

### **EDITORIAL NOTE**

Government has to plan for investments in infrastructure that serves poor and working-class schools into the future such that the availability of data and devices does not become reduced to the survival of the fittest. Emergency policy action now is no substitute for long-term planning to prevent what is already likely to be an exacerbation of racial and class differences in learning outcomes that compound those legacy deficits of apartheid education and post-apartheid inattention to the grinding inequalities of opportunity to learn for the children of the privileged and the children of the poor.

There must be educational mitigations for the growth in inequalities between children of the privileged and the children of the poor. One way to do this is to develop a school-based version of what was developed for universities as Strategies for Addressing Unequal Technological Access. There is an urgent need for investments in teacher capability and technological capacity that leads to highly interactive, substantive and resource-rich pedagogies rather than simply ‘dumping’ content to learn for examination purposes.

There has to be structured emotional support for students both at home and as they return to school in the full scaling reopening approach. Such support could come from government departments in the case of the majority of ordinary public schools. It is evidence that the emotional vulnerability of students is directly

related to their ability to learn.

It is against this background that this Issue of *Journal of South African Democratic Teachers Union* attempts to make important contributions to this worldwide debate. Articles featuring in this issue note that inequality induced against rich and poor child across Africa have the likelihood of deepening negative perception issues. Evidence shows that in South Africa there there is unequal access to learning materials between rich and poor child. The idea is to examine to what extent and in what ways the inequality has and will provoke antithetical behaviour and negative perceptions in the African continent.

I sincerely wish to acknowledge and thank everyone who contributed to this issue.

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