

# RESEARCHERS CHALLENGE



## EDUCATION RESEARCHERS RESPOND TO LOCKDOWN



**DATE**  
June 2020



**NUMBER OF RESEARCHERS**  
7



### APPROACH

Desktop research for rapid reviews; online survey for data collection; online interviews for data collection



### SAMPLE

Survey – students and staff from eight higher education institutions in seven SADC countries; Interviews – students and staff from a Malawian university and a South African university



### PLATFORMS USED

Google and Zoom

## FINDINGS

1. The quality of education is enhanced (SDG 4) if there is clarity and intentionality about the purpose of education. However, there is no consensus on the meaning and understanding of global citizenship in the higher education sector.
2. GCED appears to be embedded and not necessarily explicit or co-ordinated.
3. The higher education environment shows evidence of the preconditions for developing a global citizenship identity – staff and students demonstrated identification with global citizenship.
4. GCED in SADC regions is largely based on 'Global North' strategies, and thus a greater need for South to South agency needs to be present in our curricula.
5. There is a lack of Internet access despite universities providing the students with data and devices, particularly in rural and deep areas; this leads to frustration and increased stress levels.
6. The pandemic has underscored inequalities and engendered empathy towards vulnerable groups.
7. More desirable outcomes are achieved where there is a high level of alignment between strategic positions and implementation strategies.
8. The pandemic has exposed how deeply entrenched inequality and inaccessibility are. In the SADC region there is great variation in higher education institutions between countries and within countries.
9. The availability of crisis response plans and multi-stakeholder task units was identified as a key factor that could significantly facilitate responsiveness.
10. Providing strictly online teaching and learning may not be an option for students in resource-constrained contexts. This requires creative thinking in providing options to accommodate ALL students.

## THEME 4:

### THE BARRIERS AND FACILITATORS OF GLOBAL CITIZENSHIP EDUCATION TO EXERCISE COLLECTIVE INTENTION IN THE FIGHT AGAINST COVID-19

## PURPOSE

To investigate the advocacy and implementation of global citizenship education (GCED) in higher education institutions, with particular focus on facilitators and barriers that enhanced and/or hindered GCED in the collective intent of managing COVID-19 in universities.

## OPPORTUNITY

The COVID-19 global pandemic provided a platform for demonstrating global citizenship and promoting global citizenship education – considering and acting in consequential ways towards all forms of inequity, vulnerability and marginalisation.

## RECOMMENDATIONS

1. Models can assist institutions in providing an explicit theoretical framework for GCED.
2. A key requirement to thriving in a fast-paced society is lifelong learning and the ability to acquire new skills quickly.
3. Collaboration of HEIs should be valued over competitiveness. Universities should demonstrate collegiality and citizenship by working together to solve problems.
4. HEIs should develop crisis response plans and establish multi-stakeholder task units to facilitate responsiveness.
5. Institutions must stimulate personal engagement and students must take up personal responsibility and increase engagement.
6. Rapid sharing of research is vital as it can save lives in a crisis by informing citizens through immediate public access to information.
7. Increased digitisation and modernisation of modes of delivery will increase participation in higher education and develop shared, open resources. Sharing of resources and strategies is integral to instructors' success in teaching online.

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