly for some of us in technology because it kind of give us an opportunity to test, some of the ideas that we have had for a while. Very quickly, the Covid, the university was shut down in March 2020 and I recall that I personally had a workshop in that same month and it was almost like we knew about it. Well, we have been talking to some people before then about a virtual learning you know, as a companion to actual learning so when the Covid started I had a presentation but maybe I will send to you later but what I have here is that one major thing that happened between March and about July was that factually, almost all over the nation learning stopped you know, because everybody now lift their hands up and said what are we going to do and then you know if learning had only stopped, it would have been okay. I think in some quarters, thinking also stopped. So, but what we think is that so, one challenge during that period was of the fact that people were not engaging and thinking about opportunity of going forward. But one of the things that we tried to do was to have some workshop to create awareness. So I have this one slide but because I know you have short of time I just had, the one slide that I have here is just the intervention area

I: I think you will be given opportunity to present when we come together

ICT practitioner: Ok.

I: I think it will be interesting for everybody to see and know about it.

ICT practitioner: Yes, so, so what we are talking about, so, the intervention area. There were challenges about awareness even for the lecturers, awareness in the sense that, Okay, what is expected of us, you know, training, what kind of, how should I present my lecture for example, he said that some people just dropped a lecture because they did, they were not formally trained

I: Like there was no preparedness

ICT practitioner: Yes, there was no preparedness toward that, you know if you are going to train people on online platform, you have to train, then, and that brought us into capacity, then the issue of connectivity also, you know people have data challenges and so on and so forth. Energy, even when you have the data, if you are in a place where there is no NEPA, your laptop runs out, your phone runs out and things like that, and even devices, you know the devices that people use, do they use tablets?, do they use phone, you know, do they use laptops and so on and so forth. So,

these are some of the challenges that people had. And it affected the delivery and the development of technologies that will sort to provide, so I would stop there. I think prof has answered a bit of the question.

I: Yeah. Thank you sir. We are still coming back to you. I just want you to talk about specific learning differential that you think that that Covid-19 lockdown brought up or expose in the education sectors from your own perspective. The specific.

NGO official: Ok, we are coming in from our own office

I: Yes.

NGO official: Because of our academics as an NGO and which has been our focus and scope of our services. Covid-19 you know that was more like a, it is a pandemic just came as something was not expected. But even before that time we've been having crisis even in the system, January that has had negative impact on the education as a nation

I: Ok

NGO official: Says one to be specific, specifically, a great success that alone has had a great many impact on the education system. Although there might not be so much in this side but for a few of us that are close to the North, you know what is happening and we know the impact of that on the education. I would say, now let me bring the pandemic into the picture now, you know during this pandemic, everywhere was shut down, everywhere was shut down and we are talking about technology, we were using this and that. There was no work, so definitely, income was not incoming in. So, that one too had very great impact on everything not only on ICT not even on education. But you know the impact of the low income, how would you be able to buy data and for student who want to study, the lecturer had already posted or dropped something for you to go and read, it will be probably a test, I even heard some schools had exam during that period while they were learning virtually. How many students was able to exploit that means so the impact, the pandemic impacted on the income of the people generally and which in a way, it affected the possibility of most of these students to exploit the learning alternative that was provided.

I: Yeah, before I leave, I mean before I leave on that topic, I think I need to bring this in as NGO, Non-governmental organization, how were you able to come in on your opinion, how do you think NGO along with the University were able to

NGO official: Thank you, I will try on so much, we have a major progress that we did that time. As dangerous as it was to focus on the rural communities or probably on students or children that will know that this thing really drag him back. We had a number of them that was even out of school as a result probably when the pandemic was facing off a little that the system was probably trying to gather them, you understand? It was not all the student that was able to go back to school because the parent couldn't afford the lot of funds to put them back to school but as an organization, you know, we had to come up with the project that we were sourcing for funds, from the politician philanthropist, and all of that, and a few I was able to identify that form the category of those that couldn't go back to school as a result of that, you know, we were able to sponsor them back to school we even had about close to, from different towns from the north precisely because

the impact was so much on that side, even before the pandemic they did not go to school not to talk of the impact of pandemic, you understand? So we have to just find a way of supporting them financially, with materials, food supplies and all of that to get them back to school.

