Re-imagining teacher education for a post-pandemic future
To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development
COVID-19 and Teachers

Responding to the crisis

The COL response

Re-imagining teacher education
COVID-19 and Teachers
Teacher Deficit

17 million primary and secondary teachers needed in SSA

• 70% countries face shortages at primary level
• 90% countries face shortages at secondary level

Impact of COVID-19

- More than 250 million primary and secondary school students in Africa not attending school (GPE blog 2020)
- More than 60% students excluded from online learning
- High dropout rates

The ‘learning crisis’

• Half of 10 yr olds in low/middle income countries unable to understand a simple written sentence

• In West and Central Africa, less than 45% students in Grade 6 achieved competency level in maths and reading

• In South Africa, majority of Grade 4 students displayed the capacity of Grade 1

Learning Loss

Children in low/middle income countries lost nearly 4 months of schooling since the start of the pandemic as compared to 1.5 months in high income countries.

Catching up

• In UP, India, children reading a paragraph increased from 15% to 48% after 50 days of catch-up classes

• In Pakistan, with 3 months of school closures due to an earthquake (2005), children fell behind by 1.5 years, as teachers pressed on with usual lessons instead of remedial classes
What about ‘Learning Gains’?

Learning over and above the curriculum

- Resilience
- Time management
- Basic computer skills
- Collaboration
Teachers in the front line

- Côte d’Ivoire: Teachers produced digital courses
- Mali: assigned homework through WhatsApp
- Cameroon, Nigeria, Tanzania, SA: joined together to find solutions without external assistance
- Teachers Associations: organised webinars

Source: Bernard Kirk & Claire Gillissen-Duval, ‘In Africa, Teachers are Agents of Change’, Oct 5, 2020. Published under EDEA and GPE
Photo credit: https://gemreportunesco.wordpress.com/2014/01/29/4067/, CC BY-SA 3.0
Responding to the crisis
COVID-19 and Education

- Technology
- Teacher Capacities
- Inequalities
Effect of COVID-19 on Education in Africa

- Lack of Access to technology biggest barrier especially in rural areas
- TV and radio sustained learning for primary students and online was most important for secondary students
- Educators did not receive financial support for teaching-learning tools
- 85% felt that crisis would lead to more widespread use of technology but could also result in greater inequalities

Teacher Capacities

Inequalities

Source: https://en.unesco.org/covid19/educationresponse/girlseducation
Learning Inequality during COVID-19

- Learning loss of about three percentile points
- Learners from less educated homes 55% more prone to learning loss

Source: https://osf.io/preprints/socarxiv/ve4z7/
What kind of Teacher Training?

Teachers to be able to use technology to facilitate learning in an environment where:

• learners are engaged
• learning resources are adequate and diverse
• schools are safe and inclusive
• Parents, caregivers, and the home learning environment strengthened

The COL Response
Capacity Building of Teachers
Promoting OER-based Online Learning

- Support network for educators
- Share online courses
- Provide open technology tools
- Build capacity

https://oer4covid.oeru.org
Content aligned to curriculum

• Video-on-demand: Fiji, Nauru, Samoa, Tonga
• STEM courses
The Gambia
The Gambia College

PROJECT:
School-Based Teacher Development

• Teachers from 20 upper basic and senior secondary schools’ complete school-based teacher development

• Staff mentored by using: LMS, webinars, WhatsApp and on-site activities.

• Resources available for online and offline access

Video link: https://youtu.be/Ib-X-JBBBkg
Kenya
Kenya Institute of Special Education and Open University, UK

PROJECT:
School Based Teacher Development in Inclusive Education

• Resource development and capacity building in Inclusive Education

Sierra Leone
Freetown Teachers’ College

PROJECT:
Digitisation and learner support for the Distance Teacher Education programme

Capacity building in:
• policy and guidelines on technology-enabled learning
• content development, OER and resources for special needs
• learner support

‘The Commonwealth of Learning has provided us training in podcast development to be able to prepare materials for our teachers in the distance teacher education program across the country.’

- Aliu Mansaray, Dean of Faculty of Arts and Social Sciences, FTC
Nigeria
National Teachers’ Institute, Kaduna

PROJECT:
OER for Learning Recovery
Reskilling teacher educators and teachers in OER development
In consultation with the state Ministry of Education, a plan to reach 2000 teachers with 3 MOOCs on
• Mobile Learning with Multimedia
• Learning Science and Mathematics
• Learning English and Social Studies

Photo: OER and Learning Recovery Workshop, Nigeria
Ghana
School for Life

PROJECT:
Parental Learning for Uninterrupted Schooling (PLUS Ghana)

‘For us, we know visiting our children at school and talking to teachers is a good thing. I don’t understand English, and my child’s teacher is new and does not understand my language. So, we only greet each other, which is good.’

- Female Parent, Ghana
Re-imagining teacher education
Technology: the future is blended

- Appropriate technologies to create blended learning opportunities
- Multiple pathways to acquire qualifications
- Using technology to personalise learning
Content: Mainstreaming OER

• Building capacities of policy-makers
• Developing capacity of teachers
• Preparing learners to find and use OER
Rise of self-directed learning: boost for Lifelong Learning

- Learning to learn online
- Creating an ecosystem for lifelong learning
- Providing just-in-time training for livelihoods

Source: https://www.classcentral.com/report/the-second-year-of-the-mooc/
Assessment: alternative approaches

- Beyond proctorial tests
- Adopt authentic learning assessments
- Recognition of prior-learning
- Micro-credentials and credit stacking
Parental inputs: new ecosystem of learner support

• Empowering parents/siblings
• Call Centres to support learning
• Address mental health issues and non-academic challenges
6  Inequalities: leave no one behind

- For persons with disabilities
- Women and disadvantaged groups
- People in remote areas

Source: Policy by Nick Youngson CC BY-SA 3.0 Alpha Stock Images
Our Common Future

- Teacher professional development is central
- Access to technology will be key
- We are all interconnected so more collaboration
Thank you

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