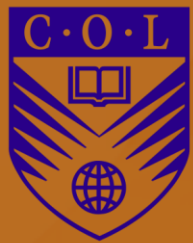


Educating the African Learner in an Era of Crises

What are the Options?



COMMONWEALTH
of LEARNING

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President & CEO

Dr Betty Ogange, Adviser: Teacher Education

DETA Conference 2019 | 22-26 July



Commonwealth Heads of Government Meeting
Vancouver, 1987





COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development



**ECONOMIC
GROWTH**



SOCIAL INCLUSION



**ENVIRONMENTAL
CONSERVATION**



Learning for Sustainable Development



GOAL 4

A group of diverse young children, likely of African descent, are shown in a classroom setting. They are wearing blue and yellow school uniforms. The children are smiling and appear to be engaged in a learning activity. The background is slightly blurred, showing other children and a teacher.

ENSURE INCLUSIVE AND EQUITABLE QUALITY
EDUCATION AND PROMOTE LIFELONG LEARNING
OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal

Plan

- Crises
- Who is the African learner?
- Responding to the crises
- The COL response
- Looking ahead

Crises

Crisis 1: Climate Change

Nearly **40 million**
children a year
have their education
interrupted by natural
disasters

**Cyclone Idai (March 2019)
Mozambique, Zimbabwe and Malawi**



Photo Credit Denis Onyodi: IFRC/DRK/Climate Centre, CC BY-NC 2.0

Crisis 2: Migration and Displacement

12.6 million
internally
displaced persons
in Africa by end of
2016



Photo credit: https://en.wikipedia.org/wiki/File:Oxfam_Horn_of_Africa_famine_refugee_camp.jpg, CC BY-SA 3.0

Crisis 3: Out-of-School youth

Sub-Saharan Africa

- highest rate of out-of-school for all age groups

21% of children denied the right to education

63% of population resides in rural areas



Photo source: <https://www.iol.co.za/news/politics/sas-ticking-time-bomb-1244433>

Crisis 4: The 'learning crisis'

- 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
- Teacher absenteeism and 'presenteeism'



Crisis 5: Challenge of Pedagogy

- Teacher education programmes tend to emphasize general knowledge over practical pedagogy
- Prominence of teacher-centred lecture methods
- 6 countries in SSA - no capacity for differentiated instruction based on learner ability
- 40% teachers in SSA do not have mastery of concepts
(World Bank, 2018)



Photo source: <https://gemreportunesco.wordpress.com/2014/01/29/4067/>, CC BY-SA 3.0

Who is the African
learner?

