

Exploring Lived Experiences of Selected Educational Entrepreneurs in and around Harare during the Covid 19 Pandemic.

Suggestion

1. Abstract should be no more than 250 words.
2. Conclusion on the key points should be brief, comprehensive and clear.

Abstract

The aim of this research is to explore lived experiences of education entrepreneurs during the Covid 19 pandemic. An interpretive phenomenological study was carried out on eight purposively selected educational entrepreneurs from Harare Urban and Harareperi-Urban in order to study their lived experiences through the Covid 19 Pandemic. Semi- structured interviews were used to collect data from the 8 research participants. Data collected was coded and placed into clusters according to similarities. Similar clusters were merged into 5 themes. These 5 themes summarized the lessons learnt through the lived experiences of the research participants. Although the Covid 19 pandemic has caused negative impacts globally, the reports from the lived experiences indicate that there were several positive aspects that emerged from this pandemic. Such positive outcomes include opening business opportunities for educational entrepreneurs, job creation, professional development and development of resilience. The study recommends that since the Covid 19 Pandemic is unique and has an evolving nature, educational entrepreneurs should shift their focus from simply mitigating and focus on proactively developing entrepreneurial innovativeness and adaptability skills in order to cope with a future that is inherently unpredictable. This may bolster their confidence so as to be ready to respond assertively as well as flexibly in the face of such a phenomenon in order to cope with the challenges posed and come out of it with resilience.

Abstract should be no more than 250 words.

Introduction

The Covid 19 Pandemic resulted in drastic negative impacts on the general way of life globally. As Covid 19 pandemic spread in March, 2020, it culminated in vast disruptions in the academic arena. Schools were closed, examinations were postponed, parents lost their jobs and consequently some learners dropped out of school. School closures due to COVID-19 have brought significant disruptions to education across the world (Donnelly, Patrinos & Gresham, 2021). Although Covid 19 pandemic resulted in terrible negative short term and

long term impacts on most educational systems world-wide, it also resulted in new opportunities in educational entrepreneurship for some people world-wide (Donnelly, Patrinos & Gresham, 2021; Magomedov *et al* 2020; <https://www.hrw.org/news/2020>).

In Zimbabwe, as a response to the sudden emergence of Covid 19 Pandemic, most schools and academic institutions were closed as from March 2020. While larger educational institutions with substantial capital and financial reserves were able to stay afloat for the first 6 months, the smaller educational entrepreneurs began to feel the pressure tightening as some of the bills remained in areas for some months. Major decisions such as “to quit or not to quit” had to be made. As more Lockdowns were extended, sure enough something had to be done in order for educational entrepreneurs to stay afloat. Some educational entrepreneurs who were not adaptable or creative enough in their business acumen ended up in debt and closed down. On the other hand, despite all these setbacks, there are some educational entrepreneurs who saw this crisis as an opportunity. It is from observing those educational entrepreneurs who survived through the Covid 19 Pandemic era that gave birth to this research. The major aim of this study is to explore the lived experiences of the educational entrepreneurs during the Covid 19 pandemic.

Key words: Covid 19 Pandemic; education entrepreneurs; phenomenology;

Literature Review

Small to Medium Educational Entrepreneurs are small business institutions employing few (5-10 employees) and have a small enrolment of students, not exceeding 300. Most of these educational businesses operate from rented premises (facilities) where bills for water and electricity are additional to salaries and rent expenses. The sudden lockdown meant that no students were coming to attend school, hence no school fees (tuition fees) was generated over the Lockdown period. Although other expenses such as water, internet and electricity were at their minimal, other major expenses such as rents for the building, salaries for teachers still needed to be paid. Since these small businesses usually set aside very little financial savings for the rainy day, their financial reserves began to dwindle and others were depleted to negative values.

