

Every child is a National Asset

INTERVENTIONS TO SUSTAIN TEACHING AND LEARNING IN THE MIDST OF COVID-19

MINISTRY FOR BASIC EDUCATION: SOUTH AFRICA

MAY 2020

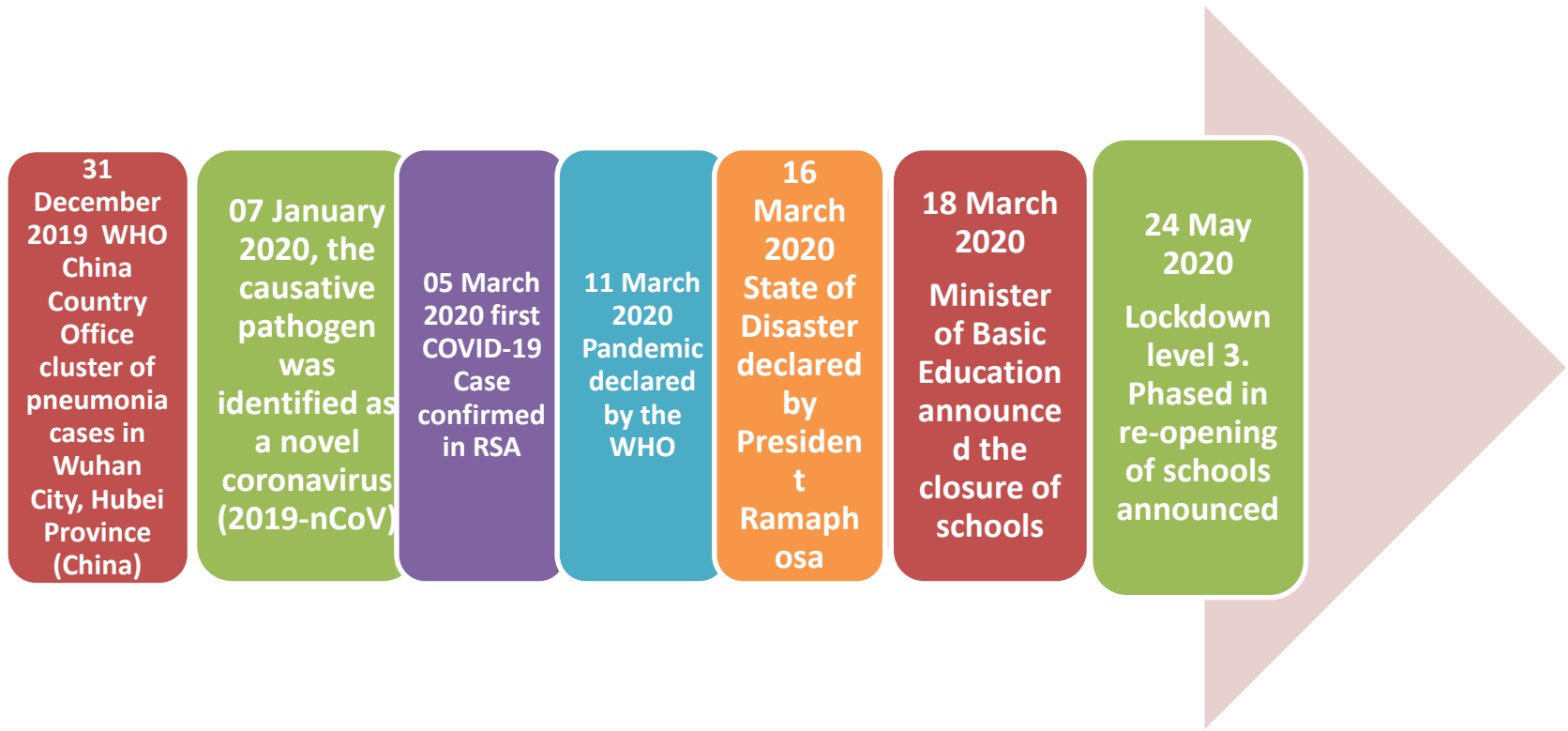


PRESENTATION OUTLINE

1. Background and Introduction
2. Teaching and Learning Support
3. Radio
4. Television
5. Online content
6. Preparations for reopening of schools
7. Collaboration
8. Way forward

BACKGROUND & INTRODUCTION

BACKGROUND



INTRODUCTION

- Countries across the world including South Africa, have taken **drastic measures** to curb the spread of the virus and reduce the extent to which infections are increasing.
- Some of these measures included:
 - promotion of **healthy hygienic practices**;
 - **social distancing** (e.g. prohibiting gatherings in every sphere of the life of people that are more than 100 in number);
 - **closing of borders** and prohibiting non-citizens to enter the country;
 - **screening and testing** of citizens coming back home from other parts of the world;
 - promoting **self-isolation and quarantining** of those who present with symptoms.
 - Closing of schools

SUMMARY OF ALERT LEVELS

| ALERT LEVEL 5 | ALERT LEVEL 4 | ALERT LEVEL 3 | ALERT LEVEL 2 | ALERT LEVEL 1 |
|--|--|--|---|--|
| OBJECTIVE | | | | |
| <p>Drastic measures to contain the spread of the virus and save lives. (Full lockdown)</p> | <p>Extreme precautions to limit community transmission and outbreaks, while allowing some activity to resume</p> | <p>Restrictions on many activities, including at workplaces and socially, to address a high risk of transmission</p> | <p>Physical distancing and restrictions on leisure and social activities to prevent a resurgence of the virus</p> | <p>Most normal activity can resume, with precautions and health guidelines followed at all times. Population prepared for an increase in alert levels if necessary</p> |

TEACHING AND LEARNING SUPPORT

USE OF RADIO

- Arrangements made with the National Broadcaster to broadcast Radio lessons to all its regional Radio Stations
- Financial support sourced from Government and Private Companies
- Focus during lockdown was largely on the exit grades.
- Currently looking at broadcast for all the grades
- Provinces bought additional time slots in Community Radio Stations
- Provinces supplied subject specialists to deliver lessons

USE OF TELEVISION...

