AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

THE EDUCATION MANAGER IN THE COVID-19 ERA: DILEMMA TO RESPONSIVENESS AND CONTINUITY OF EDUCATION

Maria Kaguhangire-Barifaijo; Rose B. Namara; Jude Rwemisisi
Uganda Management Institute, Uganda.

ABSTRACT

The paper discusses challenges facing the educational manager in the era of Covid-19, which has not only disrupted education activities but also depleted actors of their economic prowess. The paper further examines specific education challenges, including; syllabi circumvention, remodeled education calendar, declining students' morality, disengaged staff and students as they diverted in search of alternative survival modalities. Yet, whereas the status quo in terms of budgets and facilities has remained, the education manager is expected to refocus institutions' visions using the 'new normal' strategies to repossess institutions' glory. The authors argue that while Covid-19 has affected all sectors in varying magnitudes, the education sector specifically has been the most affected of all. Considering that education leads to productive, peaceful, healthy, prosperous societies, as well as socio-economic development of a country, there is no doubt that the education manager is squarely accosted. Paradoxically, whereas the manager is expected to adopt the 'new normal' arrangements for the learning to continue, the enablers have remained 'same old story'. The paper concludes that although some of the education institutions re-opened amidst the prevalence of the pandemic with limited budgets, this attempt was to mitigate the 'pile-on effect'. Consequently, institutions should embrace online teaching and practice 'cost cutting strategies', to continue performing their expected responsibilities' and deliver quality education in the 'new normal'.

Key words: covid-19, *cybergogy, education manager, heutagogy, quality education*

Introduction

As students and parents experience extraordinary ripple effect of coronavirus, governments, education systems and educators are obstinately and collectively devising alternative modes of delivery to continue with the learning - while improvising strategies to uphold quality education for all. Yet, with countries still facing a myriad of covid-19 pandemic, there are still many unanswered questions such as; 'will schools get their students back after the longest ever holiday in the history of education?' or 'will schools survive if students' numbers decline and others drop-out' out completely? or 'will schools handle if they get an overflow of students' enrollment for the existing facilities with strict guidelines of social-distancing? Of course, not forgetting the question of uncertainties regarding technology use perception, from both staff and students, given the unreliable infrastructure' - and 'parents/guardians who may still be traumatized. More so, there is no assurance of instructors' compliance, parents' cooperation, as well as learners' ability to meet the cost of on-line classes, yet institutions are busy preparing online blended learning (Tumwesige, 2020). Meanwhile, instead of sacrificing the future of millions of young and expectant people, responses to the pandemic from the international education community has varied from heroic to problematic amidst all odds for the learning to continue (WHO, 2020a). Yet, while challenges in the provision of education in Uganda are getting more complex for the education actors,

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

there seems to be discernible policy planning and monitoring uncertainties amongst the managers, because their normative agenda is being threatened with new education calendar, funding the new normal and ensuring that institutions are well prepared to provide quality education to the learners. Yet, even with all the uncertainties mentioned, society expects lasting solutions from education institutions in terms of compliance and order, but also on the way forward (Baggio, 2020).

The context and problem

After six months of the national lockdown of all businesses in Uganda, the government finally reached a decision to reopen all education institutions with effect from 15th October, 2020, following a series of meetings with the Covid-19 Task Force on the process - beginning with the candidate classes (P7, S4, and S6), final year students in higher institutions of learning, international schools, as well as special needs' institutions. This decision was to enable complete their education cycles. Nevertheless, even with sufficient justification, the public was skeptical due to uncertainties including; prevalence of covid-19 still biting hard, current economic conditions, high cost of transport and of course the proposed 'new normal' models of learning. Secondly, as education institutions reopened, they were warned against levying or increasing tuition fees, given that schools closed just one month (February – March, 2020) after students had reported, but also, lack of income of majority of parents'/guardians for prolonged closure of business due to country's total locked down. The 'actionable guidance on admissible students of fifteen (15) students per class had become an issue of concern, until the number was raised to a reasonable number of seventy (70) students per class. Similarly, institutions had been advised to take advantage of all the available space in schools including; libraries, laboratories, dining halls, main halls. While institutions were to use safe temporary shelters, such as tents, and open-air spaces such as tree shades as temporary venues, schools with large numbers of candidates, were to operate either morning and afternoon shifts or devise an alternate-day attendance schedule(MoES, 2020). Yet, even with the proposed cost-cutting measures, there was need to increase budgets in order the learning to successfully continue (Namara, *et al* June, 2020). Unfortunately, the decision to reopen caused a lot of tensions, skepticism and uncertainties among education managers as majority of staff and students had moved on with various types of economic activities. Meanwhile, majority of the school girls had become pregnant and others married off, as some parents saw it as the only source of income, especially in rural areas (Namara et al, 2020). On the other hand, some private schools had been turned into business ventures, thereby exacerbating school children drop-out, thereby widening the already existing gap in terms of equity, access and inclusivity. As the candidate classes completed their final examinations, the phased reopening for semi-candidate classes followed, but left many parents stuck with the rest of the children as most have outgrown their education levels.

