

Study of Teachers for Children Marginalized by Social Origin, Economic Status or Location

Presentation by
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A cooperative project* : Acknowledging the team

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Goal: Inform policies to ensure equitable teacher distribution cross-nationally

- Teacher shortage has led to severe negative consequences for marginalized children (UNESCO, 2010).
- Marginalized children in many countries must contend with a “teacher quality gap”.
- There has been limited research exploring effective policies and practices to ameliorate teacher quality gaps between less and more advantaged children.
- It is the goal of this project to address this gap in our knowledge.

Key outputs

- Systematic review of the existing literature.
- Cross-national analysis of large-scale secondary data (quantitative component)
 - Asia
 - Africa
 - Latin America
- In-depth country case studies (qualitative component)
 - India
 - Mexico
 - Tanzania
- Synthesis report

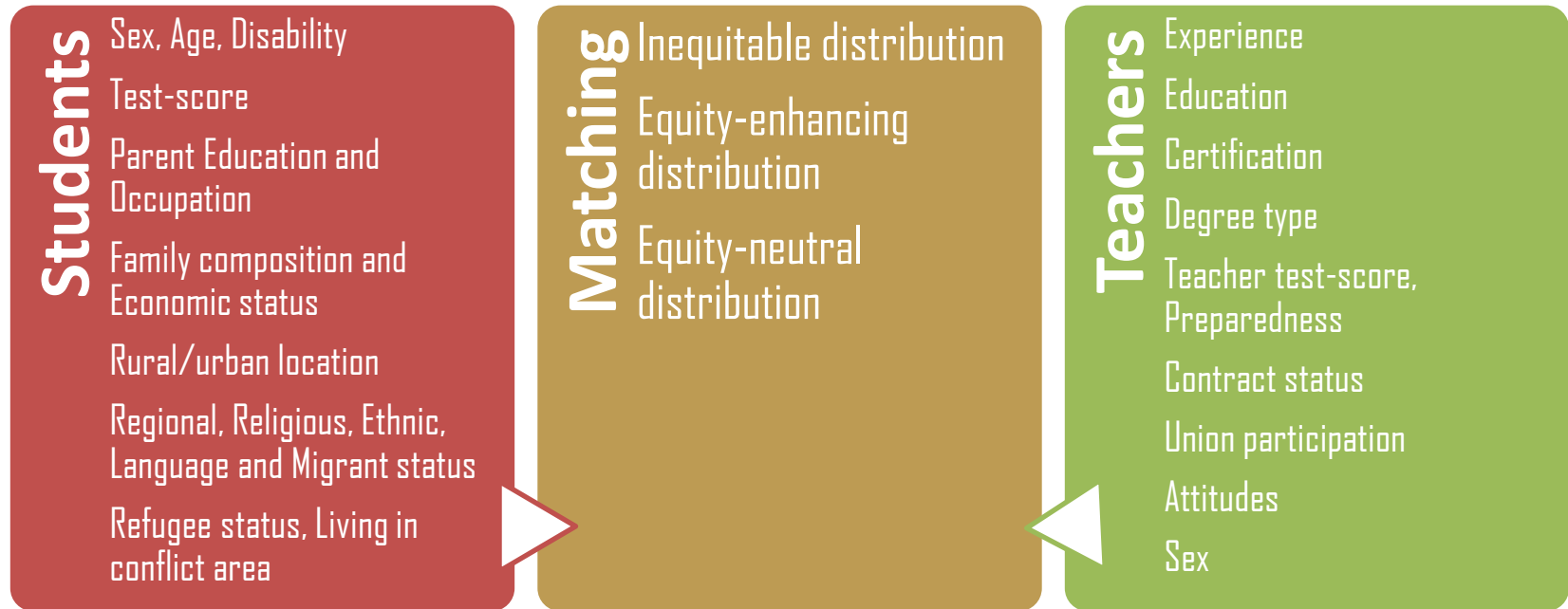
Systematic Review of Literature

- Over 100 articles/reports/monographs from 10 different search engines.

Three part review document

- Describing the problem of teacher shortage and unequal teacher distribution
- Investigating factors associated with the composition and distribution of teacher labor force
 - Supply side (teacher preference)
 - Demand side (national, state and local policies)
- Identifying best practices from across the globe
 - Preparation, Hiring, Assignment, Retention, Incentives

Cross-national analysis: Student-Teacher Matching: Who teaches marginalized children?



○ **Asia:** DISE (India) and TIMSS (Hong Kong, Indonesia, Malaysia, Mongolia, Taipei, Thailand)

○ **Africa:** PASEC (Benin, Guinea) and SACMEQ (Botswana, Kenya, Malawi, Mozambique, Namibia, South Africa, Tanzania)

○ **Latin America:** SERCE (Brazil, Colombia, Cuba, Chile, Guatemala, Peru, Uruguay, Mexico)



Cross-national analysis: Student-Teacher Matching: Who teaches marginalized children?

For each of our 24 study countries we answered:

- Who are the children? (Grades 5, 6, 8)
- Who are their teachers?
- What do their schools look like?
- Who teaches whom?
- Who teaches where?

Cross-national analysis: Student-Teacher Matching: Who teaches marginalized children?

- Across 24 countries strikingly similar patterns of **inequitable** teacher distribution when comparing teachers of marginalized children to their counterparts.
 - Marginalization implies: rural, underperforming, poor children, with less educated parents, children with disabilities, who do not speak the national language and are discriminate against because of gender.
- ‘Qualification-Gap’: Teachers of disadvantaged children are less trained, less qualified, less prepared.
 - We are also noticing some important cross-national and cross-regional differences but we need to investigate these more closely.
- ‘Demographic-Gap’: Teachers of disadvantaged children more likely to be male, young and inexperienced.
 - This pattern reoccurs with striking consistency across diverse countries.

