

Report On the

Teacher Development for Inclusive Relevant Quality Education

submitted to the

E9 meeting on Teacher Development for Inclusive Relevant Quality Education

Prepared by

Dr. Reda Hegazy

Egypt focal point for the "international Task on Teacher for Education for all"

Director of the Regional Center for Adult Education - Srs Allian – Menoufeya

(ASFEC)

May 2012

The four issues:

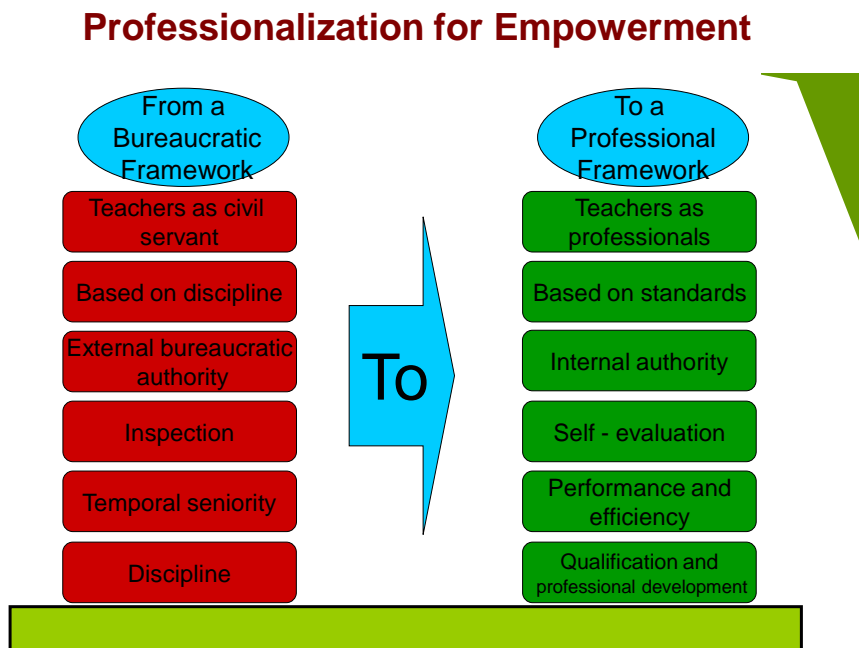
- **Qualifications framework and competency standards .**
- **Management of teacher education to deliver quality inclusive education.**
- **Teacher education and training to deliver quality inclusive education.**
- **Financing for the inclusion of teacher training quality inclusive education.**

First : Qualifications framework and competency standards

The faculties of education provide two initial teacher education programs—concurrent (BScEd & BAEd) as well as a consecutive general diploma in education (one year in duration for a variety of non education specializations). Students of the concurrent programs study academic subjects in their area of specialization in addition to educational ones. Students with non educational degree should complement their studies by getting an education diploma in which they study educational subjects to prepare them for the teaching career. Education Faculties also provide postgraduate accredited programs: Special Diplomas, Master and Doctoral Degrees.

. The ministry of education establishing the "Teachers' Cadre" as The Government of Egypt has issued the new law No. 155/2007 and its executive order, as amendment of Education Law No. 139/1981 . Eventually, the new law came to be known as the " Teachers' Cadre Law". The "Teachers' Cadre " Law provided a career path tied to teachers' performance, graduation in the teaching sphere and pay compensation linked to achievements. Specifically, implementation of the cadre included:

- (a) Development of career paths for qualified teachers by the MOE.



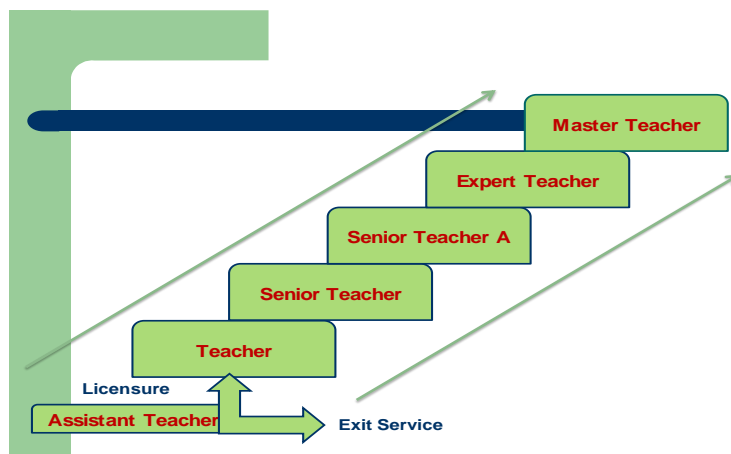
(b) a professional development system enabling qualified teachers to expand their pedagogical knowledge and skills, and linked to promotional opportunities;

(c) development of performance standards detailing standards for promotion under the Cadre; and

(d) the provision of the necessary resources for the Cadre in the budget allocation.

