Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.4 No.1 March, 2021; p.g. 1 – 11; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

SOCIO-ENVIRONMENTAL ISSUES AND COVID-19 PANDEMIC: ADVOCACY FOR CHILDREN'S RIGHTS TO EDCATION

OLAOLUWA, SAMUEL OLUSEGUN OLAMIDE (PhD)
Department of Educational Management, Faculty of Education,
University of Ibadan, Nigeria.

Abstract

The paper focused on present situation of mass schools' closure as a way of controlling the spread of Covid-19 pandemic in Nigeria. It was argued that the school closure though not devoid of reasonable justifications, yet constitute an infringement on the rights to education as stipulated by both international law treaties as well as Nigerian constitution. On basis of existing tension inherent between protecting public health and the human rights, experts have always held the government responsible to proffer remedies and solutions where needed. In the face of unavailability of technologies and infrastructures, it remained important for government to devise a perfect strategy for schools to remain opened for academic activities. The work states among others the need for stakeholders in education system to adopt a palliative policy as against total or partial schools closures which have denied learners of their educational progression as well as constituting an infringement to children's rights to education.

Keywords: Covid-19 Pandemic, Infringement, Human Rights, Education, Health Measures.

Introduction

Education serves as the catalyst and litmus indicator or measure to sustainable development; it is the foundation upon which all other indices of development depend upon. With cognizance apportioned to the above statements, there is therefore, a strong bond between education and the development in all that pertain to human existence, particularly in the area of finding solution to the ill-wind that blows nobody any good. Corona virus often referred to as COVID-19 ravages and causes all forms of discomfort the world had never prepared for. From isolation, quarantine to total lockdown on all human activities and in all spheres: commerce, communication, science and technology, socio-cultural, religion, infrastructures etc., constituting a global drawback and monumental threat to human wellbeing in all ramifications (Füzéki, Groneberg and Banzer, 2020).More importantly, the devastating impact of Covid-19 pandemic on the teaching-learning process cannot be quantified. The lock-down imposed to curb the spread of the virus did not only affect the academic training of children since they have to stay at home, it also challenged their physical and mental wellness since interactions with peers and family was disrupted on the need to entrench social distancing.

African education system is built on tradition that strongly reveres face-to-face system of teaching-learning process, anchoring on the physical presence of teacher who gives instruction to the students in the four wall of the classroom. Unfortunately, In Nigeria, technology education is only viewed as a 'complement' to teaching-learning process. This is also evident from the historic development of education policy of the country (Adubifa, 1988). This understandably explains while teaching activities in the secondary school were halted

on the need to control the spread of the virus. The imposed lockdown in several states meant that students were not able to go to school and as a result, missed significant part of the curriculum. In the epic moment of the pandemic when losses were counted and considerations granted to some sections of the society, Education was placed at the lower end of the echelon of 'necessity' despite its immeasurable long-time benefits. Although, our argument do not smear the need to protect lives through every possible means, as this constitute an important and quick-fixed response of the State, yet, it rather calls attention to the ensued breach of rights to education since there are viable alternatives to mitigate the impact of the Covid-19 pandemic could have on their education.

The concern of the UN with the promotion, provision and protection of universal respect for, and observance of human rights and fundamental freedoms is an expression of the ever-increasing interest of the international community in ensuring that these rights and freedom are enjoyed by all human beings anytime and at everywhere. The African members' states of the organization of African unity, parties of the United Nations charter entitled 'African Charter on the Rights and Welfare of child'. Part one (i) of the African Union's and United Nation's Article eleven (xi) on Education states that;

(i) Every child shall have the right to education.
(ii) The education of the child shall be directed to;

(a) The promotion and development of the child's personality, talents and mental and physical abilities to their fullest potentials;
(b) Fostering respect for human rights and fundamental freedom with particular reference to those set out in the provisions of the various African instruments on human and people's right and international human rights declarations and convention;
(c) The preservation and strengthening of positive African morals, traditional values and cultures.
(d) The preparation of the child for responsible life as in a free society, in the spirit of understanding, tolerance, dialogue, mutual respect and friendship among all people's ethnic, tribal and religious groups.
(e) the preservation of national independence and territorial integrity;
(f) the promotion and achievement of African Unity and Solidarity;
(g) the development of respect for the environment and natural resources;
(h) the promotion of the child's understanding of primary health care

3. State Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular:
4. State Parties to the present Charter shall respect the rights and duties of parents, and where applicable, of legal guardians, to choose for their children schools other than those established by public authorities, which conform to such minimum standards as approved by the State, to ensure the religious and moral education of the child in a manner consistent with the evolving capacities of the child.
5. State Parties to the present Charter shall take all appropriate measures to ensure that a child who is subjected to schools or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present Charter.