The paper was guided by three (3) questions:
(1) What are the challenges confronting the education manager amidst Covid-19 Era?
(2) How have the education managers at different levels responded to the Covid-19 pandemic to ensure learning continues?
(3) What are the mitigating measures that institutions have devised for similar occurrences?

Methodology

Considering existing efforts by other researchers, this paper was based on secondary research using electronic databases, grey literature, reference harvesting, telephone interviews and discourse analysis, with weighted critical balanced views on the most suitable way forward regarding education in the era of covid-19. Hence, given that different countries have come up with different strategies, the paper

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

largely relied on existing research-electronic databases, current literature on covid-19, the recent national and global updates of electronic/virtual learning. Other strategies included telephone interviews and use of WhatsApp views on the challenges of the manager during the covid-19 pandemic. Specifically, emphasis was placed on the current state of the country's education system in comparison to recent national and global updates of electronic/virtual learning. Since different countries have come up with different strategies, the paper largely relied on existing research to solve problems together, to collaborate and to communicate in different ways, to educate and be educated in a different way (Murray & Lopez, 2020). The paper relied more on recent studies that focused on educational technology and technology in education as a result of COVID-19 global crisis as advocated by (Chintalapudi et al (2020). This methodology has been adopted by various researchers around the world as they attempt to find alternative modes of teaching and learning for a paradigm shift from the face-to-face method to online learning teaching as supported by UNICEF (2020).

Who is an Education Manager?

This paper adopts Cao's et al (2020) definition of an 'education manager' as a person responsible for funding, setting priorities, planning, organization, and management of the educational approaches and strategies, used in pre-school, primary school, secondary school, or tertiary/university education – from the sectoral – to institutional level of education. Education managers execute numerous roles according to their jurisdictions(Jackson et al 2014); and Asian College of Teachers, 2018). At sectoral level, education managers include; the Minister of education, permanent secretary, directors (at various levels of education), commissioners, chairpersons of various education committees. These managers are responsible for funding education activities, planning, formulation of policies, monitoring, performance reviews and evaluations of educational programs(Kasozi, 2013). Similarly, the managers at this level are responsible for regulatory functions such as; accreditation of institutions and programs. At institutional level, the education manager is responsible for providing the vision and mission of the institution, strategic plans, rules and regulations, ensure that the institutions stay afloat, advise those at a higher level on alternative education strategies and initiatives, stay in touch with the learners and potential learners, set priorities for institutional activities and of course financing education institutions. The manager at institutional level includes; the vice-chancellor, directors, principals or head teachers at lower levels of education. On the other hand, the manager at departmental level, is charged with the provision of managing curricula, guide the management team in undertaking various activities in the fulfilment of the institution's mandate and ensure the quality of teaching and learning, take into consideration 'whole child/person development' (Sholts, 2020). These include; heads of colleges/schools, directors of programs in different institutions etc. While at departmental level, the manager is responsible for guiding the management team in undertaking various activities in the fulfilment of the institution's mandate and ensuring quality of teaching and learning, taking into consideration 'competency-based training' and 'whole child/person development' (Sholts, 2020). However, considering the prevalence of Covid-19 pandemic, the manager is confronted serious challenges on how to maneuver through all these impediments and still deliver quality, while observing health guidelines.

Why the concern for education?

