

Focus Learning Support and QC Media Seminar

Saturday 10th October 2020

International Virtual Seminar

The Changing World: - Impact on education, jobs and the move to entrepreneurship.

ABSTRACTS

Stephen Moorby

Impact of the Changing World for the Young Generation- experience of years in employment

I was born in 1949. I grew up in a working class family (my dad was a painter and decorator), I went to university (with a full maintenance grant, no tuition fees), I worked first as a journalist, then as an IT manager (good pay and conditions, generous pension scheme) and I was able to get a mortgage and buy a house before house prices shot through the roof. Due to changes initiated under Margaret Thatcher in the 1980s, virtually none of these advantages are available to many people in Britain today. Starting your own business may be one way to meet the challenge. But you need to think carefully about what you want out of life and what level of risk you're willing to run to fulfil your ambitions.

Keywords: Changing World, Impact, Young generation, Experience, Employment, Education, and Thatcherism.

Mrs. Onimim Jack

Changing education imposed by Covid-19: are we ready for the online teaching and learning in Nigeria?

The unanticipated emergence of COVID-19 on the world stage without a doubt has dramatically altered human interaction across every conceivable field of human endeavour and in so short a time. The cliché: the new normal encapsulates this new reality. What was previously normal has become abnormal. In its place has come a new way of doing things, marked by the distinguishing feature of limiting human-to-human contact as best as possible. This is where a unique challenge is posed to Nigeria's education system. Hence, the question of whether we are ready for online teaching and learning is in response to this unique challenge. Prior to COVID-19, Nigeria appeared involved in a bitter internal struggle to ensure young children had access to education, given that all children, no matter where they live or what their circumstances are, have the right to quality education. On that note, the paper aims to explore how the Nigerian institutions are embracing the on-line teaching and learning imposed by Covid 19. Work has relied on experience of teachers and students and challenges faced in trying to adapt to online delivery as opposed to face to face classroom contact. The findings indicate that, Nigerian institutions are not quite ready for an online learning as the challenges militating against its full deployment are quite enormous. Poverty, access to power, absence of conducive learning environment, and lack of reliable internet and the cost of technology are not things citizens can readily provide for themselves given the biting level of poverty nationally. Therefore, to find footing in making e-learning an integral part of Nigerian education system, these challenges must first be tackled headlong. Only then could it be said that they have scratched the surface in demonstrating readiness and capacity to deploy e-learning solutions in education system in Nigeria and catching up with the rest of the world.

Keywords: Covid 19, On-line virtual Learning, Readiness, Challenges, Right to Education

Dr Elizabeth Achinewhu-Nworgu

Covid 19 - A rumour that came to reality – impact on International students using online delivery in their learning

It all began in November 2019 when it rumoured that there was a virus in China severely affecting people in a City called Wuhan. The rumour became a reality. Some of the students from South East Asia who came to London wore masks walking on the streets of London and in some cases into the classroom. People from the UK did not understand what it was all about, this covering of mouth and nose whilst walking on the streets. However, by January 2020, when people in the UK began to realise that there was a deadly virus which started in Wuhan, spread rapidly to Italy and then across the World. The entire people in the world were in serious panic as it spread fast to Italy, America, France and also the UK with high death rates. This spread resulted in a lockdown, which led to teaching online. This paper is aimed at analysing the challenges confronting the international students in their studies at the current time of Covid 19, in embracing online teaching and learning imposed by this current pandemic. The research method was based on experiential learning and observations of the patterns and assessing how the students are responding and engaging in online teaching and learning, compared to their classroom face to face contacts. The research is at an exploratory stage and the findings so far conclude that majority of the international students are more adversely affected by the use of online delivery compared to their classroom contacts. Hence, most of them cannot wait to go back to face to face classroom contact. Future work will aim to explore more measures to support International studies in their studies abroad. However, the future of Covid 19 is still uncertain as research for a cure/prevention is still in progress. What does the future hold for the international students with the issue of Covid 19? This will form a stage 2 research on the virus and its continuing impact on teaching and learning?

Keywords: Covid 19 Pandemic, students, online delivery, virtual learning, classroom contact, & challenges.