6. State Parties to the present Charter shall take all appropriate measures to ensure that children who become pregnant before completing their education shall have an opportunity to continue their education on the basis of their individual ability.

7. No part of this Article shall be construed as to interfere with the liberty of individuals and bodies to establish and direct educational institutions subject to the observance of the principles set out in Paragraph I of this Article and the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the States.

On the overview of the global template for children's right which shapes educational policies of countries of the world, our definition of infringement revolves around denial of involvement in instructional activities either through classroom or virtual processes during the period of pandemic. We hold that hitherto of the challenges imposed, it is our knowledge and disposition to the continuity of the teaching and learning activities that defines our adherence to rights of the children at this crucial time. Of course, knowing what is right means much less than doing the needful irrespective of what or who benefits. Pandemic and epidemic spread and outbreak teaches the nations of the world different lessons at different time. What successful nations do is working for the common good of the generality of their nationals. Despite the global shut down of schools and institutions at some points - with school closure impacting over 60% of the world's students' population - several nations have devised alternative mode of instruction in their bids to avoid denying school children their rights to education. In developed countries, virtual learning immediately kicked started with several schools employing the richness and flexibility of digital technology to impart on students while evidences abound that some countries, despite their poor economic ranks in the comity of nation, did resort to remote learning, employing affordable technologies such as radio and television with the support of UNESCO.

Objectively, no country strategy surpasses her means and the undeniably fact that the poor state of Nigerian economic does not afford us such luxury of technological adaptation and infrastructures to deploy in the situation of school closure means that a well-coordinated efforts would be required to continue on the path of the existing educational goals and objectives (Samuel, Abner, Inim and Jack, 2020). This therefore leaves the country on the need to develop a near-perfect strategy in order to ensure the safety of students in the school. Thus, the need to adhere to the safety policy of the national health body, Nigerian Centre for Disease and Control (NCDC), all which include: wearing of face mask, frequent hand washing, checking temperature before entrance, adherence to social distancing, and restricting movements outside the schools etc. despites health precautions remain a realistic way to entrench the right of schools students. As a result of this, expectations are placed on government at different levels to put in place these safety measures as indicative of its respect of the rights to education.

Literature Review

Human Rights

Internationally, universal human rights broadly stipulate that the declaration tends to have it that all persons-old, young, male or female and able-bodied or persons with disability are born equity in right and dignity. Therefore, it acknowledge the rights to life, liberty, security

of persons and forbids servitude and slavery in all its entire manifestations, prohibit torture, cruel, inhuman or degrading treatment, punishment, arbitrary arrest and detention among others, guarantee fair hearing and public hearing by an independent and impartial tribunal, presume innocence for an accused person until proved otherwise in a law court. Human rights pertain to all aspects of life. By this, exercise of human right enables all individuals to shape and determine their own lives in liberty, equality and respect for human dignity. Human rights encompass civil, political, economic, social, and cultural rights, as well as the collective rights of people. Examples of human rights (pertaining to area of economic, social and cultural life) include:

- Right to work
- Right to just and favourable conditions of work
- Right to form and join trade unions
- Right to social security
- Protection of the family
- Right to an adequate standard of living, including adequate food, clothing and housing
- Right to health
- Right to education

Human rights are also defined as the sum of individual and collective rights laid down in State constitutions and international law (Inter-Parliamentary Union, 2016). According to chapter IV of the amended constitution (FRN) Federal Republic of Nigeria (2014) includes:
Section 33: Right to life.
Section 34: Right to dignity of human person
Section 35: Right to personal liberty
Section 36: Right to fair hearing
Section 38: Right to freedom of thought, conscience and Religion
Section 39: Right to freedom of expression
Section 40: Right to free press
Section 41: Right to association
Section 42: Right to free movement
Section 48: Right of a child to sustainable education
Section 49: Restriction on and derogation from fundamental rights.