1.2 billion

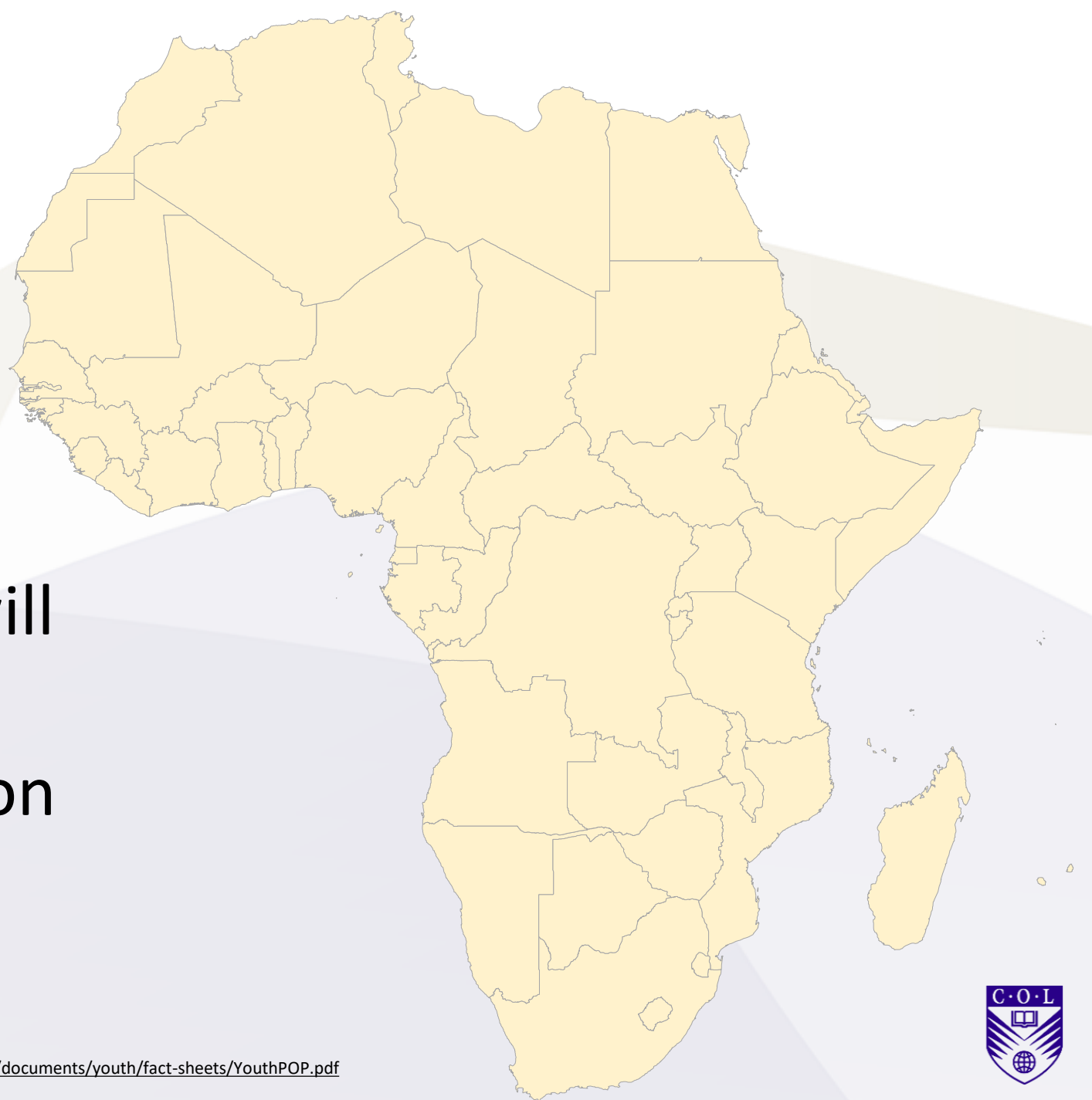
Africa's Population

By 2030, Africa's child population is projected to expand by about 170 million (UNICEF)



A Young Africa

- Children under 18 – 47% of Africa's overall population
- By 2030, the number will have increased by 42%
- Africa's youth population will double by 2055



Of the 61 million primary school age children out of school globally in 2016, **over $\frac{1}{2}$ were in SSA**

Globally, the **5 countries with the highest percentage of out-of-school children are in Africa** (Liberia 62%, Eritrea 59%, Sudan 45%, Djibouti 43%, and Equatorial Guinea 42%)

Gender gap: 23% of all girls are out-of-school compared to 19% of all boys



Image Source: <http://cronkite.asu.edu/buffett/dr/religion.html> (CC BY-SA 3.0)

For the African Learner: Language Matters

In most countries, learners are still introduced to new concepts using a **language that is different** from their own

Studies support the importance of **mother tongue primary learning**. Children instructed in a bilingual or multilingual setting that includes their mother tongue are more likely to enroll and remain in school

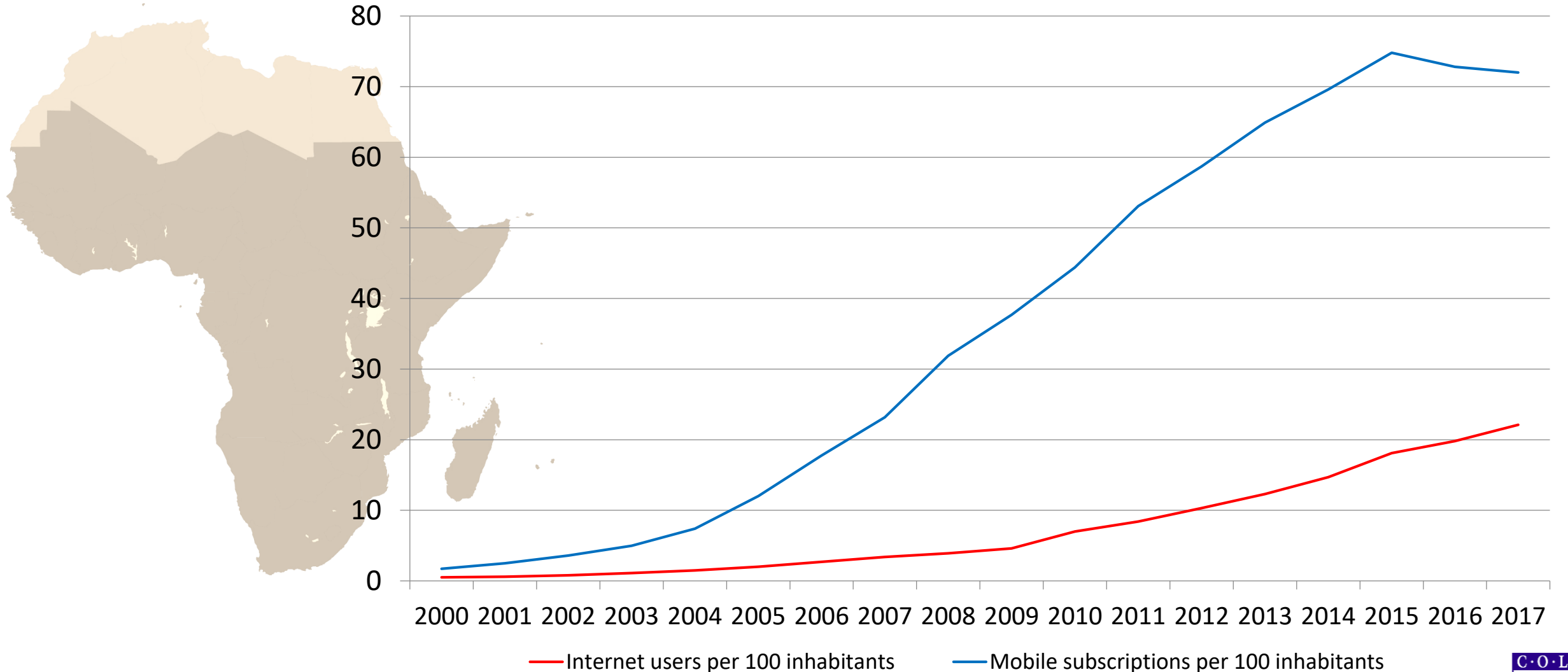
Parents are more likely to take an **active role** in their children's education when conducted in their mother tongue

