

To cite this article: Nosiru O. Onibon (2021). EDUCATION IN POST-COVID WORLD: MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION (MOCPED) ON THE SPOTLIGHT, International Journal of Education and Social Science Research (IJESSR) 4 (6): 280-294

EDUCATION IN POST-COVID WORLD: MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION (MOCPED) ON THE SPOTLIGHT

Associate Professor Nosiru O. Onibon (Ph.D)

Provost, Michael Otedola College of Primary Education Noforija, Epe, Lagos State Nigeria.

DOI: <http://dx.doi.org/10.37500/IJESSR.2021.4621>

ABSTRACT

The tragedy of the COVID-19 health crisis is creating exceptional circumstances that are affecting millions of lives and causing massive economic, social and educational disruptions. The impacts of COVID-19 on education system show that there will not be a return to the world that existed before. Education had been, over decades, a basic human right and the foundation on which to build peace and drive sustainable development. In responding to the Covid-19 crisis, Education institutions were closed down but some tertiary institutions have been able to relatively transform operation online quickly. The Michael Otedola College of Primary Education (MOCPED) is one of such that have adapted more quickly than expected. This may be because of its investments in digital connectivity for sometimes. This paper therefore seeks to x-ray the College response to the covid-19 challenges and the possibilities that open in the future if the current humble gains are sustained. The paper concludes that today's decisions by education managers in the context of Covid-19 should be guided by the shared principles and visions of desired collective futures.

KEYWORDS: Education, Post-Covid World, MOCPED on the Spotlight

1. INTRODUCTION

COVID-19 has revealed vulnerabilities; it has also surfaced extraordinary human resourcefulness and potential. It has put to test quest for pragmatism and quick action, but it is also a moment when, more than ever, scientific evidence can neither be abandoned nor be operated without principles. It has also shown that choices must be based on a humanistic vision of education and development, and human rights frameworks. As of April 8, 2020, tertiary education institutions have closed in 175 countries and communities, including Nigeria and over 220 million post-secondary students—13% of the total number of students affected globally—has had their studies ended or significantly disrupted due to COVID-19.¹ Nigeria was also affected, the Michael Otedola College of Primary Education

¹. See World Bank Group Education, *The Covid-19 crisis Response: Supporting Tertiary Education for Continuity, adaptation and Innovation*, 2020.

<http://documents1.worldbank.org/curated/en/621991586463915490/The-COVID-19-Crisis-Response->

(MOCPED) was closed down, but how the College confronted the associated challenges and the window of possibilities opened for exploration is the crux of this paper. The paper opens with the discussion about what Covid-19 is and follows with an x-ray of education before and during Covid-19, MOCPED during Covid-19, challenges and possibilities in the post Covid-19 MOCPED. In conclusion, the paper calls on educators to be visionary so that the collective futures of humanity will be guaranteed.

COVID-19:

The COVID-19 pandemic, also known as the coronavirus pandemic, is a current Pandemic reportedly caused by Severe Acute Respiratory Syndrome (SARS). It was first reported in December 2019 in Wuhan, China. By January 2020, The World Health Organization as declared the outbreak a Public Health Emergency and a Pandemic in March 2020. As of 5th of December 2020, more than 65.7 million cases have been confirmed with more than 1.51 million deaths.²

The disease spreads through a number of means, primarily involving saliva and other bodily fluids and excretions which can form small and aerosols that can spread when there is either direct contact with an infected person or when s/he breathes, coughs, sneezes, sings and speaks.³ The exact route of transmission is rarely proven conclusively,⁴ but infection mainly happens through "close contact".⁵ It can take just two days before infected persons show symptoms and can remain infectious for up to ten days in moderate cases, and two weeks in severe cases.

The commonly identified symptoms include fever, cough, fatigue, breathing difficulties and loss of smell and taste. Complications may include pneumonia and Acute Respiratory Distress Syndrome.⁶ The incubation period is typically around five days but may range from one to 14 days. Efforts to develop vaccine and drugs for its treatment are yet to complete clinical trials but the only treatment is

[Supporting-Tertiary-Education-for-Continuity-Adaptation-and-Innovation.pdf](#). Retrieved 3 November 2020.

². see https://en.wikipedia.org/wiki/COVID-19_pandemic#cite_note-bbc_oneinten-258. Retrieved 5 December 2020.

³. see "*COVID-19 transmission—up in the air*". *The Lancet Respiratory Medicine*. October 2020. doi:10.1016/S2213-2600(20)30514-2.

⁴. see <https://www.who.int/news-room/commentaries/detail/transmission-of-sars-cov-2-implications-for-infection-prevention-precautions>

⁵. Known as "closed contact" defined to mean within six feet by the US Centre for Disease Control and Prevention (CDC).