Owing to the abruptness of the situation, parents, students, teachers and administrations were unprepared for this transition and had to quickly establish emergency plan B in order to keep

financially afloat and mitigate these impending challenges. Students had lagged behind in preparation for examinations. Something had to be done to help learners catch up. Both synchronous and asynchronous e-learning systems had to be established almost immediately (Donnelly, Patrinos & Gresham, 2021). Both learners and teachers had to upscale their computer literacy competencies. In addition, new electronic gadgets had to be bought for faculty and learners. Both teachers and the learners also needed to be trained on the new methods of teaching and learning. While this seemed a big blow on those with minimal computer literacy, it became an opportune time for those who were already tech-savvy as they could earn extra money from training the under-skilled. In addition, this has also resulted in professional growth through re-skilling and up-skilling of workers so they are empowered to cope with the current crisis. Most of these computer literacy courses are free or at low cost since some of them are heavily subsidized (<https://www.voced.edu.au/content/copyright>). With the additional advantage of flexible working hours, and ability to work from homes some could be employed to work at more than one job (Fana, et al 2020). This is true according to Wharton University professor, Adam Grant's prediction, "About half of people will emerge from this pandemic with post-traumatic growth post-traumatic growth. It's the flip side of stress, and a reminder that sometimes it takes a shock to the system to revive the heart and restore life" (Thorpe, 2020)

Methodology

This research followed an interpretivism paradigm, as a qualitative phenomenological research. Phenomenology involves the art of understanding events and lived experiences of people. In this study the researcher follows the interpretive hermeneutic strategy whereby the data collected is analysed considering how the parts/ components of data collected contributes to evolving understanding of the phenomena (whole).

According to Creswell, 2013, phenomenological research is a type of qualitative research that focuses on the commonality of a lived experience within a particular group. It is through analyses of lived narratives that a description of the nature of the particular phenomenon is arrived at. (Creswell, 2013). The focus is also on how the unique environmental contexts, in this case the Covid 19 pandemic crisis, has influenced the experiences of educational entrepreneurs. Phenomenological studies help us learn from the lived experiences of others (Neubauer et al, 2019). The aim of this research is to explore lived experiences of education entrepreneurs during the Covid 19 pandemic. The researcher used semi structured

interview questions. However, probing was used to solicit for further clarification of some responses that sounded ambiguous. The main research question was: what are the lived experiences of educational entrepreneurs during the covid 19 pandemic? This was further broken down into sub questions as follows; What were the major challenges encountered during the Covid 19 pandemic? How were small educational enterprises affected? What were the coping strategies for those who survived? How did the Covid 19 pandemic create opportunities for you and others? What lessons were learnt through this experience?

Population and Sample of study

The population of study are the business people, educational entrepreneurs in Harare Urban and Peri-Urban. Eight Business people engaged in educational entrepreneurship were purposefully sampled. Most of these have already been running flourishing educational institutions prior to the Covid 19 Pandemic. Each of these research participants agreed to be interviewed following the ethical code. The semi structured in-depth interviews took the form of audio phone calls and some typed text messages. Probing and follow up questions were used accordingly to get additional information.

Since phenomenology explores the lived experiences of different people, the researcher tried to minimize threats to validity such as preconceived biases so as to untainted data. This was achieved by bracketing oneself by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing suggested by Maxwell, (2013) is memoing -recording of reflective field notes by the researcher. Such memos tend to enhance the credibility and trustworthiness of the research as it is a record of the meanings based on the researcher's interpretation of the data. Data collected from those in peri-urban was compared with that from the urban as a way of triangulating. This enhanced the trustworthiness and credibility of the data.

Results

The data collected from different research participants through interviews were transcribed and coded and compared for similar phrases. This thematic analysis resulted in the formation of specific clusters which formed themes and subthemes. Through this process the researcher

was able to interpret and construct a general significance of the Covid 19 pandemic event on through the lived experiences of the participants. Since interpretive phenomenological analysis draws from the common essence of an experience from multiple interviews, consequently this provides a profound understanding of the phenomenon.