They are taught by mostly bilingual **teachers**, who may or may **not be proficient** in the second language

Unavailability of textbooks in the local language



SSA: ICT Statistics 2000-2017



The African Learner

- Young
- Out of school
- Diverse (mostly rural and remote)
- Resource poor
- Learns in the second language
- Limited access to technology



Schoolchildren in Sierra Leone

Is the African Learner a “Millennial Learner”?

- Doing is more important than knowing
- Game-based learning
- Multi-tasking; texting while doing another task is common
- Instant gratification; zero tolerance for delays
- Collaboration and team work
- From consumers to producers



Responding to the Crises

Increasing Numbers

2.2
million
needed
to deal with
growing
demand



3.9
million **to**
replace
those
leaving the
profession

Improving Quality: Trained Teachers in Primary Education



Ghana 60.0% (2018)



Malawi 91.0% (2013)



Nigeria 66.0% (2010)



Rwanda 93.0% (2017)



Uganda 80.0% (2017)

Can In-service Teacher Training Help?

- One study shows that out-of-school, in-service training has limited, if any, impact and **teachers are less likely to apply the knowledge and skills learnt to their classrooms when the training is conducted off-site**
- In a recent study, teachers report that professional development based on **collaboration and collaborative approaches** to teaching is among the most impactful

*School-based teacher development
could be an effective strategy*



Research Shows

Class sizes; Uniforms; Streaming of ability in schools make no difference. What matters is **teacher expertise** and what the teacher does in the classroom.

John Hattie, University of Melbourne, 2015

Cited in The Economist, Vol 419, No 8993, July 11-17, 2016, p. 24



Child Friendly Schools (UNICEF-COL Project)



Compulsory, 2-credit course on CFS was made part of the mandatory training received by all pre-service teachers in 150 colleges of education in Nigeria, with the first cohort graduating in 2015.

2018 Research Study

What was the impact?

- CFS trained teachers showed better classroom teaching and pedagogy
- There is no consistent evidence that the CFS training led to improved student performance in English tests, however there was a difference in Mathematics tests

Umar, A. (2018) Report on Tracer Study of Nigeria Certificate in Education (NCE) graduates trained on CFS. Burnaby: Commonwealth of Learning. Unpublished Report

Treatment:
CFS trained teachers from 2 urban and 2 rural schools;
20 teachers; 80 students

Control:
Non-CFS teachers from 2 urban and 2 rural schools;
20 teachers; 80 students

