Interviewer: Alright, while you fill the participants' details, I welcome you once again and I will like you to give me oral consent that you are willingly consenting to this interview. You have to fill it in the form because it is important. Thank you once again for willing to come for this workshop. We will be asking few questions on the project, how we can move this program to a bigger level. There's no need for self-introduction, when I ask a question just tell me if you are participant one or two. So to avoid rowdiness, you must indicate if you have any contribution. The first question I will like to ask is that in your own opinion, as a stakeholder in nursery and primary education, can you describe the kind of difficulties that you feel covid-19 pandemic and lockdown and all of that has brought to educational activities in your schools, and at different levels, in the work of the ministry. Please tell us things that you have experienced at the office. I believe you are proprietress, so tell us about the organization of your school, as parent too, mummy tell us what happened before, during and after the lockdown. Also tell us what kind of shock or difficulty or it can even be opportunities that the covid-19 brought to the young pupils' education, to the parents, administrators and head teacher. Who is responding first? Participant 1.

Participant 1: Thank you very much. When the covid-19 started, the first major challenge is the inability to access classrooms, there was no physical contact with the children so that makes it very difficult for us to access the children and to start teaching them and also when there was no physical contact between learners and teachers, it is difficult to build relationship, you would not know whether they are getting what you are teaching them. There was difficulty in getting feedbacks, there was difficulty in getting parents to agree and cooperate with the teachers. There was so many means we devised to reach the pupils via internet. I work in a community school.

Interviewer: What do you mean by community schools?

Participant 1: Community schools means schools located within the community in Ibadan here. So we are closer to the pupils. Parents don't have to drive long before reaching the school. Many of our pupils are within the community. So when we find out that the internet was not really working, we have to devise other means which we have to bring our teachers closer to the pupils like doing home-schooling in a way, also through worksheet, painted worksheet and we asked teachers to spend minimal time with pupil. So there are a lot of difficulties just to cut it short. The third is assessing the pupil, monitoring, getting concentration from them. It was really difficult; it was a tug of war but that period too also opened our eyes to so many things. So many new ways to teach our children other than the conventional way.

Interviewer: You talked about assessing students, monitoring, supervising, getting feedbacks

Participant 1: Yes, assessing students, monitoring, supervising, getting feedbacks and also controlling. When they are in their houses, even when we are doing the internet one, lack of control was there, there was lot of distraction from every where

Interviewer: Do you consider your school as a low income community based school or high income?

Participant 1: Well, I can say we are not that low. I can say we are average. Well we don't get funding from any one just what the parent bring in through school fees and other fees. A number of our pupils were able to access phones, tablet, although not all of them.

Interviewer: What specific ICT device did you use? Did you engage in any ICT training?

Participant 1: Yes, we did initially but at a point we had to stop.

Interviewer: Why did you stop?

Participant: because we had difficulty with some parents. Some of them were like I can't drop my phone with my children and they have to buy tablets. Even the one that has, they could not spend time with the children. Just that the teacher will teach but the patience from the parents to spend time with the children was not there. The parents were complaining that they can't be paying and still be the one to monitor and stay the children because we made pay for the online teaching. So when we saw that some of them could not get data, no power supply, and we could not go far so we have to stop it. What we did after that was to print out worksheets, basically English and mathematics and we take the worksheets to the pupils and the teachers spend minimal time.

Interviewer: Thank you so much. So you as a parent, what difficulty did you face? Having children around and they have to continue learning during the pandemic? Participant 3 will answer that.

Participant 3: The major challenge we have as parents is that for the children to stay concentrated on their work was very difficult, sometimes the children want to play football. At other times, they may be watching films and still be listening online to their teachers, so there was divided attention. The children were also clamouring for opportunity to see their friends. They kept saying I want to see my friends, ohh, how I wish that school should resume. The children were fed with the house help and some other wok we asked them to do at home. Another challenge I faced as parent is taking them with me everywhere I go was very difficult for me. If I am going for my recess work they will follow me, in the laboratory, they want to touch everything there. It was during that time that we parent started appreciating the teachers that the teachers are doing a great job. Because the number of hours that the teachers will have to keep them in school, from 8:00 am to 4:00pm, it was as if the covid-19 should quickly be over.