Since the medieval times, to the emergent of Millennium Development Goals (MDGs), and now the Sustainable Development Goals (SDGs), education has been recognized as an enabling right with a direct impact on all other human rights, a primary driver of progress

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

across all seventeen (17) SDGs. It has also been acknowledged as a bedrock of just, equal and inclusive peaceful societies and leads to all forms of development (*UN, 2012*). As an enabler to innovation, education has been embraced as a means to technical and social problem solving, through various trainings undertaken, including; doctors, nurses, sociologists, psychologists, economist, technologists, lawyers etc. who have relentlessly attempted to provide solutions in their respective disciplines as evidenced by the several webinars streaming across the globe since the invasion of covid-19, at the end of 2019. Unarguably therefore, education has a direct impact on the realization of all other human rights as well as a primary driver of progress across all 17 Sustainable Development Goals (UN, 2012). It is also a bedrock of just, equal and inclusive peaceful societies, and leads to all forms of development (UNESCO, 2020). Inevitably therefore, efforts for continuing learning is in the best interest of all stakeholders (WHO, 2020b; Dong et al, 2019). In an unfolding event however, while most education managers in developing countries are still struggling to get staff and students on board, those in the developed world have already adapted to the new normal of 'technology-mediated teaching and learning' - nudging the Fourth Industrial Revolution (4IR). This initiative, demands that each country and institution to streamline their own workable modes of operations for learning to continue (Namara et al, 2020). Similarly, while most urban (private) schools in Uganda have already devised ways to keep students engaged, the education manager in rural schools and low-income communities, is still struggling with the modalities of how to continue with the learning given that majority rural schools lack internet access, but also electronic devices like their counterparts in urban areas, such as; computers, radios, television set, tablets or even a smart phone – making the roles of education manager formidable (Tumwesige, 2020). Notwithstanding, although the current state of technology infrastructure in Uganda may be unreliable, urban schools are better off than their rural counterparts, which has deepened the already existing disparity between urban-rural divide. Notwithstanding, '*hope not all lost*' such demanded exponential transformations might potentially turn into opportunities for these managers to learn from the on-going challenges.

Theoretical Orientation

The paper adopted two theories and a model explains challenges faced by the education manager. The general systems theory as proposed by (Bertalanffy (1972), explains how, just like body parts, education systems demand high levels of coordination and coherence. In principle, the theory propounds that the component parts of a system can best be understood in the context of complex of elements in mutual interaction/relationships with each other and with other systems, rather than in isolation (interconnectedness), which may be likened to all levels of education, the community, the sector and entire country. Yet, Covid-19 pandemic has disrupted such coordination, leaving all the decisions to be handled at sectoral level so as educational institutions can timely execute their already delayed activities. Specifically, the Sustainable Development Goal (SDG) No.4 advocates for 'quality education' of the whole child/person development by the UN (2012, Slade, 2017), was adopted to explain the importance of quality education as institutions. Yet, 'quality education' is not one that is measured purely by a test score, instead, it focuses on 'whole child' (the social, emotional, mental, physical, and cognitive development of each student) - regardless of gender, race, ethnicity, socioeconomic status, or geographic location. Consequently, children should be pedagogically and developmentally helped to become full and productive citizens (Ban Ki-moon, 2012); Slade, 2017). Hence, in order to fulfill a quality education, there are three key pillars that should support it; (i) ensuring access to quality teachers (ii) providing use of quality learning tools and professional development; and (iii) the establishment of safe and supportive quality

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

learning environments. Paradoxically, although the education manager must be cognizant of all these aspects as they devise alternative modes of delivery - including assessment, it is not clear how such requirements can be achieved with limited budgets, but also, amidst strict measures intended to mitigate the spread of Covid-19 pandemic. On the other hand, Hase and Kenyon (2000) developed Heutagogy as a learning model for self-determined learners at higher education. They perceived the model to be useful for e-learning, with the assumption that students at this level are independent in reason. The model is highly recommended as an innovative method of virtual learning and it is best known for its double-looped learning which services more superior purpose given its ability to challenge the theories in use and values the assumptions rather than simply reacting to problems (Arghode, et al 2017 & Adams, 2014).

