


# **UNESCO and Partners' Project on Regional Qualifications Frameworks for Teachers in Africa**

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# Introduction

- **PACTED 1 Recommendations from Ministers:**
  - (3) - *Ensure the professional development of teachers (in formal and non formal settings) to guarantee a quality education system for Africa in the 21st century*
  - *Establish a framework for teacher professional development*
  - *Harmonize qualification frameworks and career plans of teachers*
- **PACTED Roadmap Output 1 (as a response to Recom 3?)**

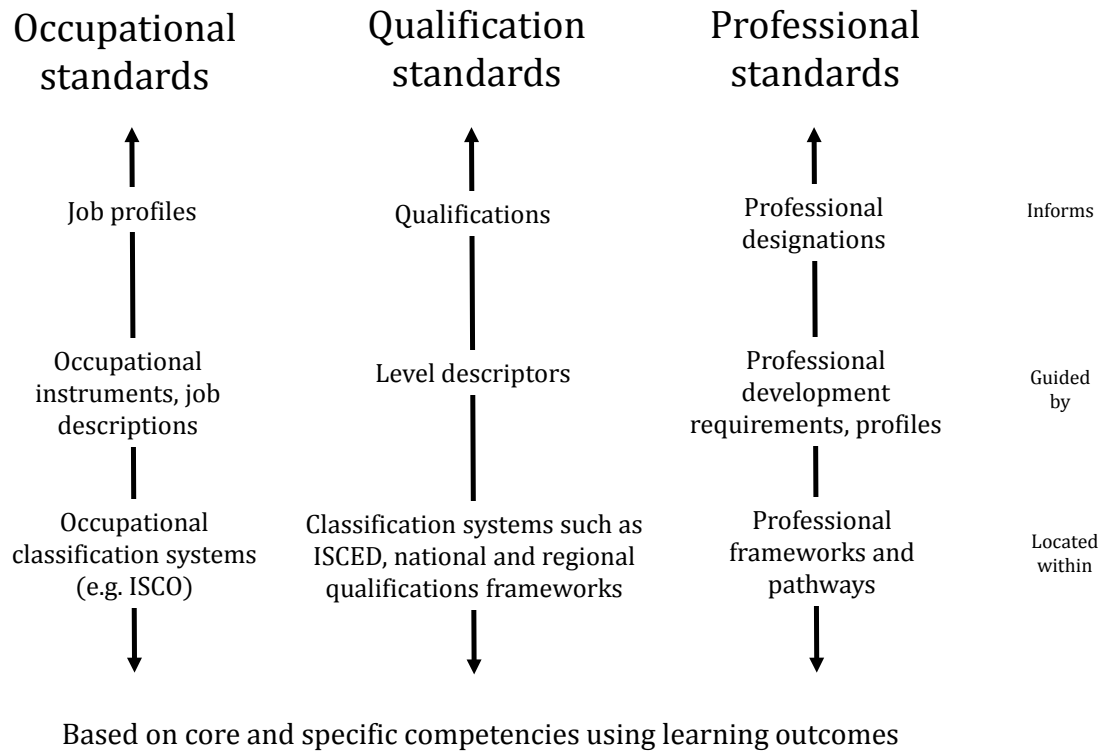
Normative definition of the the African Teacher
- **UNESCO and Partners' attempts to address the issue of professional teachers who meet quality standards and intrernational comparability requirements**

# Dakar Induction Workshop on National and Regional Qualifications Frameworks

## 25-27 June, 2012

- Conveners: UNESCO BRENDA, in collaboration with IICBA, the TPS Section in UNESCO Paris and the International Task Force on Teachers for EFA
- Twelve countries attended from the Economic Community of West African States (ECOWAS), the Economic Community of Central African States (ECCAS), and the East African Community (EAC)
- Objectives: Experience sharing and setting the stage for a future project by exploring the issues of standards in:
  1. country-specific teacher qualifications and certifications
  2. quality assurance in basic school teacher education
  3. continuous professional development of teachers