Interviewer: Were they able to access any form of learning during that time?

Participant 3: Yes, they were able to access it. I think they use i-Pad.

Interviewer: How long did it last?

Participant 3: Within two hours per day. But it got to a stage that they stopped because not all of them could be carried along. Some of them had problem of accessing phones and the i-pad, laptops and the likes. While some had internet challenges.

Participant 2: What I did personally was to teach them. At least two hours in the morning and two hours in the evening. I also take them from one place to another, if I am in the office, I take them along.

Interviewer: What are some of the challenges that you faced during the covid-19?

Participant 4: The challenges we faced during covid-19 was that there were school activities. We could not teach the syllabus. For instance, the exams will be set from the syllabus and the schools were closed for about 8 months so it was difficult to set the examination questions. So the children missed a lot during that period. Another thing is that when we resumed, especially in public schools, we still have problem of where to put the pupils, you know, because of the covid-19 restrictions, social distance, nose cover and other things like that. Also, of the pupils did not come back to school for reason or the other. Also, when the school resumed, we reduced enrolment and

why we did that is because the upper classes in our school here, we noticed that it is not very strong again and also because of the social distance the whole school cannot accommodate everyone.

Interviewer: Did private school understand that after the covid-19. Did you explain to the private school?

Participant 1: Not really. What we experienced here are difficulties with parent to pay because there was no income for a lot of them during that period. So when the children came back and their parent were using covid-19 as the reason why they don't have money to pay, we said to them most of you are trading and yet you are saying covid-19, covid-19, but you go to market everyday now.

Interviewer: Participant 4 can you tell us more about this thing. I know you have more experience.

Participant 4: I think the covid-19 of a thing started in march and by the time we get to know, it was around April so I used Dettol for my children because they are small. They are between age 2 and age ten and we know that for them the attention is that we will not get anything again from them when they resume so I just talked them about giving. I had to learn how to use the zoom app myself as the head of school. When I did that, I had to get my computer system, we did not have many of them in school because this is a community school. The parents gave us two laptops. I was not using my own before because I leave home early and return late. So we did zooming and my own children were the one who taught me because they all came back home from campus because of the covid-19. I am a chemistry teacher and I have been teaching chemistry all my life till I became principal here, what I noticed is that I knew I could not treat them like the secondary school. The pupils in primary school want to see you. You can do google classroom for secondary school but I know I cannot afford to do anything google for my children. So we had to had a contact with them so we did this with them from nursery two to primary six with two teachers teaching at the same time. Every day, I draw the timetable and also prepare for the next day. You know that od google you know what is next but this one was a bit challenging because parent will be waiting. Actually the first week of the zooming was a serious experience. Parent were complaining, we cannot hear you from our house. At that point, a lot of people were getting out of zoom but I know we could not get out of zoom so we did our zoom from the month of May to around September. We ran it for good four months. Thank God for engineer Adewola, he had to give us more lines from the intecu to be able to connect because there were times I was not having data even with the internet because you know parents now, they will say when there was a problem with a teacher and they want to inform me that I was not available online so I became an engineer and everything. But all I could say is that it helps to actually sustain our children. We also had a problem of not everyone that participating in the zoom meeting. I got a little bit worried about that too, I had to go and learn how to upload to Youtube. If you go to youtube today, we still have our classes there at staff school. After the teacher has taught them on zoom, I will upload it on youtube so that parents who were not able to audit the zoom when we were doing online we prefer to go there. You know, just like my teacher said, we have some Nigerians who may be ready to go online at that particular time because we were using free zooming just for forty minutes from 9:00 to 9:40 a.m. so some children may not be available at the time. For nursery two, we were only able to audit mathematics and English but from primary two to six, we were able to do five subjects like basic science, mathematics, English, and PHE. The PHE teacher actually tried, he did the exercise from his one and even the parent had to watch it. The covid-19 actually opened our eyes to the things we can do. So for those who are formulating policy, we need to tell them that primary school cannot do anything apart from zooming. In fact, there were times that I have to be there. When

