Shaping the Future of Teacher Education in Sub-Saharan Africa

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To help Commonwealth governments and institutions use technologies to improve and expand access to education and training
Outline

• Education in post-pandemic Africa
• Key issues
• COL response
• Shaping the future
Education in post-pandemic Africa
Covid-19 | Impact on Education

- Teachers unprepared for distance learning
- Scarcity of quality digital content
- Lack of ICT infrastructure
Covid-19 | Capacity building

Development and use of digital skills

Strategies for GBV and mental health issues

Addressing ‘learning loss’
Inclusive learning

Some countries provided training to teachers to support:

• children from low-income backgrounds
• learners with special needs
• displaced children
School re-opening and learning continuity

87 percent of children in sub-Saharan Africa are learning poor and lack functional skills in the labour market.

The priority is to ensure learning continuity for every child.

- Enhancing school readiness
- Focusing on general preparedness and water, sanitation, and hygiene (WASH).
- Preparation for blended learning approaches.

Parents as co-educators

- **Ghana**: Family and intergenerational learning
- **Liberia and Sierra Leone**: A hotline number for parental feedback
- **Rwanda**: Radio lessons supported by parents
Key issues
Digital divide

Internet usage / ownership of mobile phones

Globally: 60%  |  Africa: 40%

Men: 69%  |  Women: 63%
- 259 million more men than women were using the internet last year.
- Women are 12% less likely to own a mobile phone than men.

Teachers’ capacity

- Live-streamed lectures synchronously (74.6%)
- Presentations sent to students (44.5%)
- Asynchronous pre recorded video lectures available online (32.1%)
- Asynchronous pre recorded audios (20.6%)

Teachers needed more assistance during pandemic

Culturally responsive and inclusive pedagogy

- Africa is a diverse continent with rich cultures, languages, and histories.
- Increasing focus on multilingual classrooms

Namibia: multilingual pedagogies in teacher education

South Africa: translanguaging and teacher training

Zambia and South Africa: intercultural understanding
Learner at the Centre
Kyambogo University, Uganda

Culture of quality = culture of care
Cyclone Idai, Mozambique

Cyclone Freddy, Malawi

CARE; Retrieved from https://www.care.org/emergencies/cyclone-idai |

Image Credit: REUTERS/Esa Alexander
Teacher retention and professional development

• Retaining skilled and committed teachers is a challenge in many African countries.

• They often face difficult working conditions and limited opportunities for continuous professional development and growth

• Untrained teachers
The Need

• To reach the Education 2030 goals, countries in SSA need to **recruit 15 million teachers**

• The proportion of qualified teachers in the region has steadily declined since 2000 at both primary and secondary levels.

• Female teachers play a pivotal role in encouraging girls’ enrolment, but fewer than 50% of teachers are female at the primary level, falling to less than 30% at the secondary level.

COL response
COL’s Strategy in Teacher Education

- Address teacher shortfall using open, distance and technology-enabled learning
- Scale up quality teacher development using new technologies
- Promote equity and inclusion
- Environmental and Climate Change Education
- Focus on Sub-Saharan Africa
National policy development in ODL

- Cameroon
- The Gambia
- Zambia
Capacity Building of Teachers
Self-directed learning and micro-learning

- Just-in-time learning
- Short courses for skills development
- Flexible learning
- In-built mechanism to share credential on LinkedIn

colcommons.org
Quality Assurance of Blended and Online Learning

Quality Assurance Tools

COL Commons quality process

- Concept Note (justification for the course, resources, etc.)
- Course manuscript (text, audio, video, quizzes)
- Content analysis (Learning map)
- Storyboard and mockups
- Quality review (alpha and best testing)
- Course development (HTML5)
- Course on the platform
- Accessibility testing
Family Learning

How does the integration of local and indigenous knowledges into family and intergenerational learning programmes contribute to improving literacy for all and achieving sustainable development?
Climate Change Education for Teachers Project

- Green Teacher Nigeria
- MOOC on ‘Teaching for Climate Action'
- Climate Change Education for Teachers Diploma
AI in Education

- COL has recently hosted a Webinar series to sensitise partner institutions and individual educators on AI in Education
- Research and publications on AI
- MOOC on AI
- AI-driven Helpdesk on Moodle
Partnerships with teacher agencies in SSA and AFTRA

National Teaching Council, Ghana
Teaching Service Commission, Sierra Leone
Zambia Teaching Council
Africa Federation of Teaching Regulatory Authorities (AFTRA)
Shaping the future
1. Address ‘learning loss’
2. Promote equity and inclusion
3. Achieve digital transformation
4. Review curricula and pedagogies
5. Support psycho-social well-being
Rapid framework for learning recovery and acceleration

Inequalities: Leaving no one behind

- For persons with disabilities
- Women and disadvantaged groups
- People in remote areas
AI for Teacher Support

• Lesson plans
• Assessment tests
• Language translation
• Text summarisation
• Image generation from text
• Videos from text
• Microlearning courses from text
Assessment: alternative approaches

• Beyond proctorial tests
• Adopt authentic learning assessments
• Recognition of prior-learning
• Micro-credentials and credit stacking
Social Emotional Learning (SEL)

• Teachers social and emotional skills are key in creating a positive learning environment

Study:
Years after students participated in SEL, their academic performance was on average, 13 percentile points higher than students who didn’t participate.

Source: https://casel.org/fundamentals-of-sel/what-does-the-research-say/, retrieved on 1 June 2023
New ecosystem of learner support: family learning

• Empowering parents/siblings
• Call centers to support learning
• Address mental health issues and non-academic challenges
## Green learning agenda

<table>
<thead>
<tr>
<th>Skills for green jobs</th>
<th>Green life skills</th>
<th>Skills for a green transformation</th>
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<tbody>
<tr>
<td>Skills aimed at fulfilling the requirements of green jobs and supporting the transition to a low-carbon green economy</td>
<td>Cross-cutting skills that serve both technical, instrumental, and adaptive, transformative ends</td>
<td>Adaptive skills aimed at transforming unjust social and economic structures</td>
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Shaping the Future of teacher education in SSA: The 4Cs

Connectivity

Content

Capacity

Credentials
Our Common Future

- AI cannot replace teachers who embody ethics and empathy
- Digital fluency is no longer an option
- Since we are all interconnected more collaboration is needed
Thank you