⁶. see "*Coronavirus*". *World Health Organization (WHO)*. https://www.who.int/health-topics/coronavirus#tab=tab_1. Retrieved 4 November 2020.

currently symptomatic.⁷ The only recommended preventive measures, as at today, include social distancing, wearing a face mask in public, ventilation and air-filtering, hand washing, covering one's mouth when sneezing or coughing, disinfecting surfaces, and monitoring and self-isolation for people exposed or symptomatic. Authorities worldwide have responded by implementing travel restrictions, lockdowns, workplace hazard controls, and facility closures including education institutions. Many places have also worked to increase testing capacity and trace contacts of the infected.

The responses have caused global social and economic disruption, including the largest global recession since the Great Depression.⁸ It has led to the postponement or cancellation of events, widespread supply shortages exacerbated by panic buying, agricultural disruption and food shortages, and decreased emissions of pollutants and greenhouse gases. Education institutions have been partially or fully closed. There have been reported incidents of xenophobia and discrimination against Chinese people and against those perceived as being Chinese or as being from areas with high infection rates.⁹

Countries all over the world, after discovery, have lockdown completely in order to curb the spread. In Nigeria, for instance, the first discovery of coronavirus was on the 29th of March, 2020 with only 14 cases, it rose to as much as 790 by 1st of July, 2020. The lowest case of 5 was recorded 4th of April 2020.¹⁰ As of 5th December, Nigeria has recorded 68,937 cases with 1,180 deaths and 64,650 successfully treated and discharge.

Education before Covid-19

The world of education before the pandemic was already battling with the challenges of fulfilling the responsibility of being a basic human right. For instance, more than 250 million children were reported

⁷. see *"Caring for Yourself at Home"*. U.S. *Centers for Disease Control and Prevention (CDC)*. <https://search.cdc.gov/search/index.html?query=%22Caring+for+Yourself+at+Home%22.+&sitelimit=&utf8=%E2%9C%93&affiliate=cdc-main>. Retrieved 22 October 2020.

⁸. *"The Great Lockdown: Worst Economic Downturn Since the Great Depression"*. IMF Blog. Retrieved 20 November 2020.

⁹. see Lee J, Yadav M. *"The Rise of Anti-Asian Hate in the Wake of Covid-19"*. Social Science Research Council. <https://items.ssrc.org/covid-19-and-the-social-sciences/the-rise-of-anti-asian-hate-in-the-wake-of-covid-19/>. Retrieved 5 October 2020.

¹⁰. see NCDC, Update on Covid-19: <https://ncdc.gov.ng/diseases/sitreps/?cat=14&name=An%20update%20of%20COVID-19%20outbreak%20in%20Nigeria>. Retrieved 5 December 2020.

out of school¹¹ and nearly 800 million adults were illiterates.¹² Learning was even not completely guaranteed for those in school; a basic reading skill was lacking in 56 per cent of primary school age children worldwide.¹³

The financial challenge was reportedly daunting before COVID-19 if consideration is given to annual need of a \$148 billion to reach the Sustainable Development Goal 4 – quality Education – in low and lower-middle-income countries.¹⁴ It is however estimated that the COVID-19 crisis will increase this financing gap by up to one-third.¹⁵

Before Covid-19, teaching and learning in MOCPED, as in others, used to largely take place within the four walls of the classrooms; it was a face to face activities. Research were taking place with hard cover books at reach, students support services were rendered physically, campus life was active, etc.

Education during Covid-19 – An Overview

In history, the COVID-19 pandemic has caused a far reaching disruption in education and educational services worldwide. It has had universal impact on teachers and learners as well as on teaching and learning around the world. Affected are all levels of education system; from the pre-primary to secondary schools, technical and vocational education and training institutions, tertiary institutions, adult training, and skills development institutions. It was reported that, by mid- April 2020, 94% of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries.¹⁶

Both public and private schools were closed down and the ability to respond to school closures changes dramatically with level of development. For instance, during the second quarter of 2020, 86% of

¹¹. 258 million in 2018, UNESCO Institute for Statistics (UIS), “Out-of-School Children and Youth”, available at <http://uis.unesco.org/en/topic/out-school-children-and-youth>. Retrieved 2 December 2020.

¹². 773 million according to most recent UIS data: <http://uis.unesco.org/en/topic/literacy>. Retrieved 2 December 2020.

¹³. UIS 2017 Fact Sheet, available at <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>. Retrieved 2 December 2020.

¹⁴. UNESCO, “The impact of Covid-19 on the cost of achieving SDG 4”, GEM Report Policy Paper 42. <https://en.unesco.org/gem-report/COVIDcostSDG4>. Retrieved 3 December 2020.