parent see my face they will say she is there. Some of them, I have to tell them doctor lagbaja I am here and I am hearing your voice please be quiet. Most times, my children or my husband are the ones that will bring me food because I will be on my toes from 9:00 a.m. to 2:00p.m. so that what I experienced during that time and it actually showed one thing, that we can adapt to anything. I had to learn how to upload on youtube up till now, I still go there and some of our students go there to watch the teachings of those time. We were able to actually sustain our own. Then again, it helped to actually know my teachers. There are teachers I have to correct. So those are the things my eyes were opened to. If I am going to have my own school now, covid-19 cannot disturb me. I am better now because I know better. I am a trained secondary school teacher, when I was brought here they asked how we I cope but because I also work with children in church, I just came to their level. You can teach in primary school the same way you will teach in secondary school. For instance, the lesson you will take for 40 minutes in class will take about two zoom meetings because you have to slow down, take your time because the students are copying. It was a class on the phone. But if were my chemistry class I wouldn't have to bother. I can do my recording in a place and send to the students but I couldn't do that for primary school. For the nursery two it was easy before 9:00 a.m. they are ready they will be telling their parents it is mathematics today. We did not do anything for nursery one because they are still very small but nursery we gave two subjects twice a week. Monday and Wednesday for mathematics, Tuesday and Thursday for English language. So to me it is actually an eye opener, I as the head of school learnt and some of my teachers too learnt. It was really a learning time for us because they know I will not allow them to rest.

Interviewer: Thank you very much ma'am. From our discussion I have seen how covid-19 was handled but can you say that the teachers were prepared for it?

Participant 5: We were not prepared for it. We had to make use of Apps like zoom, google classroom that we were not used to before. Even WhatsApp too. When parents were complaining that their children are not doing anything at home we have to find a way and we couldn't afford data sometimes. For our teachers, we trained them. I had to go for the training apart from the one in school so it was not difficult to use digital equipment. So most of the trainings are online, there are no physical contact. I was going around to encourage them that we can work from home. We learnt how to do a lot of things, we learn how to mark on youtube using all those Apps. Although, we were ready but the response of some parents were low. Communication is a two-way thing. We have sit down again and think of what to do. Few of the parents were ready but the majority were not ready. So we printed out some worksheet gave the students work and we assessed them

Interviewer: Thank you so much. For the public school do you feel that the government was well prepared to avoid this kind of pandemic especially for children in public schools.

Participant 4: Thank you very much ma, when covid-19 came up around that march, the public schools were not prepared in all our secondary school. It was sometime that the government started rolling out ideas as to what can be done to the current situation. What we did was to start teaching through media outlet especially through radio. Subject teacher will be invited on a particular topic. They gave out the whole time table maybe from 10:00a.m. to 11:00a.m. mathematics and so on. So the time table was also announced for listening students so that they can follow the teachings and pay attention on radio.

Interviewer: There was no way of assessing, monitoring the progress of the program. Were they just assuming that the students were following the program on radio?

Participant 4: Yes, there was no way of assessing the program whether the learners pay attention or not there was no way to know that. What the government was interested in is that they are doing an educative program on radio, whether there are receivers at the other end does not concern the government. Whether the students are gaining or whether they are not gaining anything does not concern the government at all. There was no way to assess or get feedback from the students or even the parents. During the program, I found out that the teachers were well prepared for the program. I was with my director at Oshogbo at a time, and we saw some of the teachers who were going to teach on radio as they were preparing, you know, reading different materials, calling their friends and family to tune to the radio station that they are ready to teach on radio and things like that. And I like it.

Interviewer: The teacher will not be facing crowd because it was a studio thing.

Participant 4: Yes, it was a studio program with no students there.

Interviewer: Thank you very much. We are getting to know some of the challenges, you know, teachers are not used to some of the digital devices, learning new Tech. Apps to improve even maybe after covid-19, part of the criteria for hiring teachers will be good knowledge of technology in case there may be need to go online again. So the second aspect is that we want to assess lots of vital schools provided services such as home grown school feeding initiatives, school fee payment and I will ask during covid-19 lockdown, are you of the opinion that pupils and relevant stakeholders are able to access adequate protection. What I mean by protection especially for children in taking care of them. Do you think people have special interest in taking care of children during that time? Let me start with the public school, were there provision for the children's health?

Participant 4: During that time there was no provision for them because during that time the children were not reachable and there was no fund given to the O-meal program in Osun state.