Coding of Participants

The research participants were coded as P1-P8

Table 1. Research Participants

Code	Location
P1	Urban
P2	Urban
P3	Per-Urban
P4	Peri-Urban
P5	Urban
P6	Peri- Urban
P7	Urban
P8	Urban

Steps followed in Data Analysis

The process of data analysis involved reduction, bracketing. Reduction and bracketing are the preliminary steps in the phenomenological research analysis. According to Husserl, reduction is the suspension of the trust in the objectivity of the empirical world. It involves setting aside the basic assumptions about the way things are supposed to progress or turn out according to the rules of scientific observations. Bracketing is a process of precluding the researcher's prior knowledge from influencing the data collected. The researcher's has to discard any prior prejudices or assumed notions. Both reduction and bracketing are needed in the early stages of data analysis. This reduces biases in interpreting the collected data.

Describing the lived experiences

A thorough understanding to the descriptions of the lived experiences of the research participants brings out the essence of the phenomenon.

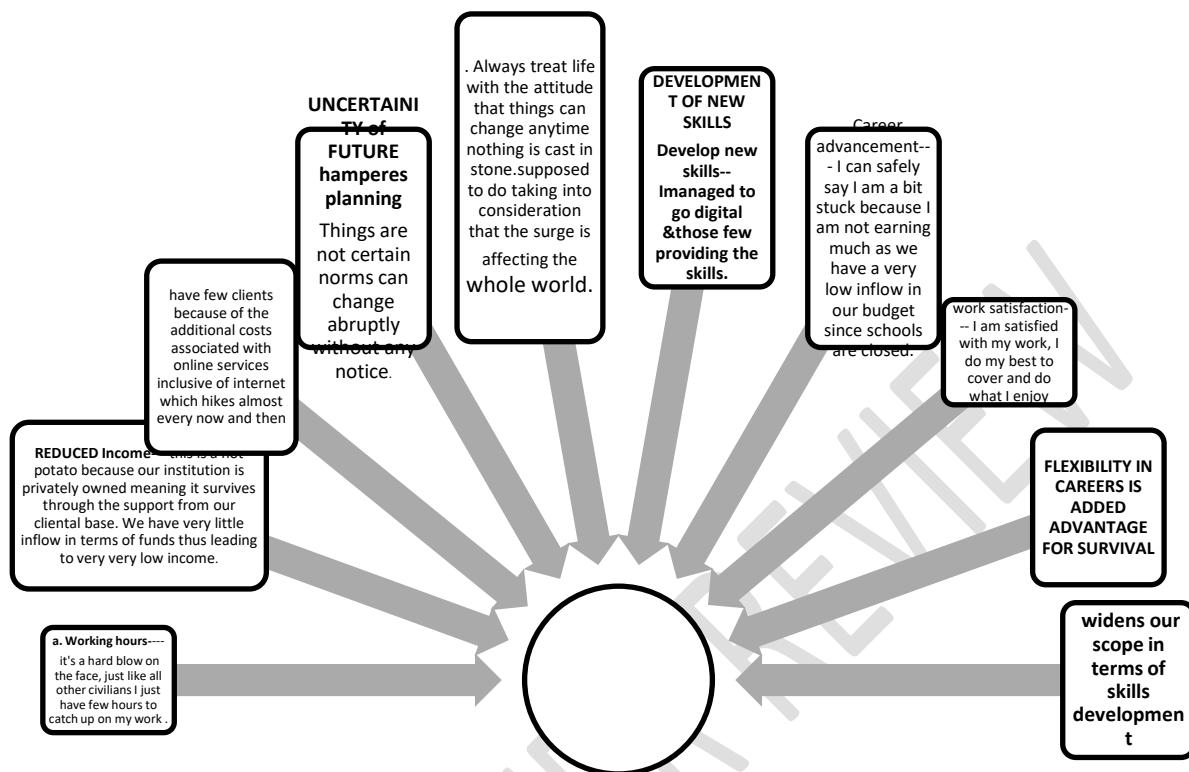


Figure 1. Clusters

From the clusters 5 themes emerged as a response to the impact of Covid 19 pandemic as reported from the lived experiences of the research participants of this study.

