Addressing global teacher shortages:
Dignifying, diversifying and valorizing the profession

26-28 February 2024
The Capital on the Park, Johannesburg, South Africa

PLENARY & BREAKOUT SESSION RESOURCES
<table>
<thead>
<tr>
<th>Time (Johannesburg)</th>
<th>Recording (English)</th>
<th>Documents/Presentations</th>
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| **9.00-9.20**  
Opening ceremony       | [https://youtu.be/ZcDvDIM1YD0](https://youtu.be/ZcDvDIM1YD0) |                         |
| **9.20-9.40**  
Welcome message and cultural performance | [https://youtu.be/ZcDvDIM1YD0?t=768](https://youtu.be/ZcDvDIM1YD0?t=768) |                         |
| **9.40-10.00**  
Official launch of the Recommendations of the UN Secretary-General’s High-Level Panel on the Teaching Profession | [https://youtu.be/ZcDvDIM1YD0?t=2756](https://youtu.be/ZcDvDIM1YD0?t=2756) | [Recommendations of the UN Secretary-General’s High-Level Panel on the Teaching Profession](https://youtu.be/ZcDvDIM1YD0?t=2756) (full document in English) |
| **10.00-10.20**  
[Global Report on Teachers presentation video (English / French)](https://youtu.be/ZcDvDIM1YD0?t=6169)  
[Global Report on Teachers](https://youtu.be/ZcDvDIM1YD0?t=6169) (full document in English) |
| **10.20-11.20**  
Ministerial Panel: Dignifying, diversifying and valorizing the profession | [https://youtu.be/QDrwF-KTa4w](https://youtu.be/QDrwF-KTa4w) | [PPT Joel Kamoko, Zambia](https://youtu.be/QDrwF-KTa4w) |
| **11.40-12.40**  
Plenary 1: Addressing common challenges leading to teacher shortages | [https://youtu.be/FmG_MiX43JO](https://youtu.be/FmG_MiX43JO) |                         |
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<tr>
<th>Time</th>
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| 13.30-15.00| Breakout session 1.1: Managing teacher shortages, elevating the status, and working conditions of teachers | PPT Addressing global teacher shortages, dignifying, diversifying and valorizing the profession in Malawi  
PPT The complexity of teacher shortage: brain drain and mobility  
PPT Teacher education: building a valued profession  
PPT Managing teacher shortages, elevating the status and working conditions of teachers |
| 13.30-15.00| Breakout session 1.2: Diversifying the teacher workforce and building equity through inclusive policies | PPT Critical role of teachers in promoting gender equality  
PPT Diversifying the teacher workforce and building equity through inclusive policies: Principals navigating an agenda for inclusion and an agenda for excellence  
PPT Teachers for inclusive education  
PPT Empowering teachers with blended continuing professional development in Rwanda  
PPT Repository of promising teaching and learning practices |
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| **9.00-10.30** | **https://youtu.be/pZ0QwSa47vE** | PPT Supporting teachers amidst displacement: challenges and pathways for support  
PPT Development of a teacher guide for children affected by armed conflict  
PPT Finding and supporting teachers in emergency and crisis situations  
PPT Teacher wellbeing and the shaping of teacher shortages in crisis contexts |
| **11.00-12.30** | | PPT Addressing teacher shortage in China's underserved regions: the Beijing Normal University Qiangshi Program  
PPT Empowering and equipping newly qualified teachers: a key ingredient to addressing teacher shortages  
PPT People's pedagogical power for comprehensive education |
<p>| <strong>13.30-15.00</strong> | Breakout session 1.3: Finding and supporting teachers in emergency and crisis situations | |</p>
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<th>PPT Details</th>
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| 11.00-12.30 | **Session 2.2:** Leveraging technologies to support the transformation of teaching and learning | **PPT Educating girls and ending child marriage in Africa:** investment case and the role of teachers and school leaders  
**PPT Teacher shortage issues in Bhutan** |
|          |                                                                                 | **PPT Low tech - high impact:** The Future Teacher Kit training  
**PPT Leveraging technologies to support the transformation of teaching and learning**  
**PPT CDI Portugal**  
**PPT UNESCO’s framework on teacher AI competencies**  
**PPT Navigating the complexity of teacher shortages in South-East Asia: leveraging technologies to support the transformation of teaching and learning** |
| 11.00-12.30 | **Breakout session 2.3:** Valorizing the teaching profession and teachers’ voices | **PPT Attractiveness of the teaching profession:** insights from Finland’s teacher policy and the National Teacher Education Forum  
**PPT Revalorización profesional educativa:** ¡Soy docente! ¡Soy agente de cambio!  
**PPT Teacher working condition and teacher well-being** |
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presentations</th>
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<tbody>
<tr>
<td>14.00-15.30</td>
<td>Plenary 3: Promoting national and international cooperation to address teacher shortages</td>
<td><a href="https://youtu.be/-9NERAPZdio">Link</a></td>
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<tr>
<td>16.00-17.30</td>
<td>Breakout session 3.1: Sustainably financing the policies that target teacher shortages</td>
<td>PPT The World Bank&lt;br&gt;PPT GPE: supporting quality teaching to transform education systems&lt;br&gt;PPT Regional Teacher Initiative for and in Africa (RTIA)</td>
</tr>
<tr>
<td>16.00-17.30</td>
<td>Breakout session 3.2: Using enhanced data to improve teacher management</td>
<td>PPT Trained teachers: mapping progress and data challenges&lt;br&gt;PPT Teacher Management Information System (TMIS): challenges and lessons&lt;br&gt;PPT Using enhanced data to improve teacher management&lt;br&gt;PPT Data informed decision&lt;br&gt;PPT Teacher shortages &amp; inequitable distribution in Sierra Leone</td>
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<td>16.00-17.30</td>
<td>Breakout session 3.3: Forging a new Agenda for the teaching profession</td>
<td>PPT Teaching in Africa today and tomorrow</td>
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28 February

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<tr>
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<th>Recording (English)</th>
<th>Documents/Presentations</th>
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<tr>
<td><strong>11.00-12.00</strong></td>
<td><strong>Closing ceremony</strong></td>
<td><strong><a href="https://youtu.be/N32Qzld6D9A">https://youtu.be/N32Qzld6D9A</a></strong></td>
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The **Global Report on Teachers** aims to support progress towards SDG 4 and target 4.c and the transformation of the profession, through a humanistic and human-rights-based approach to education, and international cooperation.

Inspired by the normative instrument on teachers, the report of the International Commission on the Futures of Education, and the Transforming Education Summit, including the HLP on the teaching profession.

- Collaboration
- Lifelong learning
- Improved working conditions
- Recognizing teachers as knowledge producers and policy partners.

Teachers are crucial for education and SDG 4.

Yet, global shortages persist, impacting education systems, teachers’ workloads and working conditions, and compromising education quality.
Six years from 2030: The Imperative to Reverse Teacher Shortages

- **Globally, 44 million** more primary and secondary teachers are needed to achieve universal education by 2030 of which 13 million at primary and 31 million at secondary.

- Sub-Saharan Africa needs **15 million additional teachers**.

- By 2030, **only 4 in 10 countries will have enough teachers** for universal primary education, **dropping to fewer than 1 in 5** for secondary education.

- **Primary teacher numbers must increase by over 10% annually.**

- **There is a qualitative gap.**

- While the global average of qualified teachers is around 85%, in sub-Saharan Africa, it drops to 69%.

- In primary education, the average PTTR for high-income countries reaches 15:1; while low-income countries have more than triple that number at 52:1 in 2022.

- **Teacher salaries remain unattractive.**
Addressing Teacher Shortages: Challenges and Implications

- A multidimensional phenomenon.

- Teacher attrition exacerbates shortages, doubling globally from 4.62% in 2015 to 9.06% in 2022.

- Factors leading to attrition: **push** (working conditions and teacher wellbeing), **pull** (teacher remuneration and opportunities for career growth), **and personal factors** (retirement, health concerns or family obligations).

- International teacher mobility intensifies attrition, with countries like Canada, Germany, the UK, and USA hosting many foreign teachers.

- Safety concerns, especially in crisis-affected areas.

- Gender disparities persist in attrition, with male attrition more than doubling that of females (9.2% versus 4.2%), and women underrepresented in leadership, facing discrimination and unsafe working conditions.

- Attrition rates follow a U-shaped pattern, peaking in early and late career stages.

- Attrition negatively affects students, schools, and systems, impacting performance and perpetuating recruitment challenges.
# Levers to Reverse Teacher Shortages

<table>
<thead>
<tr>
<th>Levers to Address Shortages</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Improving salaries and retirement schemes</td>
<td>Attracted and retained teachers in Kazakhstan, Kyrgyzstan, Shanghai</td>
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<tr>
<td>Technology integration</td>
<td>Alleviated teacher burdens in France, Republic of Korea</td>
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<tr>
<td>Reducing teaching hours</td>
<td>Helped diminish workloads in Chile</td>
</tr>
<tr>
<td>Training, mentoring, and psychological support programs</td>
<td>Aided teachers during emergencies and in crisis-affected areas to cope in Kenya, Cameroon, Peru.</td>
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<tr>
<td>School, parents and communities forming committees</td>
<td>Protected education – and teachers – from violence in Liberia, Nepal, Sri Lanka, Zimbabwe</td>
</tr>
<tr>
<td>Pedagogic school leadership and practices that foster collaboration among teachers</td>
<td>Contributed to better student outcomes in UNESCO’s ERCE, Latin America</td>
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<tr>
<td>Induction programs for both novice teachers and principals</td>
<td>Ensured integration into the profession in Scotland, Cuba</td>
</tr>
<tr>
<td>Teacher management information systems</td>
<td>Aided in equitable teacher deployment in Senegal, Jordan, South Africa</td>
</tr>
<tr>
<td>Incentives</td>
<td>Helped attract and retain teachers in remote or underserved areas and address educational inequities in China, Ecuador</td>
</tr>
<tr>
<td>Ensuring the rights and protection of teacher migration and the needs of countries of origin</td>
<td>Led to better regional balance in Barbados</td>
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Transforming the Teaching Profession for a New Social Contract

1. Foster gender balanced profession embracing diversity (Austria, IICBA, Germany, Belgium, Ecuador, Nepal).
2. Enhance teacher motivation happens through enticing, collaborative and relevant lifelong learning (Ghana, Japan).
3. Train for teachers to fully profit from technology (Egypt, Thailand).
4. Enhance teaching professionalization including initial teacher education and CPD (AU’s African Teacher Qualification Framework, UNESCO’s ISCED-T).
5. Transition contract teachers into permanent teaching positions with the related qualifications (Mexico, Burkina Faso, Indonesia).
6. Find the balance between accountability and autonomy (Colombia, Jordan, Global Framework of Professional Teaching Standards).
7. Motivate teachers through horizontal and vertical ladders to enhance professional growth (Singapore, Lithuania).
8. Foster idea-sharing and innovation through collaboration (Rwanda, Mendoza, Arab States, Southern Asia).
9. Engage teachers in decision-making processes about professional development (Finland, Zambia).
# Data to Support Implementation, Advocacy and Comparability

## Challenges
- Variable definitions of both quantitative and qualitative aspects.
- Limited data
- Hidden costs
- Lack of disaggregated data
- Insufficient data collection methods and lack of coordination

## Solutions:
- Establishing the ISCED-T framework to provide new data on teacher qualifications
- Comprehensive database on teacher recruitment policies
- More qualitative data throughout teacher careers
- Increased international cooperation and collaboration among experts
- Robust indicators to shed light on equity
- TMIS
Investing in Teachers: Closing the Funding Gap by 2030

Public education expenditure averaged 4.2% of GDP in 2021, yet funding gaps persist. Government allocations constitute 78% of global education spending. Donor funds remain crucial, comprising 13% of total education expenditure in low-income countries.

Teacher Expenditure and Attrition Costs:

• Teacher salaries make up the majority of education expenditures, about 75% in low- and lower-middle income countries

• The rising debt crisis in low-income countries threatens public education spending, with 58% of countries facing debt distress or high risk in 2022, up from 21% in 2013.

• High attrition rates result in costs for recruiting and training new teachers. In the UK, estimates held that £208 million per annum were spent training teachers that quit within the first 2 years after qualifying.

Projected estimated annual cost of financing new teachers for universal education targets

• Globally $120 billion

• Sub-Saharan Africa $39 billion

Based on national benchmarks for teacher recruitment targets, results in lower cost projections, 11.5% lower in primary 20% lower in secondary education.
Mobilizing International Collaboration to Address Global Teacher Shortages

Actions following from the Transforming Education Summit and UN High-level Panel on the teaching profession recommendations aim to elevate the status of the teaching profession.

Recommendations

1. Develop holistic teacher policies aligned to national priorities using a collaborative framework and social dialogue.
2. Collect more and better data to systematically report on the indicators agreed in the Education 2030 Framework for Action.
3. Transform teacher education and professional development from course-based, individual endeavours to lifelong, collaborative, and teacher-led processes.
4. Improve the working conditions of teachers to ensure they receive competitive compensation and benefits and ensure gender equality in pay and treatment.
5. Ensure adequate public, domestic funding that is consistent with the existing benchmarks of 6 per cent of GDP and 20 per cent of total government expenditure.
6. Enhance international cooperation to engage different constituencies in collaborative efforts to address teacher shortages.

This Report is an urgent call to dignify, diversify, and valorize the teaching profession to address shortages and transform the profession towards a new social contract for education and teachers.
Thank you.

bit.ly/2024GRT
#TeacherPolicyForum
REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

14TH POLICY DIALOGUE FORUM
“ADDRESSING GLOBAL TEACHER SHORTAGES, DIGNIFYING,
DIVERSIFYING AND VALORISING THE PROFESSION”

JOHANNESBURG, SOUTH AFRICA
SALUTATIONS

• THE MINISTRY OF BASIC EDUCATION REPRESENTATIVE
• DIGNITARIES FROM THE UNESCO MEMBER COUNTRIES PRESENT
• THE UNESCO REGIONAL COORDINATOR
• REPRESENTATIVE OF THE REGIONAL OFFICE
• DISTINGUISHED GUESTS
• MEMBERS OF THE PRESS
• LADIES AND GENTLEMEN

MWABUKA BUTI, MWBUKA BWANJI, SAWUBONA, GREETINGS, IT GIVES ME GREAT PLEASURE TO BE HERE AT THE 14TH POLICY DIALOGUE FORUM DUBBED “ADDRESSING GLOBAL TEACHER SHORTAGES, DIGNIFYING, DIVERSIFYING AND VALORISING THE PROFESSION.”

LADIES AND GENTLEMEN,

A SOUND EDUCATION REQUIRES ADEQUATE TEACHERS IN BOTH URBAN AND RURAL AREAS. IT THE DESIRE OF THE GOVERNMENT OF THE REPUBLIC OF ZAMBIA TO PROVIDE QUALITY EDUCATION BY PROVIDING ENOUGH TEACHERS FOR THE LEARNERS IN THE SCHOOLS.

ADDRESSING TEACHER SHORTAGES HAS BEEN A PRIORITY IN REALIZING THE DEVELOPMENT AGENDA OF THE COUNTRY AND THIS IS EVIDENT IN THE INCREASED RECRUITMENT OF TEACHERS WHERE 30,496 TEACHERS WERE RECRUITED IN A SINGLE YEAR WITH FOCUS ON SCHOOLS IN
RURAL AND REMOTE AREAS WHERE THE COUNTRY EXPERIENCES CRITICAL SHORTAGE OF TEACHERS.

DISTINGUISHED GUESTS,

GOVERNMENT’S COMMITMENT TO RECRUITING TEACHERS ANNUALLY HAS CONTINUED WITH AN ADDITIONAL 7,221 TEACHERS RECRUITED IN 2023 AND 4,200 TO BE RECRUITED IN 2024. THIS IS BEING DONE TO REDUCE THE PUPIL TEACHER RATIO IN VIEW OF THE IMPLEMENTATION OF FREE EDUCATION FROM EARLY CHILDHOOD TO GRADE 12.

HOWEVER, REGARDLESS OF THESE RECRUITMENTS, THE GOVERNMENT FACES CHALLENGES IN RETAINING RURAL TEACHERS, AS MANY TEACHERS FAIL TO COPE WITH THE LEVELS OF UNDER DEVELOPMENT IN MOST RURAL PARTS OF THE COUNTRY. THE ABSENCE OF RURAL DESIGNED PACKAGES TO PROVIDE INCENTIVES FOR QUALIFIED PERSONNEL TO OFFER SERVICES IN RURAL AREAS, ACTS AS A BARRIER TO ACHIEVE THE DESIRED EQUITABLE DISTRIBUTION OF STAFF ACROSS THE COUNTRY. EVIDENTLY, MOST RURAL AREAS HAVE INADEQUATE INFRASTRUCTURE, POOR SANITATION FACILITIES AND BASIC SOCIAL AMENITIES. CONSEQUENTLY, THE SCHOOLS ARE UNDER STAFFED AND THIS TRANSLATES INTO HIGHER TEACHER-PUPIL RATIO AND REDUCED CONTACT TIME LEADING TO COMPROMISED QUALITY OF EDUCATION.

LADIES AND GENTLEMEN,

FURTHER, TEACHER RECRUITMENT HAS BEEN DECENTRALIZED, THIS IS TO ENSURE THAT RECRUITED TEACHERS, ARE FAMILIAR TO THE GEOGRAPHICAL TERRITORIAL AREAS AND AS SUCH ARE ABLE TO ADAPT TO THE PREVAILING CONDITIONS.

THE NEED TO BRIDGE THE TEACHER DEFICIT AS WELL AS ATTRACTING AND RETAINING THE TEACHERS IN RURAL AND HARD TO REACH PLACES REQUIRES AN INCLUSIVE ROADMAP THAT WILL RESOLVE THE OPERATIONAL AND ADMINISTRATIVE CHALLENGES FACING TEACHERS IN RURAL AND HARD TO REACH PLACES.

LADIES AND GENTLEMEN,

THE OTHER ASPECT IS, TEACHERS’ MOTIVATION WHICH RECEIVES LITTLE ATTENTION. FOR A GOVERNMENT TO ACHIEVE THE GLOBAL COMMITMENTS IN THE EDUCATION SECTOR, WELL-MOTIVATED TEACHERS WOULD PLAY A VITAL ROLE IN THE VIABILITY OF THE SECTOR. DEVELOPMENT LARGELY DEPEND ON WELL QUALIFIED AND MOTIVATED HUMAN RESOURCES, AND THIS CALLS FOR A GROWING RESPONSIBILITY TO IMPROVE EDUCATION AND HEAR THE PLAGHT OF TEACHERS WHO ARE A PIVOT IN THE EDUCATION SECTOR.

TO ADDRESS THIS CHALLENGE, THERE IS NEED FOR POLICY-MAKERS TO DEVELOP A DEEPER UNDERSTANDING OF TEACHERS’ PLIGHT, THE ATTITUDES TO THEIR OWN PROFESSION AND FACTORS THAT AFFECT THEIR MOTIVATION SO AS TO ENSURE THAT THE TEACHING PROFESSION IS UPHELD.

LADIES AND GENTLEMEN,

TEACHER PROFESSIONALISM IS BEING ADVANCED THROUGH THE ESTABLISHMENT OF THE TEACHING COUNCIL OF ZAMBIA (TCZ) WHOSE
MANDATE PROVIDES FOR THE REGULATION OF TEACHERS, THEIR PRACTICE AND PROFESSIONAL CONDUCT.

TCZ IS A MEMBER OF THE AFRICA FEDERATION OF TEACHING REGULATORY AUTHORITY (AFTRA) WHICH IS A CONSORTIUM OF TEACHER REGULATORY AUTHORITIES IN AFRICA. AFTRA BRINGS TOGETHER ALL STAKEHOLDERS IN EDUCATION THROUGH CONFERENCES ON TEACHING AND LEARNING. ONE OF THE ISSUES AFTRA IS ADDRESSING IS THE TEACHER MOBILITY PROTOCOL WHICH AIMS TO BRIDGE THE GAP AROUND TEACHER SHORTAGE.

AFTRA LOOKS AT POLICIES OF COMMON INTEREST AFFECTING TEACHERS. FOR EXAMPLE, AFTRA IS WORKING TO DEVELOP A LICENTIATE DIPLOMA QUALIFICATION FOR EDUCATION MANAGERS AND LEADERS IN ORDER TO PREPARE A WORKFORCE READY TO TAKE UP LEADERSHIP ROLES IN MEMBER COUNTRIES. DURING ITS CONFERENCES, AFTRA HAS CREATED A PLATFORM FOR MINISTERS OF EDUCATION WHO DELIBERATE ARE AS OF MUTUAL INTEREST.

IN CONCLUSION,

I AM PLEASED TO MENTION THAT THERE IS GREAT COLLABORATION BETWEEN UNESCO, THE MINISTRY OF EDUCATION, TCZ AND OTHER STAKEHOLDERS, TOGETHER THEY HAVE DEVELOPED THE STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION.

IT WILL BE A GREAT HONOUR TO HAVE YOU IN ZAMBIA FROM 6 TO 11TH MAY, WHEN WE WILL HOST THE 11TH AFTRA CONFERENCE AND 13TH ROUND TABLE IN LUSAKA. SEE YOU SOON.