The importance of 'quality education'

According to the IUCEA (2010), 'quality' is an amalgamation of two concepts; (a) the essential character with which something is identified or described, and (b) it is in reference to the extremely valued or grade of a particular merchandise, but also, an enigmas concept given that different situations demand different quality indicators (Nyathi, et al, 2011). According to UN (2017), "*Quality Education should ensure inclusive and equitable quality education and promote lifelong learning". Hence, a* 'Quality Education' is one that is pedagogically and developmentally sound targeted to educate the student to become an active and productive member of society, and should therefore be inclusive and structured to realize the potential of each child regardless of location, economic status or level of disability (Slade, 2017). Therefore, the global consensus on the definition by the UN (2012), argues that education is a human right and a public good for the health and future of the world. Therefore, the call for a Quality Education – does not merely mean access to any education – but, for learners to have a quality education (*Slade, 2017).*

Findings and Discussion

Just like the national response, the education sector response took a top down approach and issued short term guidelines aimed at enhancing adherence and alignment to the national guidelines. Other actors were brought on board to deliberate strategies for continued learning and prepare for the future. As educational institutions reopened for learning to continue, after locking down all businesses including education institutions, most institutions were faced with challenges as well as frustrations, especially in the alignment of the education calendar - which is one of the tools for the education manager to manage teaching and learning. The revised disorganized education activities such as; admissions, examinations, field attachments/internships, promotions, graduation etc. Aside the candidate classes, Tumwesigye (2020), found serious challenges in the Ugandan education system as the country was still grappling not only with poorly developed ICT infrastructure and high bandwidth costs, but also, unreliable supply of electricity, a general lack of resources to meet a broad spectrum of needs, significant barriers to access delivery platforms and of course the marginalized groups of society. Similarly, low preparedness of staff (both teaching and non-teaching) to manage the uncertainties in the environment although critical, has remained obscure – yet a milliard questions continue to confront the education manager. Unfortunately, the manager's hands remain 'tied' due to inadequate resources, poor infrastructure and unsustainable budgets – that have constrained the role of the education manager - causing institutions to collapse while some private schools remain permanently closed (Namara et al (2020).

Strategies for learning continuity

In order to ensure that learning continues, various strategies were devised to achieve the most equitable education responses to Covid-19,

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

including; '*a multi-media approach'* for delivery of learning materials through radio, TV, online and print materials – a strategy expected to reach all learners irrespective of their social and economic status and geographical location – but also one that should continue beyond Covid-19(Uwezo, 2020). Secondly, the '*distribution of print materials'* – an opportunity expected to continue making printed learning materials available to households, even after schools reopen. Thirdly, 'to *engage parents'* - for increased participation of parents, guardians, and other adults at home and also beyond the lockdown. Although all these interventions are aimed at providing answers for learning continuity, and also offer opportunities for overcoming geographical access and rigidities of conventional education, they may be far from addressing not only equity and participation, but quality in view of the Sustainable Development Goal No. 4, that advocates 'whole child/person development' (UN, 2012). Similarly, Uganda with its infrastructural challenges, inadequate teaching facilities, budgetary constraints, existing funding gaps (public vs private), and the urban - rural divide, provision of quality education might be an 'uphill task' for the manager in the covid-19 era. Therefore, institutions need to re-strategize their funding priorities in order to deliver quality education.

Sectoral level response

During Covid-19 lockdown, the MoES issued short term guidelines aimed at enhancing adherence and alignment to the national guidelines. Brought on board other actors e.g. school/institutional leaders, the National Curriculum Development Centre (NCDC), Local Governments so as to have resemblance of continued learning and prepare for the future re-opening. The government of Uganda further constituted a sector response task force comprising of (*e.g. Education Directorates, Agencies and developing partner institutions, education sector and her agencies*) to develop and coordinate the education sector preparedness and response measures to mitigate the impact of the outbreak of COVID-19. The task force included institutional leaders, education agencies (e.g. National Curriculum Development Centre (NCDC), the Uganda's National Examinations' Board and Local Governments), to devise strategies given their resemblance. The Ministry also constituted a sector response task force to develop and coordinate the education sector preparedness and response measures to mitigate the impact of the outbreak of COVID-19. The task force comprised of Education Directorates, Agencies and developing partner institutions. The role of the taskforce was to guide education sector and her agencies on continued communication to stakeholders. While discussions on the education sector preparedness to continue with learning amidst COVID 19 were on-going, home grown and context specific strategies were already being undertaken (MoES, 2020). Among other strategies, the Minister of Education proposed to invest and utilise e-learning systems to continue with learning at home together with some coordinated interventions.