Interpretive phenomenological analysis is about finding the common essence of an experience from multiple interviews. While the initial stages of data analysis involves bracketing, whereby the researcher's experiences are kept separate from respondent's lived experiences by *epoche*. (Bednall, 2006). The last stage of interpreting the experiences involves unbracketing so as to allow the fusion of the researcher's ideas and the participants' expressed experiences. The idea expressed in this fusion or *unbracketing* emerges as the interpretative statement (Bednall, 2006). Unbracketing is a very necessary event in the moment of an interpretative fusion so as to come up with a balanced conclusion. This balance

is best operational when the researcher's awareness of past experiences do not distort interpretation of the lived experiences, but rather are reintegrated and fused to come up with a shared understanding.

Unlike other global Pandemics, Covid 19 Pandemic emerged with such rapid spread which resulted in a resounding big bang impact on major world systems, especially the finance, health and educational systems. While we generally expect the shuttering down of most national social and educational systems, some educational entrepreneurs were on pause for the first three months but on realising that evolving nature of the virus calls for evolving systems many braced themselves so they may be able to not only stay afloat, but thrive despite the setbacks.

Although Covid 19 pandemic with its abruptness resulted in terrible negative short term and long term impacts on most educational systems world wide, it also resulted in new opportunities in educational entrepreneurship for some people world wide. As the research participants noted, they had to accept the new normal and move on with life. Though it seemed they had to swim against the current, it is the individuals who resisted drowning in this sink or swim situation who had successful lived experiences. Phenomenology is defined as an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have lived through the phenomenon and directly experienced it <https://link.springer.com/article/10.1007/s40037-019-0509-2>. . This means the researcher needs to be intentional in analyzing and interpreting the lived experiences. Being intentional means seeing phenomena, their meanings, and their essences, in one way, or another. "Phenomenology is the study of essences", Merleau-Ponty (1995.). Essence is defined as the core nature or most important qualities of a person or thing. The most important part or aspect of something. (<https://www.yourdictionary.com/essence>).

The essence then comes out as lessons drawn from such lived experiences throughout this pandemic phenomenon. One of the participants pointed out that Covid 19 virus, Corona virus kills as evidenced in the way it has robbed us significant people in society. In view of such impending threat from the deadly virus, it is a sink or swim situation. Though some may have died or been crippled financially by the Covid 19 pandemic, those who survived have learnt the essence of the pandemic through their lived experiences. These can be summed up as 5 lessons from the Covid 19 pandemic.

Discussion

The responses to these research questions are summed up in the interpretation of the data collected from the research participants. Phenomenology as a research method has four characteristics, namely descriptive, reduction, essence and intentionality. Its focus is to investigate a phenomenon as it happens, making observations and ensuring that the form of the description is as accurately presented as the things themselves (Umanilo). It is in trying to unpack the reports of the lived experiences of research participants of that the essence of the Covid 19 pandemic phenomenon is understood.

Essential Theme One: Accept Change in a Flexible Way.

The first lesson learnt was that educational entrepreneurs need to accept change in a flexible way. While the Covid 19 came with many changes, effective educational entrepreneurs need not remain passive but accept change in a proactive and flexible way so that change does not break you (This will be discussed later under resilience). To put it in the participants words, there is need to accept that “nothing is cast in stone...change may come abruptly “. Hence, people need to be ready to “accept the new normal”, “be proactive and flexible”. Developing such attitudes will buttress the efforts of education institutions to recover from the impacts of COVID-19 while also adapting to more resilient and flexible approaches going forward (Donnelly, Patrinos& Gresham, 2021). In other words, it is not very beneficial to remain passive as the changes are taking place around us. This concept of flexibility implies that for effectiveness, educational practitioners need not remain fixated on old traditional teaching methods but rather adopt current teaching methods such as blended learning, online assessments and online networking.

Essential Theme Two: Develop Strategies to Cope with Reduced income.

The Covid 19 Pandemic resulted in loss of lives, loss of jobs, closure of some educational facilities under the Lockdown. This resulted in drastically reduced income for most households, thus affecting the student enrolment as some dropped out of school. But while others were sinking some educational entrepreneurs embarked on side businesses as a way of thriving and coping with reduced income. Some educational entrepreneurs used their online platform to advertise online lessons using all forms of social media including WhatsApp platform. Using such platforms some operated an online library which availed online books at a minimal subscription fee. Others who were techno savvy opened up computer literacy short

course trainings at low cost. This was helpful for boosting ICT literacy levels of some educators who were at the verge of losing their jobs. Others engaged in manufacturing or procurement of uniforms and outsourcing and stocking stationary so that when schools opened after the first Lockdown the students had to purchase uniforms and stationery at the school. Some educational entrepreneurs made a one package inclusive charge of tuition, uniforms and stationery for their students. Such schools became ‘ One stop Shop’ for their clients.