THANK YOU. MAY GOD BLESS YOU.
Breakout session 1.1

Managing teacher shortages, elevating the status, and working conditions of teachers

The complexity of teacher shortages may result from policy trade-offs for advancements made in pursuit of other educational objectives. Efforts to increase the quantity of teachers may for instance result in lower qualification standards, stemming from a lack of capacity to train teachers at the pace needed. This breakout session aimed to explore how systems can address interconnected challenges to sustain teacher quality, status and working conditions. It analysed evidence-based good practices, including the impact of competitive salaries and other factors that have been shown to increase the attractiveness of the teaching profession. It also explored issues surrounding poorer working conditions, which can lead to a "brain drain" as teachers seek better opportunities elsewhere.
International Taskforce on Teachers for Education 2030

14th Policy Dialogue Forum and Governance meeting

ADDRESSING GLOBAL TEACHER SHORTAGES, DIGNIFYING, DIVERSIFYING AND VALORIZING THE PROFESSION IN MALAWI

26-28 February, 2024

Johannesburg, South Africa

PRESENTER: Dr Zizwa Msukuma
Director- Teacher Education and Development
Ministry of Education, Malawi
Presentation outline

• Introduction to teacher shortages in Malawi
• Factors influencing teacher shortages in Malawi
• Strategies to address the teacher shortages
• Conclusion
Introduction to teacher shortages in Malawi

- Malawi is grappling with a significant shortage of teachers.
- There is a high demand for primary school teachers standing at 118,314 to meet 60:1 target by 2030 (NESIP, 2020-2030).
- There is also need for 50,919 secondary school teachers especially in STEM subjects by 2030.
- There is also high demand of teachers for practical subjects in tertiary education.
Factors influencing teacher shortages in Malawi

• Inadequate school facilities
• General poor housing conditions.
• Inconsistent deployment due to limited resources.
• Inadequate teacher professional development.
• In adequate monitoring and support to institutions
Strategies to address the teacher shortages

Teacher Education

The teacher education sub-sector has recorded a number of achievements and these include:

a) The implementation of the National Strategy for Teacher Education and Development (NSTED) focusing on Primary and Secondary Education for the development of teacher education, teacher management, and financing for teacher education and development;
Strategies to address the teacher shortages

b) In terms of access, enrolment of teacher trainees has improved by more than 40 percent in the past five years as three Primary and one Secondary Teachers Training Colleges were constructed and inaugurated.

c) Continuous Professional Development (CPD) framework was developed to guide the implementation of in-service training and career progression for teachers.
Strategies to address the teacher shortages

Inadequate school facilities

• Construction of classroom blocks, laboratories, libraries and latrines in existing Community Day Secondary Schools (CDSS) through ISEM 1-EU project.

• Construction of classroom blocks, and laboratories in existing CDSS through Equity Quality And Learning in Secondary Schools(EQuaLS) project(World Bank Project)

• Construction of 38 new secondary schools through the Secondary Education Expansion for Development (SEED) Project (USAID-project).

• Cost effective construction of classroom blocks and latrines in existing through MERP component 2(World Bank project).
Strategies to address the teacher shortages

General poor housing conditions.

• Through Malawi Education Reform Program (MERP) component one of the activities under District Action Plans (DAPs) is the construction of 43 teachers’ houses for female teachers as one way of motivating them to be teaching in remote schools.

Inconsistent deployment due to limited resources

• Under MERP component two, there is support of hiring of 3,500 auxiliary teachers to address severely large class sizes and provision of hardship allowances to improve Pupil qualified Teacher Ratio (PqTR) in hard to-reach school.
Strategies to address the teacher shortages

Poor teacher professional development

Ministry is ensuring provision of face to face and online Continuing Professional development (CPD) at secondary, primary and teacher training institutions through:

a) Strengthening of Mathematics and Science in Secondary Education (SMASSE) program focusing on improving pedagogy, content, lesson study and action research.

b) EQuaLS project focusing on improving content, pedagogy and school leadership.

c) Improving Secondary Education in Malawi (ISEM) project focusing on improving content and pedagogy in English, textile and clothing, generic content on lesson planning, classroom management, inclusiveness guiding the organization and implementation of school based CPD activities using a CPD starter tool and Community of Practice guide.
Strategies to address the teacher shortages

Inadequate teacher professional development

a) MERP project focusing on improving school leaders in primary schools.

b) Strengthening of Teacher Education and Practice (STEP-USAID Project) focusing on Foundation Literacy Content, Participatory Action Research and Professional Development.

c) SAVE the Children through SCREP project focusing on inclusive pedagogy in literacy and also promoting access of teachers to e-CPD trainings.

d) Ministry of Education now plans to undertake a paradigm shift in Teacher Education through introducing of the diploma/degree program for primary school teachers.
Strategies to address the teacher shortages

Enhance Mentorship program in schools

The multi level mentorship program operationalized including teacher educators, teachers, student teachers and learners, e.g.

- UNICEF engaged EDUKANS to support implementation of the program in 9 districts
- 797 district teacher mentors have been recruited
- 3000 teachers trained in mentorship program
✓ Malawi is working towards overcoming the teacher shortages and provide quality education to its students.

✓ However, sustained commitment and collaboration among stakeholders are essential for successful implementation.
The Complexity of Teacher Shortage

Brain Drain and mobility
Teacher Shortage – Fact or Fiction

The Education 2030 Agenda - 17 Sustainable development goals aimed at alleviating poverty

Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The teaching profession is pivotal to the success of Goal 4

Extensive Teacher shortage is undermining the achievement of Goal 4

Advancement into the digital space – expanding the reach of teachers and reducing dependence on one teacher and a classroom
Fact or Fiction               The reality
44 million teachers needed worldwide
Teacher migration challenge is complex as:
➢ Teacher shortage is increased
➢ Pressure created by larger class size
## Synopsis of Teacher Migration – Total = 1597 (2021-2023)

### Jamaica

<table>
<thead>
<tr>
<th>Selected Subjects</th>
<th>Number of Migrants (2021-2023)</th>
<th>% Subject teacher Cohort</th>
<th>Annual training output/loss in 3yrs.</th>
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</thead>
<tbody>
<tr>
<td>Technical and Vocational Education</td>
<td>235</td>
<td>10.0</td>
<td>153 (51%)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>176</td>
<td>15.8</td>
<td>122 (48%)</td>
</tr>
<tr>
<td>IT</td>
<td>75</td>
<td>13.2</td>
<td>75 (33%)</td>
</tr>
<tr>
<td>English</td>
<td>67</td>
<td>4.0</td>
<td>74 30%</td>
</tr>
<tr>
<td>Social studies</td>
<td>60</td>
<td>1.0</td>
<td>30 66.6</td>
</tr>
<tr>
<td>Geography</td>
<td>41</td>
<td>15.0</td>
<td>12 (100.1%)</td>
</tr>
<tr>
<td>History</td>
<td>49</td>
<td>14.5</td>
<td>25 (65%)</td>
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<tr>
<td>Primary Education</td>
<td>76</td>
<td>0.5</td>
<td>328</td>
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<tr>
<td>Overall Secondary</td>
<td>1366</td>
<td>9.4</td>
<td>738</td>
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Teacher migration – brain drain, brain gain and remittances – the paradox

➢ Poaching experienced teachers
➢ Depleting the male teacher population

❖ Those who return – resources for innovations and use of digital tools
❖ Remittances are economically valued - In Jamaica 15% of GDP
Complexity of Teacher Shortage – diverse areas

❖ By level of education
❖ By subject
❖ By urban / rural locations
❖ By special needs education
Redressing teacher shortage – reimagining learning spaces

Opportunities of the 4\textsuperscript{th} and 5\textsuperscript{th} Industrial revolutions

Extension of effective teachers’ reach, through:

- Digital tools – need adequate infrastructure
- Networking - Subject Assoc. (QECs)
- Assessment and feedback – Teacher appraisal
- Flexible time and place – anywhere or any time
Retaining teachers – best options

❖ Livable salary
❖ Happiness index
❖ Environmental support
❖ Career advancement
❖ Quality leadership
❖ Livable retirement benefits
Challenges to fill the teacher gaps

- Infrastructure – Physical and digital
- Adequate training – preservice and in-service
- Attitude to the profession
- Learner interests
- Curriculum Relevance (STEAM to STEAM\{Safeguarding Transformative Education for Marketability\})
- Economic growth and development
Partnerships for ICT competency in Teacher Education – expanding reach

The European Union (EU) and the Government of Jamaica have launched a 9.5 million EUR Digital Transitioning Programme for Jamaica (DIGITAL JAMAICA).

The programme integrates the national ICT competency framework for teachers into the curricula for teacher-training institutions/Departments.
Partnerships continued:

- Organization of American States (OAS/ITEN)
- Inter-American Development Bank (IDB)
- UNICEF
- UNESCO
- British Council
- Foreign, Commonwealth and Development Office (FCDO)
- Emerging Private Sector
Partnerships ➔ Reimagine Education Delivery

Apply distance learning tools:

- Students can learn anywhere and any time
- Easy access to digital resources
- Encourage creativity and innovation

Some examples of Distance learning tools:

- Google Classroom
- TEAMS
- ZOOM
- Blackboard
To Achieve Goal 4!
We Can and Must address teacher shortage. Success is our right. We must Try and Try

Thank you - Your time to speak
Teacher Education: Building a valued profession

Yusuf Sayed & Haroon Mohamed
TTFPDF
26-28 February 2024
• Investing in getting the right number with the right qualities for the school that need them most – size, shape and substance as DHET calls it

• Empower teacher to manage crises and build resilient system

• Empowering teacher through access to meaningful and quality CPD

• Involve teachers meaningfully in teacher policy development and as active agents of change

• Focusing on what happens in the classroom – understanding better the pedagogy of the classroom

• Increasing the supply of early childhood teacher

• A viable teacher progression structure
In 2021, the Public Higher Education Institution had 22,445 B Ed Graduates: 0.4% (90) ECD/FP; 19.9% (4,464) FP; 0.8% (170) FP/IP; 9.7% (2,182) IP; 21.2% (4,767) IP/SP; 7.1% (1,585) SP; 27.1% (6,082) SP/FET; and 13.8% (3,105) FET.
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Table 2: B Ed Graduates by University by Phase Specialisation in 2021
B Ed Graduates by Phase Specialisation
Supply & Demand

- According to review by Gustaffson in 2019 the supply of new graduates from universities roughly matched estimated demand.
- At the primary school level, supply was only 60% of the projected demand.
- Supply for secondary outstrip need supply was twice what was demanded.
- Supply not linked to employment - only 64% of the 2018 Foundation Phase graduates found work in the public schooling system in any year from 2019 and 2022, and only 55% were employed in this system in 2022. 

Reason:
- budget constraints meant that the public teacher workforce was not able to grow as it should, in line with enrolment increases.
- many primary schools resorted to hiring secondary-level teachers, who were relatively easily available, given the over-supply of these teachers.
Language and supply

• Two-thirds of teachers trained for the Foundation Phase should ideally be able to teach using an African language as the LOLT, but the 2018 graduates data point to only a half being in a position to do this.

• more teachers fluent in an African language, and trained to use the language to teach ned at Foundation Phase
  • supply boost is needed especially in the case of isiXhosa and Sepedi – here the 2018 graduate output was only around a fifth of the estimated demand.

• ISP: grades 4 to 7 fairly similar to those seen in the Foundation Phase.
Specialisation and Supply

• Over-supply of humanities teachers.
• Slight under-supply of eleven official languages graduates.
• The number of mathematics and mathematical literacy graduates should ideally increase a bit, though here what is perhaps more critical is improving the competencies of mathematics teachers.
• 84% of teachers trained for the secondary level, and who teach at that level, teach at least one of the two specialisation subjects they had to focus on. A 16% mismatch
• NQTS not trained for the Foundation Phase
  • 78% of NQ Foundation Phase teachers being trained to teach at this level.
  • 22% not trained to teach at FP
Reflection

• No idea of where and which

• Revisiting the deployment system

• Language and subject specialisation

• Dominant single provide supplier

• Quality of ITE

• The key issue of pedagogy
Lessons learnt in addressing shortages

• Context matters
• A comprehensive policy framework which addresses four reasons why there is a shortage or what is often a mismatch
  • The conditions of work problem
  • The supply and supplier problem
  • The fit-and-match problem
  • The school utilisation and motivation problem
• Balance between new entrants and older teachers
• Addressing the resourcing issue
Teacher Summit and professionalization the teaching Force
The Teacher Education and Development Summit: Background

• The 2nd Teacher Education and Development Summit, held in December 2021, followed the first ever TED Summit of July 2009;

• Both Summits brought together all the stakeholders from across the teacher education and development sector in South Africa,
  • with the primary goal of highlighting and addressing the challenges being experienced in teacher education and development, especially by teachers.
The Teacher Education and Development Summit: Background

- Participants in the Summits included the teacher unions, the South African Council for Educators (SACE), the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA), the Education Labour Relations Council (ELRC), the national Department of Education (DoE) and the Higher Education South Africa – Education Deans’ Forum (HESA-EDF).

- The Summit was marked by a positive collaborative spirit, and a commitment to addressing the issues by all who attended. Summit 1 resulted in a Declaration that called for the development of a new, strengthened, integrated national Plan for teacher development in South Africa.
The Teacher Education and Development Summit: Background

Stakeholders represented at the Summit continued to collaborate after the Summit towards the production of the new Plan. This effort resulted in the production of an “Integrated Strategic Planning Framework for Teacher Education and Development in South Africa” (ISPFTED-SA) which was the ultimate output of the 2009 teacher development summit participants’ work.

Summit 2 produced 56 recommendations for changes to the ISPFTED-SA
### Summit 2 Structure

- The ETDP-SETA hosted the 2nd National Multi-Stakeholder Teacher Education and Development Summit in November 2021.

- The Summit developed 56 resolutions in 6 areas:

Critical Summit Resolutions

- Accelerating Teaching into becoming a fully fledged and recognised Profession

- Strengthen functionality and co-ordination of structures-NTEDC, PTEDCs, DEANSFORUM, Unions, Schools, professional Associations, Skills Dev Comms

- Incorporate Teaching Standards and Skills for a changing world into MRTEQ and HEI programmes.

- Time on schools time-table for PD and boost up PLCs

- Strengthen existing and Accelerate establishment of Teaching and Prof Practice Schools

- Increase and deepen consultation with school based educators on TED policies
Critical Resolutions

- Blended approaches to PD to increase
- Size, Shape and Substance of TED needs continuous attention – Supply and Demand
- Incentives to become a teacher need to be improved
- Improve the system absorption to match graduate production
- Broaden pathways to TE
- Dedicated planning for Technical/Vocational stream. ECD, LSEN, CALS
- COVID specific systems (Assessment, Remote learning etc.)
- Accountability systems to be reviewed
Key Points for revising the ISPFTED

- The resolutions retain strengths of past work in TED
- Gaps have been identified (ELSEN, ECD, Vocational & Occupational Streams)
- Strong focus on Psycho-social support
- Strong focus on strengthening functionality of existing structures
- Consideration to be given to re-organising the use of existing resources - budgets, Policies, Human Resources, time, buildings and facilities to get better outcomes
- School based PD was strongly emphasized
Siyabonga,

Enkosi,

Ke A LeBoga,

Thanks,

Dankie for the opportunity
Managing teacher shortages, elevating the status, and working conditions of teachers
ECCE TEACHER MOTIVATION

MOTIVATING FACTORS

Seeing children learn, thrive, develop. Being able to contribute to their growth.

Support from ministry structures and teacher development institutions.

Recognition by parents and communities.

ECCE Teachers are intrinsically motivated
## DEMOTIVATING FACTORS

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<tr>
<th>Poor recognition of ECCE profession in the school</th>
<th>Poor recognition of ECCE in the community</th>
<th>Poor professional development in ECCE</th>
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<tbody>
<tr>
<td>Unregulated sector with varying conditions of services, quality</td>
<td>No career progression at ECCE</td>
<td>Poor infrastructure and materials for ECCE</td>
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<tr>
<td>Delayed employment – Inconsistency in policy implementation</td>
<td>Poor remuneration compared to other teachers</td>
<td>Work overload</td>
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## RECOMMENDATIONS AT POLICY LEVEL

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<th>Data</th>
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<th>Career Development</th>
<th>CPD</th>
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<tr>
<td>• Improve Regulation of the sector – currently mostly informal in many countries = uncertainty!</td>
<td>• Strengthen data management to ensure policy implementation is evidence based (ensure pipeline for ECCE teachers/teaching assistants is in place).</td>
<td>• Ensure consistency in policy implementation – inconsistency in recruitment can have a negative effect on the pipeline and in number of teachers interested in ECCE</td>
<td>• Develop structure for career progression for ECCE teachers and recognize prior relevant experience – even in informal settings</td>
<td>• Offer a structured system, for CPD and pre-service training for teachers in specific areas – eg Play based learning, crafting of T&amp;L materials (TALULAR); ICT especially in resource poor areas</td>
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# RECOMMENDATIONS AT SCHOOL LEVEL

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<th>Infrastructure</th>
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<th>School leadership</th>
<th>Community awareness</th>
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<td>• Provide adequate teaching and learning materials</td>
<td>• Ensure school management allocates dedicated spaced to ECCE</td>
<td>• Ensure ECCE teachers are allowed to participate in CPD and Peer learning opportunities and that it this is recognised for career progression.</td>
<td>• Orient school leaders on the importance of ECCE for foundational learning</td>
<td>• Sensitise communities and parents on the importance of ECCE for foundational learning.</td>
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Breakout session 1.2
Diversifying the teacher workforce and building equity through inclusive policies

While many actors play a role funding the initiatives that make up the Education 2030 agenda, recent projections show these efforts are still well short of meeting the SDG targets. This breakout session debated what needs to happen for all pertinent actors to better align and coordinate to make tangible progress towards reducing teacher shortages and meeting the objectives of SDG Target 4.c. This included perspectives from international organizations, the private sector, donor countries and low- and middle-income countries.
Forum for African Women Educationalists [FAWE]

14TH POLICY DIALOGUE FORUM

Topic: Critical role of teachers in promoting gender equality

Catherine Asego

26 February, 2024
Vision: A future where every girl and woman in Africa has access to quality education while transitioning from one level of education to another.

FAWE is a pan-African member-based NGO operating through 34 National Chapters in 33 countries across Africa

Core mandate: Gender Equity and equality in education (Education of women and girls)

30 years of advocating for access, retention and transition of girls in schools.
SDGs 4 and 5 – Quality education and gender equality

Aspirations of the Agenda 2063 – Well-educated citizens and skills revolution underpinned by Science, Technology, and Innovations

CESA (16-25) response to the education crises: Seeks to transform Africa’s education systems.

Gender Equality Strategy for CESA: Tool on integration, inclusion, equity, and gender equality in education.

Quality Education is critical for the development of any country.

67% of children in SSA who complete primary school by age 15, approx. 30% achieve minimum proficiency in reading.

Quality teachers = Quality education.
Role of teachers in the realisation of quality education

- In SSA female teachers remain underrepresented.
- Teaching & learning contexts matter in promoting gender equality.
- Quality teachers are needed to challenge gender stereotypes & discriminatory norms.
- **Teaching challenges**: Rural vs. urban divide; Education in emergencies; Poor remuneration and lack of motivation; Inadequate teacher support (Quality Assurance).
**FAWE Interventions**

**Gender Responsive Pedagogy:** Teacher training and capacity building: Building capacities of teachers to teach from the gender responsive perspective.

**STEM Model** to increase access and participation of women and girls in STEM subjects

*Tuseme, Lets speak out:* Builds the capacity of girls and boys to speak out on issues affecting them.

**Centers of Excellence:** Gender-responsive schools have led to greater participation of girls and improved outcomes.
Gender Responsive Pedagogy – Integration in TTCs

Recruit and Increase the number of female teachers and support female STEM teachers

Train teachers to prevent and respond to school-related gender-based violence (SRGBV)

Continuous professional development and support

Promotion of STEM in schools: Equip laboratories, and train STEM teachers to be innovative by use of locally available materials particularly teachers in rural and hard-to-reach areas.

Gender-responsive school leadership

Policy level: Gender Equality Strategy for CESA as a reference point
Diversifying the teacher workforce and building equity through inclusive policies

Principals navigating an agenda for inclusion and an agenda for excellence

DR. DOUGLAS ANDREWS (Wits Lecturer)

Member: UNESCO Chair in Teacher Education for Diversity and Development at the University of the Witwatersrand
Critical incidents
- Constraints to inclusive teaching
- Teacher shortages

Problem identification
- Teachers and principals navigating contradictory agendas: Inclusion and Excellence

Research question
- What leadership strategies are successful in developing and sustaining inclusive schools without compromising excellence
The challenge

- The primary contradiction: tensions and paradox
- Teachers in the ‘eye of the storm’
- Shortage of teachers who can navigate complexity
- Navigating systemic pressures and championing inclusion
The research initiative

- 20 school principals were interviewed to determine strategies to navigate inclusion and excellence.

- Results plotted on a cartesian plane: complexity X axes and Pedagogical responsiveness Y Axes. (Walton and Osman 2022).
Figure 1: Walton and Osman's (2022, p. 14) pedagogical responsiveness and complexity cartesian plane.
References


Teachers for Inclusive Education

26 February 2024
UNESCO Teacher Policy Dialogue
Convention on the Rights of the Child

UN General Assembly resolution 78/187 on Rights of the child (December 2023)

Reaffirming the importance of its resolution 44/25 of 20 November 1989, by which it adopted the Convention on the Rights of the Child, which constitutes the standard in the promotion and protection of the rights of the child,

…and reaffirming the commitment at the very heart of the 2030 Agenda to leave no one behind, including children, and in this regard emphasizing the impact of the digital environment on the rights of the child...

Calls upon States to address prevailing challenges to bridge the digital divide within and among countries, the gender, disability and age digital divides and the divide between rural and urban areas….

Acknowledges with concern the lack of readiness and vision for digital and remote learning across the globe, evidenced through the absence or shortage of appropriate infrastructure, connectivity, policies and programmes, digital learning solutions, educational content and resources and guidance and support mechanisms for schools, teachers and families, as well as the lack of digital literacy and skills among students, teachers and caregivers…

may face stigmatization, discrimination and exclusion and are disproportionately subjected to mental and physical violence and sexual abuse and therefore may be particularly exposed to online risks, including cyberbullying…

Urges States to… designing educational programmes and teaching material that support consent, non-violent behaviour, respect for boundaries and what constitutes unacceptable behaviour and how to report it, that eliminate gender stereotypes and negative social norms…

Encourages States to adopt and implement sustained and inclusive child-empowering, age-appropriate, disability-inclusive and gender-responsive non-formal and formal education programmes, providing children, parents, legal guardians, caregivers, teachers and other professionals working with and for children with skills relating to digital and data literacy, to promote awareness among children of the possible adverse consequences of….
Convention on the Rights of the Child

78/156. Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development

Noting with concern that, despite the considerable progress on education access and participation over the past years, more than half of children and adolescents are not meeting minimum proficiency standards in reading and mathematics and teacher shortages persist, with an estimated global gap of 44 million additional qualified teachers, that, while rapid technological and digital changes present opportunities and challenges, the learning environment, the capacities of teachers and the quality of education have not kept pace, with only half of countries having standards for developing teachers’ information and communications technology skills, while, globally, only 40 per cent of primary, 50 per cent of lower secondary and 65 per cent of upper secondary schools are connected to the Internet, and that refocused efforts are needed to improve learning outcomes...