I: Thank you. Participant two. What do you consider, in your opinion, what do you consider, what do you think can be the impact of this Covid-19 on the terms of school dropout or some key indicators that is used to measure the performance outcome in education, how do you think, What are some of the key indicators that you think that are majorly affected by this Covid-19 especially as parents how do you think that comes in, and now tie in together now with the key indicators?

Parent: Ok, first of all, the number of enrolment dropped, because like somebody said you find out that some of the students never felt like coming back to school. So if you had an enrolment that was forty in a class and then the pandemic was heard, there was loss of income. so this, some of this students had felt was there any need of going back to school and striking they don't know when the pandemic is ending. So and look for some other things to do and never come back to school so it affected the enrolment. Then, there participation in the virtual classes that they ensured after, the breakout so you will find out that not all of them would be online, so participation on learning also dropped. So in a class of may be that forty may find out thirty came online and then where are the others? Perhaps someone who is participating from the remote area you will find out that in a class you are teaching the person is on at the beginning at some point the person is offline. So, and then because of the remoteness that participation was, active participation was not there because some who may want to connect then the energy supply is not okay in their location and then even the connectivity so, these are key indicators we look at the enrolment and active participation in learning. on the online classes student coming off and on so most of the time even the lecturers because one of the time that I had to deliver a lecture here. I have to leave home because the experience I had in the previous weekend was, you know, you are teaching, you are off so, I had to be in a place where I was sure the network was okay, but the student may not have to relocate to attend their lectures. So these are the key ones that we could, we noted enrolment active participation that been there, then for those of them who were not up to eighteen or thereabout, we find out that child labor also increased, actually that happened some parents were out of work and to engage their little ones in some job and even before that happens here, you find out that in five days some students had to fend for themselves one or two days and then now the pandemic was there and was biting, so their parents are lost employment so some of them have to engage in child labour, so child labour increased.

I: Thank you so much. Participants four, do you think there was fairness or equity in distribution of access to services across may be ag your level, across gender, across geographical location or across you know any given area?

Student: I discover that, just like we have said earlier on, some did note have access to data and all of that. Like to my school, the administrator of the school were able to provide data for students. So, it really helped most of the students, like they gave them every month in the amount of data they sent to them, yes, to help the online teaching. Because they discovered that not every students was even before the pandemic and not every students was capable of paying school fees. We have the bursary that helped in the aspect. So, when they knew them going back home may not have

money to get data every time was not very very, so every month they send an amount of data to them, just to help their participation and that really helped the students to pass.

I: Yes, yes. That is highly commendable. Were you, I mean was there any in your institution? can you speak to that in, did you have to provide your but I didn't know the modalism that we give to provide

ICT practitioner: Yes, that thing unfortunately no, sharply. But these were some of the options that were on the table you know, for consideration for our top management then, so what happened is, what was supposed to happen then was for institution to talk with the telecommunication providers but to some of us actually started some discussions at a little high level, at government level that all the uptier telecommunication companies should start working deliberately with the tertiary institutions to provide access for student and some university were able to carve out some budget to implement that but you know my institution was not able to implement that.

I: Ok, thank you. Still on that what do you consider that the government or other stake holders could have done to be well prepared and on in other to avoid and what learning activities as a result of the pandemic or what they could have done to make students or people that really need, that are teachers and lecturers could have more access to, what do you think they could have done better, let me put it that way

ICT practitioner: Thank you very much. In addition to what people have said. one of things that the pandemic expose was the weakness in our educational structure, weakness in the sense that we have a large student population and we are always assumed that face to face will solve the problem even before the pandemic, before the pandemic we are supposed to have built a lot of residence, in what we called the distance learning and distance learning is built round technology, you don't have to, but when the pandemic did was to disrupt face to face learning, you know but that doesn't mean if you don't have face to face it doesn't mean learning cannot continue. So, but, we are supposed to have built capacity in none face to face learning which we did not do, so in answering your question what the government should have done and what even in my own institution which is a first generation university. What you can do is to deliberately start developing the distance learning component. So, you know, if you have a department for example department of mathematics sorry just stop me anytime you

I: No continue,

ICT practitioner: If you have a department of mathematics you should, as a policy, encourage the department to also have the distance learning arm. So, by the virtue of my interaction with people at JAMB, I know that every year we were unable to admit more than 50% of those that apply and that doesn't mean that the other 50% do not score 200 which is the pass mark but we don't have the capacity to observe all that. so over the time, so what government needs to do is to build capacity as far as distance learning is concern, the second thing that government should do is similar to what she has said that the government need to do, so in technology, we say okay, we need to provide the device, the data, device, data, and what is the last one now, I will remember now, so we are looking at all the component that enables us to use alternative learning so make sure that the people that are learning have devices, make sure that the instructors have the tools

that can allow them to functions effectively in that space as well. And so, there is a mixture of technology component that the government can do by virtue of funding. And also in terms of talking with the stakeholders like this telecommunication companies you know, many of them have data that is line value you know so we can divert some of this data to some of this students, the lecturers to use for making them to functions effectively.

