

Influence of Covid-19 Pandemic on Delivery On E- Learning Education in Rwanda Schools

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Abstract

The novel COVID-19 pandemic has greatly affected educational system worldwide leaving in its aftermath total closure of school and high institution learning affecting over billion learners. School closure in response to the pandemic have shed light on various social and economic issues including students debts, digital learning, food security, homelessness as well as access to childcare healthcare, and internet. In Rwanda, school closures have disrupted children's learning and pose the risk of higher dropout rate for the most vulnerable including girls and children from poor households who are less likely to go back to school. The bold step by many East Africa government countries to down school in March 2020 threw a new challenge in education arena as school stakeholders define the way to reach out to learners and keep the academic candle burning in the midst of the COVID -19 uncertainties. The ministry of education and other engencies has indicated that learners should undertake online learning or technology mediated learning on T.V, radio, ed-tech apps, and mobile phone. Many modes of delivery have been adopted by learning institutions such as blended learning which incorporate both face to face and online learning opportunities. Universities and Colleges have embarked in rolling out the mode after the ministry of education in Rwanda gave a green light to same institutions of Higher Learning to resume studies in October 2020, other institutions are still struggling to adopt the blended trend due to infrastructural challenges on part of the leaner, for example, luck of learning tools and gadgets like lap top, smart phones and inadequate financial resources to purchase data to facilitate online class duration. The above scenario underscores the opportunity to

drive learning forward through tapping on technology to support education needs. In Rwanda, the rapid expansion of access to telecommunication technology, TV radio, cell phones and internet has enabled the country to use this platform to provide distance learning to learners. However, since not all these technologies are available to poor households, radio which has the most reach in terms of both coverage and device ownership has been prioritized. To sustain and provide sustainable remote learning opportunities, quick sample –based assessment needs to be conducted to review the efficacy of remote learning tools and track student’s progress. Further studies are needed to establish the extent to which the education system can be strengthened and help lay foundation to withstand the immediate challenge posed by the COVID-19 pandemic and also act as a cushion to withstand future crisis in education. Presenting themes of (1) Big Environment, (2) Professional Identity, (3) Expectations (Formal Professional roles), (4) Additional Roles (Hidden Professional Roles) and, (5) Burnout were observed from the data. Key finding notes that dissonance within the profession was resultant of the low clarity of professional responsibilities rather than factors identified from earlier studies (heavy workload, emotional burnout, lack of resources etc). ‘Parents’ and ‘Organization’ were noted to be direct contributors to the low clarity of role. ‘Ambiguity’ was noted to represent the hidden curriculum of the profession rather than any distinct findings. The research notes the maturity of the profession in a developmental context and provides recommendations for different profiles-levels to reflect inwards in bids to protect the profession.

Keywords: COVID 19, Education, E-learning