...launched at the 2022 Transforming Education Summit, and by upgrading education facilities that are child-, disability- and gender-sensitive and increasing the percentage of qualified teachers...

COVID-19 pandemic, which have affected more than 1.5 billion children and youth worldwide, resulting in significant learning losses and increased dropout rates disproportionately impacting teachers and students in vulnerable situations...

...impact that the pandemic has had on students’ and teachers’ mental health and well-being, emphasizing the importance of investing in...affordable and equal access to the Internet, stronger parental or guardian support, targeted teacher capacity-development programmes and the development of online learning platforms and resources...

Reaffirms the commitment to continue to increase investment in inclusive and equitable quality education and lifelong learning opportunities for all...and through education and safe, healthy and stimulating learning environments that enable all learners to achieve their full potential and physical, mental and emotional well-being...
...The digital literacy of children, teachers, parents and caregivers, as well as other stakeholders, remains a considerable gap and concern...

42. However, children with disabilities face multiple barriers when accessing the digital environment, including inaccessible digital content, inadequate devices and interface designs, insufficient training for teachers and students and limited access to assistive technology. Therefore, regardless of connectivity, for children with disabilities inaccessible websites and digital devices can mean exclusion from the services and products that they provide. Usability assessments and improving cognitive accessibility are potential solutions to overcome these barriers.

48. Digital platforms also help meet the training needs of mental health specialists, including psychologists, as well as non-specialists such as community volunteers, social workers, general practitioners, nurses and teachers.

...however, hundreds of millions of learners were not able to access digital learning content or receive remote support from their teachers owing to digital and usage divides.

...shortage of appropriate infrastructure, connectivity, policies and programmes, digital learning solutions, educational content and resources and guidance and support mechanisms for schools, teachers and families, as well as the lack of digital literacy and skills among students, teachers and caregivers.

62. However, even in technologically advanced countries, teachers were not equipped with the skills required to respond to the sudden demand and need for remote learning modalities, in particular for digital learning solutions.

29. Particular categories of children can experience increased levels of vulnerability to online harms, including girls, children from poor households, children who are out of school, children with disabilities, lesbian, gay, bisexual, transgender, intersex, queer and other (LGBTIQ+) children...

72. States should allocate and utilize public resources to implement legislation, policies and programmes to fully realize children’s rights in the digital environment and to improve digital inclusion, including specific measures to close the gender-related digital divide.
How is the Government ensuring that its national commitments and the global commitments following the United Nations Transforming Education Summit 2022 are implemented and monitored?

For every child, with a disability... on the move... affected by climate change.
KEY QUESTIONS

What are the plans and timeframes of the Government for the improvement of qualifications of all early learning and development practitioners and educators as to ensure quality early learning and development programmes for all children?

For every child, with a disability... on the move... affected by climate change.
How will the Government ensure adherence to its policies for every child with a disability to have access to education?

For every child, with a disability... on the move... affected by climate change.
How will the Government implement Education for Sustainable Development, enabling every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future?

For every child, with a disability... on the move... affected by climate change.
....in an environment like this?

(Grade R [pre-primary] classroom in South Africa)
Inclusion, Equity, and Diversity for the 21st-century teacher workforce is an essential policy imperative

Countries are focusing on updating their strategies to implement 21st Century Education, including a ‘competency’-based and ‘project’-based approach.

→ How far is this expectation reflected for teachers, beyond efforts toward digital skilling? Teachers’ transferrable skills?
→ Children may adapt quickly but how fast can teachers (adults) adapt, including ‘UNLEARNING’ old ways of teaching and learning?
ONE SIZE DOES NOT FIT ALL

1. Diversifying the teacher workforce and building EQUITY through INCLUSIVE POLICIES for all aspects

Recruitment, professional development, training, specific repertoire of knowledge and skills for special profiles, etc.

AT ALL LEVELS
- Early Learning
- Basic Education (Primary and Secondary schools)
- Special Needs Education (sign language)
- Education for children out of school or challenges to get in school, NEET, children living and working on the streets
2. Teaching workforce to have diverse skills for 21st-CENTURY SKILLS TEACHING

Integrate climate change, reflect strategies/frameworks into curriculum and practice, measure their competencies and skills at least the basic fundamentals

AT ALL LEVELS
- Early Learning
- Basic Education (Primary and Secondary schools)
- Special Needs Education (sign language)
- Education for children out of school or challenges to get in school, NEET, children living and working on the streets
South African Sign Language (SASL): In 2023, South Africa has included South African Sign Language (SASL) as the twelfth official language of the country through the amendment of section 6 of the Constitution of the Republic of South Africa

The State party to:
- Ensure minimum of a basic communicative competence in SASL;
- Avail required resources available to civil society role-players;
- As a matter of policy and practice to ensure that all learning materials are translated and available in SASL;
- Make available to the general public SASL early literacy resources (basic ABC Sign Language Fingerspelling);
- Etc.
THANK YOU

HANA YOSHIMOTO
Chief Education, UNICEF South Africa
hyoshimoto@unicef.org
Empowering teachers with Blended Continuing Professional Development in Rwanda

The LEGO Foundation  VSO RWANDA
**PURPOSE:**
To strengthen ECCE systems through deeper integration of ‘Learning Through Play (LtP) for 3-6-year-olds to become creative, engaged and resilient lifelong learners.

**PROJECT NAME:**
Twigire Mumikino Rwanda

**PROJECT BUDGET:**
$4.2 million

**PROJECT DURATION:**
March 2021 – March 2025

**DONOR:**
The LEGO Foundation

**REACH:**
280,000+ children
2,500+ ECE teachers
1,200+ school leaders (HT/DoS)
600+ ECE mentors
145,000+ Parents
100+ Community volunteers
600+ government officials/ staff

**KEY INNOVATION:**
VSO School LMS for teachers’ CPD

**SCALE AND LOCATIONS**
Phasing from 10 to all 30 districts
500+ government schools/ government aided private centers
1. Improved integration and support for Learning Through Play within the ECCE system at all levels.

2. Improved ability of ECE teachers to facilitate Learning Through Play with children (3-6 years old).

3. Increased support for Learning Through Play from key stakeholders.

- Policies and programmes
- Key frameworks/standards
- Local Government
- School leaders
- Blended CPD for ECE Teachers (digital content, CoPs, ECE Mentors)
- Parent-led initiatives
- Community volunteers (IZU)
- Local leaders
- Media
PHASE ONE: Building, testing and learning at small scale
- 80 schools in 10 districts
- 170 teachers
- Design and test approaches

Year 1 Districts: (N) Burera, Gakenke (E) Nyagatare, Gatsibo, Kayonza (S) Nyamagabe, Nyaruguru, Huye (W) Karongi, Nyamasheke

PHASE TWO: Testing and learning at intermediate scale
- Plus 238 schools (318 total)
- Plus 681 teachers (851 total)
- Plus 20 Districts (30 total)
- Pilot approaches

Year 2:
- All 30 Districts
- 164 Sectors (4 or 8 p/District; 2 schools per Sector)

PHASE THREE: Implementation at full scale
- Plus 280 schools (598 total)
- Plus 779 teachers (1621 total)
- Plus 18 community-based ECDs linked to TMR schools
- Roll out approaches / transfer approaches/content

Year 3 and 4: All 30 Districts
- 353 out of 416 Sectors

Year 1 (Sept 2021)
Year 2 (Sept 2022)
Year 3 and 4 (Sept 2023)
Outcome 2: Empowering ECCE Teachers
Overview of the VSOSchool Learning Management System (LMS) and contents
**VSOSCHOOL LEARNING MANAGEMENT SYSTEM**

- **Multi-platforms and offline**: Open-source learning management system, which allows teachers serving in remote locations to access to CPD courses on multi-platforms (Android phones, Tablets, Desktop and laptop computers) offline.

- **Contents are developed for specific contexts based on government’s teacher CPD policies**: Training courses are developed based on teachers’ professional needs and based on the governments’ CPD policies.

- **Compression**: Reduces bandwidth/space usages by 80%+

- **Assignments**: Individual/group, marked by facilitators or peers.

Powered by: [Ustad Mobile](#)
**VSOSCHOOL LEARNING MANAGEMENT SYSTEM**

**Discussion Board**
Teacher Mentors/CPD facilitators and participants can join in discussions.

**Multi-lingual user interface**
User interface is available in multiple languages.

**Data management**
Disaggregated data on Teachers’ CPD course by users, time spent, completion, gender etc.

**Messaging**
- Users can send/receive chat massages without sharing phone numbers.
- Chat messages can be composed and viewed offline, will send when reconnected.

Powered by: Ustad Mobile
ECCE Blend Professional Development Process

- Based on educational documents of Government of Rwanda – CBC, Teacher Guide etc
- Drawing on VSOR experience in previous projects
- Based on what ECE teachers tell us they need most
- Uses LEGO Foundation characteristics of play
- Links to other projects (especially VVOB/ITS PLAY;
- 2021/22: 2 Schools Nyamasheke, Kayonza
- 2021/22: 80 Schools (testing, adjusting)
- 2022: M1-6 early review (REB)
- 2022/23: +240 Schools (further testing and adjusting)
- 2023/24: +280 Schools + desktop and web version
<table>
<thead>
<tr>
<th>VSOSchool LMS</th>
<th>So far:</th>
<th>Year 3:</th>
</tr>
</thead>
</table>
| *Digital CPD content for ECE teachers on a tablet, desk* | • Distributed tablets (one per 320 school)  
• Tested and rolled out M1-6  
• Trialed video lesson observations and observation tool | • Continue to test and roll-out  
• ‘Process Evaluation’ with new schools  
• New version of the App (better software)  
• Develop, test, roll-out laptop version |

<table>
<thead>
<tr>
<th>CoPs</th>
<th>So far:</th>
<th>Year 3:</th>
</tr>
</thead>
</table>
| *Peer support at school level for ECE teachers* | • Prototyped and piloted CoP approach  
Coordinated with the TG model  
• Lesson planning tool (slightly adapted) | • Continue approach (with TG)  
• Lesson planning tool (adapted from REB) |

<table>
<thead>
<tr>
<th>ECE Mentors</th>
<th>So far:</th>
<th>Year 3:</th>
</tr>
</thead>
</table>
| *School level mentoring for ECE teachers* | • Switched attention from SBMs to new ECE Mentors  
• Helped identify ECE Mentors  
• Supported ECE Mentors in their role. | • Continue approach (with TG)  
• Engage in national guidance and support |

<table>
<thead>
<tr>
<th>TLMs</th>
<th>So far:</th>
<th>Year 3:</th>
</tr>
</thead>
</table>
| *Provision of TLMs and skills* | • No major provision.  
• Skills development, HT advocacy | • Boost provision  
• Alignment with QBE, UNICEF |
“Displaying children’s work on the wall, is something crucial I learned from the module and during our trainings. That’s why you see the work of my children there on the wall”. Teacher Chantal.
“I am ready to teach about the alphabet with the help of constructive play. I will also teach communication and transport with the help of games in Module 1. this will make my lessons more understandable”. Teacher Josiane
Thank you

Purna Kumar Shrestha
Global Technical Lead
Foundational Learning and System Strengthening
VSO International
Purna.Shrestha@vsoint.org
TARBIYAH21
Repository of Promising Teaching and Learning Practices

Dakmara Georgescu, PhD, Education Programme Specialist,
UNESCO Multisectoral Regional Office in Beirut

d.georgescu@unesco.org
Tarbiyah21 Initiative

- Teacher-focused Website and Newsletter
  
  https://www.tarbiyah21.org/

- More than 19,000 subscribers
- Capacity Development & Sharing
- Research & Knowledge Production
- Policy Dialogue
Repository of Promising Teaching and Learning Practices
Why a Repository of Promising T&L Practices?

- Good practices in education are rarely documented in a systematic way

- Call for contributions (September/October 2022)

- More than 300 contributions received

- 130 templates/examples selected for the book; 30 selected for the website

- Added value of the Repository
Title of the initiative

Contacts/Responsible people & units

Description

Why? (Rationale)

Implementation

Partnerships

Effects and impact
Structure and content of the Repository

- Quality Teaching and Learning
- Digital Transformation of Education/ICT
- Teacher Professional Development (TPD)
- Partnerships & Collaboration
- Education Research
Trends identified

- Practices underpinned by theories/forward-looking assumptions about learning and learners
- New teacher roles
- Alignment of curricula, teaching practices, learning environments and learning assessment
- Digital transformation of education (i.e., digital skills, interactive platforms)
- Whole-learner and whole-school approaches (i.e., SEL, well-being, Greening education)
- Inclusiveness, partnerships and collaboration
Using and building on the Repository...

- Learning from one another
- Series of monthly webinars (last week of each month starting in September 2023)
- Publication of the Repository
- Using and adapting/customizing practices to contexts
- Inspiring additional topical collections of promising T&L practices
Teacher voices on Diversifying the Teaching Force and Inclusiveness

- **Teacher (Self)-learning and Innovation Potential**

- Teachers learn best from their peers (i.e., expert teachers) through whole-school approaches

- Comprehensive, inclusive and coherent skills development for teachers, principals, students, parents and other stakeholders

- Encouraging female students and teachers to engage in digital transformation of education and STEM/STEAM
Many thanks

- To the contributors
- To the future users
Breakout session 1.3
Finding and supporting teachers in emergency and crisis situations

Teaching positions in emergency and crisis situations can be difficult to fill due to stressful working conditions, including displacement, threats to physical safety and psychological trauma. This breakout session explored how to ensure enabling and safe working conditions and social and socio-emotional training and support can help improve motivation and job satisfaction in deploying and retaining more teachers.
Supporting Teachers Amidst Displacement: Challenges and Pathways for support
UNHCR Research Initiative: *Supporting Teachers Amidst Displacement: Pathways for Improving Teacher Quality & Workforce Sustainability*

**Objective**

1) identify and conceptualize a typology of teachers working in refugee and displacement settings;

2) examine how different teacher profiles (inherent to the typology) are affected by current teacher management and professional development policies and practices; and

3) explore promising pathways for strengthening support to teachers working in these settings.

**Focus Countries:** Cameroon, Chad, Djibouti, Ethiopia, Iraq, Kenya, Malawi, Malaysia, Mexico, Pakistan, Rwanda, Uganda, South Sudan, Sudan, Syria, Yemen

**Project Consultant:** Prof. Mary Mendenhall, Ed.D., Teachers College, Columbia University
Research Design

**SURVEY**
Purposeful sample of managing organizations (UN, I/NGOs, MOE in some cases)

**CASE STUDIES**
In-depth case studies in Chad, Malaysia, Uganda w/ focus on Teachers, Unions, Gov’t reps

**UNHCR INTERVIEWS**
Foundational interviews with Country/Regional Offices + HQ

**KEY INFORMANT INTERVIEWS**
Strategic meetings with key country, regional, global actors (incl donors)

**CHANGE PATHWAYS**
Aspirational vs. Realistic at country and global levels

*Literature Review + Country Profile Reports*
Emergent findings
You can teach without a classroom, but you can’t teach without a teacher. Those are the areas we mostly forget.

We focus on our students…in a class, but we forget the teachers most of the time.

- Study participant in Malawi
# Teacher Profiles

<table>
<thead>
<tr>
<th>National teachers with formal teaching qualifications</th>
<th>National teachers without formal teaching qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refugee teachers with formal teaching qualifications (from home/host country)</td>
<td>Refugee teachers without formal qualifications</td>
</tr>
</tbody>
</table>

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Overall study findings

- Teacher pay remains a pervasive issue, affecting recruitment, retention, and overall well-being.
- Teachers lack essential support beyond monetary compensation.
- Displaced teachers face barriers to accessing to teacher professional development & training.
- Refugee teachers struggle to have their credentials recognized (limiting employment and professional advancement).
- Comprehensive data on teachers in crisis settings is lacking, impeding informed decision-making and policy development.
Case studies: Chad & Uganda

- Both countries show progress in refugee education inclusion
- Teacher qualifications are generally low, especially in Chad where 3 out of 4 pupils are taught by secondary education certificate holders.
- Schools for displaced learners lack teachers and learning materials in both Uganda and Chad.
- Teacher salaries vary significantly based on profile in Chad.
- Chad teachers struggle with inadequate salaries and delayed payments.
- Limited promotional opportunities exist for teacher
- Female teachers bear extra burdens balancing workloads and family responsibilities
Needed changes and Promising Pathways

• Explore existing and new channels for securing adequate, harmonized, and sustainable funding for teachers

• Investment in continuous professional development opportunities for teachers

• Expansion of equivalency mechanisms for teachers’ qualifications

• Collaboration with national teachers’ unions to expand support to different teachers’ profiles

• Improving the accuracy, accessibility, and usability of teacher data for informed decision-making and policy development

• Sharing of promising practices across actors and contexts needs strengthening
Thank you!
Development of a teacher guide for children affected by armed conflict

A joint project between the UNESCO Regional Office for the Gulf States and Yemen and the Office of the Special Representative of the Secretary-General on Children and Armed Conflict (OSRSG CAAC)

14th Policy Dialogue Forum – Johannesburg, 26th February
**September 2022:** UNESCO and the OSRSG CAAC begin cooperation on the agenda of education and children in armed conflict with the aim to further the impetus of the international community towards implementation of the [UNSC Resolution 2601](https://www.un.org/). 

**September 2023:** UNESCO and OSRSG CAAC sign an agreement to develop an educational guide for teachers and educators on children in armed conflict with a specific focus on children formerly associated with armed forces and armed groups (CAAFAG); roll out the implementation and contextualization process in two select countries.
Several resources & programmes relating to CAAFAG, particularly in protection, including:

- Girls associated with armed forces and armed groups (Technical Note)
- CAAFAG Programme Development Toolkit (Guidelines)
- Education Interventions for CAAFAG (Technical Note)

However, there is a lack of resources and tools directed at teachers/educators in relation to CAAFAG (beyond dated lesson plans for teachers in non-conflict settings)

Useful resources on related topics, include:

- Teaching in crisis contexts, e.g., Training Pack for Primary Teachers in Crisis Contexts (INEE TiCC); Safe Healing and Learning Spaces (SHLS) Toolkit (IRC)
- Supporting refugee learners, e.g., Pedagogies of Belonging (REACH Initiative at Harvard)
- Providing accelerated education and other alternative approaches, e.g., resources developed by Accelerated Education Working Group (AEWG)
- Countering violent extremism, e.g., Teacher’s Guide on the Prevention of Violent Extremism (UNESCO)
AIM AND APPROACH

WHY?

1. To support teachers and educators working with children affected by armed conflict and children associated with armed forces and armed groups (CAAFAG) specifically

2. To support education systems to be inclusive of all children and youth, including those in vulnerable situations and in armed conflict

HOW?

- Mapping of resources & stakeholders
- Desk review of key resources & interviews with key stakeholders
- Intermediary knowledge product of teacher & learner needs
- Practitioner guide for teachers & educators working with CAAFAG
Who are CHILDREN Associated with armed groups and armed forces?

• In 2007, the term ‘children associated with armed forces and armed groups’ was adopted by the international community and defined as follows:

“any person below 18 years of age who has been recruited or used by an armed force or armed group in any capacity, including but not limited to boys and girls used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities.”

(PARIS PRINCIPLES & COMMITMENTS ON CAAFAG, 2007)

• CAAFAG replaced the term ‘child soldiers’, as research from civil wars in Nepal, Sierra Leone, Uganda, etc. revealed complexity of roles played by children in armed conflict.

“For a long time, girls who didn’t carry weapons were not seen as CAAFAG and not considered for reintegration. Then we changed terminology to stop talking purely about child soldiers and talking about CAAFAG. We recognised the different roles children can play, especially girls. Some girls are recruited to be wives.”
Experiences of CAAFAG are not homogeneous but depend on:
- Local social and political context
- Age, gender, ability, etc.
- Pathways of association
- Nature of role
- Time spent in association

Concepts to support understanding of CAAFAG’s experiences include:
- Push and pull factors
- Continuum of coercion
- Children’s agency
- Fluidity of association
- Transition to adulthood

Source: Alliance for CPHA, 2023, p. 8
What are the educational needs of CAAFAG?

- Many needs are context-specific and individual, so “inclusive approaches” and a “gender & equity lens” are important, even when adopting a “non-targeted approach”
- However, the following needs were identified as being important across the board:
  - Learning readiness and motivation to learn
  - “Trauma responsive education” and mental health & psychosocial support (MHPSS)
  - Socio-emotional learning (SEL), including negotiating identities, power, and control
  - Socialisation, acceptance and a “sense of belonging”
  - Flexible learning & support for other responsibilities (e.g., childcare, farming, income generation)
  - Basic literacy and numeracy skills and life skills
  - TVET, entrepreneurship, and livelihood skills

“If we do it wrong, we can set them up for failure and really discourage them.”

“We have to question assumptions that education is always going to help.”
• ‘Education’ as a life-saving and life-sustaining lifelong right, and ‘teacher’ as any educator working in conflict- or post-conflict settings (including formal schooling, TVET, Catch-Up, Bridging, etc.)