I: Thank you so much. participant four, I still, did you, your school was very interesting and highly commendable for what your school was able to provide, did you know of any of it in another school, like your fellow students that unfortunately couldn't have access to it

Student: Some of the students due to their location, where they are staying, the issue of the light could not really access and it really affect their performance. But those who write their test and exams online, it really affect their performance during that time.

I: Thank you very much, before I forget, I will still come back there I want to, can you just, based on experience now what do you notice when, let me ask did you conduct test or exam during, using that platform on the for students or may be assignment on something I just want to to compare performance of students when face to face.

Student: Actually assignment we are given and they submitted

I: How was is it. I mean for where to when?

Lecturer: Actually compared to the face to face one, there was no monitoring to as regards the assignment, but if we conduct any test online, even for that one there were times we have to you know, we set the submission deadline but you know, in our setting somebody will call you even when I was having your class I was going to my friend's place, so I couldn't log-in, I couldn't submit kindly extend so and knowing the situation that you are facing we have do that to even extend the submission of the assignment.

I: Ok, are you trying to say that indirectly that sometimes there were ineffectiveness or inefficiently, so to speak.

Lecturer: Actually, due to, not personal now, not based on what I think, because you know, the student that you face to face that do come to class regularly, punctually and submitting assignment time to time and now unable to submit their assignment so need to you need think maybe there is not a conducive environment or light is not always there, even the one that is sending on his ow account. So, when he is now complaining, you tend to consider. So it is not personal but the ICT technological economical problem rather now, that is even responsible for that.

I: Yah, thank you so much, ok, still on that question I didn't want to miss that, that is why I have to, but it affected the student and you have said earlier the performance in the student

Student: Like I said earlier on that it affected the performance of the students, I think what, what is going on now, like in my school some tutorial are coming up but the issue of lecturers explaining will be very very poor, for the calculating aspect. It was very very poor, the network might not be too good on other so, what we did now like in my school now tutorial are coming up to back and

go deep in explanation so for student that can afford the payment (of the tutorial) yes, they go indepth in explaining the topic bring several questions, solve questions

I: These tutorials are organized by

Student: Though these tutorials that going on are like (face to face) face to face in school before, but now they converted themselves now to online teaching so, they go deeper in learning and just to help the performance of the students so if you, that did not have better understand of what the lecturer is saying, you will attend the tutorial, then you have a better in-depth understanding and is became better like it pays better.

I: Participant three. ok,

NGO official: I want to add to what he said. you know, what are the things we were expecting government to do, what even the educational institution what are the things that we need to do to better run to virtual learning through the session. Capacity building is very very important, just like what he said, most of the lecturers they are not even familiar with some of officers. So, how did you as a lecturer you don't know what to do and you want to teach somebody, is not going to work. so, there should be a way all this our so-called stake holders in learning in the space of learning should have ICT, they must be ICT grounded so that they will be able to delivered effectively

Lecturer: Moderator ma'am, one minute to ask questions, relate to what mum just said, in actual fact, if there is another crisis now, we are still going to fail

I: why would say such a thing?

Lecturer: In the sense that what we identified as a problem then has never been addressed as there is no solution, So that is one, then in relation to the performance. By the time they are now came physical and we conducted the test and exam in first semester last session, to be sincere the story changed, to be sincere may be I there is this thing I forgot to say again the pandemic has even affected the psychological condition of the students many of them were not even interested in coming to class again, by the time the physical one started they are saying "Oga, I should be on my bed now listening to your lecture am not even used to school is like I am a graduate already". I can see like three or four students I talk to, I think they should have decided to come and again we call this money-making venture that they are running to, so stay. Then when the exam of school was conducted am telling you compared with what we used to have, even in the exam some were about to say everything you taught us we didn't get and that is why we can write anything. And we saw it in their script. And you know, lecturers somehow, decided that standard should not fall. How can you just say they should be given mark to somebody that did not worth it? So, it affected as I can see some persons are, even based on what I get from my colleagues it affected their performance.