¹⁵. Ibid.

¹⁶. see United Nations Development Programme (UNDP). *COVID-19 and human development: Assessing the crisis, envisioning the recovery. 2020 Human Development Perspectives*, 2020, New York: UNDP, available at <http://hdr.undp.org/en/hdp-covid>. Retrieved 2 December 2020.

children in primary education have been effectively out of school in countries with low human development.¹⁷

This disruption in education system has had, and will continue to have, substantial effects on education now and beyond. Closure of education institutions globally has hampered and still hampers the provision of essential services to learners and communities, including children access to nutritious food, the ability of many parents to work, increase risks of violence against women and girls,¹⁸ increase pressures on funding, strains development assistance etc.¹⁹

By early April 2020, countries all over the world had directed their educational institutions to switch to virtual learning in order to engage the students during the lockdown. In Nigeria, Lagos State was the first to subscribe to and institute different types of Learning Management System (LMS). It deployed Envivo platform to all the State owned Tertiary Institutions, including MOCPED. The Lagos State Universal Basic Education Board (LASUBEB) also came up with weekly instructions on the Lagos Television Station (LTV-8) for the basic education level. The private schools were not left out; platforms such as WhatsApp, Telegram were used to the maximum. The situation brought about different challenges that will be highlighted later in this paper.

By mid-July, 2020, countries began to announce re-opening of educational institutions in staggered and stages. For instance, Nigeria Minister for Education, on 13 July, 2020 announced the time-table for reopening of both public and private schools starting from the tertiary institutions. This did not come until after virtual meeting with all heads of tertiary institutions in the country on June 16, 2020 to gather the readiness of the institutions to reopen. In the same vein, the Governor of Lagos State held virtual meeting with Heads of all the State owned Tertiary institutions on 23 June, 2020, to know their readiness to reopen for academic activities.

MOCPED on the Spotlight:

MOCPED is an acronym for the Michael Otedola College of Primary Education. A first specialized institution established in Nigeria in December 1994 by the Lagos State Government. It is situated in Noforija, Epe, Lagos State. It runs a 3 year course leading to the award of the National Certificate in Education (NCE) which can earn the holders a direct entry admission into the University Degree programmes in relevant areas.

¹⁷. Ibid.

¹⁸. see United Nations. Policy Brief: *Education during COVID-19 and beyond*, August 2020, p. 2. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf. Retrieved 2 December 2020.

¹⁹. Ibid.

The College provides both educational and research services for humanity. Apart from its primary mandate, it holds training for teachers in basic education level as it currently involves in cluster training sponsored by the Nigeria Universal Basic Education Commission (UBEC) under the supervision of the Lagos State Universal Basic Education Board (LASUBEB).

The College is currently in affiliation with the University of Ibadan to run full time degree programmes and with the Ekiti State University (EKSU) to run sandwich degree programmes. It also runs the Professional Diploma in Education (PDE) for the Teachers Registration Council (TRCN). Its fortified ICT centre currently has approval as CBT centre for the Joint Admission and Matriculation Board (JAMB), and TRCN. The Epe campus of the Yaba College of Technology also just contracted the ICT centre for its CBT examination. MOCPED, like other tertiary institutions, also experienced closure and began to battle with the challenges of how to make education service a continuous one even out of the College walls.

MOCPED during Covid-19

As the world realized that teaching and learning could not be shut down for long, Governments and educators directed switch to online Learning Management System (LMS). For instance, the Lagos State Government, through the Office of the Special Adviser on Education (OSAE), subscribed and deployed to all the State owned tertiary institutions the Envivo platform for that purpose. The College management, in its quest to digitize the College academic transactions had already, in the past 2 years, upgraded its ICT facilities to accommodate online teaching and learning albeit on lighter level. Its Megabit Per Seconds (MBPS) had earlier been increased from mere 2 up and down to 20 up and down. It therefore became easier for the College to embrace the new normal in its academic enterprising. The ICT centre deepened the institutionalization of the LMS and created E-classroom on the College portal where the lecturers and students were meeting for the purpose of teaching and learning throughout the pick of the Covid-19 period. This Covid-19 induced new²⁰ academic direction and focus came with its own price to the College management, lecturers and students.

The proper online teaching and learning activities started on 3rd April 2020 when the directive was given to the I.C.T team to urgently develop e-classroom on the College portal for that purpose. By 7th April 2020, guidelines and the demos on how both the lecturers and students can meet online were ready and broadcasted to all the platforms for that purpose. Below is the demo for both the 9 and 8 steps for the lecturers and students respectively.

²⁰ . Not so new to the MOCPED because of its vision to transmute to Open and Distance Learning University in the nearest future, an idea being driven rigorously by the Lagos State Government and the College Management.