Education and Health as Human Rights

According to United Nations Educational, Scientific and Cultural Organization(2007), Education is formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948.The human-right based approach to education obliges that every child must have quality education that respects and promotes her or his right to dignity and optimum development (UNESCO, 2007). This right approach embodies three interlinked and interdependent dimensions. The first is the right to access education which defines accessible to and inclusive of all children. Secondly, the right to quality education, explaining a child-centred, relevant and broad-based curriculum, as well as those appropriately resourced and monitored and finally, right to respect within the learning environment which ensures that education is provided in a way that is consistent with human rights and equal respect for every child. Essentially, human right dictates the unassailing rights of children to good education. This right is exclusively explain in the Article 28 of the

Convention on the Rights of the Child (1989) stating that "state parties have the obligations to respect, protect, and fulfill each child's right to education, concentrating upon the duties of State Parties in relation to the formation of educational systems and in ensuring access thereto". Nigeria also ratified several other legal frameworks that seek to protect education, i.e. the Child Rights Act (CRA), enacted in 2003; The Compulsory, Free Universal Basic Education Act of 2004 (the UBE Act). Thus, Olomojobi and Osah (2019) drawing from this lesson, opined that child's right to education is not a question of 'whether' or 'ifs' but rather an obligation that explains the duty of the government in drawing up strategies to ensure that the such rights are is not infringed but respected.

Moreover, just like education, access to good healthcare is a well-defined ambit of human rights. The ideal of Public Health is to protect and preserve the health living of the community as a whole. The right to health is recognized in several core international and regional human rights treaties and national constitutions: The International Covenant on Economic, Social and Cultural Rights (ICESCR), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Convention on the Rights of Persons with Disabilities, and the Convention on the Rights of the Child (CRC) all which Nigeria ratified (World Health Organisation, 2009; Amnesty International Nigeria, 2019). However, despite the fact that human rights and public health objectives do align, experts do draw caution as there is inherently a tension between the protection of public health and the protection of human rights (Bayer, 2007). Wong and Wong, (2020), explain that although public health is motivated by population health, human rights are motivated by ensuring that remedies are provided to individuals and groups who are not living a life of basic human dignity. This conclusion explicably implicates the role for Nigeria, as a country characterized by inequalities in several areas.

Coronavirus Pandemic

Infectious diseases are undergoing a global resurgence and threaten the health of every individual. Some infectious diseases have left significant landmark in the history of humanity. David Heymann, the Executive Director for communicable diseases at the World Health Organization (WHO), advised that the past provides a prologue for any discussion of emerging infectious diseases, whether the said discussion concerns the biological origins of a potential pandemic or its socio-cultural, economic, educational and other repercussions. Among the most severe in the recent history is the influenza pandemic of 1918-1920 which was caused by the H1N1 Virus with genes of avian origin. The Novel 2019 Coronavirus shares certain similarities with Spanish influenza that makes it a dreaded public health challenge. The two are similar in the presentation of the disease as well as its mode of transmission (World Health Organisation, 2020). This informed why the two diseases attract the same public health measures, such as hand hygiene and good respiratory etiquette. As a result, the need to protect lives of millions of people from the scourge of the disease became an important aspect of public health. However, there is constantly raised the flare of bioethics considerations to the approach used to contain the disease. According to Phua (2013) controlling infectious diseases necessitates public health interventions that often infringe on the rights of individuals. Thus, the task of enveloping a healthy-living and clinical criterion within the principles of equality, justice and solidarity to influence public health and other social integration in which education is one is deemed a key attribute of effective public administration.