Some who were fortunate enough to be cushioned with Covid 19 allowance used this to embark on other income generating ventures such as gardening and poultry during the Lockdown period. Others found ways of cutting transport costs as a way of meeting the need for social distancing at schools by arranging for staggered school attendance so that half of the classes attend school on Mondays and Wednesdays while the other half attended on Tuesdays and Thursdays. The finishing (Examination classes) additionally met on Fridays. While this approach was cutting costs on parents, it became a side business for some educational entrepreneurs who opted to pick and drop their students from their homes to avoid using public transport and reduce chances of infection. Hence this staggered arrangement created extra income for educational entrepreneurs as they charged additional transport fee.

Essential Theme Three: Be Assertive and Develop Resilience

The English saying “*Make hay while the sun shines*” found its true meaning here. Indeed it pays to save for the rainy dy. This helps to cushion against unexpected disasters. As some of the research participants succinctly put expressed it; “Every teacher should have an emergency preparedness mindset” Another one said; “ all employees should be trained for disaster preparedness” Another research participant said every teacher (institution educational enterprise) should have a fall back plan. Though the Covid pandemic came with abruptness, it called for a rapid assertive response too. Successful educational entrepreneurs had to be alert, drawing from the resources of their fall back plan, they had to be assertive in their response and thus develop resilience. As evidenced in the participants, some opened e- libraries to maintain their clientele; others were aggressive on their online lessons using the lockdown, advertising via social media such that those parents who had national examination students(waiting for Government s hooks to open for face to face) ended up enrolling them into the

private educational institutions that were aggressively advertising their online learning programs

To sum up, the lived experiences indicate that the Covid 19 Pandemic phenomenon is unique (since it keeps evolving) those who survive through it must brace themselves to be ready to evolve new ways of surviving under the prevailing pandemic conditions. There is need to brace up and be assertive as well as think outside the box for unusual options to mitigate challenges posed as well as develop resilience

Essential Theme Four: Life-long Learning is Key to Personal Development

Another very important lesson learnt through the lived experiences of this phenomenological research is that personal development thrives best under harsh conditions. While some people lamented “waste of time during the Covid 19 pandemic lockdowns” for others it was a time for personal development, a time to learn new skills such as Computer technology. During the Covid 19 induced Lockdown almost all business, (including lessons for all subjects), had to be done from home. Harnessing technology for remote teaching resulted in more time for other activities since there was no time wasted in traveling to and from work station. Some educators prepared lessons in the form of pre-recorded videos or audios that could be sent to students. Consequently, most educators had extra time for other activities allowing for accommodating time to engage in side businesses or to engage in personal development. Although one research participant indicated that the Covid 19 pandemic was a drawback on career advancement, several research participants testified that they during the Covid19 were able to make career progress in strides in acquisition of new skills such as video conferencing using “Webex, zoom, Microsoft”. This exercise of upgrading their skills, and participation in training others (colleagues, learners, and parents) in acquiring new skills “boosted career satisfaction” for some of them as they played the role of facilitators. The availability of many free courses or heavily subsidized trainings in ICT greatly helped to reduce the gap of the digital device as those in peri-urban could now access internet facilities via the subsidized internet bundle packages offered by some Non-Government Organizations (NGOs) such as UNICEF. In other words, although the Covid 19 pandemic resulted in several negative impacts, there were a number of positive impacts too associated with the pandemic era (MagomedovKhaliev and Khubolov, 2020)