# Dakar Induction Workshop: Underpinning Concepts



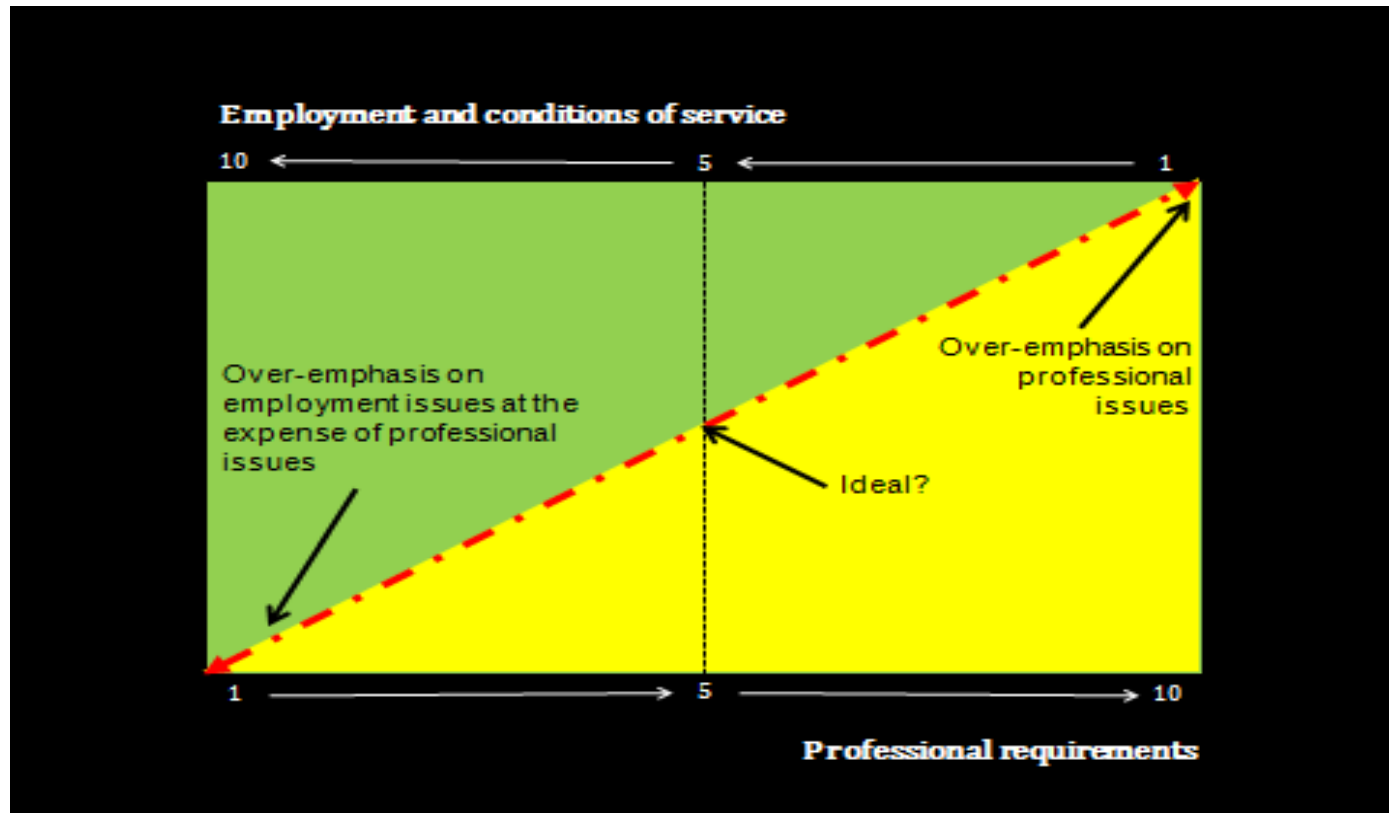
# Dakar Induction Workshop: Clarifying concepts: *Qualification “standards”*

- Qualification standards are:
  - Applicable to all qualifications, & levels on the NQF
  - Flexible and able to accommodate existing and prospective frameworks and types of qualifications
  - Defined through a collaborative process between quality assurance bodies and draws on expert panels
  - Used to evaluate qualifications for registration on the NQF
  - Used for quality assurance purposes