Human Rights and its Fundamentals to COVID-19

Rights to education and good healthcare system are both indicators of a country's respect for human rights. However, in a period of pandemic, where the need to act through pre-emptive or containment measures (as indicative of public health strategy) seemingly go against the designed template for ensuring right to education among the populace, adequate consideration and planning should prevail (Organisation for Economic Cooperation and Development, 2020). The human rights hold government an important mechanism to make adequate arrangement in order to produce better outcomes. The priority is to save lives. In view of the exceptional situation and to save or preserve life, nations have no choice but to adopt these extraordinary health measures. Extensive lockdowns and closure of schools and socio-economic spheres have to be adopted to reduce transmission of the virus. Such measures inadvertently affect people's livelihoods and security. However, such help measure should never disrespect children's right to education. As a result, there is a pertinent need for certain measures to be taken or put in place to mitigate any such unintended consequences (Obiakor and Adeniran, 2020).

Control Measures of Covid-19 and Public Education in Nigeria

In line with international protocol, many nations implemented a series of interventions to reduce transmission of the virus and protect the lives of the citizen (Kupferschmidt and Cohen, 2020). In the domain of education, there were numbers of advocacies for integration of technology into teaching: this takes the form of virtual learning environment capable of eliminating contacts and interaction that would be impossible in social settings as schools. For most advanced countries, this strategy became successful given their deft for technologies as well as number of complementary infrastructures to deploy. In Nigeria, and many African countries technologies still account for low impact on their educational system. The instructional culture is basically face-to-face which could pose danger given the transmission means of the disease (Human Right Watch, 2020). Yet, shutting down schools does not pose danger for the future of the country but constitute a strong breach of rights to education. As such, the feasible option is strategic planning on the part of the government. The government has to prioritize pandemic plans needed to contain the coronavirus with schools opening. These plans are based on International Health regulation (IHR) standard for treating pandemic as a significant public health challenge.

School Closure

In order to prevent spread of pandemic it is important to reduce social gathering of which school setting is one (Güner, Hasanoğlu and Aktaş, 2020). Simon and Hans (2020) submitted that the global lockdown on education institution is likely to cause major interruption in students' learning: presently disruptions in internal assessments and most importantly cancellation of professional and other qualification examinations. Teaching and learning gaps in all Nigeria schools has also been put to hold because of COVID-19 virus. Although, school closure as a pandemic measure seems somewhat extreme, it serves a good deal especially in the height of uncertainty surrounding the spread of the virus. Relative to Nigeria, The federal ministry of Education once directed all unitary secondary schools in Nigeria to shut down and allow students to go home. Moreover, the 36 states and the Federal capital territory also followed suit on this directive on 19th March, 2020 in an overall effort to curtail the spread of the deadly virus. In fact the country is just one of the many African countries that adopted school closure at all levels. Based on estimate given by UNESCO (2020), the closure of schools

affected 36,400,000 primary and secondary school learners across Nigeria, including those in internally displaced camps. Although there were calls for online classes and learning through mass media such as television and radio, the calls yielded little response and actions due low to the technological capacity of the country. In the study conducted by Hewlett foundation (2020), it was reported that as poor infrastructure, low access to digital tools and poor internet facilities are challenges to remote learning that are potential adoption to teaching-learning activities in case of school closure. Thus, this inevitably necessitates school reopening with adequate plans to maintain the health protocol. As such the ethical question posed by Federal Ministry of Education to the state government: *what is the capacity of schools and learning facilities nationwide to maintain safe school operations (such as social distancing) to mitigate risks* raises a temptation for state government to make necessary provision and arrangement for safety precautions necessary in schools.

Social Distancing

Social distancing is an age-long practical way of reducing or delaying a pandemic that is on course. This physical distancing is meant to reduce the spread of the virus by contact. It is generally advice that people interacting within their community have to keep about 6 feet of separate from one another (Minnesota Department of Health, 2021). As a way of promoting safer school environment, it is suggested that physical activities or games be adapted in a way that they allow for the maintenance of physical distance. In addition to this, it is important for students to cover their faces with face mask throughout the activity. For instance, the UNICEF is lending its support to Lagos state in order for them to put in place protocols to mitigate the spread of Covid-19 among students. For instance, some schools no longer hold morning assembly in a way to adhere to social distancing guidelines, and school time has been reduced to four hours a day without extra-curricular activities.

