RESEARCHERS CHALLENGE

UNESCO · SADC · JET EDUCATION SERVICES · TE|SF Transforming Education for Sustainable Future · Education 2030

EDUCATION RESEARCHERS RESPOND TO LOCKDOWN

DATE
19 May - 22 June

NUMBER OF RESEARCHERS
9

APPROACH
Phenomenological exploratory nested study

SAMPLE
89 youth participants

PLATFORMS USED
Google Forms

PURPOSE

To contribute to the generation of evidence of how education and training systems in the Southern African Development Community (SADC) are affected by and can respond to COVID-19

FINDINGS

- Lockdown removed access to teachers and textbooks; phased easing of lockdown extended the disadvantage for some

- Learners lack access to e-learning infrastructure and knowledge of how to use these (internet, android phone, new technologies)

- Lack of electricity and TV/radio signal prevents access to learning possibilities

- Quality of online teaching below that of classroom teaching

- The need for social distancing reduces learning opportunities (from learning together, discussing with friends, using the library)

- Domestic constraints reduce learning potential for females (chores obligations, poor timing of online lessons, threat of sexual abuse and consequent pregnancy)

- Fear of lagging behind disturbs concentration

- Poverty prevents access to learning technology, data, and even to masks

- Disabled people are multiply disabled by difficulties accessing learning technology or support

THEME 3:

EXPLORING EDUCATIONAL LIVES OF THE EXCLUDED YOUTH UNDER COVID-19 IN THE SADC REGION

RECOMMENDATIONS

MINISTRY, DEPARTMENT OF BASIC EDUCATION, PROVINCIAL DEPARTMENTS OF EDUCATION

- Devise strategies to address the impact of social distancing on the learning process
- Make affordable data bundles available
- Research remote learning strategies for the disabled
- Provide sign-language interpreters for TV and online lessons
- Install electricity and connectivity in rural areas and villages
- Reduce poverty levels
- Mainstream psychological counselling services to rebuild the academic confidence of the learners

SCHOOLS

- Open rural schools subject to strict adherence to public health guidelines – rural learners are the most excluded
- Provide social media platforms for reports of challenges experienced in e-learning
- Train teachers in e-learning skills
- Install hygiene (toilets, taps, boreholes) and telecommunication facilities in rural schools
- Introduce blended learning, combining fact-to-face and e-learning, as a pilot
- Involve youth in implementing policies during COVID-19
- Start school/college/university radio stations to cater for those still at home

FAMILIES

- Protect girl children during lockdown to prevent sexual abuse and pregnancies
- Schedule online and TV channel classes to avoid peak hours for domestic chores

Project Lead: Manoah Muchanga; **Peer reviewers:** Dr Justin Lupele and Mr Phinith Chanthalangsy; **Researchers:** Ben Souza , Elia Negumbo, Teuka Tembo, Rodrick T. Chipere, Scolar Nhnyete, Nyarazo L. Garapo, Mervyn Coetzee and Morakane Madiba