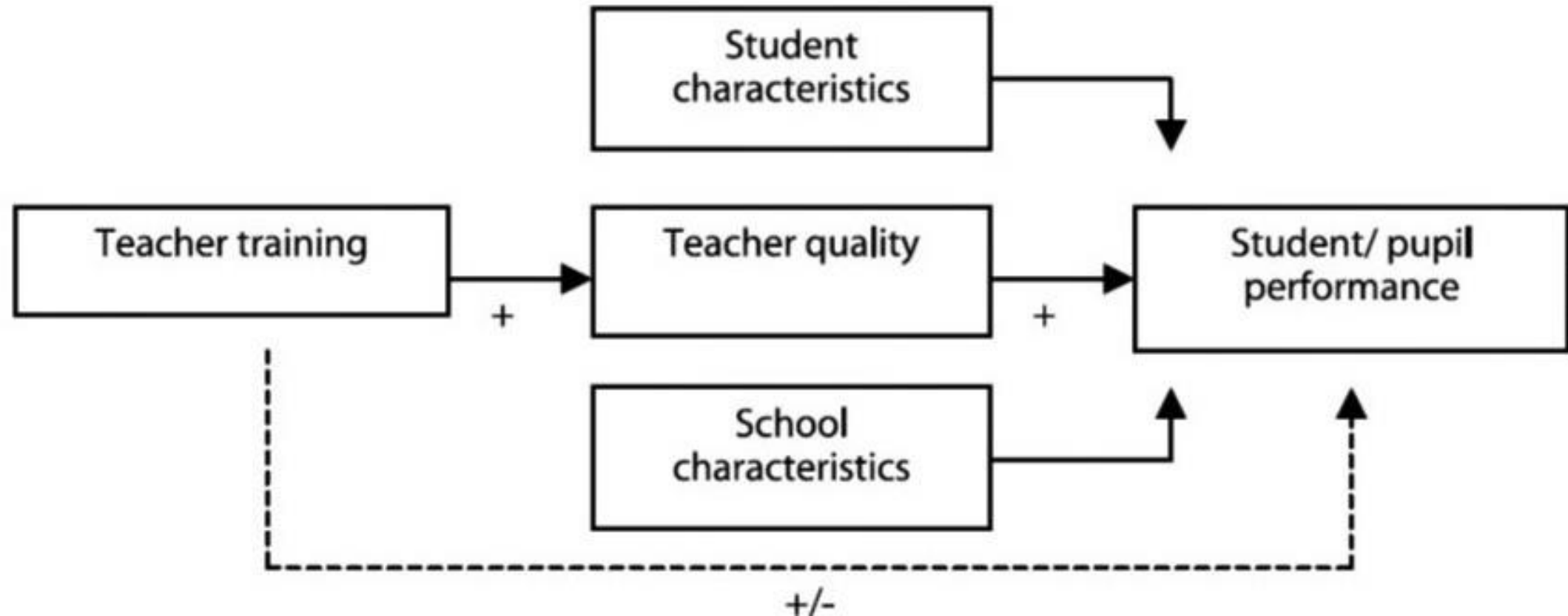


Challenges

- Class size
- Dearth of teaching-learning resources
- Classroom architecture
- Lack of incentives and support for teachers



From Improved Teaching to Learning Outcomes



Academic performance is impacted by numerous factors, including student characteristics and school characteristics.

https://www.ou.nl/Docs/Expertise/RdMC/2007%20Working%20Papers/The_need_to_invest_230207_web.pdf

What Kind of Training?

‘New evidence shows that the proportion of certified teachers and professional development have a weak impact on student performance’

*Montserrat Gomendio, (2017)
‘Empowering and Enabling Teachers
to improve equity and outcomes for all’, OECD, p.13*



Teacher Professional Development

- 71% of teachers participate in courses and seminars



- Teachers expressed a particularly high need for training in:
 - teaching students with special needs (39%)
 - teaching in a multilingual and multicultural setting (20%)

'Managed Professional Development'

- Teachers receive precise instructions
- Regular feedback
- Mentorship of a lead teacher

Roland Fryer, Harvard, 2016



The COL Response

Addressing Climate Change



Green Teacher Programme

- COL is working with partners to incorporate environmental education into the teacher development and formal school curricula in NTI, Kaduna

Training on Climate Change

- Courses on climate change have been integrated into the pre-service and in-service training in Kiribati

Supporting Nomadic Schools and Nomadic Youth

- COL worked with partners in Nigeria to improve access and ensure the provision of quality basic education in nomadic schools as well as skills training and vocational education for nomadic youth
 - 761 schools
 - 209,731 pupils
 - 4,001 teachers
- Teacher training for nomadic teachers in Nigeria, Botswana



Increasing Access for Out-of-school Youth

- Through its Open and Innovative Schooling initiative COL works with partners in **Mozambique, Zambia, Malawi and Nigeria** to train teachers on resource-based learning to be able to reduce the number of out-of-school youth

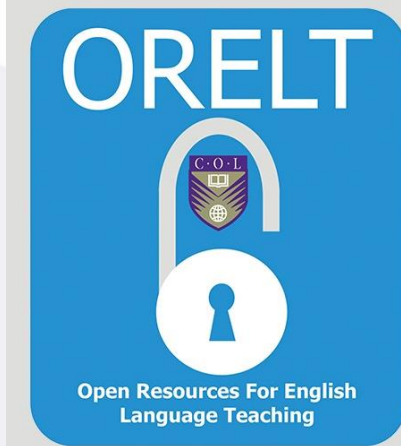


Addressing the 'Learning Crisis'

