

14th POLICY DIALOGUE FORUM

Addressing global teacher shortages:

Dignifying, diversifying
and valorizing the profession

26-28 February 2024

The Capital on the Park,
Johannesburg, South Africa

PLENARY & BREAKOUT SESSION RESOURCES



Time (Johannesburg)	Recording (English)	Documents/Presentations
9.00-9.20 Opening ceremony	https://youtu.be/ZcDVDIM1YD0	
9.20-9.40 Welcome message and cultural performance	https://youtu.be/ZcDVDIM1YD0?t=768	
9.40-10.00 Official launch of the Recommendations of the UN Secretary-General's High-Level Panel on the Teaching Profession	https://youtu.be/ZcDVDIM1YD0?t=2756	Recommendations of the UN Secretary-General's High-Level Panel on the Teaching Profession (full document in English)
10.00-10.20 Addressing teacher shortages and transforming the profession: Launch of the Global Report on Teachers	https://youtu.be/ZcDVDIM1YD0?t=6169	PPT Launch of the Global Report on Teachers Global Report on Teachers presentation video (English / French) Global Report on Teachers (full document in English)
10.20-11.20 Ministerial Panel: Dignifying, diversifying and valorizing the profession	https://youtu.be/QDrwF-KTa4w	PPT Joel Kamoko, Zambia
11.40-12.40 Plenary 1: Addressing common challenges leading to teacher shortages	https://youtu.be/FmG_MIX43J0	

<p>13.30-15.00 Breakout session 1.1: Managing teacher shortages, elevating the status, and working conditions of teachers</p>		<p>PPT Addressing global teacher shortages, dignifying, diversifying and valorizing the profession in Malawi</p> <p>PPT The complexity of teacher shortage: brain drain and mobility</p> <p>PPT Teacher education: building a valued profession</p> <p>PPT Managing teacher shortages, elevating the status and working conditions of teachers</p>
<p>13.30-15.00 Breakout session 1.2: Diversifying the teacher workforce and building equity through inclusive policies</p>		<p>PPT Critical role of teachers in promoting gender equality</p> <p>PPT Diversifying the teacher workforce and building equity through inclusive policies: Principals navigating an agenda for inclusion and an agenda for excellence</p> <p>PPT Teachers for inclusive education</p> <p>PPT Empowering teachers with blended continuing professional development in Rwanda</p> <p>PPT Repository of promising teaching and learning practices</p>

<p>13.30-15.00 Breakout session 1.3: Finding and supporting teachers in emergency and crisis situations</p>		<p>PPT Supporting teachers amidst displacement: challenges and pathways for support</p> <p>PPT Development of a teacher guide for children affected by armed conflict</p> <p>PPT Finding and supporting teachers in emergency and crisis situations</p> <p>PPT Teacher wellbeing and the shaping of teacher shortages in crisis contexts</p>
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27 February

Time (Johannesburg)	Recording (English)	Documents/Presentations
<p>9.00-10.30 Plenary 2: Strengthening policies for the professionalization of the teacher workforce</p>	<p>https://youtu.be/pZ0QwSa47vE</p>	
<p>11.00-12.30 Breakout session 2.1: Recruiting enough qualified teachers and providing teacher education and lifelong learning opportunities for all</p>		<p>PPT Addressing teacher shortage in China's underserved regions: the Beijing Normal University Qiangshi Program</p> <p>PPT Empowering and equipping newly qualified teachers: a key ingredient to addressing teacher shortages</p> <p>PPT People's pedagogical power for comprehensive education</p>

		<p>PPT Educating girls and ending child marriage in africa: investment case and the role of teachers and school leaders</p> <p>PPT Teacher shortage issues in Bhutan</p>
<p>11.00-12.30 Session 2.2: Leveraging technologies to support the transformation of teaching and learning</p>		<p>PPT Low tech - high impact: The Future Teacher Kit training</p> <p>PPT Leveraging technologies to support the transformation of teaching and learning</p> <p>PPT CDI Portugal</p> <p>PPT UNESCO's framework on teacher AI competencies</p> <p>PPT Navigating the complexity of teacher shortages in South-East Asia: leveraging technologies to support the transformation of teaching and learning</p>
<p>11.00-12.30 Breakout session 2.3: Valorizing the teaching profession and teachers' voices</p>		<p>PPT Attractiveness of the teaching profession: insights from Finland's teacher policy and the National Teacher Education Forum</p> <p>PPT Revalorización profesional educativa ¡Soy docente! ¡Soy agente de cambio!</p> <p>PPT Teacher working condition and teacher well-being</p>