Dr Rebecca Natraja

Experience of Teachers in Supporting teaching and learning on-line – impact on the future of the Young Generation in their career and skill development.’

Technology occupies a predominant role in the digital world especially in the current pandemic situation. Due to Covid-19, people were forced to accept the ‘new normal’ especially the teachers and their students. However, both the students and the teachers were not prepared or may not be equipped to go online. This created a negative impact among the non-traditional student community, particularly when the higher education institutions were not equipped or prepared their academic staff. This led me to conduct a study about the teachers who are not digital immigrants to provide online support to the students and also to study the impact on the future of the younger generation. The author used case study method and also used a relevant literature review from the period of 2015 -2020 to identify the challenges faced by the teachers and the impact on the future of the younger generation. The findings and recommendations including the lessons learnt is included.

Keywords: Non-traditional students, COVID-19, Digital immigrants, Younger generation and Technology

Unchi Ane-Ben Ordu

The Role of Teaching and Learning Aids/Methods in the Changing World

The activity and method of teaching and learning identifies the input factors (students, teachers, instructional materials), the process (research, leadership, quality assurance, student services), and the output factors as seen in employable graduates, knowledge creation and the society’s economic growth. Teaching and learning activity is also seen in the skills, attitudes and research orientation of the students. Negative physical and social conditions may affect the quality of effective teaching and learning. It is important that an enabling environment be put in place for the effective acquisition of teaching and learning skills. Furthermore, it is the responsibility of teachers to be sufficiently trained on the use of teaching aids, and have full understanding of their subject in order to pass on the right knowledge to students. The use of pictures, video clips, objects, internet facilities help the students to have a real-life imagination of the context of what is being taught. By effectively delivering knowledge content, students acquire technical skills, become familiar with career options in the labour market, think out of the box, and have an intelligent understanding of the complexity of technology.

Keywords: Teaching, Learning, Students, Teachers, Labour market

Queen Chioma Nworgu MA in Education

The Future of Women in Business: - Where Does it Lie with Covid 19 from a UK Perspective?

Women have been in business for decades and more and more women are becoming entrepreneurs annually. However, this was not the case a century ago, women were not used to working in corporate jobs, let alone having their own businesses. Covid19 suddenly began to affect the UK severely in March of 2020 and it has strongly affected women in business in many ways. Many offline businesses had to close temporarily or permanently, due to the pandemic. This includes hedge changes in economic, social, domestic, environmental, education and businesses for women Entrepreneurs. Many female-led businesses on high streets across the UK had to close. This included Beauty Salons, Hair Salons, Women’s Clothing Stores, shoe shops, stationery

shops, food stores which affected many of their businesses and has led to a crisis in so many areas and changes to how women work.

More women than ever before have had to work online and from home, this has meant that women have had to increase their multi-tasking skills and combine their businesses with their home life. Women entrepreneurs that are married with children, have had to teach their children, cook, clean and work virtually, using their laptops and platforms like Zoom and social media platforms, instead of taking their offspring to school and having their regular time allotted to focus on their businesses. The impact has led to domestic issues such as an increase in stress, overwhelming frustration, and anxiety and in some cases abuse and domestic violence. However, some women have been able to leverage the virtual world in powerful ways, they have had an increase in clients, sales, income and somehow have been able to relax, distance themselves from their offline businesses and spend quality time with their families. They were also able to save money from less use of transport and petrol. The purpose of this work is to present some of the positive and negative impacts of Covid 19 Pandemic on Women Entrepreneurs and suggest measures to support Women Entrepreneurs in their business ventures. The most important aspect is coping with the economic downturn caused by Covid 19. Women will need to look for new and creative ways to promote their online businesses and ways to stand out in the marketplace to survive in this time of global crisis.

Keywords: change, business, women entrepreneurs, market place, crisis, Covid19.

Dr. Gillian Hilton

Education and its ability to change the World for Women.

Education is at the heart of improving the lot of women and the world itself. Women, who are educated, educate their families and can contribute to their prosperity. However, many women across this world are denied education due to cultural or religious beliefs or lack of money. We know that in countries where women are educated to the same, or even a higher level than boys, the country is more successful economically than those who deny education to females. Gradually, the world is waking up to the fact that if you deny girls education, then you condemn the country to poverty. However, for those in countries like mine, that value the concept of equality and educate girls and women (there are more women at university here than men) it is not the final answer to success.