I: Ok, I think this is very worry soon now that you can saying because the essence of this that were listed really there is a condition to do it. We want to be able to give specific policy recommendation but on how to not fail again when, nobody is praying for Covid-19 again. Ok, covid come, we are expecting you here. But now Covid-19 came and with the associated challenges. now we need to

come up with specific policy integration or suggestion or recommendation that going forward if any national crisis happens now and we won't have break down totally. Now, what do you now I think everybody will have to talk here, what are some of the specific, I mean to differentiate they should develop educational sector what are some of specific and policy, recommendation that you can give, you can suggest, because you can suggest to the government based on our different expertise and designation that could made or any stakeholders you think should come up with so that we will able to get well prepared because its all the service will render because if it happens now, God forbid, it means, if it does happen we are going to fail. we don't want that, that is why we set to take this undertaking. So, let me start from participant five

ICT practitioner: Ok, ehm I will just say one thing that one I would advise government to upgrade power infrastructure and network connectivity infrastructure so that it will stable and to get may be to or what we call to zero rate educational context for students and academic staff. What I mean is that fine, if you want to watch movies you pay, but if the context has educational, of educational these things no pay. So that will encourage and is possible because really you know if you look at internet data statistics the volume of data that is use for educational context is very low but we use data for lot even our student is for entertainment you know, so really, if we zero rate education context is not going to be a serious loss you know to the service provider (rather) so, to improve our infrastructure and zero rate educational context we will have a number of good performance in education.

I: Ok, as in, before I move to the next one, can you just as in as an expert in the ICT and all of that, I know there are different factors, alternative factors for

ICT practitioner: For learning.

I: For learning. I know of zoom and others of when which one did your institution offer. I am sorry. I just remember this, the I have to ask you this question before I forget why did you think institution

ICT practitioner: Ok, so, thank you very much, so for my institution we were guided by two sets in term of deprive technology for this alternative technology, we wanted to use a technology that the entry the learning call will not be too strict for the lecturers and also for the students. there are many many fantastic solution but we have fantastic solution and it is difficult for people to use you will not achieve success. so, we are looking at a cross bar between effectiveness and ease of use. Ok, and the second things we want to do because the institution did not commit, could not at that point commit effective resources to that intervention. we also wanted to use something that we could easily deployed that the cost was not much. so, the question was that what did we use

I: Yes and why?

ICT practitioner: And why? So, I have answered why. So, the what now is that, so the university was already using goggle cloud solutions. So, we actually gravitated toward solution to goggle provider so, we use goggle classroom and goggle classroom for the learning management. We now use for the video, we now use goggle mate and there are several offers that we have mention we have their clauses and their advantages my own institution is looking at, so, just about last week

we started talking with goggle again and with zoom to try to see some, our target is to put an advance license in the hand of every instructor because the current license that was provided for the staff have limitation we cannot have more than hundred people you know in the video mating and things like that. So, I will try to see how to make data available to increase that of a hundred to five hundred and advance stage and if not for some challenge that we have, we are supposed to enter a sixty guage demo period which allows us to test run some of this solution, so, we already have it and then

I: Ok, so, back to keys specific is just about zero rate ehn ehn

ICT practitioner: Educational context

I: Educational context from our student of our lecturer what key things from your experience

Student: Yah, I think of government, probably providing a workshop or orientation that we can give to the lecturers for them to see like the light of what they are doing because some lecturer may just come in in the mind of just fulfilling, I am sorry to say, all righteousness then give them the note, if they like let them read, if they like let them not read. their performance does not matter, if they failed it is their own struggle and if they passed. If they have the orientation of this student are the future of tomorrow we have to give our best to them it will help for them to deliver their best in the aspect of being a lecturer, then to we student also how to now manage things at that period of time because we are not attending classes, we have the privilege of probably dropping and going for work and all that. but still bringing our focus to be education and this will just be the best should I say the legacy or the best way to really go in, not being diverted in my aspect

I: So, if I summarized it, do we like tailored capacity building like workshop for both student

