International Task Force on Teachers for Education 2030: Response to the COVID-19 outbreak

Regional Meeting for sub-Saharan Africa

Supporting teachers in crisis contexts during COVID-19
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About the Teacher Task Force

Over 140 Organizations and Countries

A network of over 140 organisations and countries
Three Main Lines of Action

**Scope**
Formal and non-formal education
Worldwide – including fragile and crisis-affected countries

**Main Lines of Action**

**Advocacy**
1. Advocate on the critical role of teachers
2. Foster social dialogue for comprehensive teacher policies

**Knowledge Creation and Sharing**
3. Reduce the knowledge gap on teachers
4. Monitor the SDG 4 c target on teachers
5. Exchange knowledge on the teaching profession

**Country Support and Engagement**
6. Facilitate the support of countries

**Flagship Initiative 1:**
Policy Dialogue Forum

**Flagship Initiative 2:**
TTF knowledge platform

**Flagship Initiative 3:**
Teacher Policy Development Guide
Knowledge Platform and Teacher Policy Development Guide

COVID-19 Responses

The COVID-19 crisis is one of the biggest disruptions of education the world has faced in recent history.

Knowledge Hub

Log in

TEACHER POLICY DEVELOPMENT GUIDE
Call for Action on Teachers

1. Preserve employment and wages

2. Prioritise teachers’ and learners’ health, safety and well-being

3. Include teachers in developing COVID-19 education responses
Call for Action on Teachers

4. **Provide adequate professional support and training**

5. **Equity at the heart of education response**

6. **Include teachers in aid responses**
Drawing attention to the digital divide

The COVID-19 pandemic has interrupted classroom learning for at least 9 out of 10 students worldwide. Almost half of all students affected worldwide face barriers to online learning during school closures.

- Worldwide: 50% of learners do not have a household computer
- Sub-Saharan Africa: 69% of learners do not have a household computer
- 43% of learners do not have household internet
- 56 million learners cannot use mobile phones to access information, because they are not covered by mobile networks
- 26 million learners (or 11%) are not covered by mobile networks

At least 63 million primary and secondary teachers have been affected by school closures due to the COVID-19 pandemic.

Teachers require additional support to teach their students online.

- In sub-Saharan Africa, only 54% of primary and 50% of secondary teachers have received minimum training, and this frequently does not include basic ICT skills.
- The pandemic highlights the need for more trained teachers.

In low income countries, there is only 1 trained teacher for 56 pupils in primary education; in sub-Saharan Africa it is 1:60.
Supporting teachers in back-to-school efforts

Guidance for policy-makers
Planning to support teachers as schools reopen

- Social dialogue and communication
- Safety and health
- Monitoring and evaluation
- Teachers' psychological and social-emotional well-being
- Financial resources and investments
- Teacher preparation and learning
- Teacher deployment, rights and working conditions

School re-opening Guidelines for Policy-makers
Suggestions for regional engagement

1. Different regional meetings happening in, sub-Saharan Africa, Asia-Pac and the Arab States

2. Focusing on thematic priorities

3. Fostering knowledge sharing and policy dialogue
Thank you

For more information, visit:

www.teachertaskforce.org

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