		PPT The comprehensive national teacher policy and social dialogue framework
14.00-15.30 Plenary 3: Promoting national and international cooperation to address teacher shortages	https://youtu.be/-9NERAPZdio	
16.00-17.30 Breakout session 3.1: Sustainably financing the policies that target teacher shortages		PPT The World Bank PPT GPE: supporting quality teaching to transform education systems PPT Regional Teacher Initiative for and in Africa (RTIA)
16.00-17.30 Breakout session 3.2: Using enhanced data to improve teacher management		PPT Trained teachers: mapping progress and data challenges PPT Teacher Management Information System (TMIS): challenges and lessons PPT Using enhanced data to improve teacher management PPT Data informed decision PPT Teacher shortages & inequitable distribution in Sierra Leone
16.00-17.30 Breakout session 3.3: Forging a new Agenda for the teaching profession		PPT Teaching in Africa today and tomorrow

28 February

Time (Johannesburg)	Recording (English)	Documents/Presentations
11.00-12.00 Closing ceremony	https://youtu.be/N32Qzld6D9A	

14th POLICY DIALOGUE FORUM

Addressing global teacher shortages:

Dignifying, diversifying and valorizing the profession

Monday 26 February

Launch of the Global Report on Teachers



The ***Global Report on Teachers*** aims to support progress towards SDG 4 and target 4.c and the transformation of the profession, through a humanistic and human-rights-based approach to education, and international cooperation.

Inspired by the normative instrument on teachers, the report of the International Commission on the Futures of Education, and the Transforming Education Summit, including the HLP on the teaching profession.

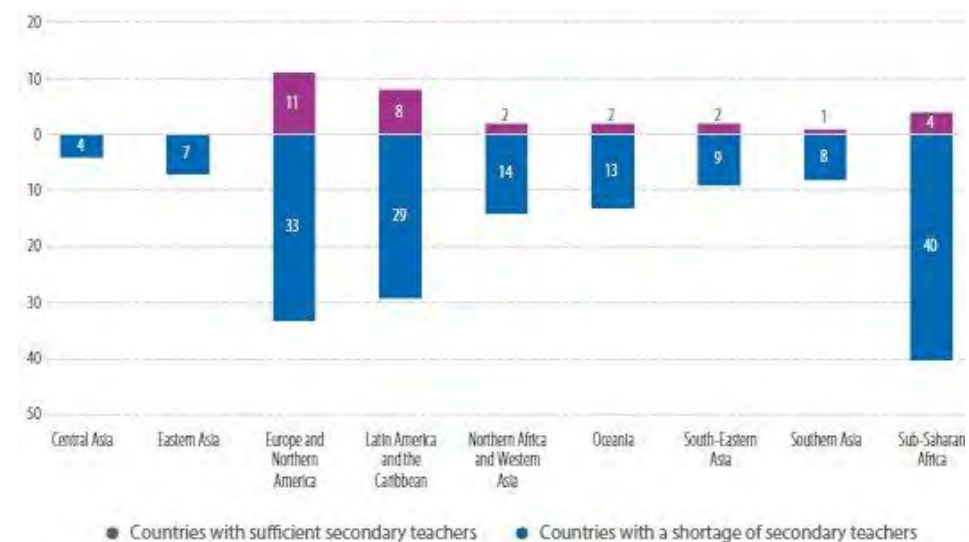
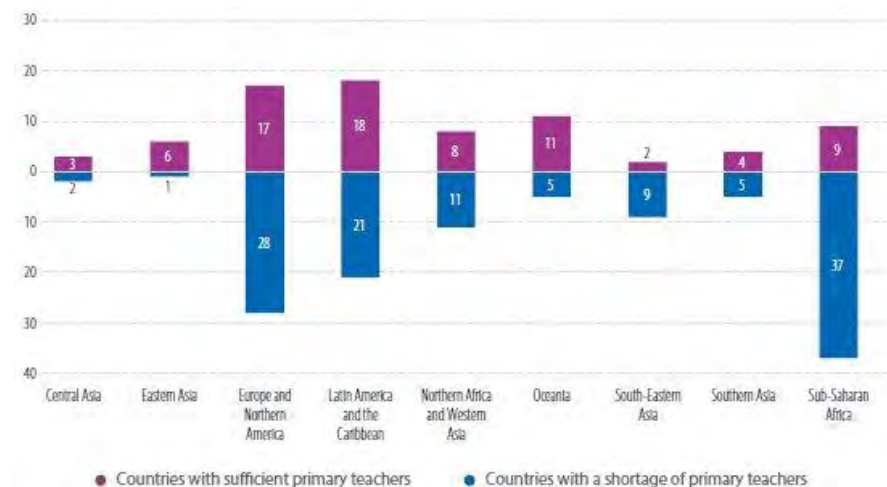
- Collaboration
- Lifelong learning
- Improved working conditions
- Recognizing teachers as knowledge producers and policy partners.

