

Teachers Taking the Lead, Reimagining the Future

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World Teachers' Day

October 5

AFRICAN EDUCATORS AND THEIR UNIONS TAKING THE LEAD
LES ÉDUCATEURS/TRICES AFRICAIN-E-S ET LEURS SYNDICATS PRENNENT L'INITIATIVE
EDUCADORES E SEUS SINDICATOS LIDERANDO EM ÁFRICA



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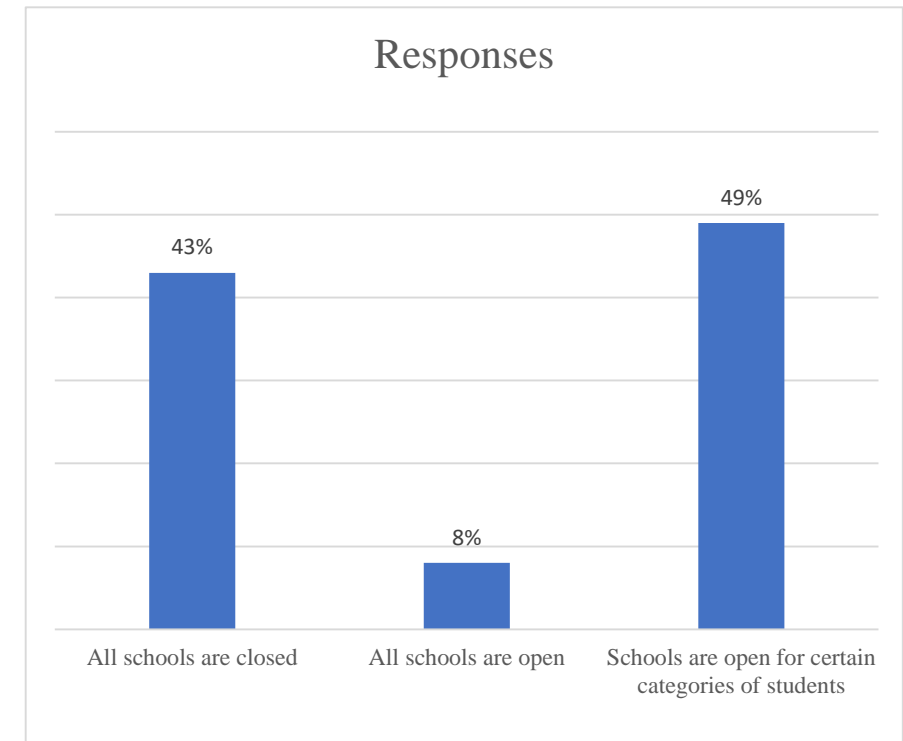
Teachers and teacher union responses to COVID-19

Key Conclusions from EIRAF study, *COVID-19 and Education: How Education Unions are Responding* undertaken by Professor Steve Nwokeocha, Director, AFTRA:

- Distance education programmes have not been effective, mainly due to connectivity challenges
- Teachers lack the necessary skills, training and support to deliver distance and virtual teaching and learning
- Social dialogue has not always been regular, genuine or effective
- Not enough measures have been taken to ensure the health and well being of teachers, education support personnel and students
- Educators and their unions have taken concrete measures to respond to the crisis

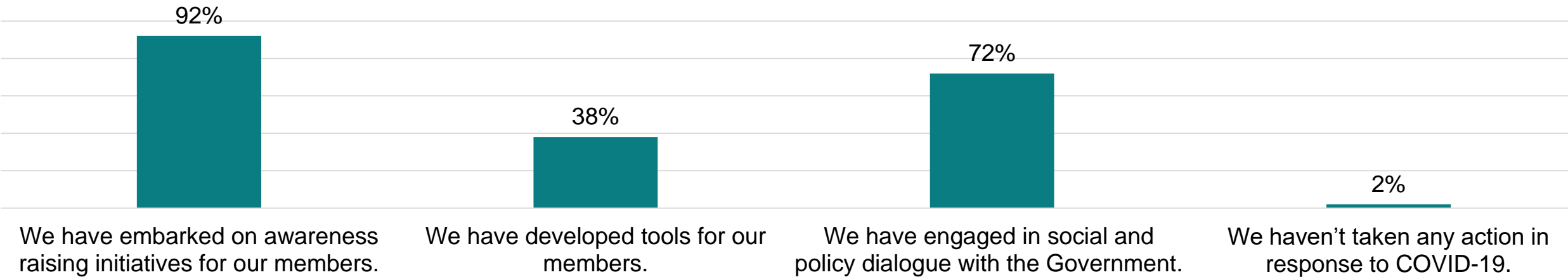
General impact of the COVID-19 Pandemic on Education in Africa

- Schools were shutdown.
- Learning was halted.
- Teachers were not prepared in online/distance education.
- A privileged few had access to online learning.
- There were cases of students and teachers infected by Covid-19.
- Teachers and Education Support Personnel (ESP) were affected in varying degrees in terms of salary and conditions of service.