Demo for the lecturers:

URL: <https://www.mocped.edu.ng>



Click on either of the link to visit the staff portal

STAFF PORTAL

Username

Password

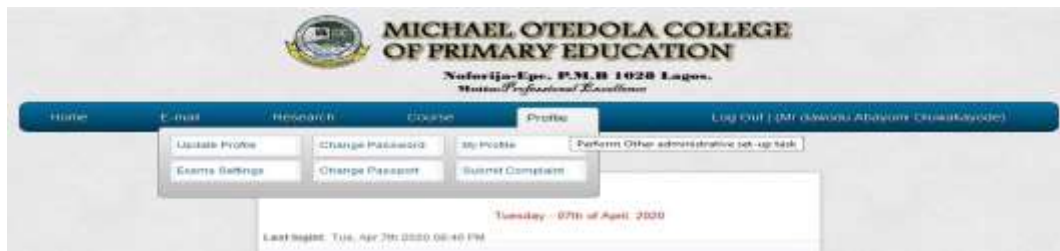
Enter **staff ID** as Username and **surname** as password to login and activate your account as first time user

Staff Login

[Click here to Log Complaint?](#)

Staff username

staff Password



MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION
 Noforija-Epe, P.M.B 1028 Lagos.
 Mutual Professional Excellence

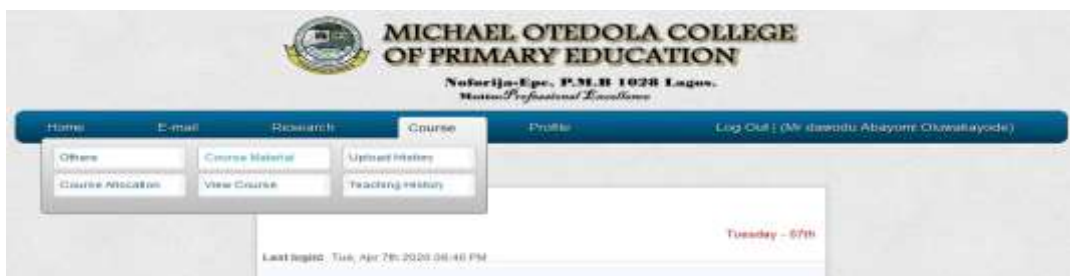
Home | E-mail | Research | Course | Profile | Log Out! (Mr. Olawale Abayomi Okunlayode)

Update Profile | Change Password | My Profile | Perform Other administrative set-up task

Exams Settings | Change Password | Submit Complaint

Tuesday - 6th of April 2020

Last login: Tue, Apr 7th 2020 08:40 PM



MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION
 Noforija-Epe, P.M.B 1028 Lagos.
 Mutual Professional Excellence

Home | E-mail | Research | Course | Profile | Log Out! (Mr. Olawale Abayomi Okunlayode)

Others | Course Material | Upload History

Course Allocation | View Course | Teaching History

Tuesday - 6th

Last login: Tue, Apr 7th 2020 08:40 PM



MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION
 Noforija-Epe, P.M.B 1028 Lagos.
 Mutual Professional Excellence

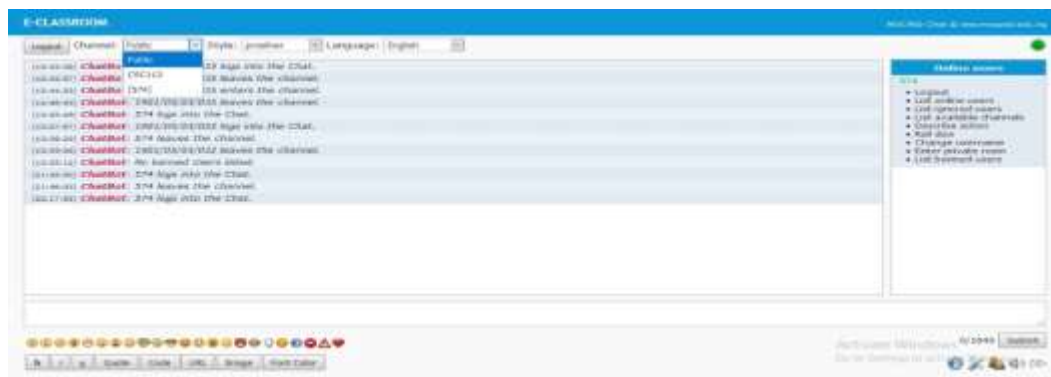
Home | E-mail | Research | Course | Profile | Log Out! (Mr. Olawale Abayomi Okunlayode)