Teachers are crucial for education and SDG 4.

Yet, global shortages persist, impacting education systems, teachers' workloads and working conditions, and compromising education quality.

Six years from 2030: The Imperative to Reverse Teacher Shortages

- **Globally, 44 million** more primary and secondary teachers are needed to achieve universal education by 2030 of which 13 million at primary and 31 million at secondary.
- Sub-Saharan Africa needs **15 million additional teachers**.
- By 2030, **only 4 in 10 countries will have enough teachers** for universal primary education, **dropping to fewer than 1 in 5** for secondary education.
- **Primary teacher numbers must increase by over 10% annually.**
- **There is a qualitative gap.**
- While the global average of qualified teachers is around 85%, in sub-Saharan Africa, it drops to 69%.
- In primary education, the average PTRR for high-income countries reaches 15:1; while low-income countries have more than triple that number at 52:1 in 2022.
- **Teacher salaries remain unattractive.**



Addressing Teacher Shortages: Challenges and Implications

- A multidimensional phenomenon.
- Teacher attrition exacerbates shortages, doubling globally from 4.62% in 2015 to 9.06% in 2022.
- Factors leading to attrition: **push** (working conditions and teacher wellbeing), **pull** (teacher remuneration and opportunities for career growth), **and personal factors** (retirement, health concerns or family obligations).
- International teacher mobility intensifies attrition, with countries like Canada, Germany, the UK, and USA hosting many foreign teachers.
- Safety concerns, especially in crisis-affected areas.
- Gender disparities persist in attrition, with male attrition more than doubling that of females (9.2% versus 4.2%), and women underrepresented in leadership, facing discrimination and unsafe working conditions.
- Attrition rates follow a U-shaped pattern, peaking in early and late career stages.
- Attrition negatively affects students, schools, and systems, impacting performance and perpetuating recruitment challenges.

Levers to Reverse Teacher Shortages

Improving salaries and retirement schemes

Attracted and retained teachers in Kazakhstan, Kyrgyzstan, Shanghai

Technology integration



Alleviated teacher burdens in France, Republic of Korea

Reducing teaching hours

Helped diminish workloads in Chile

Training, mentoring, and psychological support programs

Aided teachers during emergencies and in crisis-affected areas to cope in Kenya, Cameroon, Peru.

School, parents and communities forming committees



Protected education – and teachers – from violence in Liberia, Nepal, Sri Lanka, Zimbabwe

Pedagogic school leadership and practices that foster collaboration among teachers

Contributed to better student outcomes in UNESCO's ERCE, Latin America

Induction programs for both novice teachers and principals



Ensured integration into the profession in Scotland, Cuba

Teacher management information systems

Aided in equitable teacher deployment in Senegal, Jordan, South Africa

Incentives

Helped attract and retain teachers in remote or underserved areas and address educational inequities in China, Ecuador

Ensuring the rights and protection of teacher migration and the needs of countries of origin

Led to better regional balance in Barbados

Transforming the Teaching Profession for a New Social Contract

1. Foster gender balanced profession embracing diversity (Austria, IICBA, Germany, Belgium, Ecuador, Nepal).
2. Enhance teacher motivation happens through enticing, collaborative and relevant lifelong learning (Ghana, Japan).
3. Train for teachers to fully profit from technology (Egypt, Thailand).
4. Enhance teaching professionalization including initial teacher education and CPD (AU's African Teacher Qualification Framework, UNESCO's ISCED-T).
5. Transition contract teachers into permanent teaching positions with the related qualifications (Mexico, Burkina Faso, Indonesia).
6. Find the balance between accountability and autonomy (Colombia, Jordan, Global Framework of Professional Teaching Standards).
7. Motivate teachers through horizontal and vertical ladders to enhance professional growth (Singapore, Lithuania).
8. Foster idea-sharing and innovation through collaboration (Rwanda, Mendoza, Arab States, Southern Asia).
9. Engage teachers in decision-making processes about professional development (Finland, Zambia)