Student: Student and lecturers

I: Lecturers

Student: Yes, yes, it would help it

I: in respect to this virtual learning, you need to prepared for national crisis, when national crisis come, we need to be well prepared and to harness all the solution may available and

NGO official: Mine may go in term of the question you asked. we need to workshop to rectify our revenue system to boost the economy you know by the time that the crisis come like this we have to had the general breakdown. let us just focus on oil and gas alone. Let us look into other aspect, other sectors that we can develop to boost the economy. So that at time at time of crisis we still be able to I mean stand (yes) we will be shaken a little by this (yes) we will not fall, we won't fall. this past one Nigeria self because when prepared the, our what is it called, the GDP whatever every everything was scattered everything, everything that we have start borrowing, doing all of that to be able to meet up you know ordinary all these things that we are using to safe guard ourselves, protective measure, they have to start borrowing to secure. No. that should not be in our nation. We should at least we should have all these things. Honestly utilized, honestly, how will I put it, honestly generated, honestly utilized and managed.

I: Diversification of the economy on our mono product and those sectors

Parent: I have like four, I haven't touch what others have said. she said workshop, we are not to stop talking about workshop with that body, the delivery of class and learning has to change in that body of learning. So, if the curriculum has to be adopted, mode of delivery for online learning, unfortunately we didn't see some of those training but there is one I attend in United State I did that online during the pandemic so they started building the skills and what it take to deliver classes online. how to communicate with the student and then if you cannot be synchronous, then how do you do asynchronous. Because you were talking about delivery classes and allowing the educational ones, you know, the mobile internet provider or the telecom are for profit so they give you free time or free data at night which you will pay just a little thing. So, if you the little of the class for virtual classes are asynchronous, so students who don't have money can actually log in at night when the data is somehow free. So, we had to do that in that body that if you can't you use synchronous, you can be asynchronous, then the student can at free time they can even work during the day, then at night they are able to log in. Then the government has to look at reliable energies for educational organizations. It is a key thing. OAU has said they would do that but the key universities that have infrastructure yes, they can see we are also using solar because we use electricity to attend lectures, deliver lecture. So, university should be able to have solar, biogas that they can use to power classes. So, it is not even the lecturer, delivery classes and the classes are fluctuating, so, the lecturer can be stable, then any other student that is available should able to join and have that, so smart electricity smart grits for educational institute (institution) solar energy, biogas. they can use. So, then again, digitalization, you know, we've talked about digitalization. Nigeria now has a digital policy. But if we don't implement this policy to digitalize, like somebody want to talk about having distance learning. It has to be part of delivery model that if student can't come to class, they can log in somewhere and participate so there is a digital part of that learning that look, from here to here, the student is able to, you know, learn without been in a physical class, so the student won't learn because somebody was sick and doesn't have that you know digital platform where he can log in, communicate pass assignment. So, digitalization is something that we have to put in placing in the educational sectors. So, having said that I think I have merged two in one

I: Thank you so much over to you.

Lecturer: Ok, thank you, well much has been said but let me raise a point to what my nearest neighbour has said. She was trying to dodged saying it as it should be. But actually, I think I will, saying it better in the sense that we are forty. I mean those of us that we are lecturers because the concern is not there. At times our teaching is not learner centred in most cases, there is no, it is a concern. Let me site an example even when I was at undergraduate, a lecturer came in the class. It was the first I will learn in two hundred level and the lecturer said he was pacing up and down in BOC. I know many students will fail this course. I know many students will make mistakes on the day of exam. He was doing like this. It was CSE 201. I am sorry to mention the course. But I think I need to mention the course and FORTRAN 77 was hard especially for those of us that was not in technology. so, when you are afraid of failure before and the coordinator Ph.D. holder telling 200 level students that you are going to fail and you will make mistake on the day of exam so, you

do not even depend him but on your God. Whichever way you have, whether you believe God or not. So that is another, a major problem and the student are having YAHOO problem too right now. I am happy that you mentioned it. Many of them are more ready to learn, but I think in relationship with what she said. I think we need to equipped our brain and our heart. The brain in terms of training yes, in Yoruba proverbs I will not say Yoruba here.