In-depth country case studies : The Distribution and Composition of the Teacher Labor Force

Social, Economic, Political Environment

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graph TD; A[Social, Economic, Political Environment] --> B[Supply side (teacher attributes and preferences) & Demand side (national, regional, local policies and priorities)]; B --> C[Recruitment || Retention || Retirement]; C --> D[Composition of teacher labor force (who teaches?) & Distribution of teachers (who teaches whom?)]
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Supply side (teacher attributes and preferences) &
Demand side (national, regional, local policies and priorities)

Recruitment || Retention || Retirement

Composition of teacher labor force (who teaches?)
Distribution of teachers (who teaches whom?)

In-depth country case studies : The Distribution and Composition of the Teacher Labor Force

- Study countries: India, Mexico, Tanzania (specifically 2-3 specific regions within each country)
- Focus on policy making and implementation as they pertain to equitable teacher practices and policies in the study countries.
- 20-25 interviews with officials and stakeholders in each country.
 - Public officials, NGOs, Principals, Teachers, Teacher union representatives
- Interview protocols have been approved by appropriate institutional review boards. They focus on:
 - Resource Distribution, Teacher Recruitment, Retention, and Retirement and Teacher Allocation and Distribution

Who are the marginalized?

Teachers for children with disabilities

- To achieve education for all it is important for the education of all teachers to systematically include children and students with disabilities (CWD).
- This is a neglected element especially because teachers of mainstream classes receive inadequate or non-existent training and professional development
- Exclusionary attitudes and cultures in their countries influence many teachers negatively towards children with physical and mental impairment
- Teachers feel ill prepared and often unwilling to make changes required to include CWD.

Who are the marginalized?

Teachers for children with disabilities

- Governments too compound the problem with inaccessible buildings, rigid curricula, assessments and failure to provide sufficient inclusive teaching materials and support.
- Unreliable data on number of school age CWD, or proportion either enrolled or completing basic/primary education.
- Large numbers of children with disabilities do not enrol (UNESCO,2010) & Inclusion International estimates that 40% of all children out of school have disabilities.

Paradigm Shift: UN Convention on the Rights of Persons with Disabilities

- In 2006 a paradigm shift occurred with the UN Convention on the Rights of Persons with Disabilities
- A shift from a traditional/medical model to a social/human rights model
- CWD are viewed as subjects with rights capable of making decisions in their own lives rather than objects of charity
- Child centred teachers who think flexibly and value all learners

Paradigm Shift: UN Convention on the Rights of Persons with Disabilities

- Inclusion of CWD welcoming & supportive local school
- Identifying and addressing barriers through structural change
- Pre-service teachers with regular & systemic course contact with persons with disabilities more likely to be positive about including students with disabilities.
- Teacher stress about inclusion is addressed by exposing them to people with disabilities.
- Once inservice teachers changed their attitudes they found they already had skills & knowledge to be good inclusive teachers

Paradigm Shift: UN Convention on the Rights of Persons with Disabilities

- In Burkina Faso, teachers became enthusiastic about inclusive education when the training content related to everyday concerns and there was practical work in schools, where teachers were able to create solutions to real issues (Gansore, 2006).
- A successful alternative is clusters of schools around resource centres, with a combination of withdrawal training for in-service staff, backed up with outreach to the classrooms.
- Staff need to be incentivised and advisory teachers need to be of sufficient quality and reliability to visit their school consistently.

Paradigm Shift: UN Convention on the Rights of Persons with Disabilities

- Ways of sustaining methodological changes in schools are essential.
 - There are many examples of NGO initiated projects that last as long as the funding, only to revert back to previous poor practice once the project finishes.
 - The more 'ownership' there is by teachers and district officials in working in partnership with parents, NGOs and DPOs, the more likely it is to be sustainable. I
 - In Vietnam, the model of 'key teachers' acting as resource persons, with particular competence and interest in inclusive education, proved successful (Nguyet, TH and Ha, LT (2010) p18).
- In Lao PDR, committed principals were developing more inclusive practices.
 - They attended trainings and refresher courses, maintained collaboration with district support advisors, networked with other principals, observed teachers,
 - encouraged creativity and innovation, collaborated with teachers, parents and community, with high expectations of themselves and learners (Grimes ,2009 p.94).

The Rights, Education, and Protection (REAP) project

- With support from the Australian Government, UNICEF Education is undertaking the Rights, Education, and Protection (REAP) project .
- It is aimed at enhancing education and child protection systems to be sensitive, responsive and inclusive of children with disabilities.
- REAP is enabling UNICEF to strengthen its approach to IE, as well as provide guidance to countries and implement new programmatic responses on including children with disabilities in quality education settings.

The Rights, Education, and Protection (REAP) project

- Strategically targeting a gap in teacher education as a priority for action.
- Including CWD will require instituting relevant teacher education that includes developing globally relevant guidance on teacher education for children with disabilities
- This guidance will cover initial teacher training, in-service training for current teachers and advanced leadership training for principals and school leaders, as well as teacher trainers themselves.
- Grounded on evidence-based theories and existing knowledge on teacher education for children with disabilities.

Questions, limitations, challenges

Conceptual challenges

- Defining 'teacher quality'.
- Defining marginalization
 - Is it possible to systematically focus on children who are out of the school system?

Measurement challenges

- Obtaining measures of teacher quality and qualification
- Obtaining measures of marginalization

Children with disabilities (CWD) challenges

- How all children with disabilities can be accepted and supported by their teachers and peers in a mainstream school?
- Inadequate reliable data on the number of school age CWD or the proportion either enrolled or completing basic education in middle and low income countries