Interviewer: So the only done for the public school is the radio program. And for the private school, do you have any special events that was done to reach out to the students during that time aside from the online learning?

Participant 1: During that covid-19 time apart from learning, we did not do any other thing because we couldn't take all the things we do in school to the pupils' houses. Most of our activities around that was centered around learning.

Interviewer: Was there any activity apart from learning around that time to reach out to the students?

Participant 2: The only thing we did around that time was that we formed a WhatsApp group to reach out to the parents and ask them what they need that the school can provide at that period

Interviewer: Does it mean that the private schools didn't do much that time?

Participant 3: Everything we did that time was to call their parents. Reaching out to the students physically was not possible. Number one, there was no time for it, all the activities that we do in school we could not do them. The children are in their parents' houses so there was no way we could have done anything for them.

Interviewer: As parent, what hat kind of special provision did you make for your children at the time? Did you just leave them to be playing around as they normally do before there was covid-19?

Participant 5: We took care of our children very well during that time. What I personally observe in them during during that time was that between every four or five hours, they request for food. They will tell you, mummy we are very hungry. At a point I had to tell them that will you be eating every hour? So during that covid-19 time, a lot was requested from us especially in the aspect of feeding. Secondly, as parent having children in private school, most of the private school did not pay their teachers any salary. So we see that on the WhatsApp platforms, people were soliciting for funds for the teachers, requesting from the parents to come to the teachers' aid. We were sending food items to them, it got to a time that parents were contributing #5000 each into the school purse for the teachers' welfare.

Interviewer: We noticed during that period that there were cases of child abuse and all such of violence and neglect. Is there anyone here that has something to say about it. Anything that will help keep our children safe from violence and make them happy during that period.

Participant 1: Can I just say that if we have to look at this holistically and nationally, we have issues. Like what my sister said that they were paying the teachers something. In certain areas they were not paid anything, so there is a need for change in Nigeria. About the special programme, in my school tell their parents to come and pay. Because we discovered that during that we had parents who are tired of their children's trouble at home so they want teachers to come and teach them, so they bring those children and we teach them between 9:00a.m. and 11:00a.m. so for some that can actually afford a few things like people were happy. I would have expected parents at the local community to encourage their children to play football. There was nothing wrong with these children at all but you see, a lot of people are just afraid. When they bring those children to our school, we welcome them and you will see the children running round the field. So I tell them thank you for bringing my children. But like I said when we look at this thing holistically, there are lots of things that we need to fix in Nigeria. The government was too political about a lot of things but I also want to say this to give credit to the Osun state government but they have to always consider and include private schools in their special programmes too. I hope you are listening to me. There are lot of deficiencies in their approach. Okay, you talked about violence. I don't know but I think we have to do a lot of educating ourselves on that because there is no way we can actually help everybody especially the girl child if we don't educate them. There was no case of violence in my school.

Interviewer: Thank you very much ma. So participant 2, what do you think are the major challenges in accessing these services like school feeding during that time?

Participant 2: What I see as the major challenge during that time is that you can only serve when the pupils are gathered and during that period they were in their various homes and there is no way they could have reached the learners to distribute meals to them.

Interviewer: You have mentioned that reaching the learners was difficult in public schools. For instance, during the radio program organized that time, can't the teachers used that as an opportunity to ask the parents if the students have been following, were there no records or anything just to be able to reach out to them?

Participant 2: If you remember, that period was total lockdown initially. It was after many weeks before it was relaxed. When we say total lockdown, hmm, even the police and other security agencies were everywhere to restrict movement and this affected the O-meal programme of the state government and some other issues too.

Participant 3: I want to say that if the government want to serve our children they will do it. I have worked with the state government before. You see in some state they were doing the programme especially in the north. I want to believe that it depends on the government, a lot depends on the state government. Those of us who listen to the news or move around Nigeria will know what I am saying. In other places they call the parents to come and collect necessary items. Yes, they were doing it but down here they did not do anything. May God help us.

Participant 2: Okay, let me chip in this because of what she said. On records, in the media, they were saying that certain kilogram of turkey and bowls of rice have been distributed, that was just media propaganda but in truth nothing was distributed. They said that they reached out to some parents but physically I did not see anything.