- COL's teacher capacity development in adoption and use of OER



ORELT
in Kenya, Uganda
and Tanzania



TEL MOOC designed for teachers who want to build on their knowledge and practice in effective teaching and learning with technology



The Challenge of Pedagogy

Under its 'Teacher Futures' programme, COL is supporting partners towards improved pedagogic practice using learner-centred approaches in The Gambia, Sierra Leone, Rwanda and Kenya

Commonwealth Certificate for Teacher ICT Integration (CCTI)

Digital learning skills (C-DELTA) training for both teachers and learners in South Africa, Uganda and Kenya



Sierra Leone

KEY PARTNER:

Freetown Teachers' College (FTC)

- Aims to improving teacher quality through school-based teacher development, enabled by technology
- 12 Junior Secondary schools; 300 teachers with an impact on over 3,000 learners
- Blueprint and Toolkit provides resources and guidance
- Capacity building of teacher mentors and school champions in 12 schools to lead and manage communities of practice



A Blueprint and Toolkit for School-Based Teacher Development: Secondary



SIERRA LEONE





The Gambia

KEY PARTNER:

The Gambia College

- Focus is on learner-centred approaches
- School champions and leaders trained in 20 schools
- Resources being finalised for teacher professional development
- Aims to reach more than 200 teachers and impact over 6,000 learners





South Africa

KEY PARTNER:

University of Fort Hare (UFH)

- Capacity building of academic staff at Faculty of Education to provide mentorship to teachers
- Teachers from 10 secondary schools in Eastern Cape province are involved
- Workshops held for education officials, school leaders and teacher educators
- Aims to reach 100 teachers and is expected to impact over 3,000 learners



The COL Approach

- Policy
- Resources
- Capacity building

Looking Ahead

1

Lifelong Learning for Teachers

- Move beyond acquiring skills and competencies and focus on Transformative Learning
- Not just adapting to changing circumstances but acquiring ability to change circumstances

Transformative Learning

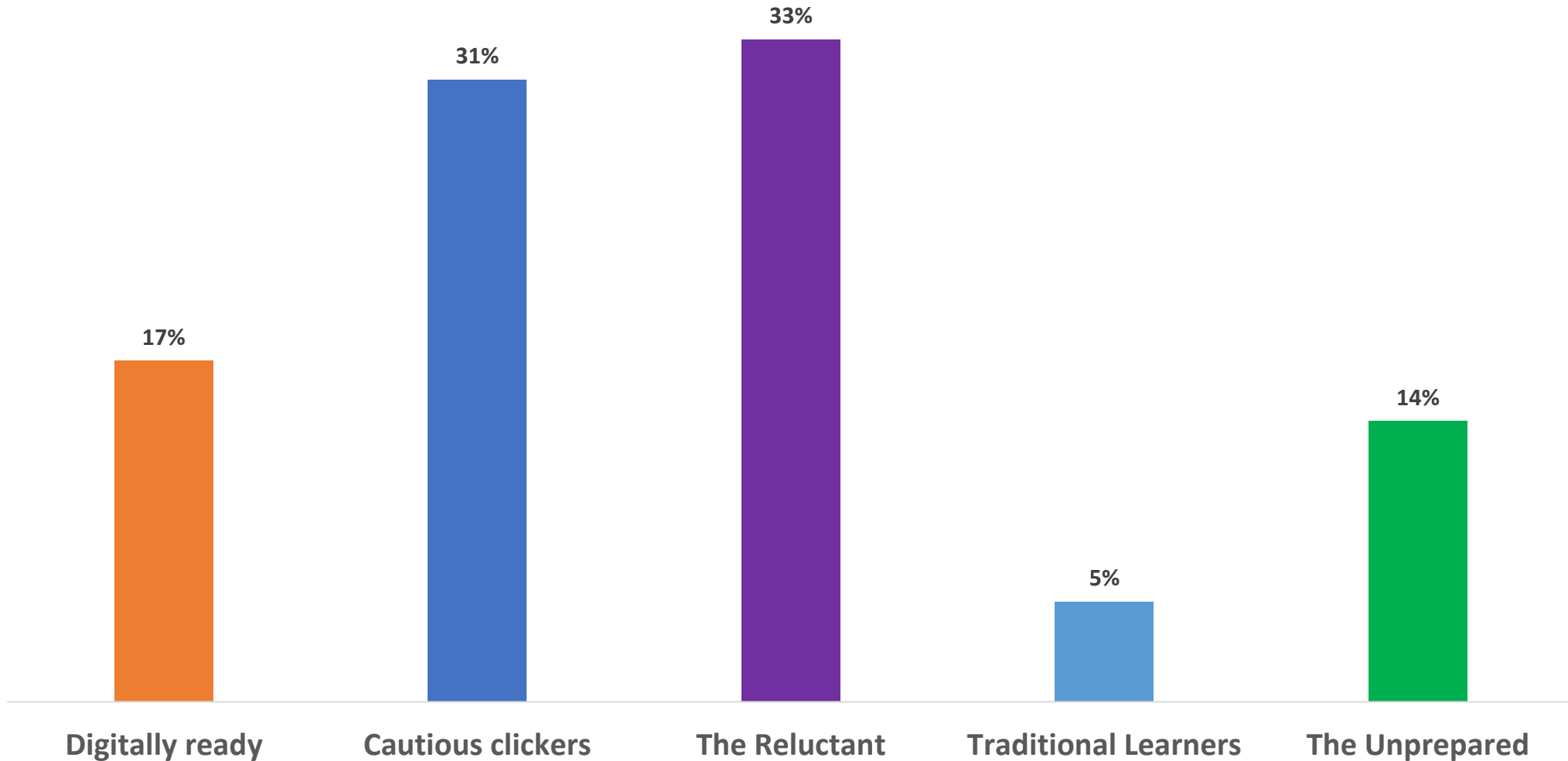
“ to make our own interpretations rather than act on the purposes, beliefs, judgements, and feelings of others. ... Transformative learning develops autonomous thinking.”