MOCPED PORTAL - STAFF PORTAL
 Last login: Tue, Apr 7th 2020 08:40 PM

LECTURES | COURSE | WATER CALL | SUBJECT | [View Course Materials by Section](#) | [Add Course Material](#)

S/N	Section	Course Code	Topic	Programmer	Date	Action
1	09180022	030110	The impact of nonverbal affect on reports	REC (FULL-TIME)	2020-04-06 08:40:00	Edit Delete Add
2	09180022	030110	g class introduction	REC (FULL-TIME)	2020-04-06 08:40:00	Edit Delete Add
3	09180022	030210	work log	REC (FULL-TIME)	2020-04-07 08:40:00	Edit Delete Add

© 2013 - 2020 MOCPED, Developed & Powered By ICT TEAM MOCPED



Demo for the students:






Michael Otedola College of Primary Education ePortal

[Prospective Student Portal \(H.C.E\)](#)
[Biodata Registration Portal \(UI\)](#)
[Acceptance Fee Payment \(UI\)](#)
[School Fees Payment \(UI\)](#)
[UI Course Registration](#)
[Course Registration](#)
[Late Course Registration](#)
[Student Biodata](#)
[MOCPEP Payment Portal](#)
[ERSS Payment Portal](#)
[Log a complaint](#)

Welcome to our ePortal

- Administrative Function
- Lecturer and student login page
- Monitor Student academic performance
- Course registration
- New student application
- Instant Mass computation of student result



MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION
 Noforija-Epe, P.M.B 1028 Lagos.
 Motto: Professional Excellence

Wednesday - 08th of April, 2020

Last login:

STUDENT COURSE REGISTRATION PORTAL


UserName (Your Matric No?)

Password (Your Surname?)

[Forget Password?](#)

Student Login

© 2013 - 2020 MOCPEP, Designed & Powered By ICT TEAM MOCPEP



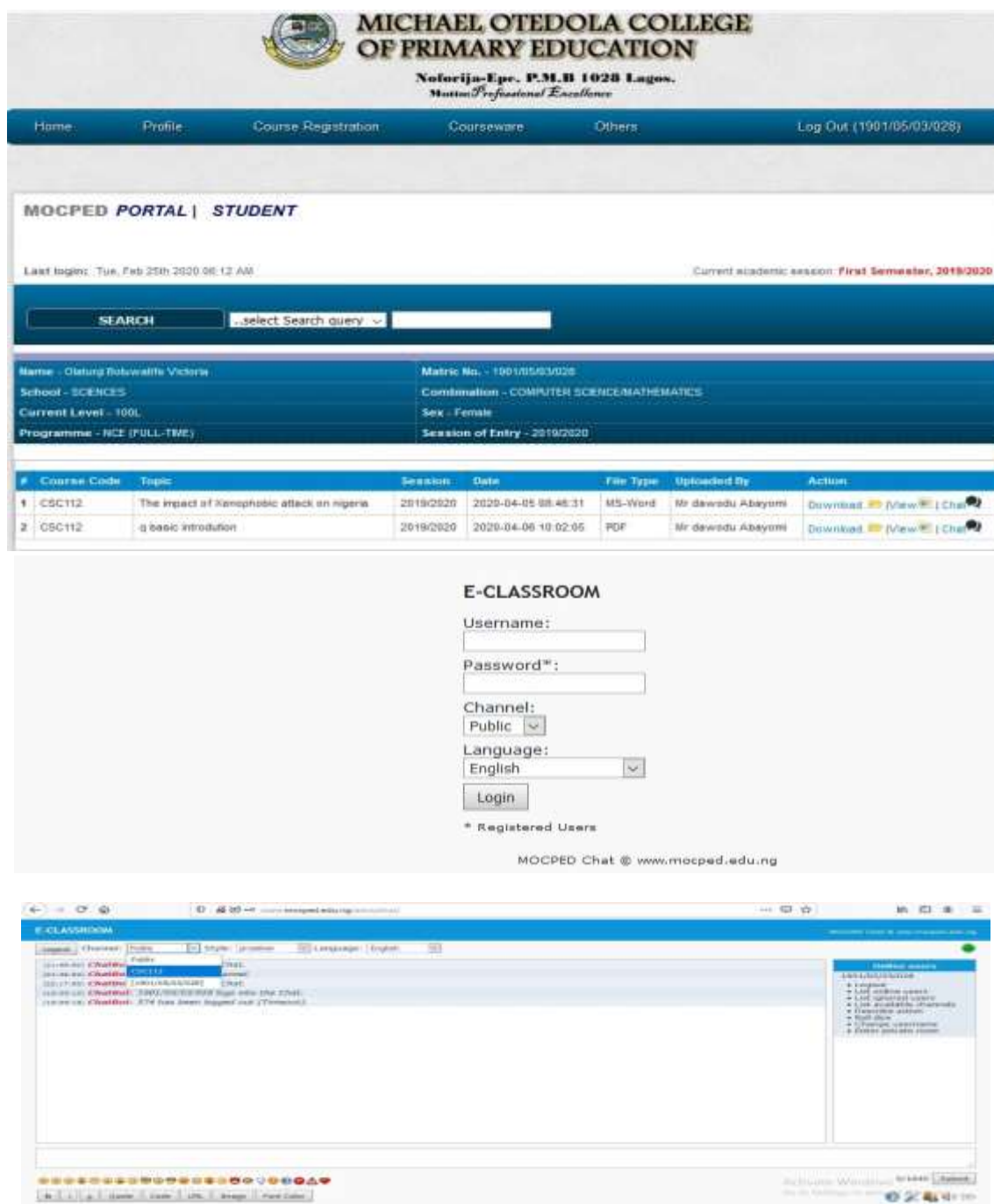
MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION
 Noforija-Epe, P.M.B 1028 Lagos.
 Motto: Professional Excellence