As a strategy, all governing bodies were directed to put in place measures for remedial learning for all learners and not to levy any extra fees in all education institutions in case school term/semesters resume. In the same vain, the National Curriculum Development Centre (NCDC) was asked to work with heads of primary and secondary schools to identify model teachers to prepare remedial learning to be delivered on radio and television stations across the country and develop standardised self-study lesson packages in all the core subjects for primary and secondary education. To this regard, all District Education Officers and Head teachers were contacted asked to update their contacts in order to support in the distribution of materials to all learners across the country. In order to minimise the negative impact of the anticipated a prolonged school closure which would further reduce the instruction time and lower coverage of syllabus, all stakeholders

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

were involved to ensure continuity of learning. The long term plan set forth to address issues of home schooling, eLearning and anxiety among learners and parents. The Ministry planned to send out a harmonized continuous learning programme and materials for all Primary and Secondary school learners through Local Governments, District Resident Commissioners, and Association of Secondary Schools Head teachers of Uganda (ASSHU) where selected teachers will use Local Radios and TVs to extend learning. This was to be supplemented with printed material through mass media. In this effort, parents were expected to learners to involve learners in their home activities to give them skills for life and counsel and encourage to remain focused to their education. Similarly, as head teachers and teachers were instructed to listen and prepare to give remedial lessons when schools re-open, the learners too, were directed to listen and directed all learners at all levels to continue to read, study and revise the work of the previous years since the national curriculum is spiral and the concepts of one level are useful in the next level. Whereas institutions were directed to uphold the principle of equity and access, it was not clear to the manager, how children disadvantaged backgrounds would learn using newspaper pullouts and those distributed by the RDCs, citing accessibility challenges, supervision, the cost effectiveness of this mode of learning while ensuring delivery of quality of education. Similarly, while the manager was eager to offer quality education, it was not clear how this was to be achieved with without all the aspects that develop a child wholly. That notwithstanding, who was to meet extra costs related to Covid-19 SOPs implementation at schools.

Institutional level Response

Before reopening higher education institutions had instituted Covid-19 Task Force Committees which developed Covid-19 plans and budgets. Fortunately, the MoES released some funds to cater for issues of security, and maintenance of infrastructure as well as paid salaries for education managers and teachers. Similarly, NCHE issued guidelines for online teaching and learning and guided on how institutions should adapt to technology aided learning. Institutions trained staff on the usage of e-learning, developed guidelines for Online Distance Education Learning (ODEL), sought consent from students regarding conducting online classes-thus institutions tried to stay in touch with learners especially HEIs, and also re-opened for face to face teaching and learning, but only for candidate classes. Staff members were recalled from the lockdown; preparatory meetings were held with the departmental staff, recalled the learners to resume classes. Specifically, between July and September, 2020, Ugandan Management Institution got into collaboration with 'African Excellence Digi Face' the School of Distance Learning, to train in 'Technology Enabled Learning" modules. Workshops were organized for module leaders so as to train other members of staff.

Discussion

Although Covid-19 pandemic presents numerous challenges, it has promoted e-learning thereby resurrecting the long forgotten critical model 'heutagogy' - which was developed about two decades ago, and is now highly preferred as one of the innovative methods of virtual learning in educational institutions (Adams, 2014). In fact, the model had long been snubbed in favour of pedagogy and andragogy, but it is currently the most yearned for due to much desired limited physical interaction that has paved way for both 'heutagogy' and 'cybergogy' which seem more favorable models of teaching and learning in a virtual learning environment. The model is best known for its double-looped learning and has become more superior as it has the ability to challenge the theories in use, values and the assumptions rather than simply reacting to problems (Arghode, et al 2017). Hence, in the present global context, this approach is likely to be more competitive in the formal, informal, and non-formal way of teaching and learning – thereby

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

becoming an added value to pedagogy, andragogy, synergogy and cybergogy (Blaschke & Hase, 2016). On the other hand, whereas other types of education; (i.e. primary, secondary and university) have maneuvered with online teaching, Vocational Education is still facing challenges given that this kind of training demands rigorous practical skills involving 'teacher-learner-physical material' interaction, because as a sub-sector, it is exceedingly diverse with education and training institutions spanning from business, health, agriculture, technical, vocational to paraprofessional fields that may not be exclusively conducted online, and risks losing key competencies for lack of hands-on.