Essential Theme Five: There is Synergy of Networking

The fifth lesson learnt during the Covid 19 Pandemic as testified through the lived experiences of educational entrepreneurs is the magnitude of synergy gained through networking and cooperation instead of competition. While the common notion in the business world is the law of the jungle, “eat or be eaten” “ me first“; surprisingly this was not the case. There was networking and cooperative communication rather than competition. Such synergistic behaviour inspired those who were feeling the pressure squeezing hard on them. Some educational entrepreneurs who had excess enrolment (numbers were controlled to maintain social distance) networked with others in the same business and referred the extra students to the neighbouring school. Similarly, some educational entrepreneurs who were struggling to pay their employees downsized and sought employment for these employees they were laying off at the neighbouring school

This spirit of networking and cooperation was observed among parents. Such was described by one research participant as the game changing role of parents in education. Although some would lament the incapacitation of parents of low socio economic status suffering from the digital divide; (Human Rights Watch, 2021), The Covid 19 pandemic helped some parents to improve their computer literacy skills thus reducing the digital divide..” Another research participant commented that networking is of paramount importance, for “learners could function as a learning community through e-learning”, though remotely located, even under lockdown. Such teamwork propelled the students to gain ground and recover lost time so that most students were able to write their final examinations.

Conclusion

The unpredictability of the events of the Covid 19 pandemic left even the most organized educational entrepreneurs paralyzed. It is like the Chaos Theory that suggests that management should place more emphasis on adaptability, initiative and entrepreneurial creativity to cope with a future that is inherently unknowable (Van de Vliet). Such a butterfly effect, with unpredictable patterns calls for people who are always alert for the unexpected to happen in unexpected ways. Hence those who would successfully live through this phenomenon should be ready to proactively respond assertively in unexpected ways in order to cope with the challenges posed by this Covid 19 Pandemic and come out of it with resilience. Although the Covid 19 pandemic wrought terror and wreaked havoc globally, disrupting schooling and the general social life, for some educational entrepreneurs there is beauty from the ashes, though there were losses in time there were great gains from the new

opportunities for business and personal development. While some were thinking social life is disrupted by the lockdowns, on the other hand parental engagement in their children's education was enhanced. Reflecting on the lived experiences of some educational entrepreneurs, some of the academic progresses associated with embracing and harnessing technology to enhance pedagogical advancement which could possibly have taken decades has been achieved within the 2 years within which when the Covid 19 Pandemic ravaged the globe. The reports from research participants indicate that those who survived through the storm of Covid 19 pandemic came out stronger and better able to handle the unexpected manifestations of a disastrous phenomenon than they thought. The study recommends that since the Covid 19 Pandemic is unique and has an evolving nature, educational entrepreneurs should shift their focus from simply mitigating and focus on proactively developing entrepreneurial innovativeness and adaptability skills in order to cope with a future that is inherently unpredictable. This may bolster their confidence so as to be better able to proactively respond assertively as well as flexibly in the face of such a phenomenon in order to cope with the challenges posed by the pandemic and come out of it having developed resilience.

In conclusion on the key points should be brief, comprehensive and clear.

References

Bednall, J. (2006), **Epoche and bracketing within the phenomenological paradigm.***Issues In Educational Research, Vol 16, 2006*

[[Contents Vol 16](#)] [[IIER Home](#)] <http://iier.org.au/iier16/bednall.html>*The University of Notre Dame of Australia*

Creswell, J.W. (2013). *Qualitative Inquiry & Research Design: Choosing Among the Five Approaches*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 77-83)

Donnelly, R. Patrinos,& Gresham, (2021). The Impact of COVID-19 on Education – Recommendations and Opportunities for Ukraine. OPINION APRIL 2, 2021 <https://www.worldbank.org/en/news/opinion/2021/04/02/the-impact-of-covid-19-on-education-recommendations-and-opportunities-for-ukraine>

Fana, M. et al. (2020), *The COVID confinement measures and EU labour markets*, EUR 30190 EN 30190 IT, Publications Office of the European Union, Luxembourg, <http://dx.doi.org/10.2760/079230>. <https://www.oecd.org/coronavirus/policy-responses/an-assessment-of-the-impact-of-covid-19-on-job-and-skills-demand-using-online-job-vacancy-data-20ff09e/>