[Home](#) | [Profile](#) | [Course Registration](#) | [Courseware](#) | [Others](#) | [Log Out \(1901/05/03/028\)](#)

STUDENT PORTAL - 1901/05/03/028

Last login: Tue Feb 23 2020 09:12:55 | Current academic session: First Semester 2019/2020

Name - Olayinka Rotundade Victoria	Matric No. - 19010093508
School - SCIENCES	Department - COMPUTER SCIENCE AND E-MATHS
Current Level - 100L	Sex - Female



MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION
Noforija-Epe, P.M.B 1028 Lagos.
Nation Professional Excellence

Home Profile Course Registration Courseware Others Log Out (1901/05/03/028)

MOCPED PORTAL | STUDENT

Last login: Tue, Feb 25th 2020 08:12 AM Current academic session: **First Semester, 2019/2020**

SEARCH

Name - Olatung Dotawalle Victoria	Matric No. - 1901/0503/028
School - SCIENCES	Combination - COMPUTER SCIENCE/MATHEMATICS
Current Level - 100L	Sex - Female
Programme - NCE (FULL-TIME)	Session of Entry - 2019/2020

#	Course Code	Topic	Session	Date	File Type	Uploaded By	Action
1	CSC112	The impact of Xenophobic attack on nigeria	2019/2020	2020-04-05 08:48:31	MS-Word	Mr dawodu Abayomi	Download [View] [Chat]
2	CSC112	a basic introduction	2019/2020	2020-04-06 10:02:05	PDF	Mr dawodu Abayomi	Download [View] [Chat]

E-CLASSROOM

Username:

Password*:

Channel: Public

Language: English

* Registered Users

MOCPED Chat @ www.mocped.edu.ng

Criteria to Join the E-Class:

The lecturer that could use the e-class must:

- i. Be a lecturer in the College with allocated username and password;
- ii. Upload his/her profiles on the College portal and
- iii. Have been allocated courses to teach among the uploaded ones.

While the students must:

- i. Have completed all registration process as a student of the College;
- ii. Have been allocated Matriculation number and
- iii. Have registered for the particular course in which class in wanted to join.

The Provost, his Deputy and the Director of the Directorate of Quality Assurance (DQA) were also provided with passwords to access all the e-classrooms for monitoring purpose. The Director of the DQA, for instance, was submitting weekly report on the quality and quantity of the online teaching and learning. She reported the level of punctuality, attendance, accessibility, internet fluctuation, etc. In fact, her first report provided the required impetus to address the problem of our weak digital infrastructure in order to make the online teaching and learning more efficient and effective.

However, little did the Management team realize that in the renewal of education delivery in order to comply with the new normal berthed by the Covid-19 some teething challenges would be associated with it. The challenges had to be overcome through appeals and understanding of both the lecturers and the students.

i. Covid-19 exposed Challenges in MOCPED

The interruption of the school year and education system in the most fragile system like ours have a disproportionate negative impact on the most vulnerable among us; including both the lecturers and the students those for whom the conditions for ensuring continuity of learning at home are limited. Presence of some students at home had affected the economic situation of their parents negatively. For instance, the parents must find solutions to provide care being enjoyed in the schools and compensate for the loss of school meals.²¹

An assessment of MOCPED experience in this wise exposed many significant short- and long-term challenges facing tertiary education systems and institutions in Nigeria. These include diminished resources for education institutions, personal and academic challenges facing the institutions and students, demand for improved digital infrastructure to support continued distance and blended learning models, modification of assessment modalities, maintaining or closing research operations, including on campus laboratories and facilities, field work, conferences, and external research collaborations.²²

Connectivity Problem:

Lecturers and students did not have enough connectivity and devices at home, and this is particularly so because of the College location. The digital divide remains strong; the capacity of the College server

²¹. United Nations. Policy Brief: Education... op. cit. p. 7.