(E) Teachers will be moving from one level in the Cadre to the higher level based on their further education, training and positive performance evaluation. The diagram below shows six rank positions that start from

"Assistant Teacher" up to "Senior Teacher", to establish career paths which provide teachers with options for development and promotion..



The following table indicates how advancement within the profession, qualifications and standards are interwoven into a clearly structured career with differentiated remuneration at each level.

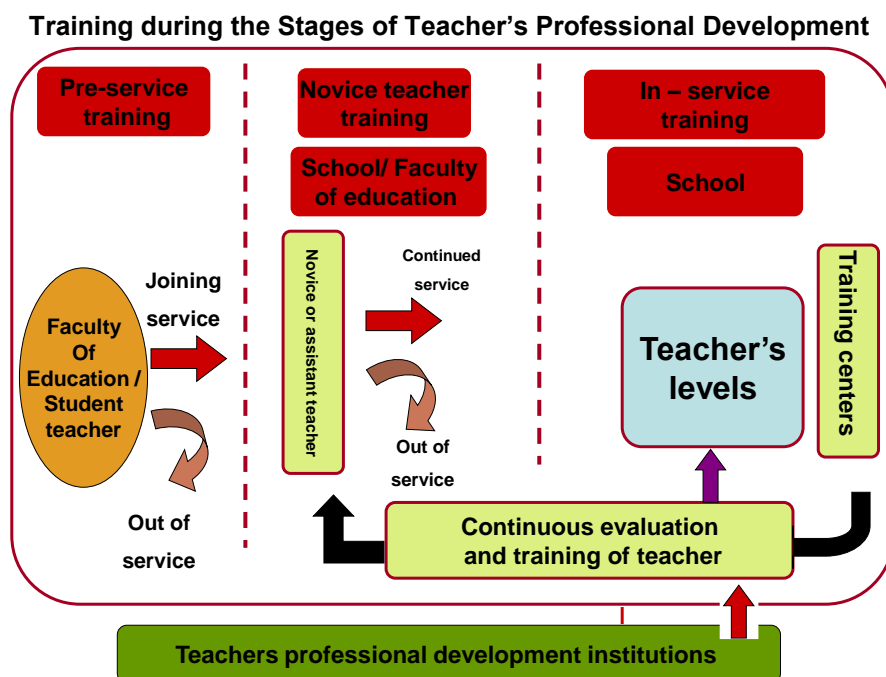
Table (1)
Teaching career: Promotion, Remuneration, Standards/ Criteria

Career Stage	Time (spent at each 'stage')	Criteria/ Standards	Promotion determined by:
			a) written examination (WE) only b) WE + reports from school, c) other-- specify
1. Assistant teacher	1- 3 years	1. To obtain a licence to practice the job of promotion. 2. To be in possession of the Egyptian nationality, or one of the countries that the Egyptians are treated equally in the public jobs. 3. To obtain university educational certificate or appropriate university certificate as well as an appropriate (educational rehabilitation certificate, Issued by the Minister of Education. 4. To have training course tailored according to the Requirements of each Career Stage. 5. to pass the test provided for that job.	1. spend at least five years of work in actual practice in the job pervious to the prospective promotion job or it's a equivalent in accordance with the rules and regulations established by the Minister's decree.
2. Teacher	5 years		2. Get a performance evaluation report with grade at least "above average" for the previous two years prior to the prospective promotion. 3. To have training course tailored according to the Requirements of each Career Stage. 4. to pass the written examination (WE) provided for that job. 5. To have a Portfolio including all achievements.
3. Senior Teacher	5 years		
4. Senior Teacher (A)	5 years		
5. Expert teacher	5 years		
6. Master Teacher	Till the end of life career		

Second : Management of Teacher Education To deliver quality inclusive education

The Ministry of education, Developing training programs that are necessary to achieve the professional development of the teaching staff To deliver quality inclusive education:

- Suggesting and developing policies and systems for evaluating the teaching staff's professional performance.