Mezirow



2

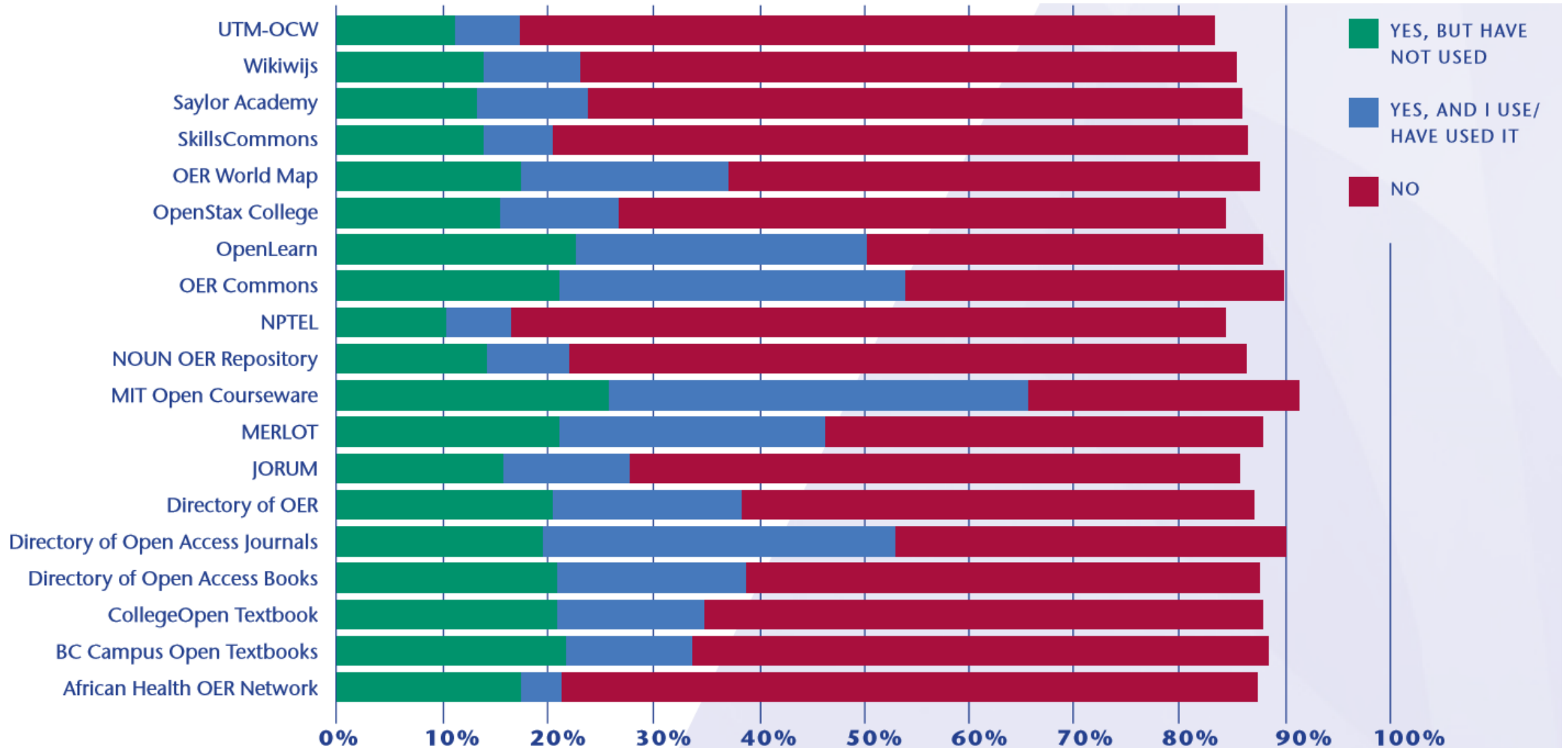
Digital Readiness: Implications for Teacher Professional Development