Consequently, the blanket recommendations tend to disregard different challenges faced by differently funded institutions (Public or Private), and geographically located (urban/rural) - in terms of availability of electronic devices for learners at all levels. Since the notion of universal primary and secondary education in Uganda was to achieve equity and access for all Ugandans – the Government of Uganda should take cognizant of other providers who have for long shouldered the burden of supporting the government through private arrangements. Despite efforts made to incorporate ICT into mainstream curriculum, Uganda's education system is still rooted on the traditional rote learning approach with very limited scope to modern technology platforms to keep pace with learning and teaching in the 21st century. This has crippled Uganda's education system in three key areas at all levels of education vis; (a) access to, (b) quality of, and (c) relevance of education. Given that there is low or hardly internet penetration especially in the rural schools, it may lead to only a few individuals participate in this mode of learning, considering that majority of learners live in rural areas - where online learning is, but a dream within a dream, in addition to the daily realities and struggles to access basic needs.

Conclusion

Inevitably, change is a difficult process to manage, even under 'normal' circumstances. Hence, given the nature of the challenge schools are facing, there are likely to be hurdles to any implementation process, no matter how well planned. Inadequate infrastructure, high costs of access, unreliable and electricity services, weak policy regimes, inaccessibility to appropriate software and course-delivery platforms, shortage of skilled personnel to manage the resources and maintain new delivery modes, a technology-illiterate user group, limited bandwidth and lack of access to online scholarly materials might affect government's efforts. In order to mitigate further damage, the government needs to continuously negotiate with the proprietors of these institutions, and, formulate implementable interventions with the involvement of all key stakeholders. All education managers at different levels therefore, should be involved to provide lasting and tenable solutions. Similarly, since there is no 'One size fits all' intervention for learning continuity, all stakeholders should come on board to guide which intervention is feasible for which level of education, in order to provide lasting and tenable solutions for learning to continue. Considering that the success of e-learning system will always depend on the willingness, acceptance and cognitive ability of not only the students, but also the change management strategies to mitigate resistance, institutions should continue to sensitive, encourage and coach them in order to embrace technology-assisted learning. Lastly, the sector needs to conduct a thorough situational analysis regarding challenges and factors influencing the usage of e-learning system during COVID-19 pandemic. Secondly, institutions may not be ready for online/virtual learning due to inadequate infrastructure; high costs of access; unreliable and electricity services; weak policy regimes; inaccessibility to appropriate software and course-delivery platforms; shortage of skilled personnel to manage the resources and maintain new delivery modes; a technology-illiterate user group; limited bandwidth; and lack

AJEMATES

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

of access to online scholarly materials which need to be overcome for the internet to become a national option for extending education and learning, given in institutions. The Government of Uganda must continue to seek long-term solutions that allow equitable education for all through consultation processes, learning and interaction with stakeholders, and also avoid short-term political and emergency-induced solutions that are often short-sighted and are not holistic. In order to develop a framework for the provision of internet supported ICT learning to play its part in supporting continuity of learning, there is an urgent need for collaborative partnerships between a wide range of stakeholders - both at the local and global levels, including; mobile networks to offer special tariffs and bundle packages for learning purposes; exploiting offline mobile phone educational applications and open source soft-ware platforms. Similarly, the situation that institutions are responding to, now requires a more rapid response, through intensive monitoring what is occurring in order to understand not only the impact, but also how the change is being responded to by students, staff and the larger community.

Institutions should ensure that teachers and faculty members develop the required digital literacy skills, develop effective pedagogical strategies, and develop peer collaborations and support to secure adequate technology and bandwidth. The Government of Uganda must continue to seek long-term solutions that allow equitable education for all through consultation processes, learning and interaction with stakeholders, and also avoid short-term political and emergency-induced solutions that are often short-sighted and are not holistic. Further, the integration of information technology in education should be further and that online education should eventually become an integral component of school education. Lastly, the 'new normal' seems to compete with the pandemic and the responsibility to ensure that society is a stronger, unified and improved society rests heavily on us as academia. Against this backdrop, institutions require agility, resilience, national solidarity and unity in partnership, with coherent, coordinated and decisive responses to address the long-term effects on the economy – to the benefit of society.

References

Adams, P. (2014). Self-determined learning: Heutagogy in action. British Journal of Educational Studies, 62(4), 476–478.

Arghode, V., Brieger, E. W., McLean, G. N. (2017). Adult learning theories: Implications for online instruction. European Journal of Training and Development, 42(7), 593–609.