In order to really use the potential of women we need to consider what hurdles are still put in the way of women's success. Bias against females, unconscious or conscious, male domination of higher positions and pay rates and the lack of support for women to move forward from senior members of the business are all a problem. Unfortunately, too women do not always support and encourage their sisters as they should, due to jealousy or inability to see that a rival is better than oneself and the lack of a belief that sisterhood gives us strength. Above all, bias against women which exists still, whether conscious or unconscious, hampers their progress. Many older women and men think the battle for equality has been won. Not according to women still struggling against bias now for equal pay, childbirth/career support and the other caring roles women undertake, far more than men do. Until we tackle anti-female bias across the world, women support women and we educate and encourage women to be confident, assertive and independent we will not succeed in achieving equality and move the world forward. We need more women at the head of corporations or businesses and more women successfully starting and running their own business and education can help that happen.

Keywords: Education, Women, Equality, Poverty, Culture and Assertive.

Chinuru C. Achinewhu

Covid-19 pandemic: the future of the young African generation in education and the COVID-19 pandemic is a strain on educational institutions globally.

Many nations around the globe experienced complete or partial school closures due to the crisis, which affected millions of students, forcing them to stay at home. This crisis has prompted nations to seek acceptable alternatives to ensure continuous learning for their students. E-learning has been effectively embraced and used in the developing world, making it easier to respond to the fundamental changes induced by the Covid-19 pandemic. E-learning, however, is in its early stage of development in Nigeria and faces numerous challenges. Furthermore, as the COVID-19 pandemic threatens to cripple the global economy, companies are facing challenges over whether to let their employees go, cut down their hours, or make them redundant. Employers and employees have had to contend with this unusual situation by implementing new strategies of executing their obligations under their employment contracts such as working remotely, reducing salaries, termination of employment contracts etc. This has had a catastrophic effect on global earnings.

This study examines the impact of the pandemic on the Nigerian higher educational system, explores the roadmap to e-learning in Nigeria by analysing the use of technology and its challenges and opportunities in Nigerian Universities. The paper identifies some solutions

and suggestions that Nigeria should implement in order to achieve continuous learning and development for its students. It also explores the impact of Covid 19 on employment in Nigeria and explores the options open to the youth of Nigeria in addressing unemployment issues. The research adopts a conceptual method by analysing previously collected data.

Keywords: E-learning, Covid-19, Nigerian Higher Education, Education, unemployment

Sharon Thabo Mampane

Futuristic youth development skills for entrepreneurship in Higher Education Institutions.

This paper contextualises futuristic youth development skills for job creation in Higher Education Institutions. The objective is to identify the effects of Higher Education Institutions' education on youth development and employment in South Africa. The paper aims to contribute to the scholarship of youth development in Higher Education for the world of work and for the betterment of society. Futuristic youth development for entrepreneurship involves a continuous process of development to higher levels of critical and creative thinking in a collaborative Higher Education environment of academic freedom. The aim is to advance the entrepreneurial skills of the youth for the job environment by discussing Higher Education learning, futuristic youth development, strategies used to promote entrepreneurial skills, challenges faced in promoting job skills and positive development of entrepreneurial skills. The paper, however, argues for youth development through possible learning alternatives, as the basis of job creation in our society. Among others, the author argues that Higher Education youth development and financial support will encourage the youth to invent themselves out of work, and to free them for more enjoyable, creative, job activities. The paper employs a descriptive research methodology wherein literature from secondary sources were analysed. A key finding is that the type of youth development provided in HEIs should pave the way for futuristic learning that responds to the employment needs of students. The significance of the study is that it highlights opportunities for changing youth development approaches, to ensure enjoyable and creative job opportunities. Informed by this finding youth development should be committed to the provision of quality youth development in Higher Education Institutions.

Keywords: Higher Education Institution; futuristic youth development; employment curriculum, job creation; creative thinking; human capital; economic growth.

Dr Matshediso Rebecca Modise.