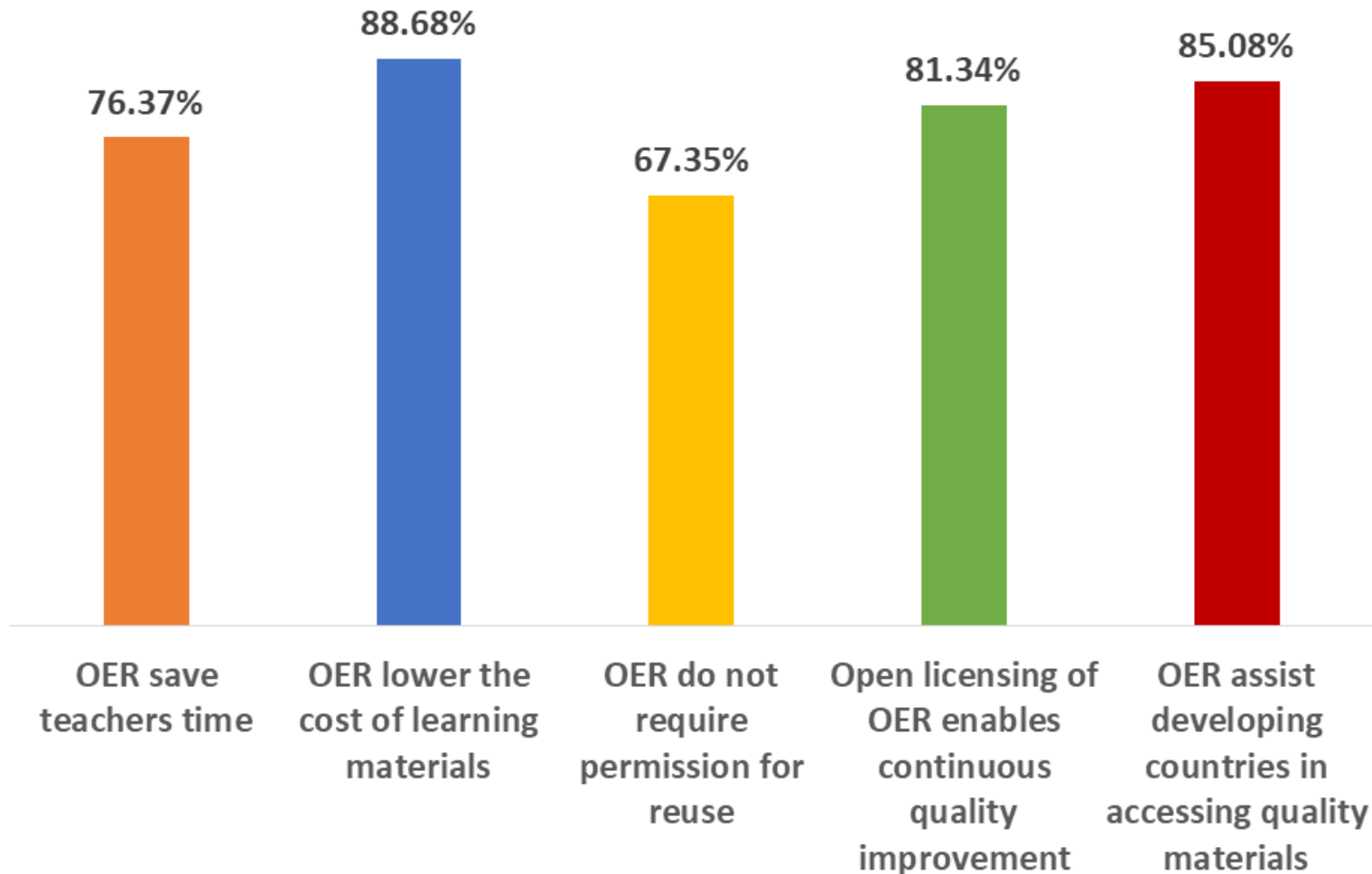
Leaving No Teacher Behind

- Use technologies that are appropriate and affordable
- Design content for delivery in low bandwidth situations
- Promote OER in local languages
- Social media integration
- Online/blended peer-to-peer interactions

