School reopening during COVID-19. Teacher’s experience (Africa Africa)

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What sanitary gestures should be adopted?

- Teaching and advising learners not to shake hands or hugging at all.
- Waving, elbow bumps, Foot shakes have replaced the handshake
Establishing Safe classroom arrangements and upgrading school infrastructure

- Set up offices to accommodate staff with pre-existing medical conditions when they are working from School including pregnant staff.
- Set up Isolation room where a learner who displays Symptoms of COVID-19 is helped.
At the gates

- Everyone wears a cloth mask properly at all time. Learners and employees were provided with masks. (Some Learners might not afford to purchase masks).

- Everyone is screened, temperature measured and their hands are sanitised. Government provides hand Sanitisers.

- A form to report any COVID-19 related the symptoms

- All passages are marked to direct and facilitate the movement in School.

- Maintain a distance of 1.5 to 2 meters with others
In Class

- Alternation of Grades on weekly basis as practicality of implementing social distancing per class.

- Some neighbouring Schools have opted for having half the class one week alternating with another half the following week

- 1.5 m between work stations.

- Sanitise learners’ hands and provide them with disinfectant wipes to wipe their work stations.

- No sharing of books, stationery, ..., Educator can not touch learner’s book directly during the lesson.
How can the curriculum be adjusted to enable learning from anywhere the learners are located?

- Due to the lockdown, Teaching and learning have been lost.
- The work in the Annual Teaching Plans cannot be completed. After consultation process with Unions the ATP is trimmed and reorganise ATP.
- Also changes in the programme of formal assessment in most subjects. Assessment are school-driven and based on context, that is what has been taught.
- Planning what to teach is a catch-up over several years (2020/1-2022/2023 period)
- In 2020 we consolidate learning after a long break, and build clear foundations for learning in 2021 and 2022
Plan teaching for what is learned at school to be reinforced by learning at home.

- Combination of Contact in Class, Print Handouts, and Mobile Learning.

- Although Connectivism: A learning theory for the digital age has been with us for some time, there are many teachers who started exploring the use of mobile learning only with COVID-19.

- Many learners have no access to the internet or other means required to benefit from mobile learning.

- Parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources.
What kinds of psychosocial support would learners need and how should it be provided to them?

- Through education and awareness address issues of stigma and discrimination associated with COVID-19.

- So many fake news myths & misconceptions on COVID-19: Talking to children about rumours related to (COVID-19).

- School leaders teachers and learners share correct knowledge about COVID-19.

- Maintaining social contact with learners who may be isolated through phone calls, text messages.

- Work with communities to reach out to children who may be marginalized such as those with disabilities.
What kinds of psychosocial support would learners need and how should it be provided to them?(Cont.)

- Engage in active listening and observation to identify signs of children who need psychological support.
- Determine what kind of support is required and either provide support or referral to specialised services.
- For instance, Some parents have lost their jobs there is no money. families under financial stress
Violence exploitation and Gender Based Violence

When schools close for a long time like during lockdown sexual exploitation of girls rises, teenage pregnancies become more common, particularly among the most disadvantaged communities.

THANK YOU!