Participant 4: I just remembered. Mummy teach in staff school and live on campus and they were paid. I just want to say that public schools deserve to the paid as well. They were not doing anything that time too. They were not calling parents or doing anything. Education really suffered that time. We were not getting anything, our teachers were not getting from anybody around that time, there were lots of cries. What is government going to do about that. A lot of teachers then left education, they left teaching job. After covid-19 we had massive shortage of teachers in nursery and primary school. I don't know about other state but in Oyo, everybody noticed it. They were even asking where are the teachers? Most of them have gone to the markets selling shoes and different things like that. It was really tough that time. There was this grant that government gave, we were just hearing about it, we didn't get anything. When mummy mentioned north, that was how I just remembered now. In the north, all their teachers were paid three months' salary within that six months. We didn't get anything. Out to thousands that registered, at least in my own zone, you have to register for CAP, ministry of education registration and other things, I think only two of our colleagues got their own the rest of us didn't see anything. And those who got here got only two months while in the north some got five months' salaries. Thank God now, we have a national platform so we are able to get information from other areas too.

Participant 1: See, it was not hidden, you will see them giving out things to their people. I saw it. My system will work from 9:00a.m. to 11:00a.m. I watched it. In the north they were making saying it come and collect noodles and this and that. But here, nothing. Our teachers really suffered. And again, some teachers in the public became so lazy because there was nothing to motivate them from the government. No motivation, no encouragement at all on the part of the government. In the public sector, people became lazy to work but in the private sector people left the work. So after covid-19, we have to stand on your feet to monitor things. So those are the challenges we faced.

Interviewer: Alright, thank you. We talked about high rate of dropouts in school, pregnancy among students. What can the government do about it?

Participant 2: When such things happen we inform the teachers or the head mistress, whoever is in charge that they should encourage the pupils that they go back to school and complete their studies.

Participant 4: I want to chip in something. My sister, whether we have covid-19 or not the problem of pregnancy has always been there maybe covid-19 allows for more it. But it is a big problem I remember that of my secretary, you know. We need to work on this thing especially that of our immediate environment. If we have a good monitoring plan in our schools to run after and monitor their movement. If they are pregnant, after delivery we can encourage them to come back. In those days, they just check you out of school but we don't do that anymore. But we tell them to please come back because of the future. Covid-19 may make the numbers to rise. Even parents can do more; they need to encourage the teachers.

Interviewer: Now let me go the last part of the questions. We talked the use of ICT before, during and after now, I want us to take a bigger look at this ICT. Before, during and after Covid-19, can we say something about the use of ICT in teaching and learning in our nursery and primary schools.

Participant 1: Can I say something about that? I think before nobody was thinking about what will be. Necessity is the mother of inventions that was what happened to us. During covid-19 we used them, but I want to assure you ma that we have stopped using them, hmm, we have stopped using it. Since we are back to school we have gone back our traditional teaching methods and I think that that is what we should go back to because somebody like me I am thinking of new ideas, I am of adding CCTV cameras in our classrooms when we can afford it. Because number, we have said it, until our government, nationally can work on the ICT ideas. For instance, where there is no MTN mast or GLO or AIRTEL masts, what can these children do? So all that we can do is to have this recording like we are doing now and send through WhatsApp. But I want to say it now, to tell us the truth, a lot of us don't access it again. It is only in a place like staff school because they find it interesting like parents come to our boards to see what the students have done today, that is what they do here. Then they will also go the platform to ask questions from other parents, you know. So about the ICT, we have stopped and it is a little bit painful. Number one, like you have said, it is not that most of our teachers have actually changed, like in my school although we are not private but they still charge us like the private schools, so if I call my teachers for seminars because we use to organize seminars once in a month before where a teacher will educate on how to improve our teaching but after the crisis in staff school, all those things just died down. If I want to tell you ma, no school will tell you that they are doing something about ICT. Apart from the fact that we use ICT to send messages and information to parents like WhatsApp and TELEGRAM because we use Telegram in staff school because we are big school. Like myself now, I put my timetable on WhatsApp and send it to parents to give them information about the school examination. You know like there is strike on campus now, some parents will just drop their children and they won't come back to pick them until 4:00p.m. so we use ICT to communicate with parents. So for us to say that we are going back to using ICT to teach, hmm, I can't say, but it is panful because the things that I learnt during that covid-19 time but to tell you the truth I don't know what we can do about the ICT again. Except, you know, people in secondary school may not be saying what we are saying because you know, they are older. In my school, we do computer and the children sit with the computers just because of our status. But the one we did during covid-19 period we are not doing them anymore.