Isolation

Sick patients' contacts have to be traced and isolated after infection with the virus. They are safely isolated from other human elements or being while they are treated. This was to stop outbreaks of illness of which there are no vaccines or treatments. Stopping an outbreak "really comes down to how good individual public health agencies are at detecting cases, getting them care, putting them into isolation, and how good the people who are infected are at their own hygiene" (Nathan, 2020), according to Nathan Grubaugh, an epidemiologist at Yale school of Public Health, he said in January 2020, that isolation was the main way the 2003 SARS outbreak was contained. Isolation of the sick may help slow the spread of the current covid-19 outbreak.

More so, experts doubt it can be totally contained and stopped in this manner. A key to making isolation work according to Tara Smith a Professor of epidemiology at Kent state university says, people with coronavirus may be spreading the virus before the symptoms surfaced and isolation can work better with contact tracking or tracing. That is, public workers can work as detective workers at figuring out all the people that these patients had contact with.

Quarantine

The reason for this measure is to guide against further spread in that, people exposed to the infection are asked to remain at home, or in another place, isolated from other people. Quarantines can target individuals who have traveled to affected countries, or could have end

up involving large groups of people (say, if a school's entire student body may have been exposed to the infection). Both state and the central governments or federal have the power to order mass quarantines or isolating large number of people who had been exposed to a virus in order to prevent them from an escalating effect of spread and to prevent illness before they start experiencing symptoms. The government has the power to order and to enforce the law in that regard. According to (Katz, 2020), he suggested that if it comes to an order of quarantine, it should be a jury duty an order seen as annoying civic duty which one just have to obey or endure.