Human Rights Watch, (2020) <https://www.hrw.org/news/2020/08/26/impact-covid-19-childrens-education-africa>

Magomedov' I. A. Khaliev' M S-U and Khubolov, S. M.; (2020) The negative and positive impact of the pandemic on education. Published under licence by IOP Publishing Ltd [Journal of Physics: Conference Series, Volume 1691, 1st International Scientific Conference «ASEDU-2020: Advances in Science, Engineering and Digital Education» 8-9 October 2020, Krasnoyarsk, Russian Federation](#), I A Magomedov *et al* 2020 *J. Phys.: Conf. Ser.* **1691** 012134

<https://www.voced.edu.au/focus-impact-covid-19-education-and-training>

Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 135-136)

Merleau-Ponty, M. (1995/1945). *Phenomenology of perception*, (C. Smith, Trans.). LondonUK: Routledge. In

<https://www.tandfonline.com/doi/full/10.1080/17482620500478405>

[Neubauer](#), B E, Witkop, C.T &Varpio, L. (2019) How phenomenology can help us learn from the experiences of others. [Perspect Med Educ](#). 2019 Apr; 8(2): 90–97. Published online 2019 Apr 5. doi: [10.1007/s40037-019-0509-2](https://doi.org/10.1007/s40037-019-0509-2) PMID: [30953335](https://pubmed.ncbi.nlm.nih.gov/30953335/) PMID: [30953335](https://pubmed.ncbi.nlm.nih.gov/30953335/)

[\(https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6468135/\)](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6468135/)

Thorpe, D. (2020) Prepare now for the post pandemic future of your career.

<https://www.forbes.com/sites/forbeshumanresourcescouncil/2020/05/15/prepare-now-for-the-post-pandemic-future-of-your-career/?sh=533955885587>

<https://www.worldbank.org/en/news/opinion/2021/04/02/the-impact-of-covid-19-on-education-recommendations-and-opportunities-for-ukraine>

Umanailo, M.C.B. <https://www.researchgate.net/profile/M-Chairul-Basrun-Umanailo>

Van de Vliet, A. UK: Order from Chaos - Chaos Theory.

<https://www.managementtoday.co.uk/uk-order-chaos-chaos-theory/article/409520>. by Anita van de Vliet

APPENDIX

	Themes	Subthemes	Comments
1	ACCEPT CHANGE FLEXIBLY	Embrace new normal, but do not abandon traditional methods Be flexible, avoid fixation on old ways of doing things Flexible working hours, Flexible income sources, flexible teaching methods, flexible assessment methods Be prepared-	P1. “Nothing can replace real time classroom interaction with students” P4: to be proactive, and to be flexible, P8. We all need to accept that some things will never go back to the normal that we were used to. P5. Things are not certain norms can change abruptly without any notice. P5. Always treat life with the attitude that things can change anytime nothing is cast in stone. What lessons (positive or negative) did you learn from the COVID 19 pandemic experience? 6).Negative---I have learnt that covid 19 kills despite the status quo, It has deprived us a lot of high profile people including those of a low status
2	DEVELOP STRATEGIES TO COPE WITH REDUCED INCOME	Develop strategies to cope Projects that are income generation: poultry, gardening, etc IT service provision	P6. more expenses due to Covid (Sanitizers, masks etc) P6. More satisfaction- harnessing technology for remote schooling . P2. i am having Covid allowance on top