Data to Support Implementation, Advocacy and Comparability

Challenges

- Variable definitions of both quantitative and qualitative aspects.
- Limited data
- Hidden costs
- Lack of disaggregated data
- Insufficient data collection methods and lack of coordination

Solutions:

- Establishing the ISCED-T framework to provide new data on teacher qualifications
- Comprehensive database on teacher recruitment policies
- More qualitative data throughout teacher careers
- Increased international cooperation and collaboration among experts
- Robust indicators to shed light on equity
- TMIS

Investing in Teachers: Closing the Funding Gap by 2030

Public education expenditure averaged 4.2% of GDP in 2021, yet funding gaps persist.

Government allocations constitute 78% of global education spending. Donor funds remain crucial, comprising 13% of total education expenditure in low-income countries.

Teacher Expenditure and Attrition Costs:

- Teacher salaries make up the majority of education expenditures, about 75% in low- and lower-middle income countries
- The rising debt crisis in low-income countries threatens public education spending, with 58% of countries facing debt distress or high risk in 2022, up from 21% in 2013.
- High attrition rates result in costs for recruiting and training new teachers. In the UK, estimates held that £208 million per annum were spent training teachers that quit within the first 2 years after qualifying.

Projected estimated annual cost of financing new teachers for universal education targets

- Globally \$120 billion
- Sub-Saharan Africa \$39 billion

Based on national benchmarks for teacher recruitment targets, results in lower cost projections, 11.5% lower in primary 20% lower in secondary education.

Mobilizing International Collaboration to Address Global Teacher Shortages

Actions following from the Transforming Education Summit and UN High-level Panel on the teaching profession recommendations aim to elevate the status of the teaching profession.

Recommendations

1. Develop holistic teacher policies aligned to national priorities using a collaborative framework and social dialogue.
2. Collect more and better data to systematically report on the indicators agreed in the Education 2030 Framework for Action.
3. Transform teacher education and professional development from course-based, individual endeavours to lifelong, collaborative, and teacher-led processes.
4. Improve the working conditions of teachers to ensure they receive competitive compensation and benefits and ensure gender equality in pay and treatment.
5. Ensure adequate public, domestic funding that is consistent with the existing benchmarks of 6 per cent of GDP and 20 per cent of total government expenditure.
6. Enhance international cooperation to engage different constituencies in collaborative efforts to address teacher shortages.

This Report is an urgent call to dignify, diversify, and valorize the teaching profession to address shortages and transform the profession towards a new social contract for education and teachers.

14th POLICY DIALOGUE FORUM

Addressing global teacher shortages:

Dignifying, diversifying and valorizing the profession

Thank you.



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[#TeacherPolicyForum](https://twitter.com/TeacherPolicyForum)



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

14TH POLICY DIALOGUE FORUM
**“ADDRESSING GLOBAL TEACHER SHORTAGES, DIGNIFYING,
DIVERSIFYING AND VALORISING THE PROFESSION”**

JOHANNESBURG, SOUTH AFRICA

SALUTATIONS

- THE MINISTRY OF BASIC EDUCATION REPRESENTATIVE
- DIGNITARIES FROM THE UNESCO MEMBER COUNTRIES PRESENT
- THE UNESCO REGIONAL COORDINATOR
- REPRESENTATIVE OF THE REGIONAL OFFICE
- DISTINGUISHED GUESTS
- MEMBERS OF THE PRESS
- LADIES AND GENTLEMEN

MWABUKA BUTI, MWAUKA BWANJI, SAWUBONA, GREETINGS, IT GIVES ME GREAT PLEASURE TO BE HERE AT THE 14TH POLICY DIALOGUE FORUM DUBBED “ADDRESSING GLOBAL TEACHER SHORTAGES, DIGNIFYING, DIVERSIFYING AND VALORISING THE PROFESSION.”

