Learning Provision and Assessment during the COVID-19 Crisis

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Context

❖Lockdown : Governments decided confinement of populations.

❖Schools in more than 90% of the countries worldwide are closed.

❖Today 1,268,164,088 learners affected, 72.4% of total enrolled

Context: Alternative solutions

- Governments and teachers around the world forced to look for alternative ways to ensure continuity in the provision of learning while educators and learners are staying at home.

- Distance learning with use of online, radio, television, and social media

EI Response to COVID-19 School Closure

- Like many other education stakeholders, EI regularly organizes webinars to help share information and experiences on the impacts of COVID-19 on education and on the education personnel, as well as alternative means used to ensure continuity of learning while educators and their learners are confined.

Online provision of learning: Challenges

- Limited access to internet
- ➤47% globally
- ➤24% in Africa

- No computers
- Radio and TV sets
- Limited or no availability of power

EI Affiliates' COVID-19 survey Response

- An overview of the COVID-19 membership survey findings

  - 93 valid responses from across 5 regions

  - 18 valid responses from Africa

  - Member organisations across all sectors (ECE, Primary, Secondary, TVET, FHER) and member organisations representing education support personnel (ESP)

  - Responses show diversity of challenges that vary by degrees across regions and sectors

"What has been your government's response to Covid 19?"

Government measures to minimise the impact of school closures (global trends)

- Over two thirds (71.0%) reported that students were being taught by online means.

- Nearly half (47.3%) reported that teachers provide lesson content and are in regular contact with parents.

- Main concerns:

  - **Lack of support for teachers**: Only 26.9% reported that they were being supported to access appropriate resources for the transition to online and/or distance learning.

  - **Equity**: Access to technology and connectivity in rural areas, students with disabilities, inequitable support that students of different socio-economic backgrounds receive at home, impact on students entitled to school meals.

Minimising the impact of school closures (Trends in Africa)

- 88.9% : all schools and other education institutions have been closed

- 5.6%: Most schools and other education institutions have been closed

- 5.6%: Other (please specify)

- 0.0%: No action has been taken by government

Concrete measures governments have taken to minimise the impact of the Covid-19 crisis on student's education?

- 44.4%: Students are being taught via online means

- 11.1%: Technological support is being provided to teachers

- 16.7%: Teachers provide lesson content and are in regular contact with parents

- 16.7%: Teachers are being supported with access to appropriate resources both curriculum based and pedagogical

- 38.9%: No action has been taken

- 50.0%: Other (TV, Radio, rescheduling of the school term/year)

Governments' Capacity-building provided to teachers with skills for provision and assessment of distance learning

- As per reports at the EI Africa Regional webinar:

- No capacity building is given by governments to support teachers to continue provision and assessment of learning

- Very few involve teachers in eduction provision solutions during the lockdown

Teachers in remote or rural contexts

- Educators and learners from rural or remote contexts are most victimized/marinalized by distane learning solutions

Government's preparation to ensure continuity of national assessments and national examinations during the current crisis

- 75% focus and priority on exam classes in providing distance learning.

- No indication for exams during the lockdown

- Stratategies envisaged by governments are **silent** or **unclear about learning assessment and examinations** during the lockdown

Conclusion

- With so many school closures and uncertainty, EI's additional long-term role will be to focus on the world we want post-pandemic. That means global education union led back-to-school readiness response with resources and rights for all.

Localized   Country-wide   Open
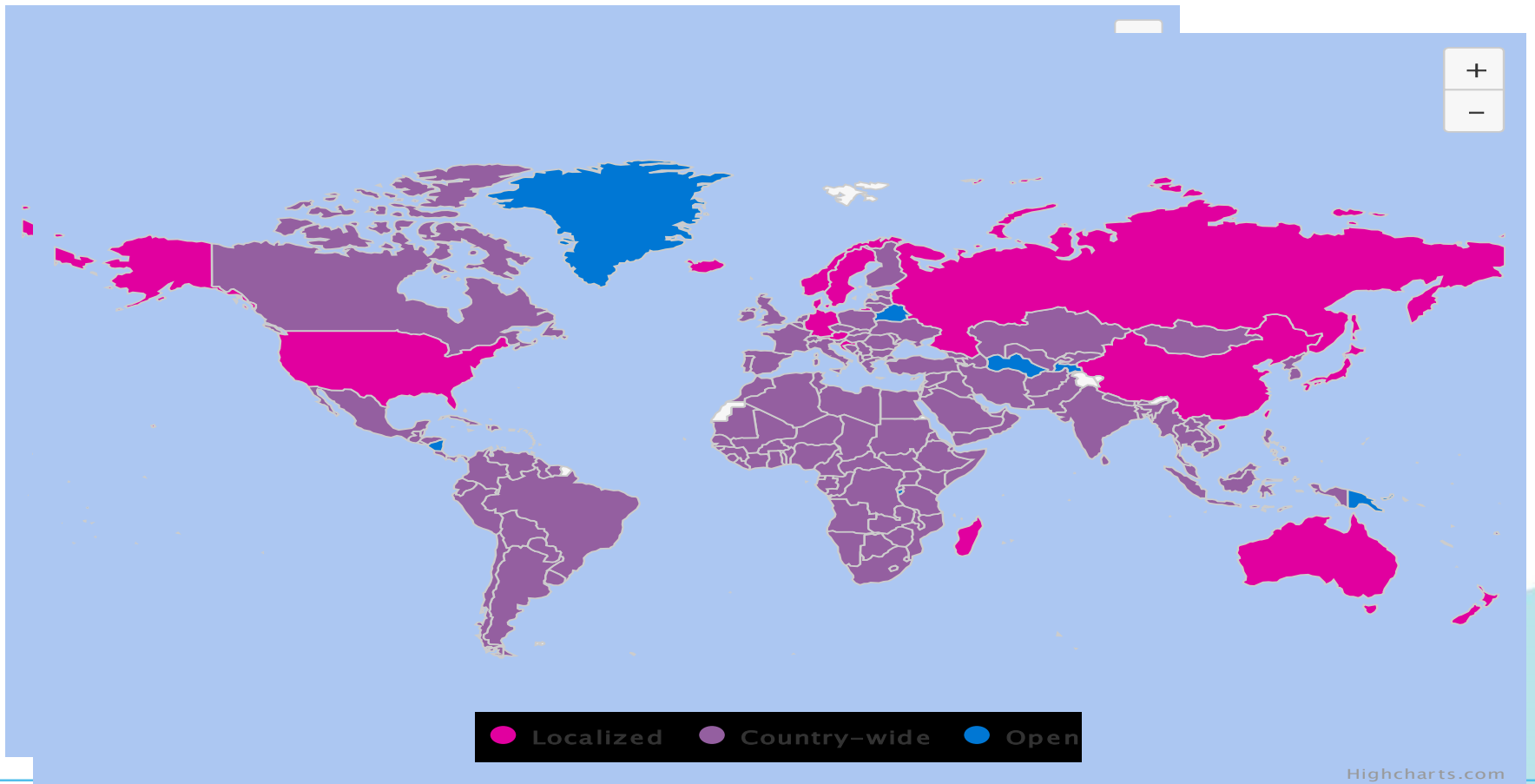
THANKS FOR ATTENTION

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