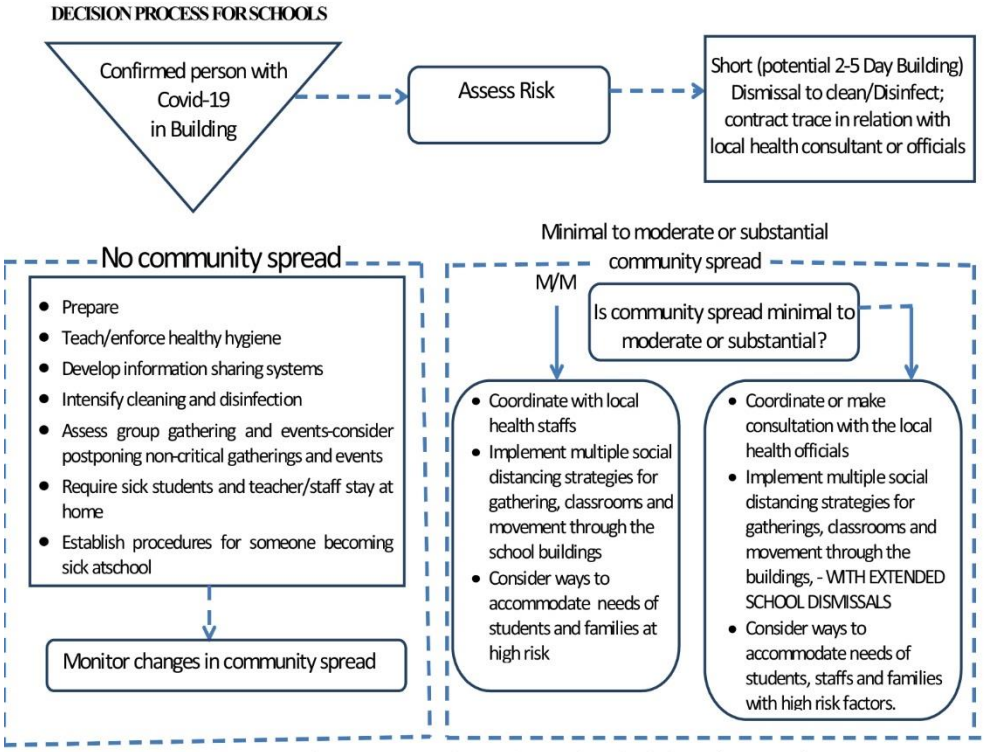
Involvement of Everyone

Participatory measures need be made open to allow transparency and accountability of responses. To effectively and efficiently combat the pandemic, everyone needs to be mentally and physically involved. Effective participation in the response requires people to be adequately informed about, causes, effects and how their decision as individuals can affect them positively and negatively (OECD 2020). Every individual needs to take reasonable and proportionate action to combat the virus and save lives. We all have a vital role to play but the most effective to maximize participation is through evidence, persuasion and collective responsibility on our part. This is a time when, more than ever, governments need to be open and transparent, responsive and accountable to the people they are seeking to protect. Civil Society Organizations (CSOs) as well as the private sector and businesses, have contributions to make and the need to be facilitated on time. More so, the governments at different levels must be willing to listen to and respond to criticism. The free flow of timely, accurate, factual information and disaggregated data, including by sex, is essential so those seeking to scrutinize or critique the effectiveness of government policies and actions must be able to play their part (Jonny, 2020).

Human Rights Challenges Regarding Peace and Security and the Rule of Law, During Total Lockdown on Schools in Pandemic Period

This analysis suggests that states should guarantee in their crisis response, rights related to the use of force, arrest and detention, fair trail and access to justice and privacy, among others. Basic principles of legality and the rule of law must be observed. Yet practice in some countries has raised concerns, including;

- "State of emergency" declared granting extensive executive powers with minimal oversight, no time limitations, but derogating from rights.
- Emergency legislation purportedly to respond specifically to COVID-19 but vulnerable to abuse, including powers to legislate by decree, criminal penalties for those "spreading false information" with a potential chilling effect on freedom of expression.
- Cases of excessive use of force to enforce measures to restrict movement, including arrests and detention.
- The use of surveillance technology to track and gather information on people in ways that is open to abuse.
- Total closure of school which served as a gross infringement of students educational right as highlighted by United Nations Organization and Sustainable Development Goals (SDGs) has been given cognizance to by UNESCO and UNICEF.



SOURCE: Centre for Disease Control: Consideration for School Closure (June, 2020)

Leveraging on precedence from past episodes of emergencies, The UNESCO argued that pandemic should never deny children access to safe and quality education. The body however places the task of sustaining educational activities on the cycle of prevention of and preparedness for emergencies, as well as response and recovery from emergencies. As above, the Centre for Disease Control (CDC) therefore prepared a linkage that shows that a best way to contain the spread of a pandemic like coronavirus in academic environment as against total lockdowns or closures. The following points summarize the steps to follow by schools in ensuring adherence to the public health protocols necessitated by the pandemic:

- Decontaminate the school or learning ecosphere before resumption between the shortest times possible.
- For a non-community spread of the virus, the students and pupils must be taught on how to enforce healthy physical hygiene.
- The educational policy maker with the supports of health related officials must develop information disseminating systems, effective and efficient enough for the safety of the education communities.
- Cleaning and disinfection must be intensify may be on weekend basis or monthly basis.
- Assessment of group gathering and events-give cognizance to postponement of non-critical gathering or activities and events.
- Sick teachers, non-academic staffs and students need be required to stay at home for self-isolator treatment of any noticeable illnesses or sicknesses.
- Procedures must be established for someone becoming sick at school.

In the situation where the risk assessment is high, the following steps are to be considered:

- Changes in community spread must be well and fully integrated through timely response and close monitoring
- Coordinate with local health official
- Implementation of multiple social distancing strategies for gathering classrooms and movement through school corridors and building in general
- Consideration need be given too to ways to effectively accommodate needs of students and families at high risk.
- The member of students in the classrooms or lecture rooms must be reduced for better spacing.
- All measures which are primary such as-wearing of face or nose masks, hand wash, 2 meters distancing, the use of disinfectant or hand sanitizers must be emphasized and effective precautionary method and practice of covering one's mouth with one's elbow while coughing or sneezing must be made as a habit.

Conclusion

This advocacy underscores the need for stakeholders in education system and policies maker to think critically on palliative policy as against total or partial schools closures which deny learners of their educational progression and constitute grossly an act of infringement to children's rights to education. The saying that safety and learning go hand-in-hand justifies the present condition and which all hands must be on deck to ensure that the measures are perfected to maintain the status-quo. These measures include among others, adhering to the State health body's guidelines and protocols, sensitization, and communication.