LADIES AND GENTLEMEN,

A SOUND EDUCATION REQUIRES ADEQUATE TEACHERS IN BOTH URBAN AND RURAL AREAS. IT THE DESIRE OF THE GOVERNMENT OF THE REPUBLIC OF ZAMBIA TO PROVIDE QUALITY EDUCATION BY PROVIDING ENOUGH TEACHERS FOR THE LEARNERS IN THE SCHOOLS.

ADDRESSING TEACHER SHORTAGES HAS BEEN A PRIORITY IN REALIZING THE DEVELOPMENT AGENDA OF THE COUNTRY AND THIS IS EVIDENT IN THE INCREASED RECRUITMENT OF TEACHERS WHERE 30,496 TEACHERS WERE RECRUITED IN A SINGLE YEAR WITH FOCUS ON SCHOOLS IN

RURAL AND REMOTE AREAS WHERE THE COUNTRY EXPERIENCES CRITICAL SHORTAGE OF TEACHERS.

DISTINGUISHED GUESTS,

GOVERNMENT'S COMMITMENT TO RECRUITING TEACHERS ANNUALLY HAS CONTINUED WITH AN ADDITIONAL 7,221 TEACHERS RECRUITED IN 2023 AND 4,200 TO BE RECRUITED IN 2024. THIS IS BEING DONE TO REDUCE THE PUPIL TEACHER RATIO IN VIEW OF THE IMPLEMENTATION OF FREE EDUCATION FROM EARLY CHILDHOOD TO GRADE 12.

HOWEVER, REGARDLESS OF THESE RECRUITMENTS, THE GOVERNMENT FACES CHALLENGES IN RETAINING RURAL TEACHERS, AS MANY TEACHERS FAIL TO COPE WITH THE LEVELS OF UNDER DEVELOPMENT IN MOST RURAL PARTS OF THE COUNTRY. THE ABSENCE OF RURAL DESIGNED PACKAGES TO PROVIDE INCENTIVES FOR QUALIFIED PERSONNEL TO OFFER SERVICES IN RURAL AREAS, ACTS AS A BARRIER TO ACHIEVE THE DESIRED EQUITABLE DISTRIBUTION OF STAFF ACROSS THE COUNTRY. EVIDENTLY, MOST RURAL AREAS HAVE INADEQUATE INFRASTRUCTURE, POOR SANITATION FACILITIES AND BASIC SOCIAL AMENITIES. CONSEQUENTLY, THE SCHOOLS ARE UNDER STAFFED AND THIS TRANSLATES INTO HIGHER TEACHER-PUPIL RATIO AND REDUCED CONTACT TIME LEADING TO COMPROMISED QUALITY OF EDUCATION.

LADIES AND GENTLEMEN,

RETAINING RURAL TEACHERS REQUIRES THE COORDINATED EFFORT OF THE SCHOOL, THE COMMUNITY AND THE GOVERNMENT. CURRENTLY, THE GOVERNMENT OF THE REPUBLIC OF ZAMBIA PROVIDES A RURAL AND REMOTE HARDSHIP ALLOWANCE, WHICH IS USED AS AN INCENTIVE FOR TEACHERS TO STAY IN THE RURAL AREAS.

FURTHER, TEACHER RECRUITMENT HAS BEEN DECENTRALIZED, THIS IS TO ENSURE THAT RECRUITED TEACHERS, ARE FAMILIAR TO THE GEOGRAPHICAL TERRITORIAL AREAS AND AS SUCH ARE ABLE TO ADAPT TO THE PREVAILING CONDITIONS.

THE NEED TO BRIDGE THE TEACHER DEFICIT AS WELL AS ATTRACTING AND RETAINING THE TEACHERS IN RURAL AND HARD TO REACH PLACES REQUIRES AN INCLUSIVE ROADMAP THAT WILL RESOLVE THE OPERATIONAL AND ADMINISTRATIVE CHALLENGES FACING TEACHERS IN RURAL AND HARD TO REACH PLACES.

LADIES AND GENTLEMEN,

THE OTHER ASPECT IS, TEACHERS' MOTIVATION WHICH RECEIVES LITTLE ATTENTION. FOR A GOVERNMENT TO ACHIEVE THE GLOBAL COMMITMENTS IN THE EDUCATION SECTOR, WELL-MOTIVATED TEACHERS WOULD PLAY A VITAL ROLE IN THE VIABILITY OF THE SECTOR. DEVELOPMENT LARGELY DEPEND ON WELL QUALIFIED AND MOTIVATED HUMAN RESOURCES, AND THIS CALLS FOR A GROWING RESPONSIBILITY TO IMPROVE EDUCATION AND HEAR THE PLIGHT OF TEACHERS WHO ARE A PIVOT IN THE EDUCATION SECTOR.