• In addition, these educators:
  ◦ are members of affected communities
  ◦ have a relationship to the conflict and the community
  ◦ may be victims and/or perpetrators of violence
  ◦ are rights holders who have the right to decent work and lifelong learning

• Rather than thinking about how to reintegrate former CAAFAG into formal education, this guide intends to provide guidance on how can reintegration and inclusion can be supported through education (formal, informal, or non-formal)
ENABLING ELEMENTS OF A USEFUL TEACHER GUIDE

01 Technical considerations:
UNDERSTANDING THE SITUATION OF CAAFAG - How to respond to teachers’ need for knowledge, competences, and skills related to understanding the situation of CAAC and CAAFAG, including vulnerabilities related to age, gender, disability, and other factors.

02 Role-related and pedagogical considerations:
TEACHING PRACTICES AND PEDAGOGIES - How to respond to teachers’ need for knowledge, competences, and skills related to understanding the role and responsibilities of educators working in conflict- and post-conflict settings, and productive pedagogies for working with mixed groups of learners, including CAAC and CAAFAG.

03 Motivational considerations:
How to respond to teachers’ need for engaging, motivating, and accessible professional development resources (also important in determining how the guidelines will be set out and the content presented).

- CONTEXT MATTERS, especially given complex nature of crisis, diverse teachers and learners, and social, economic, political, and historical factors.
- TRANSFERABILITY: providing users with engaging & contextualizable ideas & recommendations drawn from around the world that educators can ‘make their own’.
PROPOSED OUTLINE OF THE TEACHER GUIDE

Part 1: Dear educator…
- Why did we develop this guide?
- Who is this guide for?
- How can you use this guide?
- What will you find in this guide?

Part 2: About children associated with armed forces and armed groups
- Who are CAAFAG?
- What are their educational needs?
- How can educators better meet their needs and those of other children impacted by armed conflict?

Part 3: Meeting the needs of children formerly associated with armed forces and armed groups
- Understanding your role, relationships, and responsibilities
- Enabling self-care, emotional regulation, accountability, and collaboration
- Supporting return to learning and enabling learning environment
- Contextualizing, planning, differentiating, and adapting based on learner needs

Part 4: Key messages
- Guiding principles for working with CAAFAG
- Insights and advice from around the world
Thank you

Questions?

For more information:

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Ahmed Nour ahmed.nour@un.org
Stephanie Bengtsson Stephanie.bengtsson@benedex.at

www.unesco.org/doha

: @UNESCO_GCCYemen
Addressing Global Teacher Shortages: 
Dignifying, diversifying and valorizing the profession
Finding and supporting teachers in emergency and crisis situations

Tassama Saleh
TTF-Lebanon Focal Point
Naguib Mahfouz said: The teacher has the greatest profession, as all other professions graduate from him.

It was also said: The humble teacher tells us, but the great teacher is the one who inspires us.
The Situation of teachers in Lebanon

- Teachers' salaries lost ninety percent of their value
- Taxes rose twentyfold, eroding salaries further and further
### Learners Numbers in 2021-2022 and 2022-2023 in the Different Sectors

<table>
<thead>
<tr>
<th></th>
<th>2022-2023</th>
<th>2021-2022</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment Rate</td>
<td>Enrollment Rate</td>
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<td>بالتعليمي</td>
<td>بالتعليمي</td>
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<tr>
<td>انخفاض</td>
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</tbody>
</table>

**Notes:**
- The table shows the decrease in learners numbers with a slight increase in the last row. 
- The percentages indicate the enrollment rate changes from 2021-2022 to 2022-2023 in different sectors.
### Teachers Numbers to the right (purple) in 2021-2022 and to the left (orange) in 2022-2023

<table>
<thead>
<tr>
<th>المجموع</th>
<th>التعليم الخاص الأونروا</th>
<th>التعليم الخاص غير المكاني</th>
<th>التعليم الرسمي المجان</th>
<th>التعليم الرسمي غير المكاني</th>
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<tr>
<td>14206</td>
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<td>1635</td>
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<tr>
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<th>التعليم رسمي غير المكاني</th>
<th>حجم المجموعات</th>
</tr>
</thead>
</table>
Challenges

Introduction

Actions

Recommendations

Economic crisis

Devaluation of salaries

Teacher Shortages

Attacks on Border

Displacement of Teachers
Actions Taken by the Ministry

• Raising salary values 7 times (without being included in the core salary)
• Giving incentives to teachers (productivity allowance) in exchange for working days (14-16 days)
• Limiting school hours to 4 days and 3 days for those who wish.
• Increasing the value of the daily transportation allowance (to approximately 5 liters of octane)
• Allowing transfers from one workplace to another (closer to the place of residence,...)
• Providing teachers in all public schools at all levels of education in all subjects with a copy of the digital book that takes into account the reduced curriculum.
Actions Taken by the Ministry

• Launching the UNESCO Education Flexibility Initiative in cooperation with the Educational Center for Research and Development and with support from UNESCO through its regional office in Beirut, in partnership with UNICEF and the Education Cannot Wait Fund.
• Implementing the distance learning and in-person learning program for forcibly transferred students who are enrolled in-person in official institutes and schools, and approved response centers to receive displaced students to ensure that the academic year is not lost.
• Placing teachers in schools in the areas to which they were displaced.
Under the leadership of MeheLebanon and CRDP_Liban and in partnership with EduCannotWait and UNICEFLebanon, UNESCO Beirut has initiated an Education Response Plan in the South of Lebanon. As part of this plan, a comprehensive training program is underway to equip 2,058 teachers on digital skills to ensure the academic year continuity.
The Educational Center for Research and Development, in cooperation with the Ministry of Education and Higher Education and the Qitabi project, trained more than 17,000 teachers of cycles 1 & 2 over a period of more than two years and in 5 stages within the recovery plan for languages and mathematics.
- Releasing the SEL framework
- Training more than 1500 Teachers of all subjects in cycles 1,2&3 on SEL
### Production of e-resources

**Production of e-resources for all subjects in all cycles**
Actions Taken by Teachers Syndicates

• Correcting salaries in a fair manner
• Providing a minimum of $600 per month for the teacher (which was linked to attendance and turned out to be no longer sufficient)
• All bonuses are calculated as part of the salary in order to be fair to retirees
• Working collaboratively between the association and the administration in the Ministry of Education to revive the Teacher Fund and create revenues for it to support secondary teachers, similar to the Fund for Judges and University Professors.
• Organizing a joint workshop between the Association and the Ministry of Education, in agreement with the Director General of Education, to develop a study and vision for the coming year regarding educational, financial, and union issues.
Correcting teachers’ salaries in a fair manner

Opening the door to recruiting teachers (recruitment has stopped since 2017)

Supporting teachers through ongoing training

Supporting teachers by providing them with educational resources
Teacher wellbeing and the shaping of teacher shortages in crisis contexts

Christopher Henderson

UNESCO Policy Dialogue Forum February 26th, 2024, Johannesburg
What do we mean by teacher wellbeing?

“… being able to function to one’s fullest capabilities, free from physical and psychological harm, as a committed professional and active contributor to a community.”

Key argument: how we understand teacher retention and attrition rates, and how teacher wellbeing influences these rates, is more variable in crisis-affected contexts than stable settings.
Risk factors (e.g.)
- Short-term or non-existent contracts, no recognition of qualifications or certifications
- Inadequate and irregular compensation.
- Little or no teacher education or continuous professional development.
- Targeting by military and non-state groups
- Gender-based violence
- Schools used as shelters and military bases

Protective factors (e.g.)
- Status, respect, and recognition of qualifications and/or certifications
- Sense of agency and self-efficacy
- Identity formation
- Professional development support and lifelong learning opportunities
- Regular and adequate income
- Schools are safe and gender-responsive

Do protective and risk factors predict teacher attrition rates?

Retention?

Attrition?
Case studies: Colombia, Kenya, Myanmar, and Palestine

Data for my background paper

Context specific literature on teacher wellbeing

Findings from four contextualization studies commissioned by INEE in 2022

UIS SDG 4.c database

Teacher attrition rates (4.c.6) is one of the most under-reported SDG indicators in the UIS database.
**Literature:** Children and adolescents suffering from historic conflict and internal displacement continue to express their trauma through violence, negatively impacting teacher wellbeing and teaching quality.

**INEE study:** Positive policies for refugee inclusion have overburdened teachers, who are left to enact government policies with little support; prevalent despair and burnout.

**UIS SDG 4.c database:** Low annual attrition rates (three percent) in a highly qualified workforce at the national level; OECD TALIS data shows high levels of satisfaction.
Kenya

**Literature:** Poor teacher recruitment and retention issues in rural areas; especially borderlands prone to conflict. More unemployed teachers than employed teachers due to specialist subject skills shortages and budget shortfalls.

**INEE study:** Extreme overcrowding in refugee hosting contexts. Anecdotal evidence of primary teachers being overworked and burned out; emerging trend of depression and suicidality; inequitable contracting and pay conditions.

**UIS SDG 4.c database:** No national data has been reported since 2012, with no reporting at all on attrition rates.
Myanmar

**Literature:** Teachers are highly respected. Increasing feminization of the workforce compounds teacher shortages in isolated border states where gender-based violence is prevalent. Recent coup led to mass resignations; schools are targeted by the military.

**INEE study:** Teachers experience dire risks to their safety; those teaching online hide their identities. The risks students face impacts teachers’ poor mental health. Teachers are desperate for support in online teaching strategies.

**UIS SDG 4.c database:** Well qualified workforce with low teacher student ratios. But high national attrition rate of 11%.
Palestine (pre-October 7th)

Literature: Teaching is highly respected, with a qualified workforce and moderate unemployment rates. Teachers experience extreme stress due to military checkpoints, arbitrary targeting of students, and regular school demolitions. Quality is a bigger challenge than retention.

INEE study: Teachers are sceptical about wellbeing interventions that don’t include investments in protection for schools and teachers; the biggest wellbeing risk is not teaching; it is the occupation of Palestinian territories.

UIS SDG 4.c database: Full data available on attrition rates, which are relatively low at five percent.
Beyond anecdotes: Build a strong empirical evidence base on teacher wellbeing and attrition in crisis contexts

- In crisis-affected contexts, the formula for teacher retention and attrition is at often atypical.
- Even where attrition is not a major issue, teacher wellbeing and teaching quality is a concern.
- National retention and attrition averages mask local-level realities.
- We need to prioritize standard indicators and an approach to the collection of teacher wellbeing and attrition data specific to crisis-affected contexts.
NORRAG’s latest Policy Insights publication
Breakout session 2.1

Recruiting enough qualified teachers and providing teacher education and lifelong learning opportunities for all

Addressing teacher shortages goes beyond recruiting higher numbers; it requires qualified teachers, emphasizing the importance of quality initial teacher education programmes. Additionally, teachers need to be equipped for ongoing challenges throughout their careers, emphasizing the crucial role of access to lifelong learning opportunities. Even with available quality education and professional development, shortages in specific subjects, regions, or teaching populations may persist. Systems can employ targeted recruitment strategies to ensure equitable teacher deployment and foster a diverse teacher workforce. This breakout session explored this issue comprehensively, considering aspects such as accessible quality teacher education, professional development programmes, recruiting and training teachers in rural or remote locations, examining variations in recruitment efforts across different education levels, and exploring innovative methods for recruiting and certifying contract or community teachers.
Addressing Teacher Shortage in China’s Underserved Regions: The Beijing Normal University Qiangshi Program

Presented by UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED)
ZHAO Yuchi, WAN Yi, WANG Siyao
2024.02.27
UNESCO International Research and Training Centre for Rural Education (INRULED)

Education for Rural Transformation

Quality Teachers for Rural Schools
Data Source: Report of Rural Education Development in China (2020-2022)

*For primary education level, the figure shows teachers with a college degree (3 years) and above. For junior secondary education level, it shows teachers with a bachelor’s degree (4 years) and above.
Exploring reforms in recruitment, training, and deployment of teacher students, to cultivate and deploy high-quality teachers for underserved regions in China.

Establishing a tracking and assistance mechanism to provide long-term and lifelong support for teacher students.

Exploring a blended online + offline training model that combines competency and qualifications.

Collaborating with teacher training institutions at all levels to carry out targeted and precise training for teachers in underserved regions.

Aiming to establish role models and build a community for teachers’ professional development.

Conducting monitoring and assessment, research and diagnosis, and providing support for basic education.

WHAT is Qiangshi Program?
Focus on underserved regions in Central and Western China, esp. 832 poverty-alleviation counties.
HOW is Qiangshi Program being implemented?

Quality Teacher Plan

Admission
Targeted enrolment/recruitment: recruiting students from underserved regions. Serve for 6 years.

Number of enrolled students from 2020-2023

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>155</td>
<td>401</td>
<td>603</td>
<td>807</td>
</tr>
</tbody>
</table>

Pre-service training
Faculty resources from Beijing Normal University

A student teacher, XIONG Guojin from the Quality Teacher Plan at BNU being a volunteer teacher with students in the southwestern China.
Deployment Plan

Recruitment and Deployment

Recruit outstanding graduates and deployment to remote areas. 1302 graduates to date.

Incentive

Qualified graduates will receive a special incentive of up to 100,000 RMB (≈13,720 USD).

ZHANG Xinyi, a BNU graduate, who joined the Deployment Plan, is teaching at a county in north-western China.
Teacher Capacity Building Plan

Retention

In-service teacher training for teachers in underserved and rural regions

Blended teacher training (online + offline)

Capacity-building + Qualifications

A dedicated teacher training app designed for teachers in the Qiangshi Project
Basic Education M&E Plan

Monitoring and Evaluation

Collaborative Innovation Center of Assessment for Basic Education Quality at BNU

Offer data for teaching workforce in underserved regions in central and western China

The Platform conducts real-time monitoring of platform usage across China.

Students from a county participating in the national compulsory education quality monitoring mathematics test.
Excellent Teacher Rewarding Plan

Incentive: Awarding

Eligibility Criteria:
• Long-term dedication to teaching in basic education in underserved regions
• Over 30 years of teaching experience
• Outstanding contributions to teaching

The award ceremony for the 2018 “Excellent Teachers Rewarding Plan” recognized 10 outstanding teachers and 10 exceptional teams.
Collaborative Quality Enhancement Plan

Paired support

Support normal universities and colleges in underserved regions

<table>
<thead>
<tr>
<th>Paired-supported Universities and their location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qinghai Normal University (western China)</td>
</tr>
<tr>
<td>Fuyang Normal University (central China)</td>
</tr>
<tr>
<td>Aba Normal College (western China)</td>
</tr>
<tr>
<td>Xichang Ethnic Vocational and Technical College (western China)</td>
</tr>
</tbody>
</table>
Experience Sharing

• Alignment with International Agendas and National Policies
• Providing Professional Support Before and After Teacher Deployment
• Strong Leadership
• Collaborative Engagement with Various Partners
Call to Action for Case Studies and Collaborations

UNESCO INRULED is actively collecting best practices and lessons learned from initiatives worldwide that address teacher shortage and quality in rural areas. Our goal is to compile these insights into a comprehensive policy guide for quality teachers in rural schools.

Please feel free to share your experiences and insights with us. Please don’t hesitate to reach out to me directly at wangsy@inruled.org.
THANKS

Address: Jingshi Hall, 19 Xinjiekouwai Str, Haidian District, Beijing 100875, P.R.China
Website: inruled.bnu.edu.cn
E-mail: wangs@inruled.org; info@inruled.org
Empowering and Equipping Newly Qualified Teachers: A Key Ingredient to Addressing Teacher Shortages

Tom Vandenbosch and Gerrit Coetzee

Teacher Task Force 14th Policy Dialogue Forum
26-29 February 2024, Johannesburg, South Africa
Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. Conclusions
Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. Conclusions
Why focus on Newly Qualified Teachers?

- Transition periods are difficult for teachers. Without the required support, teacher motivation and retention are negatively affected.
- New teachers require extra support, especially during their first three years in-service.
- Induction programmes have proven to have a strong and positive effect on new teacher wellbeing and in turn on teaching and learning outcomes.
Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. Conclusions
Empowering and Equipping Newly Qualified Teachers

Rwanda case

In Rwanda, a 5-year pilot was conducted to better support new teachers in their induction period.

An RCT was conducted to estimate the impact on the prevalence and quality of induction activities.

Largest positive effects were found for:

- emotional exhaustion;
- teacher efficacy; and
- work-related needs satisfaction.
Empowering and Equipping Newly Qualified Teachers

Rwanda case: some results

Figure 1. Percentage of SBMs who organised at least monthly mentoring and coaching activities.
1. Train the right actors on the induction of new teachers

- Offer a separate course on the induction of new teachers so that key actors with different roles in the induction can participate simultaneously.
- Keep the course short and focus on a few key competencies.
- Offer it as a blended course.
2. Engage Teacher Training College tutors as out-of-school mentors

• Officially recognise Teacher Training College tutors as out-of-school mentors and ensure each school has been assigned a Teacher Training College tutor.

• Ensure that the Teacher Training College tutor can conduct at least one school visit per year to observe the School-Based Mentor and School Subject Leader, and to conduct coaching conversations with new teachers.

• Provide Teacher Training College tutors with the means and time to conduct at least two extra phone calls per year to School-Based Mentor and School Subject Leader to check-in on progress.
Empowering and Equipping Newly Qualified Teachers

Rwanda case: key recommendations

3. Monitor the induction of newly qualified teachers

• Make use of existing monitoring structures to monitor the implementation of induction programmes on a regular basis.

• Involve the right stakeholders (in Rwanda: at least the Sector Education Inspector).

• Develop SMART indicators that can easily be tracked and discussed; use existing consultation structures to discuss the progress against indicators.
Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. Conclusions
Empowering and Equipping Newly Qualified Teachers

South Africa case


• A National Framework for the Induction of New Teachers was developed in 2018-2019 by the Department of Basic Education.
Empowering and Equipping Newly Qualified Teachers

South African case: Components

- Mentorship: Teachers identify, discuss and solve challenges related to the profession.
- Peer Support: Peer and group reflection in school support networks (PLCs).
- Training: Training by external experts, targeted to identified needs.
- PDP (Self-reflection and growth): Professional Growth Plan developed/reviewed.

Mentor assistance builds skills: self-reflection, problem-solving...
Empowering and Equipping Newly Qualified Teachers

South African case: Lessons and Practical Considerations

- strengthening the NTI processes and materials
- strengthening the different components of the NTI model
- scaling the NTI programme nationally
South African case: Key Recommendations

Strengthening the NTI processes and materials:

- NTI is an essential first step as part of teacher professional development

- NTI materials should be accessible, concise, fit for purpose and practical

- Materials should be split into core and electives, with electives being phase and subject based (require a learning management system to enable access and tracking)

- Mentees can select a certain number of micro-learning modules from a basket of electives
Empowering and Equipping Newly Qualified Teachers

South African case: Key Recommendations

Strengthening the different components of the NTI model:

- Identification, selection, support and recognition for school-based mentors
- Mentors need training and opportunities for collaboration.
- Access and participation in PLCs
- Customised portfolios of evidence based on authentic school-based work
- Ongoing research and monitoring linked to regular feedback
Empowering and Equipping Newly Qualified Teachers

South African case: Key Recommendations

Scaling the NTI programme nationally:

- Alignment with the South African Council for Educators (SACE) teacher professional development & CPTD
- Reaffirm the importance and instill a mindset of continuous professional development in new teachers who enter the education system
- Strengthened provincial, district and school leadership support with clear outcomes
- Standardised monitoring tools to monitor and support schools
Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. Conclusions
Empowering and equipping newly qualified teachers is a crucial step towards addressing teacher shortages and improving education overall.

- When well designed, mentorship programs for new teachers can be (cost-)effective.
- Supportive networks can contribute to teacher retention and job satisfaction.
Empowering and Equipping Newly Qualified Teachers

Additional resources


- Department of Basic Education/ VVOB (2019) Teacher Induction Framework

Thank you!

Got questions?

tom.vandenbosch@vvol.org
gerrit.coetzee@vvol.org
People's Pedagogical Power for Comprehensive Education
Pedagogical Power

The minds and hearts of the teachers focused on expanding the opportunities and capabilities of Colombia's children, youth and young adults.
Increasing learning opportunities for students through a more diverse educational offer that integrates culture, sports, recreation, physical activity, the arts, sciences, citizenship and peace education, through the reorganization of the school day for a comprehensive education”.

"The dignity and well-being of our teachers as agents of change”.
Comprehensive Education

Our commitment is for a humanistic, inclusive, anti-racist and intercultural education that also has a population, gender, territorial and ethnic focus, with special attention to rural areas.

The main objective is to guarantee the right to education and the comprehensive development of children, adolescents, young people and adults, from early education to secondary education, through comprehensive training strategies that recognize the importance of culture, sports, recreation, physical activity, the arts, science and the CRESE educational strategy (citizenship, reconciliation, anti-racism, socio-emotional and climate change) in pedagogical practices relevant to the context. (PND 2022-2026).
The National development plan 2022-2026
“Colombia, World Power of Life”

“Increase learning opportunities for students through a more diverse educational offer that integrates culture, sports, recreation, physical activity, arts, science, citizenship and peace education”

- Promotes life projects
- Acknowledges gender diversity in pedagogical practice and popular empowerment
- Strengthens and innovates strategies for the extension and meaningful use of time
- Recognizes students as subjects of rights
- Values and protects all forms of life
- Recognizes and dignifies the work of teachers
- Strengthens strategies for the extension and meaningful use of school time through an offer that strengthens basic and 21st century competencies
- Recognizes diversity to contribute to the construction of student identity
- It values the knowledge of ethnic groups, popular and scientific knowledge
- www.mineducacion.gov.co
...to feel and to think, which means to recognize, to connect, to verify, to analyze proposals, contexts, actors and possibilities to transform and to project in the management, in the organization of the school time, in the pedagogical practices and in the educational projects, and to influence the community context.
**Diverse intersectoral offer for:**

Enhance capacities to think, act, transform, promote own and collective projects.

Strengthening the capacities of individuals and communities.

* Socio-emotional education, for citizenship, reconciliation, anti-racism and to confront climate change.