I: Say it

Lecturer: Yoruba Aidagba koja eko, ohun ti eeyan o ba mo ni agba re. To be sincere being a Ph.D holder, being a professor does not mean you have acquire everything to be known, we know ourselves and we do talk among ourselves we are not helping the system, we are not helping the student The only thing is that it is like a cult you know, we don't say that one outside. So, we need our even brain to be changed especially in things of this nature. Thank God my director is here. So, then we need to change in our heart and that is the aspect of orientation because immediately we had, we started the physical class we are forgotten about that virtual learning to the extent that even if including myself if some have to go back now and we start a kind of training again as if we have never even had it before. So, we need to know that even if it is only department that has said, just launch into that it is a new order that we must key into in other to actually face the future, so our heart and our brain must be work on in terms of train and orientation and reorientation and I think that one will make us to even make use of data supply, digitalization having devices and every other thing but that human aspect on the part of the students and the lecturers is very important.

I: Everybody, yes, yes, that is very important, because the devices, everything might be there. ok, I think I need to ok, I think to you, participant five. Can you just tell us some the issues that you were able to resolve or the possibilities or the opportunities that you were able to harness, exploit even in the process of transition in this alternative solutions and some of the things that you think we should work on, we shouldn't put by the side, for instance saying okay, pandemic is over, let us go back, that you think, may be you feel, you know may be in the process you see, so these opportunities are there for people to exploit or things like that.

ICT practitioner: Ok, thank you, before I talk about that I just want to add quickly that to that area that the government can intervene in terms of technology from the pandemic is standardizing some of these platforms. So, we have a lot we have so many and it may be good for the government to encourage standardization, maybe, instead of having like twenty to choose from to select maybe like three so that we are building capacity we can do targeted training capacity based on those platforms, the second thing about that standardization is hopefully, it will help us to quality control and quality assurance because one of the things that we have not done intensively you know, after the pandemic is to measure the effect of the use of that style so we in my institution, there is a study going on right now and there are instrumently sent to the student or some of the lecturers to ask what their experience was it, so that we can learn from it. So, just like he has said you know, hopefully, if it happens again we will not be back you know, so as back to the days you know from the pandemic world is that the pandemic has forced, has elevated what I called the basic ICT knowledge nationwide. So, the primary school child knows what zoom is because during the lockdown they were forced to use maybe something like Edmodo. Something like that and your

primary school child is saying mummy, daddy you know, I have to log in. so that is general knowledge you know, not just in primary school. Even at then, in the university, you will be surprised just like they have said, there are people there are lecturers in our tertiary institution that are never touched even their laptop to use for international engagement. So that forces that. The second thing that the pandemic has also done is to help us to take advantage of collaboration tools you know am unlike and by extension is saved us time, it saved us money, and it make us live saver. There are many events that you can attend virtually now you don't have to travelled so in other to saving of time, money, resources and we are more effective. You know I can have five may be about three of four meetings, very qualitative meeting in a day across several geographical phases you know and I will be also productive that at the end of that day have, I have done major deal as it is were, you know, which I would have needed to travelled you know, it will take me two or three weeks to get done. So, we have force to be more effective. You know we are able to collaborate better you know. Then also our access to, people now have access to higher quality learning materials because all of a sudden, you've now realized that there is Coursera, you know, you didn't know before, Eds, I hope some of these terminologies are familiar to you. You know, even Youtubes, many student that didn't know that ok learning materials were available on youtube can just go there now and was so I believe that and even we the lecturers I helped us because we are on our toes you know in the sense that you now know that your materials are out there but you have to measure the quality of your material is better. so, there is a secondary translation in terms of that that even the lecturers now realized them, they have sit up you know, fine, some of them that they may know the implication may think, is business as usual, but those that know, knows that even they themselves they are now being checked by their students because when you send that materials and when you check online and say "is this materials. And some brave students will tell you sir, "I think there is an error. They will even say it is very similar to the one I. So, then of course, finally, you know, even though that was misused, the pandemic and the online platform, it also, for some students, it also gave them new insight into entrepreneurship ideas, you know, you know, because of the challenges of funds, it forced some people to say what can I do? some people started doing comedy, some students started earning money. Some people started getting a lot of likes on their pages. They were generating some revenues by the side and you know so hopefully some of those activities that bring sustenance. Like he has suggested that may be during the off-P period our student can even be encouraged and that is why this distance learning thing is very, it should be pursued because if you follow the asynchronous model for example and there is nothing wrong in that. It is a perfectly and accepted mode of learning asynchronous means that it doesn't have to be live. You develop the materials properly, you put it into the students profile, at their own convenience they go there and look at it. The challenge is that we have not invested enough in training the lecturers to know how to develop asynchronous learning material (yes), you understand. So, if we do that, many students may even opt for distance learning because during the day they do business and the night they read and they go to school. You know so, the pandemic has opened for me that vista and opportunity to the student to see something in that space.

