

RESEARCHERS BOOTCAMP

THEME 5: UNLOCKING THE LOCKDOWN MINDSET AND ITS UNTAPPED POSSIBILITIES

PURPOSE: To contribute to finding solutions to the pressures placed on education systems during times of crisis, by investigating the best mega-, meta- and micro-level education strategies.

EDUCATION RESEARCHERS RESPOND TO LOCKDOWN



DATE

30 March – 30 April



NUMBER OF RESEARCHERS

12



APPROACH

Online research, quantitative and qualitative surveys



AUDIENCE

policy makers; parent-teacher bodies; education resource developers and publishers



PLATFORMS USED

Google Hangouts, Google Forms, WhatsApp, and various online websites and apps

FINDINGS

Due to socio-economic constraints, poorer households have far less access to online resources and the data needed to use them.

Many online resources exist, but there is dearth of offline resources.

Many resources exist for Mathematics and Science, but fewer for more specialised subjects and for learners with special needs.

More than half of learners took their workbooks or textbooks home when schools closed, indicating access to an offline source of study material.

Lockdown has exacerbated the inequality gap in the South African education system. By better understanding what resources are being used for teaching and learning, the government can put strategies in place to provide equal access for all.

Most children in all provinces are continuing with their studies during the lockdown, with most parents assisting them.

Much of the resource material found was practical, engaging and interactive.

RECOMMENDATIONS TO DBE



Provide, and safely distribute, offline resources that can be accessed by all learners.



Include interventions for learners with special needs in planning.



Consider a structured way of using WhatsApp for teaching and learning purposes.



Communicate with parents and caregivers on how best to support learners.



Ensure that the curriculum-recovery strategy makes provision for all learners.