- Lessons for Television broadcast on two National Broadcast channels which are free to air.
- Additional dedicate free to air channel also broadcast education content on a 24Hour Basis
- Two additional private channels also carried educational content
- Focus largely on exit grades;
- Efforts underway to establish a 24 Hour Digital channel in collaboration with the National Broadcaster
- Ministry will work with teachers to develop new content for television broadcast
- Segments of the new digital content will be carried on all national broadcast platforms so as to increase reach to poor areas

CHALLENGES OF TELEVISION

- Little broadcast time is available on free to air channels that are accessible in the poor areas
- Unavailability of additional space on free to air channels
- Bulk of time is available on commercial channels that are not accessible to majority of poor households
- Funding challenges to carry content on commercial channels
- Limited content available for broadcast, particularly for the lower grades
- Not enough offerings for people living with disabilities
- No sign language interpretation in some programmes
- Synchronising Television programmes with the school time table
- Proper coordination between Radio and Television

USE OF ONLINE EDUCATION CONTENT

- Online content made available through various online platforms
- Platforms such as virtual Classrooms, Zoom, Teams, Whatsup, You tube being used
- Data costs
- Challenges with zero rating of some of the platforms
- Not accessible in some areas due to poor connectivity
- Lack of devices for learners in poor households
- Vandalism and theft of devices

WORK CURRENTLY IN PROGRESS

- Synchronizing online access so as to enable zero-rating of content
- Working with Private sector to provide devices to poor learners
- Ways of mitigating connectivity being discussed

USE OF TEACHER DEVELOPMENT CENTERS

- Teacher Development Centres located in different districts to support Teachers, learners and communities
- Centres equipped with ICT equipment and connectivity
- Teachers and learners able to go into the centres to download materials and other content
- Centres also equipped with broadcast facilities
- Plans underway to ensure that centres are also connected to schools in their vicinity.
- This is meant to provide support to rural schools

PREPARATIONS FOR SCHOOL REOPENING

- Development of Curriculum recovery plan
- Implementation of risk adjusted strategy for the reopening of schools
- Focus on a phased in approach, beginning with grades 7 and 12 on 1st June
- Plans underway for procurement and delivery of PPEs
- Developed Orientation guides for Parents, Teachers and Learners with support from NECT and UNICEF
- Guides translated into different languages
- Plans underway to develop posters, flyers and video clips for more advocacy
- Mobile Application also being finalised

COLLABORATION

- Ministry had extensive consultation meetings with Teacher Unions, Parent Associations, Principal Associations and Student Organizations on measures to reopen schools
- A list of non- negotiables agreed to on school reopening
- Unions and Parent organizations part of the process to monitor the sanitization of schools and the delivery of Protective equipment
- Independent monitors also appointed to monitor the state of readiness for school reopening, and to monitor compliance with hygiene and safety precautions
- Special arrangements been made to ensure that sick and vulnerable teachers and learners remain at home
- Collaboration with Departments of Social Development as well as Health to provide Psychosocial support services to schools
- Leave measures being amended to accommodate teachers who are sick

ELEMENTS OF CURRICULUM RECOVERY PLAN

- Responsiveness to the National COVID-19 Programme
- Inclusion and Equity
- Guided Approach: No one size fits all but tailored-made solutions
- Size and Scope
- Partnerships
- Safety and Security
- Time Management
- Quality
- A nationally co-ordinated approach

ELEMENTS OF THE ORIENTATION GUIDE

1. Background and Introduction
2. Purpose of the guidelines
3. Lockdown Regulations
4. Schooling Schedule
5. Orientation programme schedule
6. Orientation programme implementation guidance
7. Topics to be covered in the orientation programme
8. Psychosocial support
9. Curriculum recovery
10. Roles and responsibilities

ELEMENTS OF THE PARENT GUIDE

1. Taking care of your own mental health and emotional well-being
2. Taking care of your children's mental health and emotional well-being
3. Taking care of your children's physical health
4. Structure a daily routine with your children
5. What to do during learning time

WAY FORWARD

1. Sustenance of existing arrangements with Radio and Television
2. Development of dedicated education channel
3. Integration of school calendar with Radio and Television
4. Sourcing of more education content
5. Capacity building for teachers and learners
6. Financial and technical support

WAY FORWARD...

7. Provision of Devices to poor learners
8. Addressing connectivity challenges in rural areas
9. Zero rating of platforms carrying education content

Every child is a National Asset

Thank you!

www.education.gov.za

facebook: DBE SA

twitter: @DBE_SA

callcentre@dbe.gov.za

callcentre: 0800 202 933