²². World Bank Group Education (2020), *The Covid-19 crisis Response: Supporting Tertiary Education for Continuity, adaptation and Innovation* p. 2.

was not designed for the massive load that was coming and therefore had to hire additional servers. For instance, it was slow at the beginning and ineffective, so the ICT team had to keep trying until they got it. The pandemic had brought to light our low levels of digitalization and long-standing structural weakness.

Academic staff capacity:

Lecturers were found underprepared to deploy content online. While some of them were active online, many have not taught in online mode before the crisis and so discovered that on the medium-term, academic staff would need digital skills training.

To buttress the above, the Academic Staff Union held a virtual congress on 9th of April 2020 with the decision to reject the immediate use of the College institutionalized Portal but preferred the WhatsApp application because, according to them, it is user friendly for quick attention and speedy delivery with other learning needs, it is economical, requires little or no training, lack of necessary materials and training for the use of the College Portal. They finally requested that:

- i. The College, in collaboration with the State government, embarks on adequate training of staff and students;
- ii. the College should also make provisions for uninterrupted internet facilities;
- iii. the College should equally provide other materials like Laptops, Desktops and other teaching materials suitable for that purpose;

Students' capacity:

Many, if not most, students were not experienced as online learners. While they might be quick to adapt, students faced challenges that led to dissatisfaction with their academic experience. Feedback from students exposed their level of digital compliance and frustrations that were challenging to address. The news of the congress held by the Students Union got to the management on the 28th April, 2020. They sent an OPEN LETTER TO THE PROVOST containing their resolutions which were difficulties encountered during login into the portal by a large number of students, lack of access to electricity and internet facilities at homes. They requested for the upgrade of the College server and use of familiar applications such as Telegram and WhatsApp.

Monitoring:

It is discovered that managing the education crisis requires a continuous monitoring of data at the student, teacher, and school levels. The monitoring is expected to be based on a mix of existing data and assessment systems as well as new approaches tailored to specific context. To reinforce resilience, the Quality Assurance Directorate feedback helped monitor the learning environment and assessed the structural weakness. The data quality and timeliness of the report of the Quality Assurance implied a complementary strategy that minimized the digital problem and encouraged the lecturers in pedagogical practices for distance education.

ii. Post Covid-19 Possibilities in MOCPED

The Covid-19 pandemic had opened windows of possibilities for visionary actors in education system. For instance, it has stimulated innovation within the education sector. We have seen innovative approaches in support of education and training continuity: from radio and television²³ to take-home packages. Distance learning solutions were developed thanks to quick responses by the Lagos State Governments and other supporters of education continuity. We have also been reminded of the essential role of teachers and that governments and other key partners have an ongoing duty of care to education personnel.

Financial Reserve:

The pandemic has pushed educators to realize the need to have financial reserve in order to forestall any in-eventuality in the future. MOCPED had to find financial means to hire additional serve in order to improve its digital infrastructure to make both the teaching and learning effective online.

Reimaging Education:

The efforts made in a short time to respond to the shocks to education systems remind us that change is possible. This provides opportunity to find new ways to address the learning crisis and bring about a set of solutions previously considered difficult or impossible to implement. To the fore in this wise are focus on addressing learning losses and preventing dropouts, support the teaching profession and teachers; expand the infrastructure to include connectivity; remove barriers to connectivity; strengthen data and monitoring of learning.

In the case of MOCPED, the move to distance learning has been an opportunity to expand flexible learning modalities, setting the stage for a sustained shift towards more online learning in the future. Sustainable solutions would henceforth build upon experiences with the widespread use of technology to ensure learning continuity during future pandemic.

Strong Coordination: The multitude of actors needed to respond to and mitigate the impact of crises can lead to duplication, inefficiency, and confusion, in the absence of strong leadership and coordination. Strong coordination mechanisms would be needed to maximize the inputs of all stakeholders, building on complementarities provided by the Deans of Schools and Heads of Departments.²⁴ Another possibility is the need to use the most widely used and existing technology &

²³ . As deployed by the Lagos State Universal Basic Education Board on the Lagos Television (LTV 8) weekly.

²⁴ . United Nations, Policy Brief: Education... p. 22.

resources available locally, i.e. Mobile Applications such as WhatsApp and Telegram as suggested by the lecturers and the students.

Resource Upgrade:

MOCPED looks at the possibility to set up a one-stop space as an entry to various resources, that is the use of its portal as central platform for advert, registration, payment, advice, teaching, learning, support etc, and integrating other technologies like audio visual and video conferencing.