Entrepreneurial Leadership in Early Childhood for Sustainable Development in South Africa

This paper investigates and provides an insight into the concept of entrepreneurial leadership and its effect within an organisation, especially the Early Childhood (EC) sector, in particular for its sustainability. EC sector has been hit hard globally during the outbreak of the COVID 19 pandemic. In response to the pandemic, EC operators in South Africa were instructed by the Department of Social Development (DSD) to close on the 18th of March 2020, to prevent the spread and hastening of infections. Owing to the lockdown restrictions, most of the EC operators could not collect fees from parents, which they mostly relied on to pay salaries and other fixed costs. This led to many EC teachers and other employees in the sector losing income and ultimately losing their jobs. This paper aims at answering the following research question: What are the effects of entrepreneurial leadership in sustaining the EC sector? To answer the research question data was generated through a review of literature on the definition, attributes, effects and significance of entrepreneurial leadership. The theoretical framework underpinning the research is Kurt Lewin's Change Theory. The changed environment of EC sector requires change in the behaviour of leaders, to a new innovative way that will be flexible to the new situations they find themselves in, depending on each centres' contextual factors for sustainable development. This paper argues that, the EC sector needs to be more entrepreneurial to enhance its capacity for adaptation, long term survival and enhanced performance.

Keywords: Entrepreneurship, Innovation, Leadership, Early Childhood, Sustainable development and Change.

Dr Adetola Adekunle and Mrs Oluwatoyin Awoyinka

The Rainbow Talk: The changing reflective colour of Covid-19 coronavirus pandemic's impact on women's work-life balance.

It is unequivocally agreed that the Covid-19 coronavirus pandemic currently beguiling nations of the world, has had and will continue to have, significant impact of lives of people globally. Various impacts reported include the obvious physical health effects, as well as others such as economic, mental health, social relationships and technological as well as environmental changes. This study explored the impact of the pandemic on women who are a category of persons, who from history have often marginalised in the society. Using a semi-structured virtual focus group discussion data collection technique, participants narrated their lived experiences of the pandemic and its impact on their work-life balance. A thematic analysis of the participants stories identified four key areas affected including: Mental Physical Health; Family Functionality Relationships; Financial Stability Security and; Academic Professional career balance. The study culminated in a proposed work-life balance coping mechanism framework, which offers insight into possible sources affecting the four key areas and their corresponding impact, as well as viable coping strategies for each key area.

Keywords: Work- life Balance, Covid-19 coronavirus pandemic, Mental Health, Physical Health, Family Functionality, Relationships, Financial Stability, Financial Security, Professional Career and Academic career.

Dr Carolina Redolfi

The Power of Education throughout the Crises

The aim of this article is to present and discuss the power of education throughout the world great crises. Using a longitudinal view, it will address the major contemporary crises that the world has passed through, and their consequences to the population. In addition, it will be discussing how education has been affected and its changes. Few studies have been focusing on this thematic, and the literature shows a lack of studies focusing on how history can help us understand the power of education. The main point of this discussion is to understand the role of education and how can we take advantage of the unforeseen crises and reinvent education. Therefore, our question will be: how education can be the motor to drive us through the crises?

Keywords: Power, Education, World, Unforeseen Crisis and Changes.

Dr Gordon Bowen

Generating Business ideas, strategies and raising funds for Entrepreneurs worldwide

The world was changing before the pandemic but, these changes have accelerated. Before Covid-19 the world of work was influenced by non-permanent contracts, casual jobs and entry onto professional jobs required lower skilled jobs and pay not necessarily related to your future profession. New professionals (degree entry) effectively had to serve an apprenticeship in these jobs. However, the pandemic has pulled the entry jobs away and there is no guarantee if many of these jobs will be available in the future. I am suggesting that one of the impacts of the pandemic is to drive self-employment and entrepreneurship, with many of them degree holders. Self-employment contracting out existing skills and entrepreneurship developing new business ideas becomes a way forward.

Keywords: Pandemic, Covid 19, Profession, Self – employment, entrepreneurship and New business ideas.

Tebogo Jillian Mampane

Revisiting curriculum change and youth development for entrepreneurship.

