

Reopening Schools in Africa and Teachers Role

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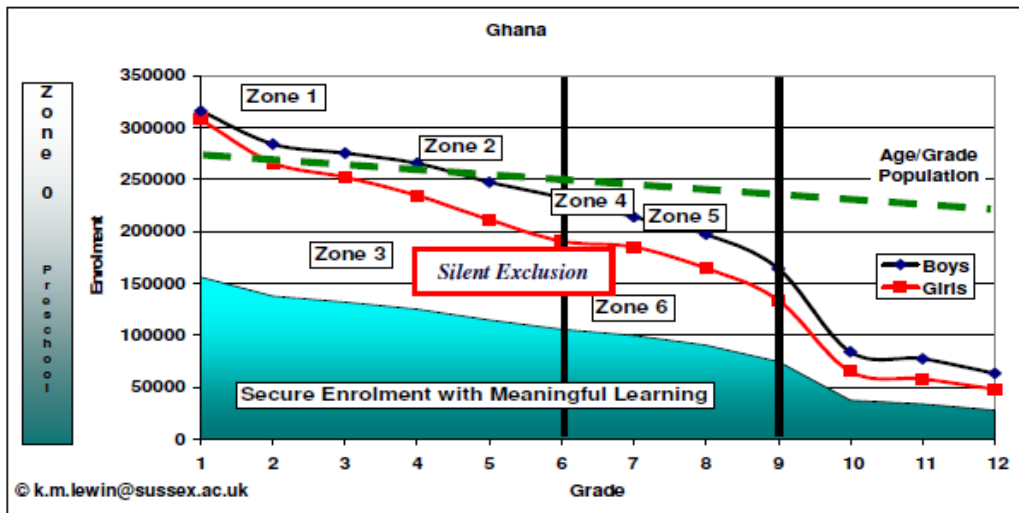
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Impact of Covid-19 on Educational Progress

- 1. A challenge for all governments** - Educational provision for children at home during school closures due to the Covid-19 pandemic poses a serious challenge for all governments, but more acutely for LIC/LMIC governments
- 2. Threat to Educational Progress** - Progress in access to education achieved in the last decade may be lost
- 3. Provision of education at home not equitable** - Many governments have relied on the provision of education at home using radio, television and mobile phones etc. Given the low penetration of these technologies in many low-income households, children from poor and disadvantaged backgrounds will not reap much benefit.
- 4. Inequality likely to accelerate** – many students are being left behind and risk of dropping out of school altogether. Also this is like to have a differential impact on girls and mothers
- 5. Social and emotional needs will become paramount** - Socio-emotional needs of children (and teachers), particularly from poor and marginalised backgrounds will be severely affected.
- 6. Constrained Budgets will impact on how schools reopen and the extra support for teachers** - Given the increased need and fiscal pressure, education budgets will likely suffer during and after COVID 19.
- 7. Unfortunately, not much attention has been given to the skills and competencies teachers need to address the learning gaps as a result of COVID-19.**

Inequality in access and learning likely to increase significantly

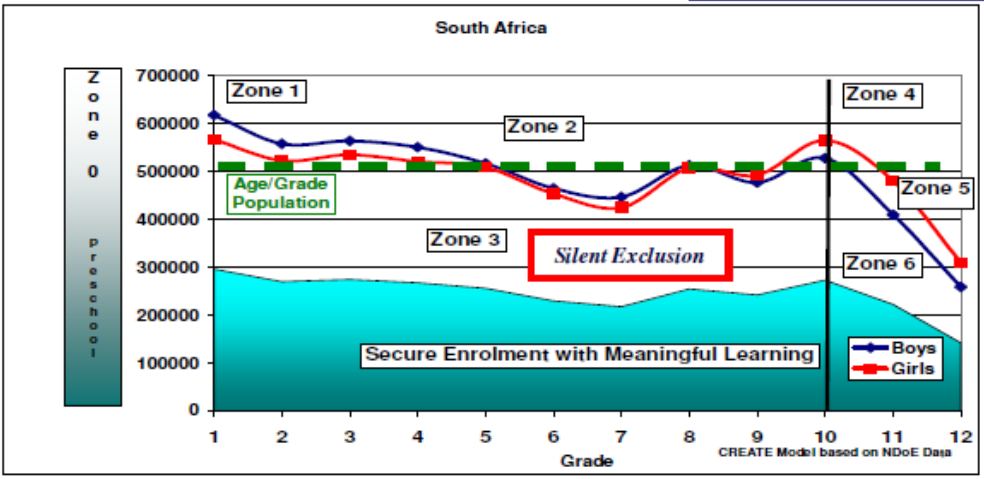
Risk of High Dropout and proportion in secure enrollment with meaningful learning



Zone Charts

Ghana

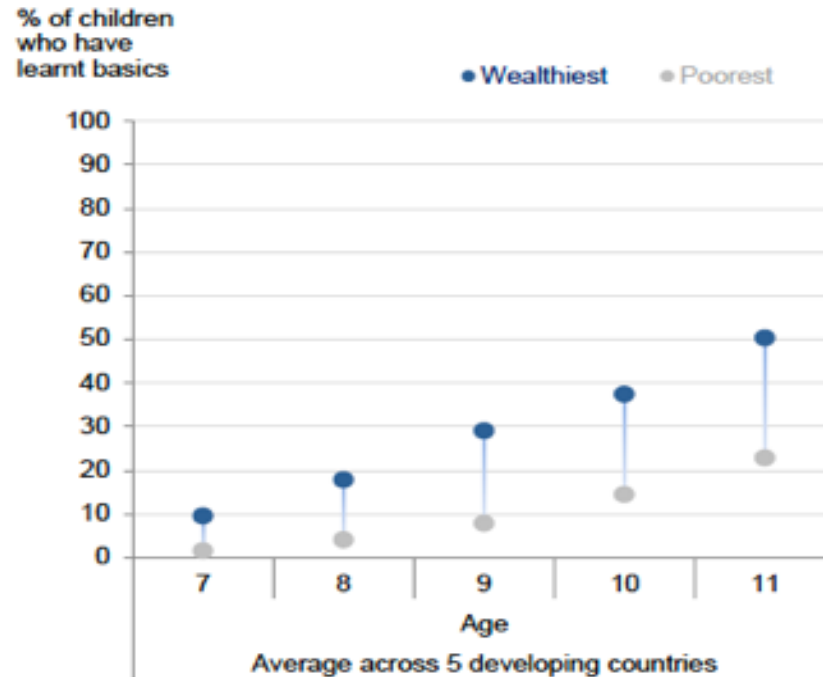
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Covid 19 will worsen this picture of wealth disparities and learning outcomes

This is the challenge that teachers will be called upon to address when schools reopen

Wealth disparities in basic learning amongst primary aged children in five developing countries



Source: Rose, P. and Alcott, B. 2015. *How Can Education Systems Become Equitable by 2030? Learning Equity*. Based on ASER India data.

Reopening Schools should be more than upgrading physical infrastructure to support safe return to school – “hardware” considerations are important BUT so are “software” issues

Providing safe learning environments for all is important

But, we need to also think about how teachers can address the widening learning gap as a result of covid 19.

Teacher professional development should aim to:

1. **Train teachers to identify the ‘silently excluded’ child** – children who are at risk of dropping out – How do teachers identify and support them?
2. **Introduce teachers to accelerated learning pedagogies.** - ALPs recognise that effective learning requires collaborative effort requiring every child to participate and makes it less likely for low achievers/disadvantaged children to be silently excluded.
3. **Provide socio-emotional support for teachers** who will be faced with children who themselves need socio-emotional support

THANK YOU



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