**What happens in a center of interest?**

Students participate in a pedagogical strategy developed by a trainer (artist, athlete, expert, etc.) that facilitates their learning process. TUTORS coordinate the activities and times, within the framework of the regular day or the extension of the school day.
Comprehensive Training Goals

5,000 schools incorporate comprehensive training and CRESE education (citizen, reconciliation, anti-racist, socio-emotional and climate change) into pedagogical practices based on reality.

8,000 schools implement evaluation of comprehensive training and CRESE education (citizen, reconciliation, anti-racist, socio-emotional and climate change) with ethnic and population approaches.

30% of students in official schools with an extension of the school day.
Challenges of implementation
Comprehensive Education

1. Overcoming the sectoral mindset, improve learning spaces for the development of capabilities and competences and extension of the school day.

2. School government appropriation and teaching staff organization.

3. Regional co-financing.

4. School supplies and adaptation of spaces.

5. Improve operativity for school transportation and feeding services.
Pedagogical Power

- To increase the number of early childhood, middle school, and comprehensive education teachers and counselors.

- Strengthen networks and communities of practice and learning.

- Territorial meetings for the exchange of knowledge.

- Research and systematization of learning.

- Teacher training: Grants for professionalization (degrees) and (Bachelor’s Degrees / Undergraduate Education) postgraduate programs (Advanced Education: Specializations, Master’s and Doctoral Degrees).

- Improve health services and the payment of social benefits.

- Support teachers staff on conflict areas.

- Recognize the specific needs of women educators.

- To improve labor relations in educational institutions.
First Africa Teachers Report

Educating Girls and Ending Child Marriage in Africa: Investment Case and the Role of Teachers and School Leaders

Quentin Wodon, UNESCO IICBA
Teacher Task Force – Policy Dialogue Forum
South Africa, February 28, 2024
“I vividly recall a time in my life when I had reservations about becoming a teacher... However, ... as I spent time in the classroom, I realized the immense impact that educators can have on shaping young minds, inspiring curiosity, and fostering a love for learning. Witnessing the growth of my students and the positive changes I could bring to their lives became incredibly rewarding. Over time, my initial doubts gave way to a deep passion for teaching.”
Africa Teachers Report

Series of reports on different theme each year, with possibility of country reports for countries interested

1. Teachers as a solution to a problem
2. Teacher policy issues (e.g., shortages, standards, training, working conditions, etc.)

First report on girls’ education, child marriage. And the role of teachers and school leaders with AU/CIEFFA.
Presentation

Rationale for investment
1. Nigeria’s wealth
2. Conceptual framework
3. Selected estimates

Policy options
1. Literature review
2. Nigeria case study
3. Foundational learning & the role of teachers
Nigeria’s national wealth

- National wealth = produced capital + natural capital + human capital + NFAs
- Human capital = 2/3 of Nigeria’s national wealth
- Loss in wealth per capita since 2010 (pop. growth)
- Lower gender inequality
  1) Higher human capital
  2) Demographic transition
Conceptual framework: Benefits from girls’ education
Basic profile of girls’ education

Completion rates for girls, various age groups

Completion rates (%)

- Primary (15-18)
- Lower secondary (18-20)
- Upper secondary (21-24)

Map of lower secondary completion rates
Basic profile of child marriage

Map of the prevalence of child marriage

Child marriage, women ages 18-22 (%)
Basic profile of early childbearing

Early childbearing, women ages 18-22 (%)

Map of the prevalence of early childbearing
Relationships between GE, CM, & ECB

**Lower secondary completion & child marriage**

- Equation: $y = 113.68e^{-0.021x}$
- $R^2 = 0.8919$

**Child marriage & early childbearing**

- Equation: $y = 6.7492e^{0.0592x}$
- $R^2 = 0.8438$
Girls’ education, CM, & fertility

Fertility rate (number of births per woman) & rate of population growth (%)

Universal secondary education & ending child marriage

Reduction in total fertility from base (%)
Girls’ education, ECB, & child health

Lower secondary completion & early childbirth → case of early childbirth

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2018</th>
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<tbody>
<tr>
<td>Marginal Impact (% reduction)</td>
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</tr>
<tr>
<td>Early childbirth</td>
<td>4.82</td>
<td>3.94</td>
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<tr>
<td>Ending early childbearing</td>
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</tr>
<tr>
<td>Absolute reduction</td>
<td>0.34</td>
<td>0.26</td>
</tr>
<tr>
<td>Percentage reduction from base</td>
<td>4.0</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Universal secondary education & ending early childbearing

Reduction in U5M from the base with universal secondary education (%)

- Universal secondary education
- Reducing early childbearing by 75%

![Graph showing reduction in U5M from the base with universal secondary education](image-url)
Presentation

Rationale for investment
1. Nigeria’s wealth
2. Conceptual framework
3. Selected estimates

Policy options
1. Literature review
2. Nigeria case study
3. Foundational learning & the role of teachers
3 types of interventions to improve SRH and delay marriage and childbearing
1. SRH knowledge and life skills
2. Economic opportunities
3. Incentives for schooling

At upper secondary level, incentives for schooling work best (ideally with safe spaces to impart life skills as well)

But don’t forget improving learning in the early grades ➔ essential role of teachers
Example of program: Pathways to Choice

Lessons from successful interventions

- **Center for Girls’ Education** in Nigeria is delaying marriage/ECB and improving transition to secondary school.

- **“Safe space plus”:** safe space, but focusing in part on core literacy and numeracy skills with provision of stipend as incentive to stay in school.

- **Building on the aspirations of parents and communities:** when girls learn in school, parents want them to succeed and communities become supportive.

→ Viable alternatives & tipping point
The literature emphasizes economic incentives for girls to remain in upper secondary school, but...

Step 1: Lack of learning in school is a key factor leading to drop-out in primary and lower-secondary school

Step 2: Teachers and school leaders are key to improve foundational learning with new approaches to training showing great promise

Step 3: Nationally, professional standards and competencies for teachers and school leaders are also needed

Note: Improving learning would benefit more girls (and boys) than targeted interventions and could have higher benefit-cost ratios.
Insights from surveys and Hausa communities

Social context of schooling & marriage as viewed by both parents and girls

Reasons for dropping out of school
• Poor learning outcomes and cost
• Failure at primary completion exams
• Lack of nearby secondary schools
• Withdrawal of married adolescents
• Never enrolling or enrolling too late
• Influence of relatives
• Demands on first daughters

Recent survey data for Niger

EHCVM 2018/19
- Écoles non accessibles
- Coût d'opportunité
- Normes sociales
- Manque d'apprentissage
- Autres raisons

ENISED 2015
- Écoles non accessibles
- Coût d'opportunité
- Normes sociales
- Manque d'apprentissage
- Autres raisons
Examples of correlates for student performance

- Language of instruction (+25 to +35)
- Female teachers (+4 to +7)
- Female principal (+11 to +14)
- Teacher with professional diploma (+8 to +19)
- Teacher with pre-service training (+4 to +11)
- Teacher serving also as tutor (+18 to +22)
- Large class size (-7 to -9)
- Private school (+21 to +27)
- Country effects (-58 to +81)
WAEMU SURVEYS
And yet women remain vastly underrepresented among teachers (and especially heads of schools)
### Professional standards and competencies

<table>
<thead>
<tr>
<th>Stage of development</th>
<th>Not started</th>
<th>Preliminary (first draft)</th>
<th>Advanced (final draft)</th>
<th>Completed (published)</th>
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<tbody>
<tr>
<td>Professional standards for teachers</td>
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<td>The Gambia, Côte d’Ivoire</td>
<td>Benin</td>
<td>Nigeria, Burkina Faso, Sierra Leone, Liberia</td>
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<tr>
<td>Professional standards for school leaders</td>
<td>Benin, Senegal</td>
<td>Burkina Faso, The Gambia, Côte d’Ivoire</td>
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<td>2</td>
<td>Burkina Faso</td>
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<tr>
<td>3</td>
<td>Liberia, Benin</td>
<td>Liberia</td>
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<tr>
<td>4</td>
<td>Nigeria, Sierra Leone</td>
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### Teacher education and training

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<th>Teacher Education Programme</th>
<th>Norms</th>
<th>Practice</th>
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<tbody>
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<td>Senegal</td>
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<td>Two-year teacher education</td>
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<td>Burkina Faso, The Gambia, Sierra Leone, Côte d’Ivoire, Benin</td>
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<tr>
<td>Three-year teacher education</td>
<td>Nigeria</td>
<td>Nigeria, Liberia</td>
</tr>
<tr>
<td>Four-year teacher education</td>
<td>-</td>
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</tbody>
</table>

### Unqualified teachers in basic education

<table>
<thead>
<tr>
<th>Unqualified teachers in basic education</th>
<th>1-10%</th>
<th>11-20%</th>
<th>21-30%</th>
<th>31-40%</th>
<th>41%+</th>
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<tr>
<td>Burkina Faso</td>
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<td>Côte d'Ivoire, Sierra Leone, Benin</td>
<td>Nigeria, Benin</td>
<td>Sierra Leone</td>
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</tr>
</tbody>
</table>

**RTI study on learning at scale:** 50% practice for in-service training
Note: Teacher working conditions & shortages

TEACHER WELL-BEING

Simple data sources can be used to assess teacher well-being and working conditions, including national surveys and online satisfaction surveys.
Africa Teachers Reports

Annual report on different theme each year, with possibility of country reports for countries interested
1. Teachers as a solution to a problem
2. Teacher policy issues (e.g., shortages, standards, training, working conditions, etc.)

1st report on girls’ education. Future reports: Teacher working conditions, Teacher policies, TTIs, STEM/digital, etc.
Thank you

Learn more: www.iicba.unesco.org

@UNESCO IICBA

Empowering Teachers for All Learners To Thrive
Teacher Shortage Issues in Bhutan

Presentation to the 14th Policy Dialogue Forum
26 February 2024
Tashi Lhamo
Chief Program Officer, Teacher Development Division
Ministry of Education And Skills Development, Bhutan
Outline of the presentation

1. Education Statistics
2. Teacher Attrition
3. Factors contributing to teacher attrition
4. Plans and Policies on Teachers
# 1. Schools, Teachers & Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Schools/Centres</th>
<th>Students</th>
<th>Teachers/facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCD</td>
<td>554</td>
<td>13,440</td>
<td>944</td>
</tr>
<tr>
<td>ECRs</td>
<td>45</td>
<td>1,019</td>
<td>108</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>333</td>
<td>46,333</td>
<td>3,203</td>
</tr>
<tr>
<td>Lower Secondary Schools</td>
<td>39</td>
<td>16,903</td>
<td>1,052</td>
</tr>
<tr>
<td>Middle Secondary Schools</td>
<td>59</td>
<td>36,131</td>
<td>2,251</td>
</tr>
<tr>
<td>Higher Secondary Schools</td>
<td>93</td>
<td>54,642</td>
<td>3,508</td>
</tr>
<tr>
<td>Special Institutes</td>
<td>2</td>
<td>131</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1125 (554 ECCD centres &amp; 571 schools)</strong></td>
<td><strong>168,599</strong></td>
<td><strong>11,102</strong></td>
</tr>
<tr>
<td>School</td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Public Schools</td>
<td>4148</td>
<td>5337</td>
<td>9485</td>
</tr>
<tr>
<td>Private Schools</td>
<td>287</td>
<td>278</td>
<td>565</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4435</td>
<td>5615</td>
<td>10,050</td>
</tr>
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</table>
Teacher Attrition over the years:

<table>
<thead>
<tr>
<th>Years</th>
<th>No. of teachers who left the system</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>464</td>
</tr>
<tr>
<td>2020</td>
<td>163</td>
</tr>
<tr>
<td>2021</td>
<td>353</td>
</tr>
<tr>
<td>2022</td>
<td>478</td>
</tr>
<tr>
<td>2023</td>
<td>371</td>
</tr>
</tbody>
</table>
Factors contributing to teachers attrition

- Demanding nature of work
  - Poor work environment
  - Low morale and motivation
Recruitment of the most qualified and suitable candidates as teachers.

- The Bhutan Professional Standards for Teachers (BPST) serve as a foundational reference point for teacher recruitment, professional development, and career progression.
BPST establishes clear expectations and guidelines for educators, encompassing a comprehensive framework of competencies and skills across seven distinct Standards as follows:

- Skills to deal with Diversity of Learners
- Skills to create necessary Learning Environment,
- Content and Pedagogical Knowledge,
- Planning and Teaching skills,
- Assessment and Reporting skills,
- Skills to promote Personal Growth and Professional Development,
- Knowledge of Professional Engagement and Bhutanese Values.
The Ministry will develop and update the Teacher Workload Guidelines to enable effective instructional delivery.

- Teachers are supported to undertake continuous professional development (PD) to enhance their knowledge, improve their skills and upgrade their qualifications in relevant fields.

- PD includes both short term and long term programmes.
• Long term scholarship for teachers are provided such as B.Ed. degree and Masters programme

• Teacher receives a minimum of 80 hours of PD programme (40 hours at the national level, 40 hours at the school and District levels) in a year.

• Saturdays are dedicated for PD programmes in schools.

• Teacher attend immersion programme to reputed schools in India and nearby regions.
Thank You
Breakout session 2.2

Leveraging technologies to support the transformation of teaching and learning

A shortage of qualified teachers may come from diverse factors, including systems lacking the training infrastructure to meet demand or teachers residing in locations too remote to easily access training centres. In this breakout session, we examined how technological solutions can tackle these challenges. By incorporating blended or entirely online training sessions, systems can improve access to high-quality teacher training and alleviate shortages in quality. Another aspect explored was how systems can utilize online portals to deliver superior professional development and collaborative tools, thereby enhancing teachers’ motivation and elevating the prestige of the profession.
Low Tech - High Impact: The Future Teacher Kit Training

Dr. Heike Kuhn, Head of the Education Division at the BMZ
Victor J. Perez-Rubio, FTK Coordinator, GIZ

27th February 2024, Johannesburg
14th Policy Dialogue Forum – Teacher Task Force
Dr. Heike Kuhn

Head of the Education Division at the German Federal Ministry for Economic Cooperation and Development (BMZ)
Future Teacher Kit
Victor J. Perez-Rubio
Future Teacher Kit Coordinator, GIZ
The training

The specificity of the course is that we use messaging systems, mainly WhatsApp, as it is the most used EdTech tool by teachers worldwide.

It is ready to use and content can be easily adapted to different contexts and countries, depending on its needs.

The modules we have included in our courses are:
1. Foundational literacy
2. Digital Skills
3. 21st century Skills

Each module has lessons. In the case of Digital Skills they are:
- Student Engagement in a Virtual / Hybrid Setting
- Digital tools/Resources
- Phone Usage in the Classroom
- Media Literacy
The implementation

2 countries: Botswana and Jamaica

Support from local entities:
- Ministry of Education
- Jamaican Teacher Council
- Implemented by UNESCO Caribbean

- IVR (Voice message) or WhatsApp
- 3 modules in two months
- TVET teachers

- 1 pilot and 2 cohorts using WhatsApp
- 2 modules in two months approx.
- primary, secondary and TVET teachers
- more than 650 teachers are following now the 2nd cohort.
- UNICEF RapidPro

More to come (e.g. Ethiopia)
Now in Jamaica

More than 650 teachers are following the FTK training.

They receive messages every Wednesday.

Each participant is also in a separated small group (learning community) with ≈20 participants and an Ambassador (tutor), who guides them. These communities of practice are the perfect place to share knowledge, practices, reflections about the course and much more, in the palm of their hand.
Which topic would you like to see as a module?

...
Leveraging Technologies to Support the Transformation of Teaching and Learning

Iwan Syahril
Director General of Early Childhood Education, Basic Education, and Secondary Education
Ministry of Education, Culture, Research, and Technology
Republic of Indonesia

Johannesburg, South Africa
February 2024

The key is not to replace the human teacher, but to create a learning environment where technology and teachers complement each other.

OECD Education 2030 report
The pandemic and a learning crisis in Indonesia

The Problem

By April 2020, 96% of schools in Indonesia have shut down.

As schools shut down, children were learning significantly less. Learning progress from 1st grade to 2nd grade decreased by about half during the pandemic.*

The Transformation

- Technology team is a partner in designing programs.
- User-centric design process for technology products.
- Government apps have high-quality front-end to back-end tech development process.
- Government tech is created by a high quality tech team that works on continuous development.
The Indonesian government’s vibrant edutech ecosystem
Merdeka Mengajar

Provide high quality digital teaching resources

The Emancipated Teaching platform provides differentiated learning modules, tutorials on the new curriculum framework, curated teaching materials, as well as space for teachers to share best practices and find inspiration from peers on how to improve their teaching quality.

- **4m+** total logged-in users (3m+ active users)
- **80k+** users from rural areas (43% of teachers in rural areas)
- **785k+** content uploaded by 150k+ teachers to inspire each other
- **5k+** topics of self-learning modules
- **21k+** teaching tools
- **7m+** downloads by teachers
- **1.2m+** teachers community across the nation

Provide personalized report on national assessment results to each region and school

The Education Report Card platform (platform Rapor Pendidikan) provides local governments, principals, and teachers with personalized report on literacy, numeracy, character traits, and school climate based on national assessment results, combined with other datasets on education.

- **6** Priority indicators (with 200+ sub indicators)
- **79%** Schools principals prioritize areas requiring enhancement
- **95%** Schools have accessed the platform
- **100%** Local government offices have accessed the platform
Assist principals in managing the school budget

**Accountable planning, reporting and budget management**
- 219k+ schools have used the platform
- 3.4 bio+ USD managed on the platform

**Official e-commerce platform to simplify school procurement process**
- 245k+ schools have used the platform
- 129k+ SMEs engaged in the platform

**Official Q&A forum providing information on budget management**
- 7k+ topics posted on the platform
- 13k+ visitors participated

Data: Dec 2023
Oliver Wymann Analysis

01 Impact on government
Positive changes in the way technology is introduced and integrated into the education system

Route of Technology
- Teacher and school principals centric
- User-centric
- Multiple distribution strategies

02 Impact of teachers and principals
Better access to education resource, community sharing, training, and professional development opportunities

Quality
- Self-paced upskilling for teachers
- Engaging learning communities
- Student-centric concept

Equity & Inclusion
- Widened opportunities of teachers professional development and peer engagement

Efficiency
- Faster distribution of new curriculum
- Less distortion in communications

03 Impact on schools management and administration
Quality decision, time saving, and improved transparency and efficiency

- Decision-making and self-reflection
- Suggestion of improvement provided to school
- Engagement with wider stakeholders

- Reduction of human error and routine work
- Time saving and reassurance of impact
- Improved transparency and financial discipline
Lessons learned in digital transformation

1. Government technology needs to focus on improving offline learning within the school environment and enhancing the work of teachers and principals.

2. Technology is not just hardware but also software. We have sent 1 mio+ laptops to schools but software is crucial to transformation.

3. Rebuilding is often better than fixing existing systems.

4. Government needs high quality tech talent that continuously work on technology solutions. Constant change of vendors is an outdated practice that needs to be phased out.

5. User-centric approach is essential to accelerate transformation. People need to adopt the tech products for those products to have an impact.

6. Technology is not an afterthought. The technology team needs to be a constant partner in designing programs.
Transforming Lives Through Technology
Technological Educational Program

Students from 5th to 12th and Educators from public and private schools and correctional facilities follow the Apps for Good platform and experience the product development cycle.

22,330 STUDENTS
1,549 TEACHERS
588 SCHOOLS
Technology and Problem Solving

Student-Driven For GOOD

Transformation of Teaching Pedagogical Practice

Connection to the Real World
Work Team

On the bottom, the Experts.
They are at the same level as the educators in order to guide and motivate the teams of students and educators.

In the mountain, the Students.
The students work is to get to the top as a team.

Teachers are at the base.
In order to ensure the safety and ease of the ascension.
WHAT DOES the Work Team do?

For all the courses, they follow 5 steps!

1. INITIAL APPROACH
2. CREATION AND SELECTION OF IDEAS
3. SCOPING
4. PRODUCT DEVELOPMENT
5. PITCH
**WHAT DOES the Work Team do?**

They choose one of the various courses available on the Apps for Good **DIGITAL PLATFORM** and complete it during the school year.

<table>
<thead>
<tr>
<th><strong>APP DEVELOPMENT</strong></th>
<th><strong>APP DEVELOPMENT EXTENDED</strong></th>
<th><strong>APP IN A DAY</strong></th>
<th><strong>MACHINE LEARNING</strong></th>
<th><strong>INTERNET OF THINGS</strong></th>
<th><strong>INNOVATE FOR CLIMATE CHANGE</strong></th>
<th><strong>INCLUSIVE EDUCATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore the process of developing an app, from the idea to the prototype, creating a functional version of their app using block programming.</td>
<td>Students will explore the development of an app, plus extra topics like business model and user experience. They can use block programming or advanced programming</td>
<td>Students will get an introduction to the app design and create a non-technological prototype. This is a short version of App Development and can be developed in one day.</td>
<td>Students will learn machine learning, including ethics issues and their benefits, and create an ML algorithm to solve a social problem.</td>
<td>Students will generate ideas and develop functional prototypes, using internet-connected devices, to solve real problems.</td>
<td>Students will explore the causes and the effects of the climatic change, create and prototype an app for their climate action idea.</td>
<td>The students with Special Educational Needs will work as a team, think about real-life problems, design, and build an application.</td>
</tr>
<tr>
<td>10 – 12 hours ENG and PT</td>
<td>20 - 30 hours ENG and PT</td>
<td>5 hours ENG and PT</td>
<td>10 – 12 hours ENG and PT</td>
<td>10 – 12 hours ENG and PT</td>
<td>12 hours ENG and PT</td>
<td>6 hours ENG and PT</td>
</tr>
</tbody>
</table>
WHEN?

10th Edition TIMELINE

LAUNCH
September 2023
Launch and access to the Apps for Good platform.

Welcome Session
October 2023
Online Welcome session and next steps!

App Start Up Event
October – December 2023
For students who have already participated in previous Regional Events.

In Person Teacher Training
October – November 2023
B-Learning, Credited 1 Session

Initial Visit to the Schools
February 2024
For the schools that are participating in the programme for the first time.