		<p>Cut on costs- introduce blended learning- 2 days face to face 3 days online. Create side businesses</p>	<p>of my regular salary P5. Carrer advancement has been slowed down minimally. However, there is opportunity for Extra tutorial for some learners from home P8. Develop new ways to survive in the unknown future such as uniforms, transport, stationery sales Advertise intensively capture drop outs from other institutions Do most business online eg online library Training others in computer literacy Expansion in educational entrepreneurship- branches</p>
3	DEVELOP RESILIENCE	<p>Learn new skills for survival Enrol for free trainings Retraining and up-skilling own employees (ICT skills) Develop positive attitude Psychological and emotional preparedness for future Save for a rainy day Make provision for unpredictable electricity and unstable internet services</p>	<p>P1 Every Teacher should have a Personal emergency preparedness in mindset P 5. All employees should be computer literate and be able to embrace change. Invest more IT as a school so that parents and students are able to use both online classroom and the brick and motor classrooms. P4 employees contracts should have a course on crisis management P3. Increased diversity of virtual online church services More time for other activities. Made work easier, just speak to Microphone, no stage fright. P3. Positive benefits; Financial cushioning from work Recommendations: Always set aside some 20% of income for the rainy day / 7 years of hunger P4 To have savings, P5. Develop resilience, P6. lets not be caught unawares again, keep developing P7. Given that COVID-19 is unlikely to be the last large-scale school disruption, it's imperative to build a more resilient personal upgrade as a there's need for an awareness of the need to develop education emergency preparedness plans at a personal level which are very important and beneficial to the students who expect standard learning. P8. Psychological Preparedness -we all need to accept that whatever</p>

			<p>happened has happened and we move on, accepting our loss in terms of family members, colleagues, service providers etc. We should remember that it all begins in the mind: if we accept the reality ahead of us then we will be ready to face whatever futuristic outcomes ahead of us.</p>
4	<p>Emergent themes</p> <p>LIFE LONG LEARNING</p>	<p>Never be complacent at one stage, stay alert</p> <p>Boost mental health through social activities at home</p> <p>Engage in gardening, poultry farming.</p> <p>Parents had to learn new skills</p> <p>Learners formed networks for cooperative learning</p> <p>Harnessing Government initiatives such as “The learning Passport” Free access to online educational resources for both teachers and learners</p>	<p>P1. This has been a period of growth to me, exploring entrepreneurial opportunities within & beyond my professional horizon.</p> <p>P4 Opportunities to develop new skills great opportunities and lots of time to explore I had time to back and do some gardening</p> <p>g. Career advancement : had the opportunity to advance my education so as to be more efficient and effective in my career although I faced some challenges</p> <p>P6. Self improvement is key</p> <p>P6 ✓ I've also learnt about the importance of collaboration with Parents in education. The game changing role of parents in education is a need Promote parental involvement. When parents are involved and supportive of their kid's learning back at home, all children benefit.</p> <p>P7. This has boosted my professional growth, exploring opportunities beyond my professional horizon.</p>
5	<p>SYNERGY IN NETWORKING</p> <p>PARENTAL ENGAGEMENT</p>	<p>Network with others</p> <p>Train parents, (empower them with computer skills).</p> <p>Communicate regularly with parents</p> <p>Reduction in digital divide</p>	<p>P2. Networking is important; Teamwork with others of the same profession and other stakeholders increases synergy. Share responsibilities, create jobs for others.</p> <p>P1 Fostering Parent Engagement. The game changing role of parents in education is a need. Before the global school closures in March, the education community spent relatively little time focused on the role of parent engagement, but we are increasingly getting an awareness that this was an oversight. When parents are involved</p>

			<p>and supportive of their kid's learning back at home, all children benefit.</p> <p>P6 ✓ The most important thing I've learnt is that Move with times, Virtual learning is the need of the time but it has its own place, but it can't replace the traditional classroom.</p>
6	PROS & CONS OF REMOTE WORKING	<p>Time management- extra time for other activities</p> <p>Impact on social life</p>	<p>P3. Remote learning -More time: I have preached more during the Covid pandemic than before- there boosted career satisfaction; New skills gained- Zoom, webex, micro soft.</p> <p>P8Negative{ social life is eroded), Limited social gatherings, Mental health challenges, depressions</p> <p>P1. Maintain healthy lifestyle Regular exercise and do physical activities as a life style which will help them to maintain a good immune style.</p> <p>P7. Remote working: Hours of work have actually increased in remote school rather than the 7-4 we used to do during physical school.</p>

Submit an article in manuscript on Ms_CJAST_87982 was reviewed to complete.

An article into manuscript on Ms_CJAST_87982 (Exploring Lived Experiences of Selected Educational Entrepreneurs in and around Harare during the Covid 19 Pandemic). I've reviewed it and provided additional feedback to complete. Therefore, I would like to submit it according to the attached document