Participant 3: As parents it is important for our children to learn ICT skills because this will help their learning process in many ways. My children are already used to computer even before covid-19 and during covid-19, I take them with me to my office so they learnt a lot of things on the internet and also allow them to read using the computer.

Interviewer: Do you think it bridge their learning gap?

Participant 3: No

Participant 4: The use of ICT based learning is very impactful

Participant 1: Yes, it bridge the gap. I am sorry what classes are your children?

Participant 4: I have one in nursery one and the other in primary two.

Participant 1: You see it depends on, like I said, anything for primary level that is not zoom, like the one that our children learnt, they did not forget, the only thing is those that could not access it but later the teachers said that it can be viewed on YOUTUBE and parents testify that they were able to check it on YOUTUBE. So it depends on the method used.

Participant 3: Let me say this, for private schools, there are different styles that were used. Some schools are already used to it. In fact, they teach with it, even their lesson note is E-lesson notes. All their teachers have laptops, those are high class private schools, we have the low ones and the average too. So when we are talking about ICT, it is capital intensive, it has to be heavily funded. Teachers must have laptops and the students too must have their own laptops too to use when they get home. It is not as if we don't want to continue because I can't afford laptops for all the staff but schools that charge five hundred thousand or one million naira, as you are coming in, they will give you your laptop and everything like that. So it become easier to learn because they will see pictures, videos and things like that. I told our teachers that they will start submitting their lesson notes online so that all this manual method will stop. Going to the internet, reading online is fun. I did my childhood education in the United Kingdom. To communicate with children is very easy and for them to grasp what we are saying is also very easy. The facilities are there but here we don't have the facilities and that is the major challenge and especially for the private even the public too.

Interviewer: After covid-19 did the government embarked on any project?

Participant 4: After covid-19, there was nothing of such. As mummy said just now that necessity is the mother of invention so Government just what they did then simply because there was a crisis and they must proffer solution so that is why. Except maybe like the radio programme, it can be a weekly programme but it is no longer a teaching and learning stuff but somehow a political propaganda showcasing the achievement of current administration. That is just it.

Participant 2: Oyo state radio teaching programme did not stop. The radio teaching still continues up till now. And that's a good one.

Interviewer: I want to ask us this one, do we think there was equity across gender, geographical location, school size in distribution and assistance during covid-19? Maybe in treatment of patient. Even across school type whether public or private?

Participant 1: I would not say there is equity. The problem with Nigeria is that it depends on your, it depends on your governor, it depends on the size. Population is the least they think about. Like if you are talking about assistance, we received assistance from the university, like I said somebody came to our school to help and I believe it cut across because they gave to our school is for everybody. But all the same too, I spent my money a lot and I did not collect it back, I spent my money on data. When there is need to reach out to the parents, I just on my phone and I connect to

mobile hotspot, so I did that a lot. Then again, the parents also, the PTA of my school came because they are educated people, it was during that time that they gave us inverter in school and they also got us two laptops. Then the alumni came in and bought us two laptops too so that we can have four classes at a time or two classes at the least if we can get a location to do it. So that is from non-governmental organization. I hope you are following because it actually cut across. At a time I had to plead for the teacher that use to come because the computer teacher has to be there all the time so I had to request for stipend for them although they did not give me. I told them I just wanted the students to learn. So we can think of that as non-governmental but there was nothing like food.

Participant 2: We have talked about it before, there was no equity at all. Even in north like I mentioned, not everybody got that, like many private schools have to take loans to pay salaries. You have to keep your staff so we took loans. Many lost their staff because they cannot afford to take loans. We spent money on fuel, on data and everything. The schools that could not do that, they lost their staff. So at the end of the day, when we resumed. There was a school I saw that virtually all the teachers left, I had to ask what happened? Also that time he said there was low enrolment, the school that could not put up something for their children the parent took their children away. They said they are not doing anything but my aunty school, they are doing something there so they took the child to the other school. So that is what we enjoyed but we spent a lot. What the pupils were paying is not enough to pay the teachers but what we did was to keep the children in school. But talking of equity, there was no equity. Government will pay some people and others will not receive theirs.