Online Teacher Training
April – June 2024
B-Learning, Credited 2 Sessions

Final Visit to the Schools
June - July 2024
For the schools that are participating in the programme for the first time.

Regional Events
May - June 2024
1st Phase of the Competition - Regional Meetings (RM) 1.0 for those participating for the first time and 2.0 for those who have already participated in any RM. Selection of Finalists.

Pitch Accelerator
September 2024
Pitch mentoring sessions for the teams selected to the Final Event, provided by program partners.

Final Event
September 2024
2nd and Final Phase of the Competition Celebration Day!
Selection and awarding of the teams and their technological solutions.

Regional Events 1.0 e 2.0
June - July 2024
1st Phase of the Competition - Regional Meetings (RM) 1.0 for those participating for the first time and 2.0 for those who have already participated in any RM. Selection of Finalists.

Final Visit to the Schools
June - July 2024
For the schools that are participating in the programme for the first time.

Regional Events
June - July 2024
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September 2024
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Selection and awarding of the teams and their technological solutions.
Transformation of Teaching Pedagogical Practice

We recognize the crucial role of educators as **FACILITATORS** and **MENTORS** in this process.

We give training, support and teach how to use the digital tools into their teaching practices and to create more meaningful learning experiences for their students.
Teachers trained in Apps for Good Methodology

TEACHER TRAINING
- In Person Training
- Online Sessions
IMPACT ON TEACHERS

- Teachers Development
- New Skills
- Teacher collaboration and a mentoring with an Expert's Community
- Recognition
- Impact on Student-Teacher Relationships
REGIONAL EVENTS
1.0 e 2.0
June - July 2024

1st Phase of the Competition
Regional Meetings (RM) 1.0 for those participating for the first time and 2.0 for those who have already participated in any RM. Selection of Finalists.
FINAL EVENT
september 2024

2nd and Final Phase of the Competition

CELEBRATION DAY!
Selection and awarding of the teams and their technological solutions.
FINAL EVENT
September 2024

2nd and Final Phase of the Competition

Celebration Day!
Selection and awarding of the teams and their technological solutions.
SCALING
Apps for Good

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Cloud platform, Multilingual</td>
<td>with all contents and tools to Teachers.</td>
</tr>
<tr>
<td>Can be applied OFFLINE</td>
<td>which allow places with low internet connectivity to run it.</td>
</tr>
<tr>
<td>DO NOT NEED</td>
<td>one PC per student or teacher and can be applied using mobile phones.</td>
</tr>
<tr>
<td>Easy and cost efficient to replicate</td>
<td>worldwide</td>
</tr>
<tr>
<td>Flexible</td>
<td>enough to be moulded to different systems/countries.</td>
</tr>
<tr>
<td>Not depending from the school curriculum</td>
<td></td>
</tr>
</tbody>
</table>
CDI Portugal is the Issuing Center for the Diploma of Basic Competences (DCB) in Information Technology by FCT – Foundation for Science and Technology.

CDI Portugal with INCoDe.2030 Seal - Apps for Good and Digital Citizenship Center in Valongo.

BPI "La Caixa" - Solidarity 2021 Award
Apps for Good in Correctional Facilities.

BPI "La Caixa" - Solidarity 2022 Award
Apps for Good in Correctional Facilities.

BPI "La Caixa" - Solidarity 2023 Award
Apps for Good in Correctional Facilities.

CDI Portugal with INCoDe.2030 Seal - Apps for Good and Digital Citizenship Center in Valongo.

2023

European Enterprise Promotion Awards
2nd National Prize – Responsible and Inclusive Entrepreneurship

2022

BPI "La Caixa" - Solidarity 2022 Award
Apps for Good in Correctional Facilities.

2021

Cities and Territories of the Future Award (APDC)
- Digital Citizenship Center – Equality and Inclusion
- Recode Platform - Qualifications

2020

Apps for Good Portugal with UNESCO - HAMDAN BIN RASHID AL-MAKTOUM Award for best practices and exemplary performance in improving teacher efficiency.

IDC – Axians Award
Apps for Good Portugal
The Best Education Project
Transformando Vidas pela Tecnologia

Follow us:
@CDIPortugal

Apps for Good

RECODE
UNESCO’S FRAMEWORK ON TEACHER AI COMPETENCIES

SHAFIKA ISAACS
UNIVERSITY OF JOHANNESBURG
UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

Figure 1: The UNESCO ICT Competency Framework for Teachers

Guide teacher development & teaching practice in context, on ICT competencies that teachers need
How AI differs from Previous Tech Generations

- Learn from Data, Identify Patterns, Make Predictions
- Adaptability
- Human-like interaction
- Scalability
- Create new content in text, audio, video, image
- Automated Decision-making

Why an AI Competency Framework for Teachers
10 Advantages of AI in Education

1. Personalize Learning
2. Task Automation
3. Smart Content Creation
4. Improved Accessibility
5. Closing Skills Gaps
6. Data-Based Feedback
7. Complementing Human Teachers
8. 24/7 Tutoring
9. Secure and Decentralized Learning Systems
10. Assessment Integrity
AI poses wide-ranging risks, and threats to society.
AI poses risks and threats to Education

- Challenge teacher rights
- Undermine Student & Teacher Agency
- Create new forms of exclusion
- Disproportionate Spending on AI in Education
- Plagiarism & Academic Integrity
- Data Privacy & Security

Risks to Education
AI Competency Framework for Teachers

Guiding Principles

Enable teacher rights, autonomy & agency

Guide transformative teaching

Support teacher education policy & practice on AI

in Context

Human Rights & Human Agency
Equity, Inclusion & Social Justice

Ethical & Trustworthy AI
Climate-responsive

Teacher Development as Lifelong Learning
<table>
<thead>
<tr>
<th>TEACHER Competency Aspects</th>
<th>Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acquisition</td>
</tr>
<tr>
<td>Human-centred Mindset</td>
<td>Benefit-risk analysis</td>
</tr>
<tr>
<td>Ethics of AI</td>
<td>Ethical principles</td>
</tr>
<tr>
<td>AI Foundations &amp; Applications</td>
<td>Basic AI technique and applications</td>
</tr>
<tr>
<td>AI Pedagogy</td>
<td>Al-assisted teaching</td>
</tr>
<tr>
<td>AI for Professional Development</td>
<td>Al as enabler of lifelong professional learning</td>
</tr>
</tbody>
</table>
## AI Competency Framework for Students

<table>
<thead>
<tr>
<th>STUDENT Competency Aspects</th>
<th>Progression</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Understand</td>
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<tr>
<td>Human-centred Mindset</td>
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<tr>
<td>Human Agency</td>
<td>Human Agency</td>
</tr>
<tr>
<td>Ethics of AI</td>
<td>Embodied Ethics</td>
</tr>
<tr>
<td>AI Techniques &amp; Applications</td>
<td>AI Foundations</td>
</tr>
<tr>
<td>AI System Design</td>
<td>Problem Scoping</td>
</tr>
</tbody>
</table>
Working conditions should also provide equitable access to technology and other resources;

The digital revolution and artificial intelligence must be pedagogically harnessed by teachers and integrated through active and human-centred teaching and learning methods and practices. Such tools should not become a substitute for teachers, but rather should empower teachers to guide their learners’ quest for inquisitive, critical, creative and lifelong learning.

Teachers need autonomy and pedagogical choice in how they use technology to ensure that a given technology improves learning. Where technology is used, teacher and student data and privacy protections should be safeguarded.
Technology in the classroom can change the teaching process towards supported learning and can facilitate lifelong learning. Technological learning practices should be supplemented by special attention to developing social and emotional skills of learners.

They should also engage in wider policy dialogue on education matters, particularly in relation to technology, the regulation of private education providers, and the transformation of education and teaching for entry into the world of work.

Examining how other countries and sectors have addressed issues of work-life balance, including in relation to technology, may prove beneficial to furthering the dignity of teachers.

Teacher training and practice should ensure that teachers and learners can be both creators and autonomous users of technology, not just passive consumers.
Equity strategies must provide teacher training in the pedagogical uses of technology, including in ways that take into account the social impacts of technology, as well as the dimensions of equity and inclusion. This includes supporting learners to develop the relational and socio-emotional skills that may be neglected with the deployment of technology. Given the advancement of technology, training should be relevant and offered on a continuous basis. It is also important to provide parents with opportunities to enhance their digital skills so that they can play a more active role in their children’s learning.

However, as demonstrated in a recent UNESCO report, there is little definitive evidence on the added value of digital technology in education. Where evidence does exist, most of it comes from the proprietors. Moreover, although countries are developing digital skills standards for curricula and assessment, in some countries these have been defined by private, commercial actors. Despite the potential for technology to address inequalities, technological innovations can also result in new inequities, including in relation to accessing relevant technologies and connectivity.
Technology can also negatively impact learning when used in excess or when used inappropriately. Many countries lack the training initiatives and capacities needed to develop the digital skills of teachers so that they can meaningfully and effectively use technology in teaching and learning. In some cases, teachers do not have access to the technologies needed to deliver the expected outcomes or to innovate. Adequate protection of teachers’ and learners’ data and privacy
THANK YOU FOR YOUR KIND ATTENTION

SHAFIKA ISAACS
PROFESSOR OF PRACTICE (DIGITAL LEARNING)
UNIVERSITY OF JOHANNESBURG
Navigating the Complexity of Teacher Shortages in Southeast Asia
Leveraging Technologies to Support the Transformation of Teaching and Learning
Breakout Session 2.2 · 14th Teacher Task Force Policy Forum Dialogue
27 February 2024

Datuk Dr Habibah Abdul Rahim
Director, SEAMEO Secretariat
Southeast Asian Ministers of Education Organization (SEAMEO)

- Established on 30 November 1965
- A Southeast Asian intergovernmental organization promoting regional cooperation in education, science, and culture
- **Vision:** The leading organization for enhancing regional understanding and cooperation in education, science, and culture for a better quality of life in Southeast Asia
- 11 Member Countries, 9 Associate Members, 8 Affiliate Members, 26 Centres and Network
### Teacher Landscape in Southeast Asia

<table>
<thead>
<tr>
<th>Category</th>
<th>Primary (2022)</th>
<th>Secondary (2022)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of teachers</td>
<td>3,682,000</td>
<td>8,554,000</td>
</tr>
<tr>
<td>Proportion of teachers with minimum required qualifications</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Teacher-student ratio</td>
<td>3,050,000</td>
<td>1,490,000</td>
</tr>
<tr>
<td>Total number of needed teachers by 2030 (replacing staff attrition + new teaching posts)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** UNESCO Global Report on Teachers: Addressing Teacher Shortages
The Complex Nature of Teacher Shortages

1. Why Teach? Teacher Motivation
2. Teacher Quality: Teacher Professional Development
3. Teachers and Tech
4. Teachers as Leaders
Why Teach? Teacher Motivation

- Motivation as the driving force behind human action but pertinent to this are the concepts of intrinsic and extrinsic factors of motivation.

- 1,255 teacher-respondents across the Philippines participated in the study.

- SEAMEO INNOTECH is currently expanding the scope of the study to Southeast Asia.

<table>
<thead>
<tr>
<th>joining the teaching profession</th>
<th>staying in the teaching profession</th>
<th>leaving the teaching profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intrinsic drivers such as contribution to society, passion for teaching, respect accorded to teachers in communities, and belief systems</td>
<td>• Intrinsic drivers such as commitment to the profession, influence in the lives of the students, and contribution to society</td>
<td>• 4 out of 10 surveyed teachers had thought of leaving the profession</td>
</tr>
<tr>
<td>• External factors such as affordability of education related courses, job security and tenure, and teaching related advantages (i.e. school breaks)</td>
<td>• External factors such as support to grow professionally, supportive colleagues, primary source of income, paying off loans, and possible promotions/salary increase</td>
<td>• External factors such as economic considerations, workload demands, and unsupportive systems and environment may be possible causes of leaving</td>
</tr>
<tr>
<td></td>
<td>• Intrinsic factors such as desire for professional growth and change of feelings towards the profession</td>
<td></td>
</tr>
</tbody>
</table>
• SEA-PLM is the first regional large-scale assessment by and for Southeast Asia to measure learning outcomes of Grade 5 students in reading, writing, math, and global citizenship to inform basic education policy and ensure all children achieve meaningful learning.

• SEA-PLM 2019 analyzed the Grade 5 teacher workforce to identify key support to teachers on 4 key areas:
  - demographics and training
  - working conditions
  - specialization and allocation
  - reading and math training and instructional practices
Many teachers worked in classrooms where a large proportion of students had not mastered skills expected in earlier grades. On average across the 6 countries, 74% of children attended schools where teachers reported students’ lack of basic knowledge and skills to be the largest issue affecting learning.

Limited access to information and communications technology (ICT).

22% children attended classrooms where teachers had access to a computer.

Low levels of confidence in using ICT for teaching and learning.

1/3 primary teachers in the region felt ‘not very’ or ‘not at all’ confident in using ICT in the classroom.

Teachers in the 6 countries had varying qualifications and degrees of preparation upon entry to the profession. Additionally, in all countries, there are teachers who teach subject areas in which they have no formal or pre-service training.
Teachers and Tech: Technology in Transforming the Teaching and Learning Process

- Digital infrastructure has expanded rapidly in Southeast Asia, including in education, but there exists a huge variance within and across SEA countries.

57% of Southeast Asian students can access internet from home.

16% range among Southeast Asian countries on students' accessing internet from home.

98%
Key Messages

• Various barriers prevent teachers from making the most of what technology offers.

1. Teachers excluded from ICT decision-making processes.
2. Teachers do not receive adequate support for implementation.
3. Lack of knowledge/training in ICT.
4. Teachers have low competencies in the use of software, search engines, digital platforms for communication and online collaboration, and digital resource creation tools.
5. Teachers are hesitant or lack confidence in using technology.
Technology is transforming teacher training provision in Southeast Asia for more accessible training opportunities in the region.

- **Cambodia**: Virtual Mentoring under the New Generation School programme
- **Indonesia**: Merdeka Mengajar and Guru Berbagi
- **Lao PDR**: Khang Panya Lao platform
- **Malaysia**: Digital Educational Learning Initiative Malaysia (DELIMa)
- **Philippines**: DepEd Commons
- **Singapore**: Student Learning Space Community Gallery
Southeast Asian education systems support teachers in using technology.

9 out of 11 countries defined ICT standards for teachers.
TEACHER TRAINING & PROFESSIONAL DEVELOPMENT

EDUCATION LANDSCAPE (i.e. TECHNOLOGY)

EDUCATION GOVERNANCE (i.e. DATA)

TEACHER INCENTIVES, CAREER PATHWAYS, AND WELL-BEING

ADVOCACY AND PRE-SERVICE TRAINING

Teachers

Pre-Service

In-Service
THANK YOU!

seameosecretariat

seames

seameo_s

SEAMEOsecretariat
Breakout session 2.3
Valorising the teaching profession and teachers’ voices

Globally, teaching is often viewed as a profession of last resort. This perception can influence both potential new recruits and existing teachers contemplating their commitment to the profession. This breakout session investigated and discussed creative approaches for systems to transform the perception of the teaching profession into a more positive light. This includes empowering teacher agency within classrooms, encouraging participation in social dialogue, and involving teachers in decision-making processes at various levels. The session also explored the timing and alignment of policies with other measures aimed at addressing teacher shortages.
Attractiveness of the Teaching Profession – Insights from Finland's Teacher Policy and the National Teacher Education Forum

Policy Dialogue Forum, Johannesburg, 27.2.2024
Marjo Vesalainen, Senior Ministerial Adviser, PhD
Teacher Shortage in Finland

• No extensive shortage of teachers
• Shortage of teachers only in certain teacher groups:
  • Early childhood education teachers
  • Special needs teachers

→ Why is the teaching profession and teacher education attractive in Finland?
Teacher education and profession has remained attractive in Finland

- Teachers are respected and trusted professionals.
- Teachers have a lot of professional autonomy.
- Teachers are active participants in important decision making.
- High qualification requirements
- Teachers’ autonomy and agency are supported by research-based teacher education, education policy, and collaborative culture in policy planning.
- Teachers are able to influence their own teaching and school operations.
Developing teacher education through broad collaboration – National Teacher Education Forum

See more: https://okm.fi/en/project?tunnus=OKM009-00/2023
Teacher Education Forum (2016-19; 2019-23)

- **Members**: universities, providers of education and municipalities, teachers and leaders, students, and other relevant stakeholders

- Smaller **working committee**

- **Coordination**: Ministry of Education and Culture

- **Activities**: National and local seminars, workshops, national brainstorming, thematic working groups etc.

- Research-based development projects

- Collaborative development of national guidance: the Teacher Education Development Programme
Main Tasks of the Teacher Education Forum 2024–2027

• To promote the implementation of the Teacher Education Development Programme, topical issues related to teacher education, and the implementation of the national STEM strategy and its action plan

• Vision work

• To support research-based quality assurance and strengthening of teacher education. Etc.
Teacher Education Development Programme aims to meet the new needs of teacher education in the context of the 2020s

The programme in English: http://urn.fi/URN:NBN:fi-fe2022053140998
Teacher Education Development Programme: Special emphasis on four objectives

1) Interest and staying power in the teaching sector, paying attention also to foresight and student admissions etc.

2) Teachers’ competences and continuous professional learning

3) Cooperation, networks and collaboration – Robust teacher education and continuous professional learning by means of cooperation and networks

4) Educational leadership, including teacher leadership – Skillful leadership to help educational institutions become learning and evolving communities
Conclusion

**Key cornerstones**: teacher autonomy and agency; high-quality teacher education; a culture of collaboration and trust; collaborative, pedagogical, and systemic leadership

We need to strive to train teachers, who are future-oriented professionals, and ready to innovate and explore new pedagogical approaches and learning environments.

It is important that teachers have the opportunity **to participate** in the development of the entire school, and **to contribute** to both national and local education policies.
Thank you!
Kiitos!

marjo.vesalainen@gov.fi
MINISTERIO DE EDUCACIÓN

Revalorización Profesional Educativa
¡Soy docente! ¡Soy Agente de Cambio!
### Referencias Políticas y técnicas para el ejercicio del derecho a la educación.

1. **Plan de Gobierno 2024 - 2025**
   - Establece las prioridades del país

2. **ODS**
   - Constituye un llamamiento universal a la acción

3. **Plan estratégico institucional**
   - Instrumento de planificación que dirige la gestión

4. **Plan sectorial de educación**
   - Oriente la gestión del sector educativo a nivel nacional

5. **Indicadores KPI**
   - Monitoreo del desempeño de la gestión institucional
Adaptabilidad de los diferentes miembros de la comunidad educativa frente a situaciones de riesgo o vulnerabilidad.

Operativización para el fortalecimiento de capacidades y el trabajo interinstitucional para la garantía de la profesión educativa digna.

Capacidad de una comunidad para tomar control de su propio bienestar, seguridad y desarrollo.
Aprendizajes y ejes estratégicos.

5A DERECHO A LA EDUCACIÓN

Asequibilidad / Disponibilidad
Contar con Instituciones, recursos físicos, personal y programas educativos en cantidad suficiente y con las instalaciones necesarias para funcionar apropiadamente.

Accesibilidad
No discriminan, Accesibilidad Física y económica. Eliminar barreras de acceso al SNE

Aceptabilidad
Forma y el contenido de la educación sean contextualizados, diversificados y adecuados. Relevante, culturalmente apropiada.

Apertura y Rendición de cuentas
Capacidad de los titulares del derecho para exigir responsabilidades a los titulares de deberes a partir de procesos de monitoreo participativo.

Adaptableabilidad
Flexibilidad necesaria para responder a las necesidades educativas en contextos culturales y sociales diversos.

Marco para Garantizar el Derecho a la Educación Tomasersky, k.t
¿Quién es el docente?

Es un ser humano capaz de:

- Orientar y gestionar el aprendizaje en diferentes contextos.
- Acompañar a los estudiantes para comprender la realidad.
- Adaptar metodologías acordes a la realidad, creando y reinventando estrategias de aprendizaje.
- Interactuar con la comunidad educativa a través del diálogo que posibilita expresar y crear.
- Fortalecer competencias y generar un proyecto de vida sostenido.
- Liderar en el campo educativo e impulsar cambios significativos en la vida de las personas.
- Personalizar el currículo en diferentes contextos y hacer de la educación una posibilidad para la autonomía.

Es una persona competente que dinamiza la experiencia de aprendizaje de los niños, niñas y adolescentes, que interactúa con las familias, capaz de mediar el contexto social desde la realidad y quien asume la responsabilidad garantizar la educación del país.
El rol del y la docente fundamentalmente es ser un agente de cambio, principalmente a través de la orientación que permita crear entornos seguros y redes de apoyo para el desarrollo integral del niños, niñas y adolescentes.

Dimensiones para la gestión educativa del y la Docente

- **PEDAGÓGICO**
  - Mediación de los aprendizajes, a través de metodologías que promuevan la resolución de problemas contextualizados y el desarrollo de habilidades para la vida.

- **COMUNITARIO**
  - Interacción entre la escuela, familia y comunidad como una red de protección social que garantiza el ejercicio de derechos de niñez y adolescencia.

- **ADMINISTRATIVO**
  - Gestiona, planifica, organiza tiempos y recursos con compromiso colaborativo.

- **ORGANIZACIONAL**
  - Sostenibilidad socio emocional de los equipos, permite crear participativamente estrategias de trabajo cooperativo.
Marco normativo vinculado a la gestión del y la docente.

Objetivos de Desarrollo Sostenible
Constitución de la República del Ecuador
Ley Orgánica de Educación Intercultural
Reglamento a la Ley Orgánica de Educación
Desarrollo Profesional Docente

Garantizar una educación inclusiva, equitativa y de calidad y promover oportunidades de aprendizaje durante toda la vida para todos.

Art. 343. Desarrollo de capacidades y potencialidades de los actores que posibiliten el aprendizaje...
Art. 229. Derechos irrenunciables.