TO ADDRESS THIS CHALLENGE, THERE IS NEED FOR POLICY-MAKERS TO DEVELOP A DEEPER UNDERSTANDING OF TEACHERS' PLIGHT, THE ATTITUDES TO THEIR OWN PROFESSION AND FACTORS THAT AFFECT THEIR MOTIVATION SO AS TO ENSURE THAT THE TEACHING PROFESSION IS UPHELD.

LADIES AND GENTLEMEN,

TEACHER PROFESSIONALISM IS BEING ADVANCED THROUGH THE ESTABLISHMENT OF THE TEACHING COUNCIL OF ZAMBIA (TCZ) WHOSE

MANDATE PROVIDES FOR THE REGULATION OF TEACHERS, THEIR PRACTICE AND PROFESSIONAL CONDUCT.

TCZ IS A MEMBER OF THE AFRICA FEDERATION OF TEACHING REGULATORY AUTHORITY (AFTRA) WHICH IS A CONSORTIUM OF TEACHER REGULATORY AUTHORITIES IN AFRICA. AFTRA BRINGS TOGETHER ALL STAKEHOLDERS IN EDUCATION THROUGH CONFERENCES ON TEACHING AND LEARNING. ONE OF THE ISSUES AFTRA IS ADDRESSING IS THE TEACHER MOBILITY PROTOCOL WHICH AIMS TO BRIDGE THE GAP AROUND TEACHER SHORTAGE.

AFTRA LOOKS AT POLICIES OF COMMON INTEREST AFFECTING TEACHERS. FOR EXAMPLE, AFTRA IS WORKING TO DEVELOP A LICENTIATE DIPLOMA QUALIFICATION FOR EDUCATION MANAGERS AND LEADERS IN ORDER TO PREPARE A WORKFORCE READY TO TAKE UP LEADERSHIP ROLES IN MEMBER COUNTRIES. DURING ITS CONFERENCES, AFTRA HAS CREATED A PLATFORM FOR MINISTERS OF EDUCATION WHO DELIBERATE ARE AS OF MUTUAL INTEREST.

IN CONCLUSION,

I AM PLEASED TO MENTION THAT THERE IS GREAT COLLABORATION BETWEEN UNESCO, THE MINISTRY OF EDUCATION, TCZ AND OTHER STAKEHOLDERS, TOGETHER THEY HAVE DEVELOPED THE STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION.

IT WILL BE A GREAT HONOUR TO HAVE YOU IN ZAMBIA FROM 6 TO 11TH MAY, WHEN WE WILL HOST THE 11TH AFTRA CONFERENCE AND 13TH ROUND TABLE IN LUSAKA. SEE YOU SOON.

THANK YOU. MAY GOD BLESS YOU.

Breakout session 1.1

Managing teacher shortages, elevating the status, and working conditions of teachers

The complexity of teacher shortages may result from policy trade-offs for advancements made in pursuit of other educational objectives. Efforts to increase the quantity of teachers may for instance result in lower qualification standards, stemming from a lack of capacity to train teachers at the pace needed. This breakout session aimed to explore how systems can address interconnected challenges to sustain teacher quality, status and working conditions. It analysed evidence-based good practices, including the impact of competitive salaries and other factors that have been shown to increase the attractiveness of the teaching profession. It also explored issues surrounding poorer working conditions, which can lead to a "brain drain" as teachers seek better opportunities elsewhere.

International Taskforce on Teachers for Education 2030



14th Policy Dialogue Forum and Governance meeting



ADDRESSING GLOBAL TEACHER SHORTAGES,
DIGNIFYING, DIVERSIFYING AND VALORIZING THE
PROFESSION IN MALAWI

26-28 February, 2024

Johannesburg, South Africa

PRESENTER: Dr Zizwa Msukuma

Director- Teacher Education and Development

Ministry of Education, Malawi

Presentation outline



-
- Introduction to teacher shortages in Malawi
 - Factors influencing teacher shortages in Malawi
 - Strategies to address the teacher shortages
 - Conclusion

Introduction to teacher shortages in Malawi



- Malawi is grappling with a significant shortage of teachers.
- there is a high demand for primary school teachers standing at 118,314 to meet 60:1 target by 2030(NESIP, 2020-2030).
- There is also need for 50,919 secondary school teachers especially in STEM subjects by 2030.
- There is also high demand of teachers for practical subjects in tertiary education.

