Teachers and the Quality Imperative for EFA - Summing Up

International Task Force on Teachers for EFA
6-7 July 2010 Amman, Jordan
Some Constraints mentioned

- Systems not evaluated, no career progression for teachers
- Weak pedagogy. Insufficient and inadequate teacher training. Uncoordinated inservice training.
- Quite a few countries in MENA have standards for teacher performance obstructing reform process through teachers
- Lack of consensus on minimum qualifications
- Recruitment problems
- Teachers’ status is declining in most countries
- Teachers not in pace with new technology, ICT, new developments.
Some Questions raised?

- Retention: How to keep quality teachers in schools? Make the profession attractive?
- Remuneration: Need to find new ideas/innovations to meet teachers’ salaries.
- Relevance and Quality: Questions raised about pedagogy, language of instruction? How can teachers keep pace with new technology, ICT, new developments? Teachers responsive to emerging issues (climate change, globalisation etc.). Quality education is also about values, good citizenship, human qualities and social skills. What is a good teacher?
- Partnerships: New partnerships with key actors including teacher unions.
Some Necessary Policy Conditions

- Political will and commitment
- Ministry in the driving seat for QEFA: Build capacity!
- Strategic Partnerships
- Focus on outputs & not merely on inputs
- Equality in outputs may require inequality in inputs
- Address inequities in resource allocation including at school level.
- Shift in terms of teacher policy (changing their role at school level vs compliance mentality)
- Set the tone: Affirm Education as a right
- Address entry qualifications
- Address challenge of non qualified mathematics and science teachers
- Deployment (address disparities including within districts)
- Female teachers
- Training of trainers for quality and responding to teachers’ gap
Implications for Policy Making

- Improve the **status** of teachers and address **job security**.
- **Empowerment**: Teachers need to be empowered
- Teachers as actors of their **development** (put teachers at the core of their development, establish new systems for continuous development e.g. teacher development centres, professional development units in schools)
- **Broader vertical career path**: greater involvement of teachers in curricula development, supervision, administration etc.
- **System Support**: Exchange of experience and peer learning to create support, self evaluation of teachers, etc.
- It means having a **vision of a professional development system for teachers** (e.g. in Arab States): selection of the best to become teachers.
Implications for Policy Making

- **Efficient planning** including to build resilience of the educational system to enable teachers to respond to emerging challenges (ICT, globalisation, climate change, unsustainable development, fragility, post disaster and post conflict etc.) and maintain good citizenship, human values etc.

- Resilience of the system to absorb the impact of attrition, depletion, absenteeism, teacher strikes etc.
Implications for Policy Making - sustainability of the system

- Establish national/international standards for Teacher qualifications
- Re-visit Teacher Training: Quality & not just duration!
- For good Teachers, focus on the Trainers
- Address local contexts and demand (local language instruction, female teachers, disparities and inequities).
- Manage quality imperative and financial constraints
- Need for accurate data
- Connect supply-distribution-quality-cost in planning
Run Up to 2015?

Making Teachers part of the solution instead of part of the problem

- Teachers as the entry point to the Quality equation
- Teachers as actors in reforms
- QEFA = a competent teacher for each classroom

A focus on Quality enables countries to move from equity of access to equity of outcomes in EFA.

Planning for provision of teachers for EFA needs to address both quantity and quality (learning outcomes/relevance/resource efficiency).
Your task as task force member? Keep the Fire Burning

Tasks of Public Leadership or catalytic leadership in your country?

- **Catalytic Raising Awareness**: focus government and public’s attention on the issue. i.e. Frame the issues in ways that will raise attention and urgency and invite a diverse group of stakeholders to join efforts to address the issue.

- **Conveners**: bring people together to address teacher related matters. Use knowledge acquired including at these policy dialogue fora, knowledge of stakeholders' interests, personal contacts and networks, and personal credibility to convince key stakeholders that mind shift or broader paradigm is needed.

- **Synergies**: bring stakeholders together to facilitate a process of stimulating multiple strategies and options for action, identifying outcomes.

- **Sustaining Action**: help implement strategies and maintain the momentum of the Task force.
Forum Website

All presentations and background material can be found under the Task Force website:

www.teachersforefa.unesco.org

JOIN THE TASK FORCE