Art. 22. Políticas nacionales del sector, estándares de calidad y gestión educativos, así como la política para el desarrollo del talento humano del sistema educativo.

Art. 193. Garantizando su estabilidad laboral, su desempeño, y potenciando el acceso de este a nuevas funciones, a través de mecanismos de promoción y estímulo.
En el Ecuador existen instituciones educativas de todos los sostenimientos, en el período 2023-2024.
Revalorización profesional.

Total de docentes registrados en instituciones de tipo de educación ordinaria, especial y popular permanente por período escolar, según sostenimiento.

<table>
<thead>
<tr>
<th>Sostenimiento</th>
<th>2022-2023 Inicio*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasa Nacional</strong></td>
<td><strong>208.876</strong></td>
</tr>
<tr>
<td>Fiscal</td>
<td>146.301</td>
</tr>
<tr>
<td>Fiscomisional</td>
<td>13.012</td>
</tr>
<tr>
<td>Municipal</td>
<td>1.852</td>
</tr>
<tr>
<td>Particular</td>
<td>47.711</td>
</tr>
</tbody>
</table>
Revalorización profesional.

Bienestar social profesional

Formación continua

Carrera profesional

Revalorización de los Profesionales de la Educación
Bienestar Profesional

REVALORIZACIÓN - RECONOCIMIENTO
(Estímulos - motivación y garantía del cumplimiento de sus Derechos)

Incentivos no monetarios, no remunerativos, acceso al efectivo ejercicio de derechos y protección.

Carnetización

Generar impacto positivo en su motivación, proporcionar beneficios que mejorarán su calidad de vida, potenciando su realización personal.

DESARROLLO PROFESIONAL

• PROFESIONALIZACIÓN
• RECONOCIMIENTO “DOCENTES QUE TRANSFORMAN”
• INTERCAMBIO PEDAGÓGICOS

Fortalecimiento de los profesionales.

ACOMPANAMIENTO PSICO-SOCIAL

• PROMOCIÓN
• PREVENCIÓN
• ACTIVACIÓN

Protocolo de Actuación en casos de Violencia, prevención de violencia Promoción de parentalidades saludables (familias, comunidad actores locales) Comunidades Seguras.
Formación contínua-Desarrollo de capacidades.

- **Plan de Formación Permanente.**
- **Plan Personal Formativo herramienta de autodiagnóstico.**

**Vinculación Interinstitucional**
- Corresponsabilidad social por la educación
- Profesionalización docentes.

**Centro de Formación Digital Me Capacito**
- Programas Formativos en modalidad virtual, presencial
- Diálogos colaborativos
- Círculos de aprendizaje.

**Desarrollo de Competencias**
En lo que respecta a la Formación Permanente, se han identificado los datos históricos sobre la escala de crecimiento en la estadística de docentes que a partir del 2016 participan en los programas formativos.

<table>
<thead>
<tr>
<th>AÑO</th>
<th>TOTAL REGISTROS CAPACITACIÓN BENEFICIARIOS</th>
<th>TOTAL DOCENTES BENEFICIARIOS</th>
<th>CURSOS IMPLEMENTADOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>46.823</td>
<td>46.358</td>
<td>2</td>
</tr>
<tr>
<td>2017</td>
<td>193.484</td>
<td>157.554</td>
<td>17</td>
</tr>
<tr>
<td>2018</td>
<td>99.705</td>
<td>80.843</td>
<td>32</td>
</tr>
<tr>
<td>2019</td>
<td>161.168</td>
<td>124.293</td>
<td>19</td>
</tr>
<tr>
<td>2020</td>
<td>320.185</td>
<td>103.178</td>
<td>88</td>
</tr>
<tr>
<td>2021</td>
<td>265.583</td>
<td>112.138</td>
<td>155</td>
</tr>
<tr>
<td>2022</td>
<td>290.231</td>
<td>119.195</td>
<td>187</td>
</tr>
<tr>
<td>2023</td>
<td>385.838</td>
<td>133.523</td>
<td>173</td>
</tr>
</tbody>
</table>
Cursos en itinerarios formativos con competencias priorizadas:

<table>
<thead>
<tr>
<th>Itinerario formativo/Competencia priorizada</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>Total general</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIDÁCTICA</td>
<td>5</td>
<td>17</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>DIGITAL</td>
<td>61</td>
<td>98</td>
<td>112</td>
<td>271</td>
</tr>
<tr>
<td>DISCIPLINAR</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>PEDAGÓGICA</td>
<td>20</td>
<td>20</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td>SOCIOEMOCIONAL/TRANSVERSAL</td>
<td>60</td>
<td>44</td>
<td>30</td>
<td>134</td>
</tr>
<tr>
<td><strong>TOTAL GENERAL</strong></td>
<td>155</td>
<td>187</td>
<td>159</td>
<td>501</td>
</tr>
</tbody>
</table>

Para el año 2024, el Centro de Formación Mecapacito, tiene prevista la ejecución de 38 cursos en 9 cohortes:

Para la primera cohorte del año 2024 - Febrero, se cuenta con **44.894 registros de inscripción**

Número de registros históricos de capacitaciones por itinerario formativo/competencia priorizada:

<table>
<thead>
<tr>
<th>Itinerario formativo / Competencia priorizada</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>Total general</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIDÁCTICA</td>
<td>11.980</td>
<td>5.147</td>
<td>9.785</td>
<td>14.932</td>
</tr>
<tr>
<td>DIGITAL</td>
<td>70.966</td>
<td>56.745</td>
<td>88.769</td>
<td>145.514</td>
</tr>
<tr>
<td>DISCIPLINAR</td>
<td>9.798</td>
<td>2.474</td>
<td>1.588</td>
<td>4.062</td>
</tr>
<tr>
<td>PEDAGÓGICA</td>
<td>46.757</td>
<td>13.519</td>
<td>3.237</td>
<td>16.765</td>
</tr>
<tr>
<td>SOCIOEMOCIONAL/TRANSVERSAL</td>
<td>136.449</td>
<td>115.140</td>
<td>169.901</td>
<td>285.041</td>
</tr>
<tr>
<td><strong>Total general</strong></td>
<td>275.950</td>
<td>193.025</td>
<td>273.280</td>
<td>466.305</td>
</tr>
</tbody>
</table>
Carrera profesional en el Ecuador-Escalafón docente.

¿Qué es el escalafón docente? El artículo 111 de la LOEI indica:

“constituye un sistema de categorización de las y los docentes pertenecientes a la carrera docente pública según sus funciones, títulos, desarrollo profesional, tiempo de servicio, formación continua y resultados en los procesos de evaluación”

Art. 343. Art. 113 de la LOEI: establece 10 categorías

Art. 266. establece requisitos específicos para acceder a cada una de las categorías que forman parte del escalafón docente
Carrera profesional en el Ecuador.

1. **Homologación y equiparación salarial**
   Aplicación de las nuevas remuneraciones salariales acorde al cumplimiento de la formación académica en educación, conforme el Art. 113 de la LOEI - DT26

2. **Escalafonamiento**
   Ubicación de los docentes que cumplen más de 25 años en una categoría conforme el cumplimiento de su profesionalización y capacitación. DT33

3. **Categorización**
   Docentes con nombramiento definitivo ubicados en las categorías H, I o J y que hayan obtenido un título de tercer nivel en educación, para ser ubicados en la categoría G

4. **Recategorización**
   Ubicación de los y las docentes en una categoría nueva de manera anual conforme la categoría máxima alcanzada en los procesos de los años 2014, 2015 y 2018

5. **Concurso de méritos y oposición para docentes**
   Proceso de selección de los mejores docentes para ingresar a la carrera docente pública con nombramiento definitivo.

6. **Concurso de méritos y oposición para directivos**
   Proceso que se realiza para docentes que cumplen con los requisitos establecidos en la normativa, puedan acceder a una promoción de cargo directivo por un periodo de 5 años
Carrera profesional en el Ecuador.
Carrera profesional en el Ecuador.
Incremento salarial de los docentes ecuatorianos desde el 2008 al 2024.
Teacher working condition and teacher well-being

Amita Chudgar, PhD
Interim Associate Dean of International Studies and Professor of Education Policy, Michigan State University

Breakout session 2.3 - Valorising the teaching profession and teachers’ voice
The presentation draws from joint work with Dr. Thomas Luschei, Dr. Jutaro Sakamoto and Dr. Martial Dembélé.
Teachers teaching in the most marginalized circumstances also experience some of the most challenging working conditions. This impacts their well-being and in turn their retention, ultimately contributing to teacher shortage and lower student learning outcomes.
Working condition is a broad term

• Physical and infrastructural environment of the school. The school location, is it easy and safe to reach, are their toilets available.

• School resources, is the school adequately equipped in terms of teaching, learning resources, blackboards, textbooks etc.

• Salary and payment conditions, are teachers adequately compensated, are the salaries regular, easy to obtain?

• Benefits and other kinds of support, what sorts of leaves and other benefits are available, are there opportunities for professional development?

• Conditions of employment, is the employment on contract-basis, how long are the contract, are they renewable, reliable, how safe is the job?
Compelling, systematic, cross-national evidence of an uneven distribution of teachers

• The data indicate a qualification-gap, and a demographic-gap between teachers of marginalized children.

• Teachers of marginalized are less likely to be female, are younger, less experienced.

• Teachers of marginalized tend to be less qualified than other teachers.

• Teachers of marginalized are less likely to be satisfied with their current positions and they are more likely to desire transfers to other schools.
• Difficult working conditions include under-resourced schools, multigrade classrooms, high pupil teacher ratios, high workload, few opportunities for in-service training, inadequate compensation, and low respect.

• “This is the major problem. 2 teachers and 5 classes. How would the teacher teach fruitfully? Five classes would have almost 100 children. Now two teachers can only make students sit forcefully. There would be no teaching. What would happen to the child in such situation? Even if the child would play, they would not be allowed because we can’t even control two children how can we control so many?”

• “This teacher who is in a multigrade school is a teacher but she also has to clean the school, receive training, she has to go turn in paperwork, maintain the school, and that all takes time away from teaching.”

• For a rural Tanzanian teacher we interviewed, his journey to the city to receive his pay check not only took two days of travel, but the cost of transportation was equivalent to half of his check.
A national-level official in Tanzania observed the importance of “home grown” incentives or incentives that are “localized, in the sense that local authorities must identify incentives within their localities to attract teachers’ acceptance to those areas, such as building houses for the teachers, buying cooking utensils, or providing them with farming plots.”

One of the nonmonetary incentives that emerged as particularly important was the availability of safe and comfortable living and working situations.

“the remaining one ([chuckle] the one who could not make it the regular A-level), is the one who are...teacher quality.”

Perhaps the greatest incentive available is the esteem that a society bestows on its teachers. Yet often in developing countries we find low levels of esteem for teachers.
Teachers teaching in circumstances without adequate regulations may also experience challenging teaching conditions. This impacts their well-being and in turn their retention, ultimately contributing to teacher shortage and student learning outcomes.
Employment and working condition of teachers in private schools in India
The descriptive summary shows that private teaching attracts highly educated females, especially in urban areas.

The average age of private school teachers is 34 years, which is younger than public school teachers (about 40 years).

Private teachers are less likely to be heads of households especially in urban areas (29% in urban and 42% in rural).

Private school teachers are also less likely to be married (68% in urban areas and 78% in rural areas) relative to public school teachers (85-88% respectively).

Private school teachers are more educated with 88% and 75% of them reporting tertiary level education in urban and rural areas, respectively.

Private school teachers are less likely to come from a household with a SC/ST/OBC caste status (47%) compared to public school teachers (56%) in urban areas, although this is not the case for rural areas.
How do private teacher working conditions compare to public teachers?

- Private teachers earn lower salaries.
- Private school teachers have lower odds of working in a permanent job.
- Private school teachers have lower odds of having a written contract.
- When available these contracts tend to be for shorter periods of time.
- In terms of benefits, private school teachers are significantly less likely to receive paid leaves, a pension, gratuities, and healthcare benefits in both urban and rural areas after controlling for a range of covariates.
- They have less access to collective-bargaining power (unions).
- They are more likely to seek additional and alternative work, and do so more frequently.
Compared to other educated workers, private school teachers have about 60% lower odds of having a permanent job.

They also have about 50% lower odds of having a written contract and of having contracts that are for shorter durations.

Private school teachers earn salaries that are 30%–60% less than the salaries of other educated and employed workers, even after controlling for household and individual characteristics and geographical differences.

Social security benefits show similar patterns except for paid leaves in rural areas (which are not significantly different).

Private schools teachers not only earn a lower salary but also have 60%–76% lower odds of receiving a pension, gratuities, and health care benefits than do non-teaching professionals.

Relative to other educated workers, the odds of private school teachers having access to unions are 53% lower in urban areas, although such a difference is not evident in rural areas.

Private school teachers have 2.53–2.90 times higher odds of seeking additional or alternative work than do non-teaching professionals in urban areas.

They seek more additional and alternate work in urban areas, and they seek such work more often compared to other educated workers.
Private teachers, have less certain job prospects

When private schools in India faced a liquidity constraint due to the pandemic, according to one survey, after March 2020 “Less than 20% teachers from private schools continued to receive their salaries” (Central Square Foundation, 2020, p.18). In face of these salary cuts many private school teachers turned to other work, including manual labor, to supplement their income (Central Square Foundation, 2020).
• Lower salary and lack of job security, or access to unions are a norm for contract teachers.

• In Kenya, contract teachers’ working conditions (and especially those of the Boards of Management (BOM)) have been rated as poor in comparison with other professionals with similar educational qualifications.

• In Chad, contract teachers do not benefit from the same rights and opportunities (such as housing, transportation allowance and pension) as their tenured counterparts. They receive less and have fewer resources, not least because they are mostly found in deprived communities where teaching, learning materials and teachers’ pay are supplied by and dependent on financial and parental contributions.

• There is some evidence of workload and working conditions being poorer for contract teachers in the private school system. In Ethiopia, Uganda, the Gambia
Implications

Teachers working in these difficult circumstances are looking for a way to move to better locations, and better positions.
- Constant churn to urban posting
- Churn in contract posting
- Churn from private to public

Teachers continue to work second jobs and remain less than fully available to their work.

Implications for students are concerning as it impacts their stable learning experiences.

Implications for the teaching profession in terms of the composition of the labor force (who remains in teaching) and teacher shortage are also significant.
Implications

Teacher labor markets can be more “local” or “geographically constrained”. In part, this is because teachers prefer to stay away from challenging and remote teaching environments, but also because teachers prefer to stay close to teaching environments that are familiar to them. Some communities are therefore chronically deprived in terms of their access to qualified teaching talent.

For female teachers, social and cultural norms, concerns about safety, and the lack of basic conveniences may prove a particular challenge to working in remote locations.

Together these factors create a chronic shortage of qualified and trained teachers (and female teachers) in certain communities that are likely most in need of such teachers.
Recommendations

• Dignified teacher working conditions are important for addressing concerns of
  • Teacher well-being and satisfaction while they are in the profession
  • Teacher retention and teacher turnover
  • Concerns of teacher shortage and uneven teacher distribution
  • Student learning experiences
Thank you

amitac@msu.edu
The comprehensive national teacher policy and social dialogue framework
Outline

1. The goal
2. Objectives of the CNTP
3. Policy basis of the CNTP
4. Policy dimensions of the CNTP
5. Development and implementation institutions
6. The Social Dialogue Framework
Goal of the CNTP

To provide an overarching direction and vision for the training, engagement, development and motivation of teachers, among others, to achieve learning outcomes.
Objectives

- Provide teachers with guidance on the minimum standards of professional practice
- Provide direction and regulate teacher education and continuous professional development
- Create a system that attracts and retain well-motivated and committed teachers
- Provide guidance on teacher deployment and management
- Provide a defined career structure & progression for teachers
- Provide a comprehensive and a harmonised direction for managing teachers’ terms of employment.
- Establish a recognition and reward system
- Provide direction for effective school governance
- Promote a culture of teacher accountability
- Promote a culture of social inclusion for teachers
- Make teachers’ voices relevant in all issues
Policy Basis

Pre-tertiary Teacher Professional Development and Management in Ghana – Policy Framework (2012 & 2018)

Trade Unions and Industrial Relations in Ghana (2012)


National Teachers’ Standards for Ghana (2017)

National Employment Policy (2014)

Collective Agreement between Ghana Education Service Council and Teacher Unions - (2009)

Cabinet Memorandum on the Teacher Education Reform (2017).

Colleges of Education Act, 2012 (Act 847)

National Employment Policy (2014)

Workmen’s Compensation Act, 1987 (PNDC Law 187)

The Education Strategic Plan (2018-2030)

Disability Act, 2006 (Act 715)

Ghana Labour Act, 2003 (Act 651)
Dimensions of the CNTP

- Teacher Standards and Professionalism
- Teacher Education and Continuous Professional Development
- Teacher Recruitment and Retention
- Teacher Deployment and Management
- Teacher Career Structure & Pathway for Teacher Progression
- Teacher Working Conditions
- Teacher Recognition and Reward System
- Teacher Accountability
- School Governance
- Social Inclusion
- Social Dialogue
Development & Implementation Institutions

The CNTP was jointly developed and for implementation by

- Ministry of Education
- Ministry of Local Government and Rural Development
- Ministry of Finance
- Coalition of NGOs, FBOs & CSOS in Education
- Ghana Education Service
- Education Management Units (Mission Schools)
- National Teaching Council
- Teacher Unions & Associations
- Ghana Tertiary Education Commission (formerly NCTE + NAB)
- Private Sector
- Private School Proprietors
- National Inspectorate Board
The Social Dialogue Framework

- Social Dialogue includes all types of negotiation, consultation or exchange of information between and or among, representatives of governments, employers and workers, on issues of common interest relating to economic and social policy.
- The framework is structured into 6 chapters

- Chapter 1 - Background
- Chapter 2 - Regulatory Framework For Social Dialogue In The Education Sector
- Chapter 3 - Tripartite Social Dialogue Partners In The Education Sector
- Chapter 4 - Social Dialogue Framework
- Chapter 5 - Implementation, Monitoring and Evaluation
- Chapter 6 - Cost Drivers And Implementation Plan For The Framework.
The Social Dialogue Framework

Social Partners in Education

Ministry of Education and Relevant Agencies/Private Education Proprietors

Teachers & Union Representatives at all levels

Development Partners/Civil Society Organizations in Education/Parents/Students

The Social Dialogue Cycle

Agreement on actions or programmes

Discussion/negotiations

Implementation

Follow up/monitoring & evaluation

Feedback for the next round of social dialogue
Breakout session 3.1
Sustainably financing the policies that target teacher shortages

While many actors play a role funding the initiatives that make up the Education 2030 agenda, recent projections show these efforts are still well short of meeting the SDG targets. This breakout session debated what needs to happen for all pertinent actors to better align and coordinate to make tangible progress towards reducing teacher shortages and meeting the objectives of SDG Target 4.c. This included perspectives from international organizations, the private sector, donor countries and low- and middle-income countries.
Breakout Session 3.a. Sustainably financing the policies that target teacher shortages

Elizabeth Ninan
World Bank

February 27, 2024
Johannesburg
South Africa
The World Bank Group is the largest financier of education in the developing world, working in 90 countries and committed to helping them reach SDG4. As of May 2023, our commitments have reached $23.8B across 166 active projects.

- From our global portfolio, 46% of our commitment finances primary and secondary education.

- Our largest portfolios are in Sub-Saharan Africa and South Asia, where the learning levels are the lowest and teacher shortage is pronounced the most (UNESCO, 2023).
• We know that teachers are the single most important school-based determinant of student learning, and all students should have high-performing teachers.

• Given this great importance, we believe it critical to observe the following five principles* to build cadres of effective teachers in low and middle-income countries (LMICs):

| 1. | MAKE TEACHING ATTRACTIVE |
| 2. | IMPROVE PRE-SERVICE EDUCATION |
| 3. | IMPROVE SELECTION, ALLOCATION, MONITORING AND FEEDBACK |
| 4. | PROVIDE HIGH-QUALITY PROFESSIONAL DEVELOPMENT AND SCHOOL LEADERSHIP |
| 5. | USE TECHNOLOGY WISELY |

*To learn more about these principles and our approach to teacher related activities, scan this QR.
As of December 2023, **90% of our active projects** (130 out of 146) involve teachers, and this converts to supporting more than **18 million teachers**, about a third of the **teacher population** in LMICs.

Our work covers **teachers' overall career trajectory** from pre-service to in-service training as well as **strengthening the support system** for teachers.

Our top five teacher-related activities across the regions include*:

*88% IN-SERVICE TEACHER TRAINING AND SUPPORT
*58% TEACHER PERFORMANCE ASSESSMENT
*38% PRE-SERVICE TEACHER TRAINING
*35% TEACHER RECRUITMENT
*35% TRAINING OF TEACHER EDUCATORS

*out of 130 active projects on Teachers
OUR SUPPORT ON TEACHER SHORTAGES

Activities related to addressing teacher shortages*

- **TEACHER RECRUITMENT**
  - 45 Projects that work on strategies to decrease teacher shortages.

- **TEACHER SALARIES AND INCENTIVES**
  - 39 Projects that work on teacher salary systems, reforms of teacher salary structures, and incentive systems.

- **TEACHER DEPLOYMENT**
  - 34 Projects that work on interventions that deploy new teachers or redeploy current teachers to underserved areas.

*out of 130 active projects on Teachers

---

**Teacher Recruitment**

- AFR: 31
- EAP: 1
- ECA: 4
- LCR: 2
- MNA: 1
- SAR: 6

*Total of 45 active projects

**Teacher Salaries and Incentives**

- AFR: 26
- EAP: 2
- ECA: 2
- LCR: 4
- MNA: 2
- SAR: 3

*Total of 39 active projects

**Teacher Deployment**

- AFR: 25
- EAP: 2
- ECA: 0
- LCR: 2
- MNA: 0
- SAR: 5

*Total of 34 active projects
More funding should be mobilized to recruit, train, and deploy more teachers where there are shortages. However, government spending on education plateaued during the last decade for LMICs and LICs, with LICs not meeting the financing target of 4-6% from the Education 2030 Framework for Action (UNESCO, 2023; World Bank, 2023).

