

# RESEARCHERS CHALLENGE



## EDUCATION RESEARCHERS RESPOND TO LOCKDOWN



### DATE

28 May 2020 – 29 June 2020



### NUMBER OF RESEARCHERS

12 from six SADC countries



### APPROACH

Case studies using interviews and desktop research



### SAMPLE

Local examples of livelihood enterprises



### PLATFORMS USED

Online, including email, Google Drive and WhatsApp

### LIST OF CASE STUDIES

- Soap producer, Mozambique.
- Recycled bottle top plastic shopping bags and floor wax entrepreneurs in Lusaka, Zambia.
- Informal metalworkers, Mbare Siay So in Harare, Zimbabwe.
- Tuckshop owners in Francistown, Botswana.
- Small-scale farmers in Cape Town, South Africa and Lusaka, Zambia.
- TVET educators in Mozambique and Eswatini.

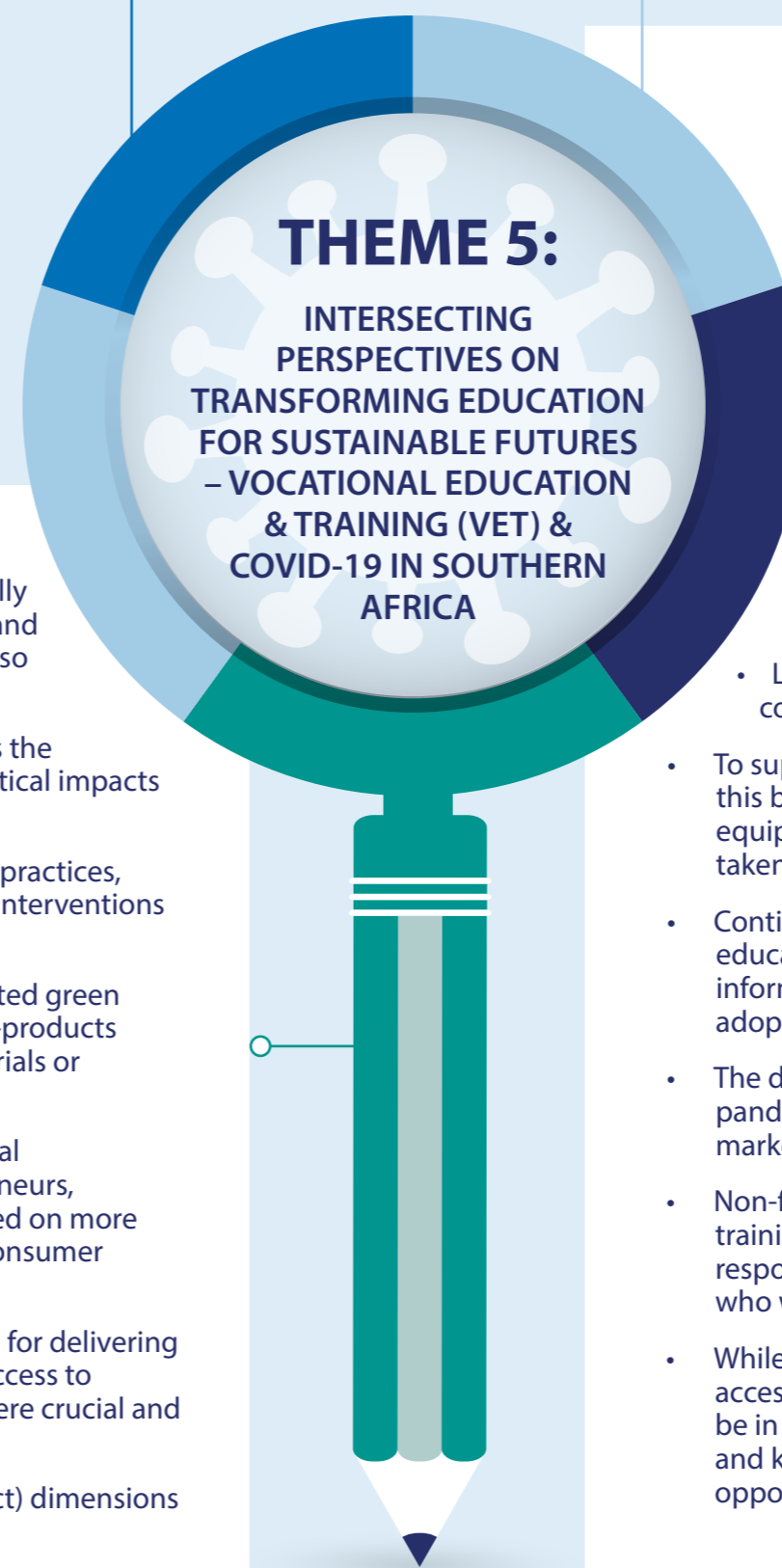
## OPPORTUNITY AND PURPOSE

**OPPORTUNITY:** Transforming TEVT education for sustainable futures.

**PURPOSE:** To provide insights and learnings from country case studies on sustainable livelihoods, green and decent work, and skills, knowledge and expertise in response to the COVID-19 pandemic.

## FINDINGS

- Clear responses to TVET were difficult to discern; generally more emphasis seems to have been dedicated to basic and higher education in terms of national responses. TEVT also poorly covered in local media.
- Having the adaptive capacity to withstand crises such as the COVID-19 pandemic and associated economic and logistical impacts is critical for people's livelihoods.
- Individuals need to know how to adapt and adjust their practices, seek new opportunities to learn or implement financial interventions to reduce their vulnerability.
- The pandemic highlighted and, in some instances, initiated green economic practices via the recognition that waste or by-products from manufacturing could be a valuable source of materials or ingredients for products that generate an income.
- The importance of a localised economy and interpersonal relationships during a crisis became evident as entrepreneurs, small-scale farmers, store owners and metalworkers relied on more localised sales or access to materials due to travel and consumer restrictions.
- In the case of online learning within colleges, the means for delivering vocational instruction, enhanced IT infrastructure and access to computers, smartphones and data/Wi-Fi for students, were crucial and impacted learning.
- Technical, interpersonal and embodied (physical conduct) dimensions of expertise means adaptability and survival.



## RECOMMENDATIONS

- TVET recovery in the SADC region needs to be reinvented in terms of:
  - Reforming curricula
  - Increasing the focus on occupational programmes
  - Building and enhancing partnerships with local communities, industry and government
  - Becoming responsive to skills for livelihoods – including digitalisation.
- TVET recovery responses require clear direction and the re-emergence of green economy/circular economy in the recovery rhetoric.
- Links between VET institutions and livelihood opportunities in communities need to be explored and strengthened.
- To support digital repressiveness within colleges, it is imperative that this be carefully considered and that the infrastructure, technical equipment, online teaching process and lecturer capabilities are all taken into consideration through feasibility and conformity studies.
- Continuous research efforts are needed to inform policymakers and educators about updated, suitable, complete and adequate information on resolving regional challenges when adapting and adopting new models of teaching and learning.
- The demand for online and digital skills observed during the pandemic could be incorporated into or complement business and marketing courses.
- Non-formal vocational learning opportunities provided by NGO training and community colleges or adult training centres could respond to local vocational needs and offer pathways for individuals who wish to enhance their education.
- While courses (and perhaps revised courses and mechanisms for access) may be reinvented post COVID-19, potential students need to be in a position to finance their studies. Students must understand and know how to access: 1) government funding and study opportunities and 2) business internships to cover on the job training.

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