The purpose of this paper is to contribute to the scholarship of youth development for entrepreneurship within the school system. The aim is to advance the meaning and rationale for youth development through curriculum change in schools; discussing teaching practices that will help create employment opportunities and improve the economy of the country; as well as challenges faced in developing the youth through quality teaching and learning; and synthesising the issues discussed in the chapter. The paper will contribute to the debate on youth development for entrepreneurial skills within schools. Among others, the author argues that the concept “youth development” is not universally agreeable and that the composition of entrepreneurship is influenced by the curriculum, context and circumstances within schools. This paper employed a descriptive research methodology wherein an analysis of literature documents was done from secondary sources of information. The conceptual paper used the Schumpeterian theory of youth entrepreneurship and economic development to explain and describe the phenomenon youth development, for entrepreneurship within the school context. The author argues that positive youth development for entrepreneurship should meet employment needs and requires consideration of several curriculum factors to ensure learners achieve the desired employment skills. Youth development cannot be discussed without referring to quality teaching and learning. Youth development requires teacher competence, relevant curriculum, appropriate learning environment, and, effective and efficient learning processes to encourage creativity for achieving employment skills. Factors such as stakeholder collaboration are critical for the achievement of entrepreneurial skills for the youth, to improve the country’s economy.

Keywords: Youth development, curriculum change, entrepreneurship, teaching and learning, economic development.

Abbie Stasior MA Student

5 Health Hacks for Professional Success (Increasing your Vitality in this Season of Covid19)

In our current COVID-19 era, more professionals are working from home, living more sedentary lives, and many are more stressed than ever. This is not only affecting work life and productivity but with moving less and mindless snacking more in a state of uncertainty, this is leaving many people feeling stressed and burnt out. We know that eating nutritiously and engaging in physical activity is best for us and will serve us over the long term by providing lasting health, greater vitality, and improved cognition; all of which will lead to greater success professionally. However, how do we optimize ourselves beyond just eating well and exercising? What else can high-achievers do with the little time they have in order to continuously improve their physical, emotional, and mental wellbeing in order to create more of an impact and be more successful in their field of work? And how do we make this happen while working from home and living in a COVID era? In this presentation, 5 health hacks will be covered, which one can leverage for greater success professionally and personally. If you are curious about what time of day is best to exercise, how to feel energized while on your period as a female, why gratitude and sleep are essential to your success, and how to keep up with your health goals while in quarantine, we will be covering it all.

Keywords: Covid 19, Professionals, Vitality, Mental Wellbeing, Female.

Maphetla Magdeline Machaba

Capacitating ECD practitioners in addressing children's learning difficulties: a possible solution for job creation

This conceptual paper explores Early Childhood Development (ECD) practitioners' capacitation for addressing children's learning difficulties, to encourage entrepreneurship. Due to the limited discourse on capacitation of ECD practitioners for job creation in South Africa, the text aims to highlight the understanding around how ECD practitioners' capacitation for addressing learners' difficulties can help create ECD centres and create jobs. Due to the historical neglect, the ECD sector is faced with numerous challenges to quality, an under skilled workforce with low pay, and poor conditions of service in the Black rural areas. If the sector is to grow and be upgraded to enable practitioners to be entrepreneurs, it will need to become more attractive as a career option. To address these problems, and to help create jobs, ECD practitioners' preparation should include creative ways of acquiring ECD teaching skills and addressing learning difficulties. ECD practitioners have to plan, organise and conduct activities to help pre-primary school children develop a wide variety of skills that include speech, reading, writing, motor skills and social interaction. Capacitating ECD practitioners for job creation is a quality that will impact positively on society, thus creative staffing should be given serious consideration. The argument in this paper is whether ECD practitioners can be adequately capacitated to acquire adequate skills to create jobs. The inclusion of South Africa demonstrates a gap that exists on ECD practitioners' capacitation for entrepreneurship, in South Africa. This qualitative paper analysed literature studies that include books and articles written on performance management systems in higher education, to establish how performance data is used to improve institutional staff performance. Findings reveal that capacitating ECD practitioners provides opportunities that will make a real and lasting difference in children's and society's lives. Recommendations are that the government and educational stakeholders should develop and support ECD practitioners to enable them to create jobs for more practitioners involved in addressing children's learning difficulties.

Keywords: ECD practitioners, Capacity building, learning difficulties, Practitioner support.