Factors influencing teacher shortages in Malawi



-
- Inadequate school facilities
 - General poor housing conditions.
 - Inconsistent deployment due to limited resources.
 - Inadequate teacher professional development.
 - Inadequate monitoring and support to institutions

Strategies to address the teacher shortages



Teacher Education

The teacher education sub-sector has recorded a number of achievements and these include:

- a) The implementation of the National Strategy for Teacher Education and Development (NSTED) focusing on Primary and Secondary Education for the development of teacher education, teacher management, and financing for teacher education and development;

Strategies to address the teacher shortages



b) In terms of access, enrolment of teacher trainees has improved by more than 40 percent in the past five years as three Primary and one Secondary Teachers Training Colleges were constructed and inaugurated.

c) Continuous Professional Development (CPD) framework was developed to guide the implementation of in-service training and career progression for teachers.

Strategies to address the teacher shortages



Inadequate school facilities

- Construction of classroom blocks, laboratories, libraries and latrines in existing Community Day Secondary Schools (CDSS) through ISEM 1-EU project.
- Construction of classroom blocks, and laboratories in existing CDSS through Equity Quality And Learning in Secondary Schools(EQuaLS) project(World Bank Project)
- Construction of 38 new secondary schools through the Secondary Education Expansion for Development (SEED) Project (USAID-project).
- Cost effective construction of classroom blocks and latrines in existing through MERP component 2(World Bank project).

Strategies to address the teacher shortages



General poor housing conditions.

- Through Malawi Education Reform Program (MERP) component one of the activities under District Action Plans (DAPs) is the construction of 43 teachers' houses for female teachers as one way of motivating them to be teaching in remote schools.

Inconsistent deployment due to limited resources

- Under MERP component two, there is support of hiring of 3,500 auxiliary teachers to address severely large class sizes and provision of hardship allowances to improve Pupil qualified Teacher Ratio (PqTR) in hard to-reach school.

Strategies to address the teacher shortages



Poor teacher professional development

Ministry is ensuring provision of face to face and online Continuing Professional development (CPD) at secondary, primary and teacher training institutions through:

- a) Strengthening of Mathematics and Science in Secondary Education (SMASSE) program focusing on improving pedagogy, content, lesson study and action research.
- b) EQuaLS project focusing on improving content, pedagogy and school leadership.
- c) Improving Secondary Education in Malawi (ISEM) project focusing on improving content and pedagogy in English, textile and clothing, generic content on lesson planning, classroom management, inclusiveness guiding the organization and implementation of school based CPD activities using a CPD starter tool and Community of Practice guide.

Strategies to address the teacher shortages



Inadequate teacher professional development

- a) MERP project focusing on improving school leaders in primary schools.
- b) Strengthening of Teacher Education and Practice (STEP-USAID Project) focusing on Foundation Literacy Content, Participatory Action Research and Professional Development.
- c) SAVE the Children through SCREP project focusing on inclusive pedagogy in literacy and also promoting access of teachers to e-CPD trainings.
- d) Ministry of Education now plans to undertake a paradigm shift in Teacher Education through introducing of the diploma/degree program for primary school teachers.

Strategies to address the teacher shortages



Enhance Mentorship program in schools

The multi level mentorship program operationalized including teacher educators, teachers, student teachers and learners, e.g.

- *UNICEF engaged EDUKANS to support implementation of the program in 9 districts*
- *797 district teacher mentors have been recruited*
- *3000 teachers trained in mentorship program*