The Response of Teacher and Educators' Unions to the Pandemic and Interruption of Teaching and Learning

Responses

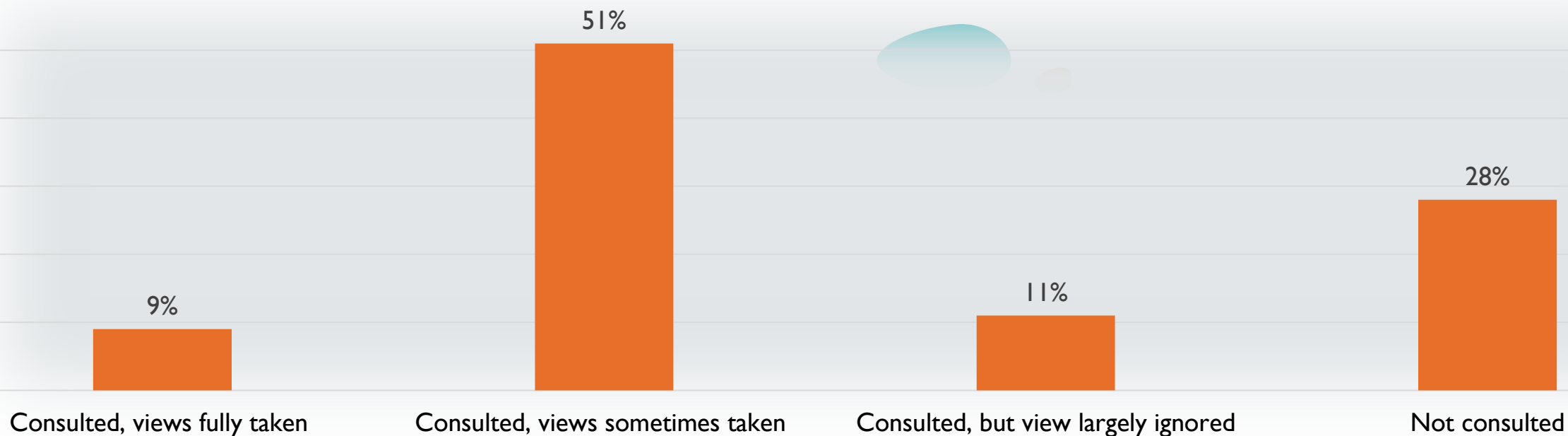


- **Raising of awareness among members (92%)**
- **Social Policy dialogue with the government (72%).**
- **Developing tools for members (38%)**
- **No action taken (2%)**

- **Unions took government to court - Cf. the Universities Academic Staff Union (UASU) of Kenya, ZIMTA & PTUZ of Zimbabwe).**
- **Unions in South Africa won “Free data” concessions.**

Governments' consultations with education unions in addressing the impact of covid-19 on the education system

Responses



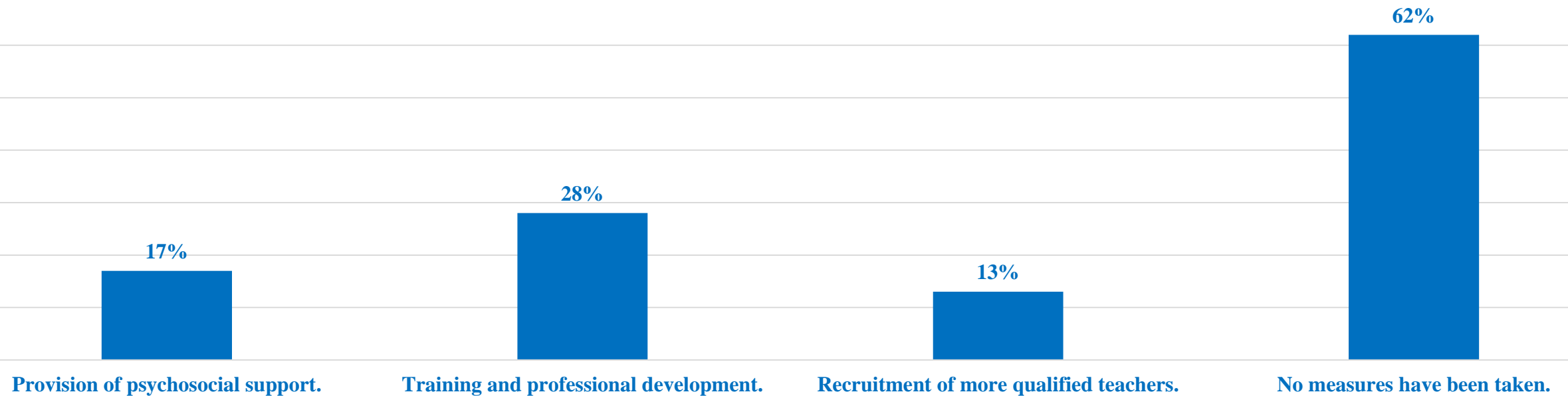
The level of consultation varied across the countries... from consulted to those not consulted at all.



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Form of Support Governments Gave to the Teachers to Cope with the Covid-19 Pandemic

Responses



Most of the governments did not offer the teachers and ESP the expected support: Psychosocial support (17%); Training and Professional Development (28%); Recruitment of more qualified teachers (13%); No measures taken (62%).



Recommendations for African Governments

1. Comply with the protocols issued by the WHO and Guidelines for school reopening issued by EI, the Teacher Task Force, UNESCO & ILO
2. Take concrete measures to ensure equity and inclusion - strengthen legal and institutional frameworks, provide school feeding programmes and track out-of-school children
3. Empower teachers and students to have access to digital infrastructure and facilities and build educators' capacities in online and distance education
4. Strengthen collaboration with education unions and involve them in policy development, monitoring and evaluation
5. Work collaboratively with education unions to find lasting solutions to the challenges faced by teachers and education support personnel in private education and those of education workers on temporary contracts

Thank you

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