Interviewer: I want to ask, what could the government and other stakeholders have done to improve access to ICT equipment and other facilities or let me ask it this way, what do you think can be done better by the government because we don't know what can happen tomorrow. What lesson do you think should learn that they have not learn? Let me start from the parent.

Participant 3: There are several issues bothering my mind. Number one, is it that the federal government itself shares things equally among the states, if they do, it is hanging within the state government. Does the state government share this thing between themselves or they bring it down to the parents and the masses or is it that the federal government is pumping because we heard they took a lot of loans and majority of these loans are given to people in the north because I applied for a particular loan and the people in charge of the loan were telling me even if they are to give the loan to southerners, they will just select a few but over there in the north they give it to every household? Is it that this thing is shared equally and our government here is holding it back? You know during that time something happened during the #Endsars protest.

Interviewer: You are saying that only a few households got things here whereas every household got many things in the north?

Participant 3: Yes. Very few.

Interviewer: What do you think can be done better by the government?

Participant 1: We are just talking, let our government be truthful to us and to themselves. Until they are truthful to themselves, we can just be talking here. The government know that I need network but they are not making it available. You know, I do say all our children in primary school

should have one small laptop that they can play with. For instance, the "opon imo" what happened to it? So all these are political issues.

Interviewer: Opon imo, what is it?

Participant 1: Yes, opon imo, it is just laptop, it was introduced by Mr Aregbesola in Osun state. That is the name in Yoruba. So they know. So my sister until we have people that are truthful we can be telling them what to do but are they ready to do it? There is nowhere that you go to in advance nations that you cannot find network. It is there. But here we cannot access all things and it is a problem. So let them be truthful and provide all these amenities for us. No light, like as we are now, a lot of people are here charging their handsets with the laptops because why? They have removed their transformer because it is not working. I understand in origbo, for months now, no light. How can you access such a thing? If you don't have a generator or inverter or solar panel. And our government is so lazy. Excuse me ma, we are supposed to be enjoying something, God has given us sun here. If the government of America in Atlanta can power their Gym, the Olympic Gym with solar, it is not that they said I saw it and they don't have as much sun as we have, excuse me why are we disturbing ourselves even here on campus we should have done some things but every Nigerian get there and see what they can gather and leave. Until we are truthful to ourselves and the government should see us as the same thing. The government should provide what we need.

Interviewer: Especially in the interest of children because we are talking about children, what can be done for children in Egbada local government, in Iyanfoworogi. Thank you ma for that.

Participant 4: So mummy has said something about truthfulness, yes our government just have to be truthful. What I mean by that is that they can give bigger allocation and apart from the giving, even implementation is what they must ensure to do. Some years ago they said they allocated larger percentage to education but we did not see the impact so that is why monitoring is important.

Interviewer: Especially for nursery and primary schools. We know that there are issues with public opinion with public schools because they now relegate it. What do you think government can do?

Participant 4: With the past experience of covid-19 of which we did our best but at the same time we must get prepared I think the government can help with provision of ICT gadgets to train the pupils with whether there is crisis or not at the same time the teachers that will dish out this training should be well equipped with the right knowledge. There are some teachers that come for the ICT and the government too sometimes want to train the teachers on ICT but they will say they are too old for it and that's a bad attitude on the part of the teachers too. That's what I want to say

Participant 2: When we talk about private and public schools. Government make more money from private schools than in public schools. Our tax now is well over thirty-four thousand and more and they are always on our neck to get their money. Likewise, the government should reciprocate and provide us with basic amenities like everybody has been saying. Let us look at the covid-19, nothing was done for the private schools. Let me just say something. In United Kingdom when you want to start a school, there are few government schools but when you want to start a private school there, after you registered, they will provide you with everything, computers, that's the first thing they will give you and they will be coming to check on you because they see that you are helping the government but here they don't see that way and private school is the largest employer of labour in Nigeria. If you go to any state, find any school, you will see like ten teachers there so

if government can provide basic facilities for us to help us because the government take a lot from us. They bring land bills and every other thing, if I tell you what we pay in a year, it is massive, it is too much.