Source: Education Finance Watch 2023
Approach 2. Making Spending More Efficient

More money will only partially solve the financing challenges in education. According to our estimate, approximately one-third of spending is ineffective (World Bank, 2023):

In Indonesia, inefficiencies in teacher management and distribution are equivalent to 22-31% of the salary budget.

In Senegal, random visits to schools revealed that 31% of primary school teachers were not in class and 25% lacked minimum levels of mathematics knowledge.

Business as usual will not work. In addition to making teaching profession attractive, government should explore innovative and effective way to harness the entire workforce and increase the teaching force (Education Commission, 2019; GEEAP, 2023):

Both in India (Muralidharan & Sundararaman, 2013) and Kenya (Duflo et al., 2014), delivering primary-level learning by expanding the team with community hired teaching assistants has been cost-effective. They served the role of supplementing (rather than replacing) regular classroom teachers where pupil-teacher ratio was high.
Thank you!
GPE: SUPPORTING QUALITY TEACHING TO TRANSFORM EDUCATION SYSTEMS

TTF Policy Dialogue Forum 2024
Session: Sustainably financing the policies that target teacher shortages
GPE works with 88 partner countries to support system transformation through the identification of a **key priority reform**

Development of a **partnership compact** which outlines the reform and how partners will work together to implement it, including funding from GPE and other partners

- **Alignment and coordination** of partners around the reform
- Many countries are focusing on learning and teaching

As part of the prioritization effort, countries consider the **broader environment** that can support or hinder the success of the reform effort

- One of the key issues is **financing**
GPE uses incentives and **results-based financing** to support governments to both increase domestic spending and ensure that resources are equitably and efficiently deployed.

- **Volume**: Ensuring that partner countries allocate adequate resources to education to accelerate progress towards delivery of quality education for all (towards the global benchmark of 20% of total budget).

- **Equity**: Ensuring financing mechanisms to support equity are hardwired into education budget allocations, so that funds target the most vulnerable and marginalized.

- **Efficiency**: Ensuring the minimum use of resources to achieve the best educational outcomes. By addressign inefficiencies such as high repetition rates, procurement waste and uneconomical payment systems, partner countries could reinvest up to one-third of their education budgets.
GPE ADVOCATES FOR:

- More equitable and efficient domestic financing of education, and doing so at the highest levels.
- Increased fiscal space for education through more equitable taxation regimes (supported through the Education Out Loud grant to the TaxEd Alliance), and reduction of debt burdens on the poorest countries through innovative GPE programs like Debt2Ed and Creating Space for Education.
- Increased social sector spending. Complementarity in social sector programming (education, health, nutrition, social protection) and other cross-sector synergies (e.g., climate change) can drive improvements in access to schooling, learning, gender equality and strengthen education system resiliency.
- Supporting stronger systems through harmonization and alignment of external education financing.
- Improving accountability for spending and demonstrating convincing results, to strengthen dialogue between Ministries of Education and of Finance.
- Inclusive sector dialogue to promote civil society participation in budget tracking and monitoring to improve transparency and accountability in education spending.
- Collecting and deploying better data to inform equitable resource allocation and monitor efficiency of spending.
GPE’s Evidence for System Transformation series on teaching and learning issues

Forthcoming brief will explore the issue of renumeration for teachers
THANK YOU
Regional Teacher Initiative for and in Africa (RTIA)

International Task Force on Teachers for Education 2030
14th Policy Dialogue Forum, Johannesburg, South-Africa
26-28 February 2004
Regional Teacher Initiative: what?

**TEACHER POLICY**

Improve the governance, management, attractiveness and gender balance of the teaching profession, through increased digitalisation and innovation.

**TEACHER PROFESSIONAL DEVELOPMENT**

Enhance the quality, relevance and effectiveness of initial and continuous teacher professional development, through digital education, peer-to-peer learning approaches and regional collaboration.

**FOCUS ON SUB-SAHARA AFRICA**
Regional Teacher Initiative: How?

- Demand driven technical assistance & country action plans for teacher policy and teacher education
- Test and Scale Scaling of effective solutions for teacher education and training, focussing on selected priorities, and fragile and conflict-affected settings (projects & call for proposals)
- Build research partnerships (regional, AU-EU)
- Strengthen regional capacity, coordination and frameworks
- Strengthen regional knowledge sharing and advocacy
Implementing partners

• African Union Commission
• UNESCO (TTF, IICBA)
• France (Expertise France)
• Belgium (APEFE, VVOB, Enabel)
• Finland (EDUFI)

Thematic areas

• Foundational learning
• Green skills
• Digital skills
• Gender
Importance of regional learning and multi-partner collaboration to address teacher challenges

“We can’t solve problems by using the same kind of thinking we used when we created them.”
Albert Einstein
Why invest in teachers?

• Education is a basic human right for all
• Investing in teachers is investing in a common future
• Investing in teachers is investing in learning
• Learning is a prerequisite for change
• Being a Teacher requires continuous learning and professional development
• Digital and Green skills have become essential
• Gender equity is critical
Breakout session 3.2
Using enhanced data to improve teacher management

A lack of accurate and timely data hinders efforts to properly address teacher shortages. This breakout session explored how systems can work to collect, analyse, and apply more timely data at all levels of their networks. Examples and lessons learned could include training and utilising school leaders, local or regional staff, national staff, or adding positions and additional technology to help in the process.
2024 SDG 4 Scorecard
Trained teachers: mapping progress and data challenges

Manos Antoninis, Director, Global Education Monitoring Report
14th Teacher Task Force Policy Dialogue Forum
27 February 2024
Benchmarks in 2030 Agenda / Education 2030

“embrace a culture of shared responsibility, one based on benchmarking for progress”

UN Secretary General Synthesis Report (§146), 2014

“establish appropriate intermediate benchmarks for selected SDG indicators, that are indispensable for addressing the accountability deficit associated with longer-term targets”

Education 2030 Framework for Action (§28), 2015

We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to ... propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring

Global Education Meeting (§10), 2021
Uses of national SDG 4 benchmarks

▶ Capture the contribution of each country to the global education goal

▶ Make progress monitoring context-specific, per countries’ starting points

▶ Link national, regional and global education agendas: coherence and common language

▶ Focus attention on data gaps on key indicators that every education system needs for management purposes

▶ Strengthen national planning: all plans should include targets
### Timeline of SDG 4 benchmarking process

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<td><strong>January</strong></td>
<td><strong>September</strong></td>
<td><strong>December</strong></td>
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<td>TCG 6th meeting</td>
<td>Global Education Meeting</td>
<td>International Day of Education</td>
<td>Transforming Education Summit</td>
<td>SDG 4 High-Level Steering Committee</td>
<td>International Day of Education</td>
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<td>Agreement on seven benchmark indicators</td>
<td>Declaration calls on UNESCO to ‘propose relevant and realistic benchmarks of key SDG indicators’</td>
<td>Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks</td>
<td>Compilation of benchmark data set</td>
<td>Decision to request benchmark indicators on greening education, digital transformation and youth participation</td>
<td>First progress report</td>
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<td>SDG 4 target</td>
<td>Benchmark indicators</td>
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<td>4.1 Basic education</td>
<td>1. Out of school rate [4.1.4]</td>
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<td>4.2 Early childhood</td>
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<td>4.3 TVET/Higher/Adult education</td>
<td>3. Learning proficiency [4.1.1]</td>
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<td>4.4 Skills for work</td>
<td>4. Pre-primary participation [4.2.2]</td>
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<td>4.5 Equity</td>
<td>5. Gender gap in completion [4.5.1]</td>
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<td>4.6 Adult literacy</td>
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<td>4.7 Sustainable development</td>
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<td>4.a Learning environment</td>
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<td>4.b Scholarships</td>
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<td>4.c Teachers</td>
<td>6. Trained teachers [4.c.1]</td>
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<td>FFA Finance</td>
<td>7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]</td>
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SDG 4 Scorecard: country coverage

Participation in benchmarking process

Distribution of potential 2025 benchmark values

60 % for the indicator on trained teachers
Country probability to achieve their 2025 targets on trained teachers, pre-primary
Challenges

Low comparability of indicator due to unsatisfactory conceptualization:
= no agreement on empirical definition of trained teachers
and confusion of terms qualified/trained in many countries

**ISCED-T:**
1: Minimum educational level required for entry into the teacher training program
   → *Approximates a definition of* qualified *teachers*
2: Level of qualification obtained upon completion of the teacher training program
3: Target teaching level of the teacher training programme
4: Theoretical duration of the teacher training programme
5: Teaching practice ratio
   → *Some of these characteristics will provide a definition of* trained *teachers*
   ...but initially only for new entrants
Countries with **minimum academic requirements** to teach (ISCED 6)

Continuous **professional development policies** for primary school teachers
Thank you
TEACHER MANAGEMENT INFORMATION SYSTEM (TMIS), CHALLENGES AND LESSONS

PRESENTED BY

DR MUGISHA ANNET K
ASSISTANT COMMISSIONER

AT THE INTERNATIONAL TEACHERS' TASKFORCE FORUM MEETING
JOHANNESBURG, SOUTH AFRICA

(WWW.TMIS.GO.UG)
What is TMIS

Teacher Management and Information System (TMIS)

• It is a simple user-friendly approach that supports a harmonized and timely access to teacher information at all administrative levels of Ministry of Education and Sports
• Developed for registration of teachers
The Ministry of Education and Sports is located somehow at the centre in Kampala capital city:

- From Karamoja region 489 km
- Kisoro to Kampala 475km
- Moyo to Kampala 383 Km

TMIS Teachers’ relief
WHY TMIS

✓ User-friendly approach that provide access to teachers’ information on demand: at all levels: nursery, primary, secondary teacher..... and have all your documents

✓ Solves the problem of disjointed teacher records across ministries.

✓ Speeds up document processing, and improves performance and follow up

✓ It helps to minimise/eliminates ghost teachers
TEACHER REGISTRATION PROCESS: MANDATORY DATA REQUIREMENTS

✓ NIN
✓ IPPS Integrated Personnel Payroll System
✓ Grading category eg Diploma or degree
✓ Teaching category eg Nursery/Grade III.
✓ Employment category eg
✓ Subjects Taught
✓ Place of work (Regions, Sub counties)
✓ Religion
✓ Multiple Grading
TEACHER REGISTRATION PROCESS AND WHAT TO NOTE

✓ File uploads
✓ File formats
✓ Email types
Requirements

- O’Level and A’level documents: Pass slips and certificate
- Certified documents by the institutions
- National Identity card
- Get an email address (gmail)

Upload your documents

- In a pdf format in one file
- Fill the form correctly
TEACHERS’ LANDING PAGE FOR REGISTRATION
TMIS WEBSITE LANDING PAGE FOR APPROVAL
Correctly filled in data

- Level 1 – verified documents by the awarding institutions
- Level 2 – Verification and grading
- Level 3 – verify and Issue a certificate
Certificate of Registration

(Issued under Sections 11, 12 and 13 of the Education Act 2008)

This is to certify that

KIBENGE, AGGREY

Having completed satisfactorily a teacher training course approved by the Ministry has been registered as a GRADE V TEACHER with effect from 18/09/2018. His/Her registration No. is 27991500561706.

Date 18/09/2018

For

DIRECTOR FOR HIGHER TECHNICAL, VOCATIONAL AND EDUCATIONAL TRAINING.
KEY ISSUES TO NOTE AT STEP 2

The teacher should indicate correctly:

- Teaching level, region and religion
- The teaching category
- The employment status
- The employment category
CHALLENGES

• Only one module has been activated
• Lack of technology skills
• Lack of equipment in some parts of the country
• Unreliable connectivity
• Mindset
• Carelessness
LESSONS LEARNT

• This system (TMIS) has a number of functions/modules and can change many things in the way teachers transact business:
LESSONS LEARNT CONT’D

➢ Requests for that can be done electronically:
  - transfer of service
  - leave
  - termination of active service to being a pensioner
  - verification of qualified teachers
  - faster and more accurate decision making by managers

➢ Sensitization should be continuous
Thank you for listening to me
International Task Force on Teachers for Education 2030

Using enhanced data to improve teacher management

Martin Gustafsson
Department of Basic Education/Stellenbosch University
South Africa
February 2024
My focus specific focus will be on generating projections of teacher numbers and their unit costs in the coming years.

I’ll draw from work done since 2022 by the South African Department of Basic Education with partners, including RESEP at Stellenbosch University.

tdd.sun.ac.za
So much of what can be done is determined by the available data describing the baseline and recent trends.

Enrolment, by specialisation and language of instruction

Population trends by region

Teachers by age and...
  ...by salary level and rank
  ...by first/last appearance year
  ...outside teacher employment
  ...by level/subject qualification
  ...by language

ATTRITION RATES BY AGE!

Newly graduated teachers
  ...by level/subject qualification
  ...by language fluency

Official demographic statistics
  [Trends perhaps okay, less so levels – use EMIS data to verify]

Population projections, UN and perhaps local

Payroll data
  [Probably not the ideal source of all teacher data]

Household data

Other individual teacher data (EMIS?)

Data on graduates from training institutions
  [Data privacy questions and data linking]
And skills?

• General data management skills – remember datasets can be large
• Teams of both data and policy specialists who can make sense of recent trends
• Some programming skills, e.g. VBA in Excel often relatively accessible
An example from one of our reports

Width of bubbles reflect people.

Clearly, changing age distributions influence average unit cost.
Thank you!

www.education.gov.za
facebook: DBE SA
twitter: @DBE_SA
callcentre@dbe.gov.za
callcentre: 0800 202 933
Data Informed Decision

Mohammad Momani
Jordan
Key points

• MOE statistics
• MOE budget
• Human resources development strategy
• Education strategic plan
• Economic modernization vision
Data analysis: sources of data

• Open emis, gis
• Employees platform
• Teacher training platform
• Teacher Demand and Supply Model (TDSM)
• Education quality data platform (expected to be delivered in July 2024)
إدارة نظام المعلومات

MIS
Data Informed Decision – A Case study of the TDSM

USAID Pre-Service Teacher Education in Jordan Activity
Teacher Training Platform Solution
منصة الموظفين

moe.gov.jo
Thank you all
SIERRA LEONE TEACHING SERVICE COMMISSION

TOPIC: TEACHER SHORTAGES & INEQUITABLE DISTRIBUTION IN SIERRA LEONE


Date: 26th - 29th February 2024
Venue: Johannesburg - South Africa
PRESENTATION FROM THE SIERRA LEONE TEACHING SERVICE COMMISSION

PRESENTER:
Alimamy Bundu Kamara
Deputy Director
Teacher Management Department
SIERRA LEONE TSC DELEGATION

- Lansana Wuie Keifala - Chair
- Sorie Ibrahim Turay - Executive Secretary
- Alimamy Bundu Kamara - DDTM
SUB-TOPICS

- BACKGROUND
- PTR & PQTR
- RURAL AND URBAN PTR & QPTR
- GENDER DISTRIBUTION
- SUBJECT TEACHER SHORTAGES
- SOME RESPONSIBLE FACTORS
- RECENT INITIATIVES TO ADDRESS SHORTAGES
- FEEDBACK AND DISCUSSIONS
Sierra Leone is a signatory to the SDG in 2015
SDG4c is a great concern to us as a nation
Government allocated 21% of the national budget to education in 2018 to date.
Introduced Free Quality School Education (FQSE).
Approved New Schools
Increased enrollments of pupils.
Demand for teachers increased.
Corresponding increase in the demand and supply of teachers.
PUPIL TEACHER RATIO

➢ PRE PRIMARY  = 26
➢ PRIMARY  = 42
➢ JUNIOR SEC. SCHOOL  = 27
➢ SENIOR SEC. SCHOOL  = 36

➢ AVERAGE  = 36

(ASC,2022)
<table>
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<th>NO</th>
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<td>AVERAGE</td>
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PQTR - RURAL VS URBAN DISTRIBUTION
(FAB INC)

2022 PQTR

- RURAL: 44%
- URBAN: 76%
RURAL VS URBAN TEACHER MOVEMENT

➢ Teacher retention is high in the rural area if recruited there.
➢ Teacher deployment from urban to rural is weak.
   - The movement of teachers is between 3 - 5 miles especially when on the payroll.
➢ 78,832 are in public schools
➢ 36,684 on the payroll
Using GIS routed distances shows actual time and distances traveled to remote schools:

- Remote schools that are more than 5km (one hour’s walk) from an urban center have the greatest challenges in attracting qualified and specialized teachers.

- Using GIS to determine routed distances shows actual time and distances traveled by teachers.
TEACHER GENDER DISTRIBUTION (ASC, 2022)

- **FEMALE**: 29
- **MALE**: 71
At secondary level there is an extreme shortage in maths and science specialists.
SOME OF THE FACTORS RESPONSIBLE FOR TEACHER SHORTAGES

- Increase in pupil enrolment and approved schools
- Lack of teacher deployment resources
- Low salary
- Inadequate social amenities
RECENT INITIATIVES TO ADDRESS SHORTAGES

- Retirement of STEM/STEAM teachers 60yrs - 65yrs
- Establishment of Subject Teachers Association in school district and regional Levels.
- The Presidential National Best Teacher Awards as a motivation.
- Training of early grade teachers.
- Registration and Licensing of teachers
- Teacher data collection systems: TRM, EMIS, TMIS, Teacher & Pupil attendance monitoring system.
- Recruitment of 13,800 teachers.
PARTNERS IN TEACHER DATA MANAGEMENT

- WORLD BANK
- IRISH AID
- FAB INC
- The Learning Generation
- CGA
- FCDO - Leh Wi Lan
- EdTech Hub
- MBSSE
- GPE
- EU
- Commonwealth of learning
END OF PRESENTATION

THANK YOU
Breakout session 3.3
Forging a new Agenda for the teaching profession

With the onset of the fourth industrial revolution that focuses on artificial intelligence and other advanced technologies, innovation and creativity are becoming more desired attributes in global workforces. This breakout session explored how the changing global work environment applies to teaching and how education systems can adapt all aspects of their future recruiting and training pipelines to remain a viable profession in a rapidly changing world. It further addressed pathways to making the profession more attractive.
Teaching in Africa Today and Tomorrow

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Teaching in the 21st Century will be defined basically by globally competitive teaching standards, e-teaching capabilities, and the professional personality of the teacher.
Africa has to deal with these three dimensions simultaneously to ensure high quality teaching and learning today and to remain relevant in the future.
1. Teaching Standards

- We cannot “build something on nothing” as they say in Law. Teaching standards are the foundations for professional excellence. If the standards are not well understood, conceptualized, developed and implemented, then we are dealing with a serious challenge.

- The African continent is still dealing with this challenge and has to get it right in order to leapfrog unto professional excellence.

- Surveys and situational analysis by UNESCO-IICBA, AFTRA, EI Africa Region, etc., reveal an uneven success across Africa with respect to the implementation of the teaching standards. This is why UNESCO, through its Shanghai Funds in Trust (FIT) projects is currently doing a lot on this in Africa.
A bit of a background here is important.

The TTF 10th Policy Dialogue Forum in Lome, Togo (2017) brought the critical importance of teaching standards to the fore. This was followed by Teaching Standards frameworks at the global level by UNESCO/El (2019) and continental level by the African Union (2019).

However, the ILO/UNESCO (1966) Recommendation concerning the status of teachers, and UNESCO (1997) Recommendation concerning the status of higher-education teaching personnel, were the earliest global policy instruments on the professionalization of teaching. The 1966 instrument came just a year after the first teaching council was established – The General Teaching Council for Scotland (1965).

The entrenchment of the tenets of these instruments are still evolving. We have to worry about their implementation today for us to have a better teaching profession tomorrow.
2. E-Capabilities of the Teacher

- Schools in most of Africa were shut during the Covid-19 pandemic. This signals an area that must be urgently addressed.

- E-capabilities of the teacher will ensure quality delivery of teaching and learning in normal times but also resilience in times of emergency.
There are issues such as:
- One laptop per teacher
- Access to official computers and laptops
- Computer hubs in and for schools
- Teacher capacity building
- Internet access
- Cost of internet data (free access to educational sites)
- Power supply (electricity) to schools
- Digitisation of school curricular
- Ability not only to deliver lessons real time/online (synchronously vs. asynchronously) but also to assess learning adequately through same means. For many e-learning programmes, learning assessment has not been possible online.
The DOTSS Framework
(AUC/UNICEF, 2020)

- **Digital connectivity of schools**: For schools and other learning institutions assisting deprived communities.
- **Online learning**: Provide distance learning content, deploying radio, television, podcast and online/e-learning.
- **Teachers as facilitators and motivators of learning**: Teachers to deploy relevant technologies; Ministries to provide guidelines and support to parents for home schooling.
- **Safety online and offline** – For learners and teachers.
- **Skills focused learning**: Curriculum focus on life-skills and entrepreneurial capacities.
3. The Professional Personality of the Teacher

- The netizens (the digital generation) are impatient with activities and lifestyles that seem to be outdated, and which do not attract quick and commensurate returns to their efforts.
- Therefore, the transformation of the profession in terms of legal, economic, social and psychological dimensions will be critical. Otherwise, in-takes into the profession will continue to depend on candidates rejected by the other professions and those who only want to use teaching as a stepping-stone.
- In other words, we have to deal with both the tangibles (provision of laptops, etc.) and intangibles (the personality and soft skills) of the teaching profession.
- The **legal** personality of the teacher has to do with enactment of a **law** that legally recognizes teaching as a profession.
- The **economic** personality is about the ability of the teacher to meet the **basic necessities** of life.
- The **social** personality is the **attractiveness** [recognition, dignity and social positions] of the teacher in society.
- Psychological personality is about the self-esteem of the teacher.
CONCLUSION

The issues raised encompass foundational as well as futuristic dimensions for repositioning teaching for excellence in the 12th century.
Consult the up-to-date programme, available interpretation, and information on the sessions
https://bit.ly/14TeacherPDF

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