



# Indicators for Teachers and Teaching Expert Group Meeting

Paris, 3-4 October 2012

Dennis Sinyolo, EI Senior Coordinator, Education  
and Employment



If you can read this, thank a  
teacher!



# Outline

- Key policy challenges in teaching and the teaching profession
- EI work related to indicators for teachers and teaching
- Implications for developing indicators on teachers and teaching



# Key policy challenges

- Deprofessionalisation of the teaching profession:
  - Teacher shortages-over 2 million teachers needed to achieve the goal of universal primary education by 2015
  - Recruitment of unqualified, under qualified or contract teachers to meet teacher shortages and to “reduce” costs
  - Low salaries and poor/deteriorating conditions of service for teachers
  - Deskilling and loss of professional status for migrant teachers



## Key policy challenges (cont.)

- Casualisation of the teaching profession through short-term contracts (less pay; no job security; no social security...)
- Accountability mechanisms based on competition rather than cooperation among teachers and schools
- Linking teacher performance and remuneration to standardised assessments and its impact on the school curriculum and learners



# What can we do about these challenges?

- To address the qualified teacher gap-for all levels of education, including early childhood, primary and post-primary education (UIS to calculate the entire teacher gap)

## **ADOPT A LIFE-LONG LEARNING APPROACH TO TEACHER EDUCATION**

- Governments to invest in initial teacher preparation, to recruit and deploy female and male teachers in such a way that **every child is taught by a qualified teacher**
- Governments need to institute induction programmes for all newly-qualified teachers and to invest in in-service training for all teachers and school leaders
- Governments and employers should improve the salaries and conditions of service for all teachers



## El work related to indicators for teachers and teaching

1. *ILO Recommendations & EI's report to CEART*-the ILO/UNESCO Recommendation concerning the Status of Teachers (1966) is an important normative framework defining teacher preparation, employment & career, and conditions for effective teaching & learning
  - EI's survey and report to CEART (meeting in Geneva, 8-12 October 2012) highlights a number of challenges faced by teachers at all levels of education-deprofessionalisation, casualisation, privatisation and an attack on the human, professional and trade union rights of teachers



## El work related to indicators for teachers and teaching

2. *El Declaration on Professional Ethics*: The declaration represents the individual and collective commitment by teachers and other education personnel to students; colleagues; management; parents & the community
  3. *Teacher competence profiles (CPs)*: A teacher CP defines the knowledge, skills and attitudes or other attributes required for effective teaching and learning
- In 2012, EI and Oxfam Novib developed *Guidelines Towards the Development of Teacher Competence Profiles*, following a study carried out in 2011





## An example: competences from Uganda CP

Knowledge Competences	Skills Competences
<ul style="list-style-type: none"><li>• Content knowledge – knowledge of curriculum content</li><li>• Pedagogical knowledge – knowledge of approaches, methods and techniques of teaching</li><li>• Professional knowledge - knowledge of statutory instruments and other legal frameworks which govern the teaching profession</li><li>• Contemporary knowledge - knowledge of current and other emerging issues in education.</li></ul>	<ul style="list-style-type: none"><li>• Practical skills - skills for doing</li><li>• Mental skills – skills for reasoning</li><li>• Pedagogical skills – skills for teaching</li><li>• Research skills - skills for finding information</li><li>• Leadership and management skills – skills for directing activities within the school</li><li>• Life skills – skills enabling individuals to respond appropriately in given life situations.</li></ul>



# Teacher Competence Profiles (cont.)

Major lessons from EI/ON study and pilots on teacher competence profiles:

- competency vs competence
- checklist vs holistic approach
- narrow and rigid vs broad and flexible approach



## The “dos” and “don'ts” in the development of CPs

Dos	Don'ts
Take context into account	Avoid a one-size –fits-all approach
Involve teachers and a broad range of stakeholders in the development of the CP	Avoid the narrow checklist approach
Ensure that the CP is aligned to the training and evaluation profile and the school curricula	Do not limit the development of the CP to a small group of experts or policy makers
Pilot and validate the CP	
Widely disseminate the CP	



## Implications for developing indicators on teachers and teaching

- Ensure that the process is inclusive-involvement of teachers paramount
- Avoid a narrow, rigid prescriptive approach- focus on a generic framework which can be adapted to local conditions
- Ensure that the indicators on teachers and teaching are agreed with representatives of teacher organisations



## Possible domains or indicators

- Quantity: Number of teachers at all levels of education-ECE, primary, lower secondary, upper secondary, VET, higher education e.t.c. disaggregated by gender, age group, highest level of professional qualification e.t.c.
- Quality: qualified teacher: student ratios; professional development opportunities for teachers & school leaders e.t.c.
- Conditions for effective teaching and learning: facilities & resources, safety and security e.t.c.
- Social dialogue, salaries and conditions of service: institutionalised social dialogue, collective bargaining, salaries of teachers compared to cost of living & other comparable professions, housing e.t.c.



# Thank you!

[dennis.sinyolo@ei-ie.org](mailto:dennis.sinyolo@ei-ie.org)