Participant 1: Excuse me ma, the interest of the government matters a lot, in a state where we have a government that is interested in their own purses, there is no how they can do anything. They will just gather all they can gather and leave. But in situation where we have, for example, when Awolowo was alive we can see what they did during their own time.

Interviewer: What kind of attitude does the government have towards primary education?

Participant 1: The "I don't care" attitude of the government that the students should go and look for other things to do that education is not the best thing for them.

Interviewer: Is that the government is trying to shy away from appropriating what is necessary for nursery and primary education?

Participant 1: Well, we are getting back. As he is sitting now, thank God he will not see my face again. I talked to them in lagere, there is what is called Gegtech examination, staff school sponsored almost paid for all the schools, they may not agree and even after that, they will not give us enough question papers, their children do not pay a dime in public schools and because we are private, we will pay and registered about five hundred students and they will still not give us enough papers so we have a problem with the government implementing things. Then again too, we pray that God will also give us Nigerians that are also truthful before I left where I was as a principal, we bought two computers, we bought our staff room because there was nothing, then what was I using? We call it PPT- public private partnership. I partnered with my PTA and we were truthful with the money of the PTA. We built the staff room. Like now, the alumni have covered the staff room now and I don't shy away from that. So when I was there, the parent built the toilet and the gadgets in my office were bought, what did the government of Osun state do before I left? They cancelled PTA lessons. I don't know whether they have restored it now but they killed that initiative because they felt some people are eating the money instead of them to be looking for a way to monitor the whole things. The sister schools in my area then had problems because they see I was developing my school so they had to move a bit. So we have these problems in categories, government has issues but when they allow us to get into it, some Nigerians are not ready to spend their money but I feel that if the government have to monitor things because as I see, I knew the parents a lot so where ever you put me, whether public or private, I will partner with them. You have already raised a point, until the African man or the black man knows that more money should be spent on nursery school more that the university we will not leave where we are because that is the foundation. The nursery and primary should be given more money more that the secondary and the tertiary and the people there that teach should be remunerated along that side too. I want to tell you what happened because we are having a bit of transition in my school now, I had to stand up to some people that are just transferring people any how here that these are little children and it will affect them. Now we are university community, there are professors here that they don't speak good English, why? Because they missed it in their nursery two to primary two. The one that is causing problem now is 'did told' a lot of them don't know how to connect did with present tense. They missed it and that is why teachers in my school will keep working hard because once a child misses out between that nursery two and primary two we know we are in trouble. But what are we doing here? You are a lecturer and the people that are here, I have this topic tomorrow, I will just tell them everybody go and google. If I am a lecturer I won't be working

again they will come and be doing discussion, why? Because they will do it themselves. I will tell them tomorrow we are doing atomic theory tomorrow, children read from home and when they get to the class the next day, I will ask them what have you read and I start picking from them but I cannot do that in nursery school but we have relegated that area. I told people the people in crèche will pay more than I do in primary school, I am supposed to be more paid than people in secondary school and them than professors. I had a conversation with a professor and he said when I mention staff school who will listen to me then I told we are in trouble in Nigeria. So, that is the problem. Let the government change our outlook to early childhood education, that is where we missed. Once I child have good primary education, you see, that is why today, our parents that went to school those days, that's why they are still better, they reason better than us because they got their standard six well, solid. That is what I am going to say. On the case of ICT, our government should note that from nursery two computer is required. They gave a computer in my office, I said take it to the nursery school for audiovisual with the children. So number we need the government to be on their toes, number two to have teachers that are innovative that have passion because I am passionate with children. And our government must pay attention, our children need ICT gadgets, let us put it there in black and white, this is 21st century, our children want to compete with children from china or anywhere in the world and mind you our children are very intelligent, I will put it there. A Nigerian child is intelligent, put with children from china they will beat them hands down. Give them the same opportunity and you will see. But let our government come up and be sincere and pay attention to the things that need attention.

Interviewer: Thank you so much for all your insightful contributions and wonderful idea. This is a pilot study like I said. Thank you so much for taking your time. God bless you. Now