Association for Supervision and Curriculum Development. (2013). Whole child virtual conference: Moving from implementation to sustainability to culture. Retrieved from www.ascd.org/wcvirtualconference

Baggio Marianna (2020). Here's why society is reacting with panic to coronavirus. Behavioral insights, Joint Research Centre. Available on: https://www.weforum.org/agenda/authors/marianna-baggio

Barman, A., Konwar, J., (2011) Competency Based Curriculum in Higher Education: A Necessity Grounded by Globalization, 6, pp: 7-15 Retrieved on 2nd November, 2020 from:http://www.dmp.wa.gov.au/Safety/What-is-competency-and-how-is-it-5973.aspx

Bandura A. (2016). The power of observational learning through social modeling. In R. Stenberg, S.T. Fiske, D.J Foss (Eds.). *Scientists making a difference* (pp. 235-239).

Blaschke, L. M., Hase, S. (2016). Heutagogy: A holistic framework for creating twenty-first-century self-determined learners. In Kinshuk, G. B., Maina, M. (Eds.), The future of ubiquitous learning: Learning designs for emerging pedagogies (pp. 25–40). Springer.

Brooks S.K., Webster R.K., Smith L.E. (2020). The psychological impact of quarantine and how

to reduce it: rapid review of the evidence. Lancet. 2020; 395:912–920.

Brooks S.K., Smith L. Webster R. et al. (2020). The impact of unplanned school closure on children's social contact: rapid evidence review. *OSF Preprints.*2020; (published online March 17.) (preprint). DOI: 10.31219/osf.io/2txsr.

Cao W., Fang Z., Hou G (2020). The psychological impact of the COVID-19 epidemic on college students in China. Psychiatry Res. 2020; 287:112934.

Christensen, C. M., & Eyring, H. J. (2011). The innovative university: Changing the DNA of higher education from the inside out. San Francisco: Jossey-Bass.

Costa-Lopes R, Dovidio J.F, Pereira C.R, Jost J.T (2013). Social psychological perspectives on the legitimation of social inequality: Past, present and future. Eur J Soc Psychol. 2013;43: 229–237.

Doman L.C.H., Le Roux A. (2012). The relationship between loneliness and psychological well- being among third-year students: a cross-cultural investigation. Int J Culture Ment Health. 2012; 5:153–168.

Dong E. Du H, Gardner L (2019). An Interactive Web-based web based dash board to track COVID-19 I real time. Lancet infect Dis: published on line February 19.

Evidence for Learning. (2020). Resources for home-supported learning: Implementing your home-supported learning plan.

Gillaspy, E. (2020). Developing the congruent academic through an integrated coaching approach. International Journal for Academic Development, 25(3), 285–289. https://doi.org/10.1080/1360144X.2019.1593175

Harris, E. (2017). How can Teachers put Competency-Based Curricula into Practice? Journal of Initial Teacher Inquiry, Vol. 3, pp. 12-15

Hens N., Ayele G.M., Goeyvaerts N et al. (2009). Estimating the impact of school closure on social mixing behaviour and the transmission of close contact infections in eight European countries. *BMC Infect Dis.* 2009; 9: 187

Hossain M.M., Sultana A., Purohit N. (2020). Mental health outcomes of quarantine and isolation for infection prevention: a systematic umbrella review of the global evidence. psyarxiv.com/dz5v2/ Available at: Published 2020. Accessed October 10, 2020.

Hundey, B., Anstey, L., Cruickshank, H., & Watson, G.P.L. (2020). Mentoring faculty online: A literature review and recommendations for web-based programs. International Journal for Academic Development, 25(3), 232–246.

lotkin, Hardiman, Gonzalez-Martin and Rodier (2007). "Infectious disease surveillance and the International Health Regulations, Chapter 2. In: Infectious Disease Surveillance. Blackwell Publishing 2007.

Jackson C., Mangtani P. & Vynnycky E. (2014). Impact of school closures on an influenza pandemic: scientific evidence base review. Public Health England, London2014

Kenyon, C., & Hase, S. (2010). Andragogy and heutagogy in postgraduate work. In T. Kerry (Ed.), Meeting the challenges of change in postgraduate education. London: Continuum Press.

Lofgren E.T, Rogers J., Senese M. & Fefferman N.H (2008). Pandemic preparedness strategies for school systems: is closure the only way? *Ann Zool Fenn.* 2008; 45: 449-458

Lopez, N., Patrick, S. and Sturgis, C., (2017). Quality and Equity by Design: Charting the Course for the Next Phase of Competency-Based Education.