I: Thank you very much, this has been very engaging. Before him, because of our time. I know there are various devices. There are ones produced for learning like laptops and some people you

know different kinds. Which one in your opinion, will you give advice the most important. Just tell us that

ICT practitioner: Way forward,

I: Yeah

ICT practitioner: Ok. going forward, I would recommend tablets, tablets, not phone not laptop so, tablets are easier to handle, they are more mobile and typically there are batteries tend to last longer, you know in the space of maybe five hours thereabout minimum, you know and that yeah. So, and they relatively cheaper than a full-fledged laptops you know so, like I said, I was talking about the things that some people said, discussing is that to see how to provide this customize, rugged tablets for students in secondary and tertiary institutions so that it becomes a companion tools for their learning. So that is what I am going to recommend. So, should I was also going to recommend (you know) rugged specially developed design tablets, at least 10 inches so that it is not too small. One of the problems is that many of the students had to use their phones, it was not very easy because they were scrolling left and right, you know, trying to read the materials instead of, you should be, only be thinking about going up and down rather than left to right, it is not an easy learning experience you know so.

I: Ok, thank you very much, do you we anyone that have anything to say to this, dealing with the title, the research focus, may be something that just crop up from your heart

Lecturer: I think that I want to say this, I think the what do they called this NUC the regulatory body according to the curriculum of the various departments and there are some of others that also has the professional one like there are two organizations that try to accredit us, the NUC and that of the departments and I think for engineering, OREN and the likes for a very equipped environment. So, I think there is a need, I wouldn't know that one will happen, between, there should be a kind of common ground to be created by those bodies and the universities in the sense that, take example ow, in my department we decided because we going we are, we design, and that we, formally now, in my own era from part one to part five we design on the table. But now that we are talking in virtual learning it is not possible for you to engage in that easily. Well, don't let me say it is not possible, it will be difficult. If there is any possibilities. But we decided on our own, knowing that things are changing, even before the pandemic came that anything from part three, we started introducing game tool, digital design. So, part four and part five, they will not even handle pencil or pen at all. We have been doing that. Although we lack the facilities to sit in a hall but I what to believe in my little knowledge in this ICT thing that if virtual learning is to be introduced there must be the possibility that I will be in my office and be designing and I can share my, because at least we do that in zoom. I can share my screen so they can see how am designing and then they can practice that, and I can say student so, so, so, share your screen, let us, let everyone see what is been done, but the problem is that when, you now even have a new curriculum because by the time we are trying to review our curriculum, university may accept, senate may approve the curriculum and when this accrediting, accredited agencies, when they come, they will say no this should not be and they will say you should you are not going to be accredited because we doesn't conform with the NUC syllabus or top read syllabus and both NUC

and top read are owned by the government, university is owned by the government, now we are left to dance to their tune and we even know that what we are doing, like we have one and somebody is saying that one old course, we should have three versions. When there are many little that have come up and we even to introduced into the new curriculum so I think

ICT practitioner: So harmonization, at that level, regulation, regulation bodies (yes),

Parent: So, I think that one should, sure too.

I: Harmonization in syllabus so that when they speak to each other not that you are saying something and other one is contradicting. Thank you so much.

NGO official: Well, maybe I would say I would direct the government or probably the governing body of the learning institutions to encourage, to have a kind of well-structured scholarship scheme for the students you know, post pandemic, so many people drop out of school, parents couldn't you know, support the kids any longer, so everybody is on the street, if we have access to scholarships and at least going through all the processes we need to go through at an indigene student or whatever you know, you are vowed to be qualified for it, school should have that provided, for those that we know that maybe in distance systems, so that we would not just have everybody on the street now. We are having crisis everywhere, who are those involve, who are those engaged? Dropout from schools. Go to the bandit groups, majority of them they are dropped out so. why are we, why are we putting our economy, why are we putting our, our community on danger, the things that we can actually handle no matter how small it is a school can, a department have like five people and sponsor them, you know, things like that could reduce vices and probably improve the education system at a go. Education is a legacy just as you have said. Then, as I am, I am sitting with directors, sitting with, you know, people at high office. Why? Because I am educated, so that opportunity I wish to be extended to people that willingly wish to but do not have the capacity to do so.

