



Alupe University College

(CONSTITUENT COLLEGE OF MOI UNIVERSITY)

**Indo-Africa discussion: Sharing experiences on
teachers during Covid19**

Wednesday 27th May 2020

Prof. Peter Barasa

Deputy Principal (Academic, Research and Student Affairs)

Laurette ERAA Award for Outstanding Mentor of Educational Researchers in Africa

Support of teachers in ICT use and in e-learning in Kenya

- In Kenya Schools closed on 23rd March 2020, sending home
 - ❖ 10 Million Primary School pupils;
 - ❖ 5million Secondary schools and
 - ❖ university students in their hundreds of thousands
- Technology enabled learning in Kenya (private and public schools)
- The role of Kenya Institute for Curriculum Development (EDU Channel, Use of Radio and other television networks)
- The DLP Project – Hardware (Moi University and Jomo Kenyatta University of Science and Technology)

Learning in and Post COVID-19 ERA

- Kenya's objective of 100% transition means
 - ❖ The cost of making schools COVID-19 compliant critical to opening of schools
 - ❖ More Classrooms, more dormitories to enforce social distancing
 - ❖ Parents may not be ready to meet the cost because a large number of them have lost jobs
 - ❖ The government has set aside Kshs 6.5 Billion to recruit 10,000 teachers and 1,000 ICT interns to support digital learning programmes to support home learning. The money go towards buying 250,000 desks under the new stimulus package.
 - ❖ The TSC had already received Kshs. 3.2 Billion to recruit 5,000 teachers on permanent and pensionable terms and 10,000 teacher interns. This will bring the number to 15,000 on P&P terms and 10,000 interns.

What was done right

- **Timely closure before any cases were reported in learning institutions**
- **Presence of CS during routine briefings confirmed to the country that education was a priority**
- **Roll-out of alternative learning resources in public and private spaces**
- **Confirmation of anxiety and burnout in the sector.**
- **Widespread expert discussions on what needs to be done.**
- **Preparations and setting aside of schools as possible isolation centres in counties**

What was not done right

- Mental, psychosocial support for teachers, parents and learners missed.
- There is no skills development and accreditation of teachers to handle this during the pandemic and after.
- Loss of learning Management
- Failure to develop and partner with providers for low tech solutions to cushion the inequality and equity issues in education
- Failure to have all cadres of teachers in developing coping and re-emergent mechanisms for the sector

What was not done right

- The privatisation of the larger education sector in Kenya is forcing Public Policymakers to seek private solutions for the public good.
- The leadership failing to inspire hope during despair leading to anxiety and burnout
- Micro-segmentation of the sector that is likely going to negatively hit the sector on collaboration and transition
- Closing Teaching and Referral Schools of medicine
- The failure to involve public health experts in the management of the process while 60% of households in Kenya have a school going, child.

Opportunities in the Education Sector During Covid-19

- Teacher Professional Development on Mental Health and Psychosocial support (MHPSS)
- Teaching and Referral hospitals undertaking research on communicable and infectious diseases
- Infrastructure adjustment for hygiene and social distancing
- Parent/Guardian engagement framework in the wake of changes in education-to support teacher efforts
- Understanding the Household Costs for Competency Based Curriculum in Kenya
- Investment in Low-Tech Solutions to support education – with component on online training for teachers