Educational preparedness for virtual teaching and learning during Covid19 lockdowns: implication for policy innovation

by Vuyiswa Sandrah Nyathi
Educational preparedness for virtual teaching and learning during Covid19 lockdowns: implication for policy innovation

Vuyiswa Sandrah Nyathi: Midlands State University
Email: nyathiv@staff.mz.ac.zw or vuyidav@yahoo.co.uk
Joyce Mathwasa; National University of Science and Technology
Email: jmathwasal@gmail.com

Abstract

The COVID 19, global pandemic that gripped Zimbabwe throughout 2020 and beyond posed numerous challenges across sectors, including education. As a result of this disaster, several state governments devised mitigation strategies to address challenges. In light of the foregoing, the paper intends to conduct a critical review of the education sector's emergency response to the COVID19 crisis using the document analysis method. It evaluates this strategy as an alternative approach for teaching and learning, revealing its strengths, challenges, and gaps, as well as fostering recommendations for its improvement for future policy innovations. The study used a desk-review methodology, also known as systematic inquiry, to critically evaluate the foundation of education and psychology using empirically researched secondary data (Mertens 2010), which has the potential to yield important new knowledge about virtual teaching and learning where distance is not a barrier. Up to now, a number of challenges and gaps have emerged in this emergency response, necessitating the development of effective and efficient catastrophe preparedness and response policies by educational policymakers. The study findings revealed that there are gaps in Zimbabwe's disaster legislation, which has an impact on the preparedness of education for it to embark in virtual learning during COVID 19 lockdown. The research also found that the education sector is not adequately prepared for disaster risk reduction in order to reduce the sector's vulnerability. The study suggests that intensive mobilization of resource and capacity building be undertaken so as to achieve the envisioned goals in education, with no child left behind.

Key Words: pandemic, lockdown, e-learning, teaching and learning, strategy, education, policy.

INTRODUCTION

Zimbabwe's education system has progressed past the colonial era, which was marked by racial discrimination that favoured the white population (Riddell 1998). The post-colonial era was motivated by the "growth with equity principle" and attempted to address colonial biases to a large extent, with the construction of many schools to accommodate increased student enrolment, redressing gender equity issues, and executing favourable educational policies in accordance with the United Nations Convention on the Rights of the Child (UNCRC) As a result, the literacy rate in Zimbabwe increased from 77.79 percent in 1982; to 83.51 percent in 1992; to 83.58 percent in 2011 and to 88.69 percent in 2014 (UNDP, 2011). This impressive growth and development in eradicating illiteracy in Zimbabwe has been dented by worldwide pandemic which caused the government to declare the closing of schools, institutions and the
Educational preparedness for virtual teaching and learning during Covid19 lockdowns: implication for policy innovation

### Originality Report

<table>
<thead>
<tr>
<th>Similarity Index</th>
<th>Internet Sources</th>
<th>Publications</th>
<th>Student Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>9%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Primary Sources

1. **mts.intechopen.com**
   - Internet Source
   - Memory Rumbidzai Virginia Mandikiana. "Rethinking Zimbabwean Education During and Beyond the COVID-19 Pandemic", Quest Journal of Management and Social Sciences, 2020

2. **Submitted to University of Portsmouth**
   - Student Paper

3. **www.globalpartnership.org**
   - Internet Source


5. **parlzim.gov.zw**
   - Internet Source
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Submitted to Midlands State University</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><a href="http://www.kas.de">www.kas.de</a></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Submitted to Academy of Information Technology</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>dspace.library.uvic.ca</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Submitted to University of Cape Town</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>&quot;Re-imagining Educational Futures in Developing Countries&quot;, Springer Science and Business Media LLC, 2022</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>&quot;Status of digital agriculture in 47 sub-Saharan African countries&quot;, Food and Agriculture Organization of the United Nations (FAO), 2022</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>scholar.sun.ac.za:443</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ebin.pub</td>
<td></td>
</tr>
</tbody>
</table>
|   | 26 | Submitted to University of Durham  
Student Paper |
|---|---|---|
| 27 | www.ijirmf.com  
Internet Source |
| 28 | www.rsisinternational.org  
Internet Source |
| 29 | lsme.ac.uk  
Internet Source |
| 30 | pdfs.semanticscholar.org  
Internet Source |
| 31 | www.coursehero.com  
Internet Source |
| 32 | www.igi-global.com  
Internet Source |
| 33 | www.researchgate.net  
Internet Source |
Publication |
Obvious Mapiye, Godwill Makombe, Annelin Molotsi, Kennedy Dzama, Cletos Mapiye. "Information and communication technologies (ICTs): The potential for enhancing the dissemination of agricultural information and services to smallholder farmers in sub-Saharan Africa", Information Development, 2021

Emmanuel Mavhura. "Disaster legislation: a critical review of the Civil Protection Act of Zimbabwe", Natural Hazards, 2015