Lecturer: There is one study programme in OAU. It started years back. It think they are still doing it. I think if it is not national, we can make it national so as to completed the work study, something of that nature. the students were engaged in various offices

Student: I enjoyed it when I was on campus

Parent: What am saying is not contrary but somehow you know government may find it hard giving scholarship looking at our population. what government to ensure to have non-conventional means of delivery meaning that people in the same class can study on two platforms, and that is why we talk about digitalization. So, like he talked about having a tablet, that in a tablet, a student too is coming to year two has had the curriculum and everything he needs to do already there programmed. So, if he decides to study before the semester starts, he has already learned and then decide to say okay look, I am going to work four hours, five hours, during the session and then is ready for exam and got better, so than creating saying they should have twenty percent scholarship thirty percent and they are not able to do. They have not even paid the lecturers well, so you are creating an economy when students can study on different platforms and were able to work, earn for themselves. so, if you are able to have non-conventional means of delivery of classes, students

can learn and work. So, not necessary creating, work-study programme but having a platform where on their tabs they can asynchronously, they can key in to the classes and write their exams I think Nigeria can

Lecturer: Flexible learning options

Parent: Flexible learning options

NGO official: Well, I actually want to speak in contrary to what they've just said, you know, or you are in this environment with this, this southwest is more like, we are so conscious of education, so to speak. but when you go into the North you will understand what I was trying to say.

Parent: They will want to go to school, and they also want to get to the market as well. So, it is something, let's not differentiate this country

Student: Maybe we should have a tailored geographical

Parent: Yes that is what she is saying. Flexible, flexible

Student: What if it is tailored toward one geographical location

All respondents: Location

I: Like in the East they want to work, they want to go to school, so that your option might work perfectly,

NGO official: The North they don't want to go to school at all

ICT practitioner: No. the Northerners, You cannot say they wouldn't want to go to school. Somebody who is taking the cows to the bush during the day can come back in the evening and key in to what he has on his tablets so,

NGO official: But is not all of them that will be able to afford all these things

ICT practitioner: No but if you get him a tablet that can work eight hours

PARENT: Those are where they can come in to provide all these things for them.

Student: Yes. It may not be in form of cash

ICT practitioner: It may not be in form of cash

I: Okay, I thank you so much ah, to me, I want to believe you too, you been very enlightened, very enriching, very interesting, very impressive ah, thank you so much, I think we have covered every aspect we need to cover, virtually all the aspect and I am so particularly am happy about some of the recommendations. These specific tailored recommendations. To me, it made a lot of sense. If you look at these things, in a more specific way, on how we can move forward, going forward. that is quite interesting, thank you so much. I have the time we promised, we are not going to, and I want to believe we all enjoyed the conversation, it was fruitful right, so can I have about one or two comments? Just comments about the communication.

Lecturer: I think I may say this, there is a common thing that somebody will know where the shoe pinches him. I think the dialogue of this nature has make somebody to even know where shoe is pinching him. Despite the fact, and we see that we cannot, there can't be isolation,

I: yeah

Lecturer: We have to work together. I said I am a lecturer. He is an ICT participant, I depend on him to succeed, he depends on me too, because if he put everything in place. If I said, I even know everything in this world, he will say okay let me see you how far you can go. And these is the evidence of my success and these are the people that will say, so, the same thing applies. So, it is an indication that the synergy is very important. That is my view actually.

I: Thank you so much, I think by these, we have to the end of these focus group discussion. thank you

ICT practitioner: Post conclusion comment. I just also wanted to add that personally based interaction is very rewarding for me because I am hearing perspectives, I have worked with academics a lot but I have picked one or two things. That is why I am taking note, actually I am writing here. I have heard from the students you know, I am taking somethings down okay. Just like he said, the pick point, as he is talking is amplified, am I am getting it, you know, the NGO madam, you know, I can see her empathy and her passion to the people that are disadvantage and I am saying okay, I don't know but he seems to be like a policy person.

I: Advocacy

ICT practitoner: Yeah, Advocacy. Yes but some of the things he was saying is also, but I just want to say that this meeting has worked both phase. It has taking things back you know, that I can see the policy level within the university.

I: Thank you so much. I think we should move back for our lunch and the concluding part