PSYCHO-SOCIAL SUPPORT FOR TEACHERS: THE UGANDA CASE

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INTRODUCTION

• Covid-19 has affected 15m learners and 538,000 teachers in Uganda

• All learners and teachers are at home since 20th March 2020

• Learners and teachers are both anxious to go back to school

• Both parents and teachers are anxious but uncertain and skeptical

• Amidst uncertainty, opening of schools for candidate classes is planned for July 2020
Effect of Covid-19 on Teachers

• Teachers are tired of being at home without work

• Teachers are anxious to get back to work but also scared

• They are worried about the safety of schools and learners

• Teachers are worried of syllabus coverage given the lost time

• They are worried about the work-load ahead of them
Effect of Covid-19 on Teachers (Cont.)

- Some are worried of job loss, especially those in private schools
- Some have no salaries already and are frustrated
- Teachers are challenged by new teaching methods required
- They are worried about their competence in ICT and new technologies
- They are worried of their own children as parents
The Need for Psycho-Social Support

• Need for recognition of their challenges

• Need for assurance and support

• Need for clarity of the future of Covid-19 and its effects

• Need for certainty of work and safety

• Need to prepare them to support learners
Strategies to support Teachers

• Training in skills and knowledge for teaching in crisis situations

• Provide a safe and supportive environment for their work

• Involve teachers in planning for re-opening of schools

• Involve teachers in planning workload ahead

• Train teachers in basic ICT and remote teaching and learning skills
Strategies to support Teachers (Cont.)

- Scheming and planning together for professional support
- Promote co-teaching and team-teaching
- Promote peer social support among teachers
- Create whatsup platforms, group activities, and social interaction Opportunities
- Designate peer support focal points
CONCLUSION

Teachers are a critical force in preparation for resumption of normal schooling. They have been challenged under this crisis of Covid-19, and they need support to enable effective recovery of schooling system.

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