Awareness of OER Repositories & Platforms



Stakeholder Responses: BENEFITS



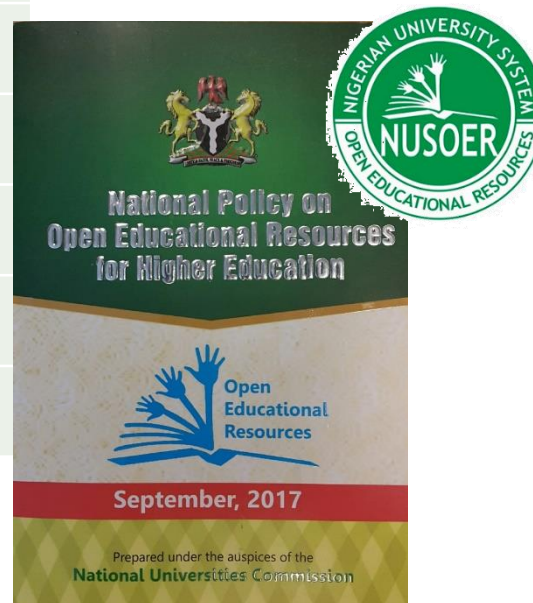
- Reduced costs
- Access to quality materials
- Continuous quality enhancement
- Saves time

ICT in Education and OER in Africa

ICT in Ed Policy (Year)		
Ghana	YES	2008
Kenya	YES	2006
Namibia	YES	2005
Nigeria	YES	2010
Rwanda	YES	2008
Seychelles	YES	2014
South Africa	YES	2004
Tanzania	YES	2007
Zambia	YES	2007

Institutions with OER policies:

The image displays logos for four institutions: Kwame Nkrumah University of Science and Technology (KUST), Africa Nazarene University (ANU), UNISA (University of South Africa), and BOCODOL. The logos are arranged on a yellow background.



- National OER policy HE, Nigeria
- Mauritius and Zambia developing national OER policy
- More institutional OER policy/strategy in place

3

Communities of Practice

- Respect for different views
- Inclusive communities of practice / networks
- Shared values
- Willingness to share
- Collegiality and trust



The Virtue of Collegiality

‘Collegiality derives from certain obligations that are in fact duties, not from camaraderie, fellowship, or even familial feeling. Only when the duties of collegiality are observed in a gracious, caring spirit of mutual respect, friendship, or family does duty become transformed into virtue’

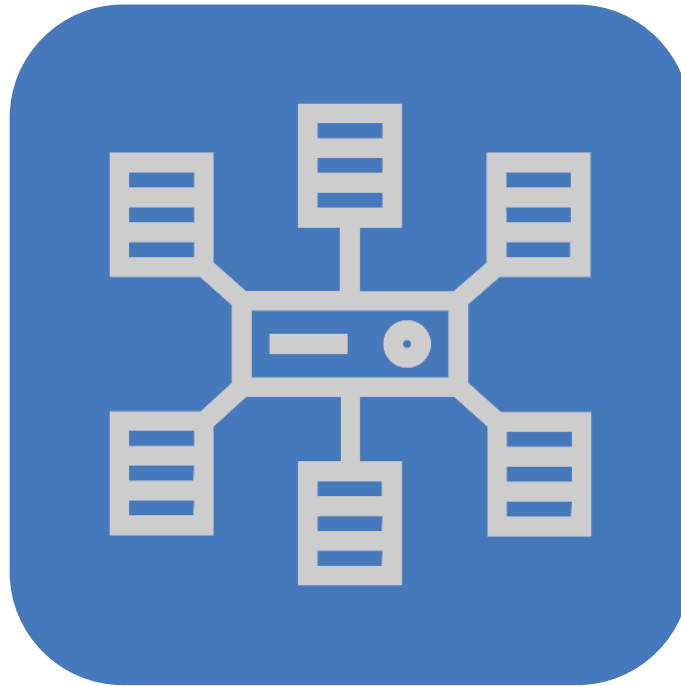
Mangiardi & Pellegrini (1992)



Three Key Literacies



Human



Data



Technological

Questions

1. What are the characteristics of African learners? How can we respond to their needs?
2. What types of professional development will lead to better learning outcomes?
3. Identify areas where capacity building is needed most for effective teaching.
4. What are we doing to use ICTs to support teaching-learning?
5. What strategies do we need for creating sustainable communities of practice?
6. As teachers, how are we dealing with the crises?

Thank You

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