- Participating in setting and developing the standards required for the quality of the teaching staff's performance.
- Supporting training and evaluation units in schools to promote teachers' professional performance.
- Cooperating with Faculties of Education, research and training centers, and professional development agencies.
- Managing advanced training programs through effective partnership with universities, research and training centers, professional development agencies, and relevant non-governmental organizations.
- Establishing the Teachers' Professional Academy for Teacher assumes the following responsibilities:
 - a) Awarding eligibility certificates stipulated by Education Law and the Law on the reorganization of El-Azhar and its institutions referred to above.
 - b) Accrediting providers of professional development programs and all training services and conducting necessary tests in this regard at the cost set by the Academy's board of directors.
 - c) Making available information systems and bases on teachers, including their qualifications, skills, experiences, the training programs they attended, and the training courses they have to

pass, and providing muddiriyas, idaras, schools, Al-Azhar Institutes Department, Al-Azhar school districts, and Al-Azhar institutes, each in its competence, of such data to help them with decision-taking.

- d) Giving opinion on, reevaluating and arranging the bases of developing teachers' job description cards.
- e) Suggesting the educational qualifications criteria to be met for each educational job and setting the tests to be taken in order to hold it.
- f) Specifying the types of training necessary to enhance the level of teachers whose performance is evaluated as being below the average or poor.
- g) Providing technical support, consultations, and technical studies in its field of specialization for the local, Arab and foreign agencies, institutions, companies and associations that may ask for them at the cost set by the Academy's board of directors.

- Teacher Support Unit (TSU) & Quality Assurance Unit (QAU)

As only a very small number of schools have, as yet, been formally accredited, these planned structures and processes are still in their infancy, but there is considerable evidence from the various field visits that progress is being made. Within the strategic plan it is intended that each Idara will have a TSU consisting of around 6 staff. Their primary responsibility is to work with colleagues to:

- Enable individual teachers identify their strengths and professional development needs as part of a process of self-evaluation and the planning of an individual professional learning programs
- Work collaboratively with teachers to develop a school improvement plan (SIP)
- Provide both leadership and support for the preparation of the school and the necessary documentation for applying for accreditation.

Third: Teacher education and training To deliver quality inclusive education:

The Strategic Plan is comprehensive. Consequently, though the focus here is on teacher professionalism, it is impossible to separate this from the other 11 “priority programs”. Nevertheless, it is a useful exercise to put teachers at the centre, and to discuss the total package of reforms from the perspective of teachers and how building their capacities in several respects, the quality of teaching, learning and leading will be enhanced. In this regard, the third element of the 12 priorities is “Human Resources and Professional Development (HR/PD)”. The five goals of this element of the Strategic Plan are identified as follow:

- (1) set-up an up-to-date decentralized HR system,
- (2) detect, attract, and train promising administrative leaders,
- (3) develop a system for the preparation of qualified cadre based on the needs of the strategic plan,
- (4) implement teachers' new cadre according to five promotion levels, and establish a professional academy for teachers.

However, even within this element of the plan, priorities have been established and stated as:

- The establishment of a Teachers' Academy to issue licenses for the teaching profession;
- Capacity building of a new training sector within the new HRD/PD system;

- The establishment of a new training system for educators, especially on new curricula, for all levels of education;
- The strengthening of distance training; and Training directed to the actual needs of individuals.

the first and most substantial factor that affects educational quality is teacher competence. Qualifying and preparing teachers has become a priority issue in Egypt. Clear evidence for this is indicated by the various national agencies that are working on qualifying and preparing teachers, (Pre-service and In-service) such as:

- Central Department for In-Service Training (CDIST)
- Centre for Curriculum and Instructional Materials Development (CCIMD)
- National Centre for Educational Evaluation and Examinations (NCEEE), and
- The Technology Development Center (TDC)
- Faculties of Education.

Fourth : Financing for the inclusion of teacher training for quality inclusive education

The budgeting process is very complicated and scattered. The sector budget is distributed among three components;

- The budget of the Ministry of Education (MoE).
- The budgets of education directorates at the governorate level (29 directorates).
- The budgets of the services authorities affiliated to the sector such as :
 - General Authority for Educational Buildings (GAEB).
 - Education Improvement Fund.
 - General Authority of Literacy and Adult Education.
 - Education Development Projects Fund.
 - Academy of Teacher Professional Development.
 - National Centre for Educational Examination and Evaluation.
 - National Centre for Educational Research and Development.
 - Service Fees Funds.

Each of these entities is budgetary authority. This means that all these entities separately negotiate their own budgets with the Ministry of Finance (MoF).

The budgets of education directorates at the governorate level (29 directorates), suggest budget according training needs of teachers and sent this proposal to ministry of education which ask (MoF) ministry of financial