Maclellan, E. (2004). How convincing is alternative assessment for use in higher education? Assessment and Education in Higher Education, 29(3) 311-321.

Makunja, G. (2015). Adopting Competence-Based Curriculum to Improve Quality of Secondary Education in Tanzania: "Is it a Dream or Reality"? International Journal of

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

Education and Research Vol. 3 No. 11, pp.175-188.

Martins, J.T. and Baptista Nunes, M.M. (2016), "Academics' e-learning adoption in higher education institutions: a matter of trust". The Learning Organization, Vol. 23 No. 5, pp. 299-331.

Matthews T., Danese A., Wertz J. (2016). Social isolation, loneliness and depression in young adulthood: a behavioural genetic analysis. Soc Psychiatry Psychiatr Epidemiol. 2016; 51:339–348.

McCluskey, F. B., & Winter, M. L. (2012). The idea of the digital university: Ancient traditions, disruptive technologies, and the battle for the soul of higher education. Washington, DC: Westphalia Press.

MoH Press statement (2020): Uganda COVID -19 cases rise to 48, Published online by the observer: April 3 2020.

Nakabugo, M.G., Urwick, J. & Kaffenberger, M. (2020). Considerations for Re-Opening Schools Post-Covid-19: Insights from Uwezo Surveys in Uganda, Uwezo Uganda.

Namara, R., Nkata, L.J, Karyeija, G. & Nabaho, L. (June, 2020). Challenges facing education in Uganda during the era of covid-19., A national dialogue paper presented at Uganda Management Institute, June, 2020

National Council for Higher Education (2017). Public Higher Education. Uganda: Council on Higher Education.

Ness, R. B. (2015). The creativity crisis: Reinventing science to unleash possibility. New York: Oxford University Press.

Rashid H., Ridda I., King C. et al. (2015). Evidence compendium and advice on social distancing and other related measures for response to an influenza pandemic. *Paediatr Respir Rev.* 2015; 16: 119-126.

Sabrina Sholts (2020). Accurate Science Communication is Key in the Fight against COVID-19. World Economic Forum. Available at: https://weforum.org/agenda/2020/03/

Slade, Sean (2017. What Do We Mean by a Quality Education? Global Outreach, ASCD

Tilya, F. N., & Mafumiko, F. M. S. (2010). The compatibility between teaching methods and competence-based curriculum in Tanzania. Papers in Education and Development, 29, 37-56

Tumwesige, J. (2020). COVID-19 Educational Disruption and Response: Rethinking e-Learning in Uganda. COVID-19 Educational Disruption and Response: Rethinking e-Learning in Uganda, Conrad, Canauer Stiftung

University of Oxford (2020). COVID-19's impact on youth mental health the focus of new research. 2020. http://www.ox.ac.uk/news/2020-03-30-covid-19s-impact-youth-mental- health- focus-new-research

Vanhalst J., Goossens L., Luyckx K., Scholte R.H., Engels R.C. (2013). The development of loneliness from mid- to late adolescence: trajectory classes, personality traits, and psychosocial functioning. J Adolesc. 2013; 36:1305–1312.

Walker, K. (2010). Science in Early Childhood Classrooms: Content and Process. Early Childhood Research and Practice. Retrieved from https://ecrp.illinois.edu/beyond/seed/worth.html

Wang J., Lloyd-Evans B., Giacco D. (2017). Social isolation in mental health: a conceptual and methodological review. Soc Psychiatry Psychiatr Epidemiol. 2017; 52:1451–1461.

Walton J. & Getting Smart Staff (2017). Competency-Based Education: Definitions and Difference Makers

WHO (2020). Director General's opening remarks at a media briefing on COVID-19, March 112020.

WHO (2020a). Strategic communications frame works, corona virus disease 2019 (COVID-19) situation report

WHO (2020b). Corona virus disease 2019 (COVID-19) situation report -76: risk communication and community engagement

AJEMATES

action plan guidance COVID 19 preparedness and response march 2020

World Health Organization (2020). Coronavirus disease 2019 (COVID-19) Situation Report - 97. April 26, 2020. (https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200426-sitrep-97-covid-19.pdf?sfvrsn=d1c3e800_6). Accessed 06 November, 2020

World Health Organization (2020). Coronavirus disease (COVID-19) Pandemic. April 27, 2020.

AJEMATES