# Dakar Induction Workshop: Clarifying concepts : Qualifications and Certifications

- A **qualification** is a planned **combination of learning outcomes** which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, **registered** on the relevant national qualifications framework and **certified and awarded** by a recognized body
- A **certificate of achievement or competence** specifying awarding body, qualification type and title which makes a learner eligible for consideration for entry, advancement or progression in an academic, vocational or professional context
- In the Anglophone context "qualification" aims to capture the skills and the Francophone "certification" focuses on the recognition of skills

# Dakar Induction Workshop: standards setting and tensions between stakeholders



# **Project proposal on Regional Teacher Professional Standards and Qualifications Frameworks for Teachers in Africa**

**Title: Development of Teacher Professional Standards and qualifications in West, Central and East Africa**

**Duration: October 2012 – September 2014**

**Estimated cost: USD 400,000**

**The overall objective: to develop regional standards and qualifications frameworks for teacher education and professional development in the ECOWAS, ECCAS and EAC regions where the challenge of teacher quality and quality training provision to meet EFA goals by 2015 and beyond is critical.**



# Project proposal on Regional Teacher Professional Standards and Qualifications

In order to achieve the overall objective, the following specific activities will be undertaken:

- Identification of core and specific teacher competencies
- Develop regional teacher standards
- Pilot the developed standards
- Support countries with the development of national teacher standards
- Support countries with the development of national teacher qualifications
- Support countries with the development of national and regional qualifications frameworks, but with a specific focus on teacher qualifications.

# Project methodology

- Conduct desk studies, field data collections, interviews, surveys and consultation workshops with key stakeholders in each of the three regions.
- Identify relevant international good practices on professional standards with the goal of enhancing teachers capabilities
- Systematize existing policies and/or practices on professional standards in the selected regions and countries
- Develop a methodological framework that can be used for specific countries to develop or improve their own professional standards
- Conduct a workshop with regional and national teams to review the current practices and introduce the methodology for the development of professional standards
- Identify gaps to be addressed and produce a report that includes recommendations and a proposal of framework on professional standards.

# Project partnerships and coordinating mechanism

**Partnerships:** Joint venture between UNESCO ADEA, CONFEMEN, The Task Force on Teachers for EFA, COL, Commonwealth Secretariat, UNICEF, ILO, Education International (EI), Higher Ed Institutions, Institutional partners, African Development Bank (AfDB), the AUC and RECs, and other relevant organisations in a synergetic approach.

## **Two levels of coordination:**

- Creation of African Task Team on Teacher Qualifications and Professional Development with an advisory and oversight role to provide guidelines and to communicate with governments and financial partners.
- Creation of a Regional Task Team on Teacher Qualifications in each REC

# Project implementation: Collaboration and support for the development of teacher professional standards

- Putting in place regional and collaborative mechanisms to liaise with Inter-Agency Task Team (IATT in ECOWAS) and Technical Committee on Certification and Accreditation (TCCA, in the Southern African Development Community, SADC) .
- Regional launching workshops on regional standards for teacher education and continuous professional development for country representatives (all countries to invite in each region), Countries' workshops with the technical support from the African Task Team: Design tools to map competencies/skills, competency profiles for teacher education and CPD.
- Regional meetings to share findings.
- Exploring possibilities for the support for the creation of NQF structures in countries, with a specific focus on the inclusion of teacher qualifications.
- Countries drawing on regional standards to develop their home-based NQFs.

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- Thank you for your kind attention

# Inter-Agency Network for Education in Emergencies Minimum Reference Tool

- ***Teaching and Learning Standard 2: Training, Professional Development and Support***
- Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
- **Key actions:**
- ● Training available to teachers according to needs
- ● Training is appropriate to context
- ● Training is recognised and approved by authorities
- ● Qualified trainers conduct training courses
- ● Training enables teachers to become effective facilitators
- ● Training includes knowledge and skills for formal and non-formal curricula
- **Guidance notes on:**
- 1. Definition of 'teacher'
- 2. Development of formal training curricula and content by education authorities
- 3. Training support and coordination with education authorities
- 4. Training recognition and accreditation by education authorities
- 5. Teachers trained to identify needs for specific teaching aids
- 6. Teacher training on how to help learners and community prevent and mitigate future disasters