CONCLUSION:

Education can be seen as bulwark against inequalities and development. The world will flourish when everybody flourishes. Therefore, as the Covid-19 pandemic ravages the world now and in the likely future, educators will continue to be challenged to provide alternative(s) for continue education of all. The pandemic has brought to fore the fact that change is inevitable as witnessed in the education system where schools especially tertiary institutions have come out with different innovations to confront the challenges. Institution like Fountain University²⁵, Oshogbo, had been able to get subsidized data to its lecturers and students, and not only able to hold online learning but had also successfully concluded semester examination online.

In the farther remote area like the location of MOCPED, the College had succeeded to a large extent through the institutionalization of the online teaching and learning with all the academic activities warehoused on its official portal for future reference. The College administrators are however not oblivion of the various challenges faced in the course of compliance with the new normal berthed by the Covid-19 pandemic.

After the closure of education institutions, questions that immediately came up were how does teaching continue with those meant to learn? How do research and laboratory experiments continue where possible? How do examinations and continuous assessment take place? This makes it imperative that those in a position to think beyond immediate survival keep an eye on core values in any tertiary education sector, so that when the crisis abates, values remain within the mission of all tertiary education systems. It should be noted that the decisions taken today in the context of COVID-19 will have long-term consequences for the futures of education. Therefore, policy-makers, educators and communities must make high stakes choices today and make decisions guided by shared principles and visions of our desirable collective futures.

REFERENCES:

1. <https://www.who.int/news-room/commentaries/detail/transmission-of-sars-cov-2-implications-for-infection-prevention-precautions>

²⁵ . This author is a member of the Governing Council of the Fountain University.

2. IMF, *"The Great Lockdown: Worst Economic Downturn since the Great Depression"*. Retrieved 20 November 2020.
3. Lee J & Yadav M. (2020). "The Rise of Anti-Asian Hate in the Wake of Covid-19". *Social Science Research Council*. <https://items.ssrc.org/covid-19-and-the-social-sciences/the-rise-of-anti-asian-hate-in-the-wake-of-covid-19/>. Retrieved 5 October 2020.
4. NCDC, Update on Covid-19: <https://ncdc.gov.ng/diseases/sitreps/?cat=14&name=An%20update%20of%20COVID-19%20outbreak%20in%20Nigeria>. Retrieved 5 December 2020.
5. The Lancet Respiratory Medicine, *"COVID-19 transmission—up in the air"*. October 2020. doi:10.1016/S2213-2600(20)30514-2.
6. U.S. Centers for Disease Control and Prevention (CDC), *"Caring for Yourself at Home"*. <https://search.cdc.gov/search/index.html?query=%22Caring+for+Yourself+at+Home%22.+&sitelimit=&utf8=%E2%9C%93&affiliate=cdc-main>. Retrieved 22 October 2020.
7. UNESCO Institute for Statistics (UIS), "Out-of-School Children and Youth", available at <http://uis.unesco.org/en/topic/out-school-children-and-youth>. Retrieved 2 December 2020.
8. UNESCO UIS "Literacy": <http://uis.unesco.org/en/topic/literacy>. Retrieved 2 December 2020.
9. UNESCO UIS 2017 "Fact Sheet", available at <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>. Retrieved 2 December 2020.
10. UNESCO, "The impact of Covid-19 on the cost of achieving SDG 4", GEM Report Policy Paper 42. <https://en.unesco.org/gem-report/COVIDcostSDG4>. Retrieved 3 December 2020.
11. United Nations Development Programme (UNDP). "COVID-19 and human development: Assessing the crisis, envisioning the recovery". *2020 Human Development Perspectives*, available at <http://hdr.undp.org/en/hdp-covid>. Retrieved 2 December 2020.
12. United Nations. (August, 2020). Policy Brief: *Education during COVID-19 and beyond*, p. 2. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf. Retrieved 2 December 2020.
13. Wikipedia, https://en.wikipedia.org/wiki/COVID-19_pandemic#cite_note-bbc_oneinten-258. Retrieved 5 December 2020.
14. World Bank Group Education, *The Covid-19 crisis Response: Supporting Tertiary Education for Continuity, adaptation and Innovation*, 2020. <http://documents1.worldbank.org/curated/en/621991586463915490/The-COVID-19-Crisis-Response-Supporting-Tertiary-Education-for-Continuity-Adaptation-and-Innovation.pdf>. Retrieved 3 November 2020.
15. World Health Organization (WHO), *"Coronavirus"*. https://www.who.int/health-topics/coronavirus#tab=tab_1. Retrieved 4 November 2020.