In all, this work serves as advocacy for continuous educational activities under a well-prepared, planned and controlled environment that link to the protocols laid down by public health stipulations on the pandemic. Also, we acknowledge the need for all stakeholders: teachers, parents, school administrators to their roles. Of course, school closure would not only affect the students but also teachers who rely on schools to earn their living, evidently from those in private schools; parents, working either as teachers themselves, or those who would rely on school as "*in loco parentis*" for them to be able to perform their role in the various organizations and public businesses. Moreover, it also touches the society because healthy individual means healthy people, healthy society, healthy nation and the world at large will be healthy in all ramifications.

References

Adubifa, A. (1988). Technology policy failures in Nigeria. *Manuscript report/IDRC; 186e*.

AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD. https://www.un.org/en/africa/osaa/pdf/au/afr_charter_rights_welfare_child_africa_1990.pdf

Amnesty International Nigeria (2019). NIGERIA: HUMAN RIGHTS AGENDA. amnesty.org

Bayer, R. (2007). The continuing tensions between individual rights and public health: Talking point on public health versus civil liberties. *EMBO reports*, *8*(12), 1099-1103.

Federal Republic of Nigeria, (FRN, 2014). Constitution of Federal Republic of Nigeria.

Füzéki, E., Groneberg, D. A., & Banzer, W. (2020). Physical activity during COVID-19 induced lockdown: recommendations. *Journal of Occupational Medicine and Toxicology*, *15*(1), 1-5.

GÜNER, H. R., Hasanoğlu, I., & Aktaş, F. (2020). COVID-19: Prevention and control measures in community. *Turkish Journal of medical sciences*, *50*(SI-1), 571-577.

Hewlett foundation (2020): LEARNING IN A PANDEMIC Nigeria's response to teaching and learning during the COVID-19 pandemic. https://education.gov.ng/wp-content/uploads/2020/08/Learning-in-a-Pandemic-Report_TEP-NESG_2020.pdf

https://en.unesco.org/covid19/educationresponse/consequences

https://www.cdc.gov/flu/pandemic-resources/1918-pandemic-h1n1.html

https://www.oecd.org/coronavirus/policy-responses/covid-19-protecting-people-and-societies-e5c9de1a/

Human Rights Watch (2020). Impact of Covid-19 on Children education in Africa. 35th Ordinary Session; https://www.hrw.org/news/2020/08/26/impact-covid-19-childrens-education-africa.

Inter-Parliamentary Union (2016). Human Rights. Handbook for Parliamentarians No. 26

Kupferschmidt K. & Cohen J. (2020). Can China's COVID-19 strategy work elsewhere? Science; 367(6482):1061-1062.

Kupferschmidt, K., & Cohen, J. (2020). Can China's COVID-19 strategy work elsewhere?.

Minnesota Department of Health, (2021). COVID-19 Prevention Guidance for Youth and Student Programs.

Obiakor, T., & Adeniran, A. P. (2020). Covid-19: Impending Situation Threatens to Deepen Nigeria's Education Crisis.

OECD, (2020). Covid-19 Protecting People and Societies: https://www.oecd.org/coronavirus/policy-responses/covid-19-protecting-people-and-societies-e5c9de1a/

Olomojobi, Y. & Osah, G. (2019). A Human Rights-Based Approach to Education in Nigeria. *European Journal of Scientific Research*. Vol. 154 (4):458 -470.

Phua, K. L. (2013). Ethical dilemmas in protecting individual rights versus public protection in the case of infectious diseases. *Infectious Diseases: Research and Treatment*, *6*, IDRT-S11205.

Samuel, U. E., Abner, I. P., Inim, V., & Ededem Jack, A. (2020). SARS-CoV-2 Pandemic on the Nigerian Educational System. *International Journal of Management*, *11*(10).

Simon, B., & Hans, H. S. (2020). Schools, skills, and learning: The impact of COVID-19 on education https://voxeu.org/article/impact-covid-19-education.

UNICEF (1989). Convention on the Rights of the Child. https://ecommons.cornell.edu/bitstream/handle/1813/98856/crc.pdf?sequence=1

United Nations Educational, Scientific and Cultural Organization, (2007). A Human Rights-Based Approach to EDUCATION FOR ALL.

WHO, (2009). A human rights-based approach to health. World Health Organization; Office of the High Commissioner for Human Rights (OHCHR).