African teachers want to become more 'future fit' with skills training



Challenges Standing in the Way

On average educators reported having too many students in their classes (50%).

Educators require more time to assist individual learners (71%).

Over 70 of educators

say they do not have enough teaching hours.

70%

of respondents say that educators do not have adequate technological resources.

67%

of respondents say that educators do not have adequate support for using technology.

How we Begin to Overcome these Challenges...

skills were identified as crucial to the future-proofing of learning:

Critical Thinking

Creative Thinking

Innovative Thinking

Entrepreneurial Thinking

Digital Literacy

Design Thinking

Change Leadership

Instructional Coaching

Leadership

Blended Learning Techniques



Building Skills for the Future



Around a third of respondents feel that for the 10 skills presented, their level of competence was either 'unacceptable' or in need of 'improvement'.

Almost all teachers expressed an interest in learning more about every single one of these skills.



and purpose

of educators believe technology can have a positive benefit for both teachers and learners.



More than a Profession



believe that

of teaching:

HP IDEA is Fit for Purpose

HP IDEA (Innovation and Digital Education Academy) is a 12-months intensive training programme for a select group of innovative practitioners. The programme is already available in 16 countries across Africa, the Middle East, and Central Asia.



Of the educators who took part in the programme were satisfied with their experience.

The skills taught in the HP IDEA programme are aligned to the skills that teachers deem the most important (see 'Skills for the Future' above), e.g. digital literacy, innovative, creative, and critical thinking.

The infographic represents results from a quantitative research study conducted in April and May 2022 with 802 respondents in South Africa and Nigeria. The sample group in both countries comprised of public primary and high school educators, with the addition of private school educators in Nigeria. Individuals surveyed included educators who teach a wide range of subjects, including language, mathematics and other disciplines not limited strictly to technology instructors.