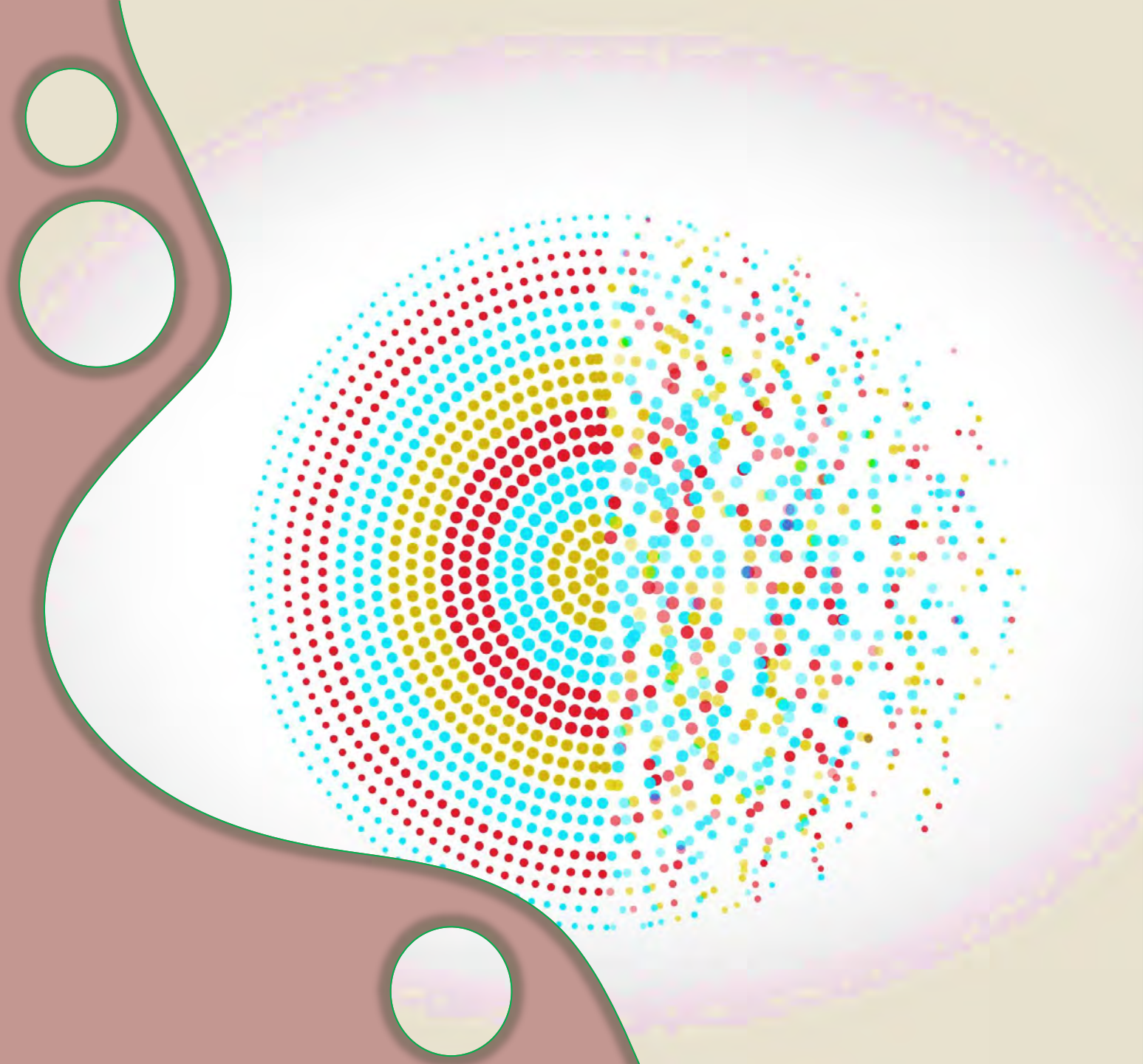
Conclusion



-
- ✓ Malawi is working towards overcoming the teacher shortages and provide quality education to its students.
 - ✓ However, sustained commitment and collaboration among stakeholders are essential for successful implementation.

The Complexity of Teacher Shortage

**Brain Drain and
mobility**



Teacher Shortage – Fact or Fiction

The Education 2030 Agenda- 17 Sustainable development goals aimed at alleviating poverty

Goal 4, which aims to “**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**”

The teaching profession is pivotal to the success of Goal 4

Extensive Teacher shortage is undermining the achievement of Goal 4

Advancement into the digital space – expanding the reach of teachers and reducing dependence on one teacher and a classroom

Fact or Fiction The reality

44 million teachers needed worldwide

Teacher migration challenge is complex as:

- Teacher shortage is increased
- Pressure created by larger class size



Synopsis of Teacher Migration – Total =1597(2021- 2023)

Jamaica

Selected Subjects	Number of Migrants (2021 - 2023)	% Subject teacher Cohort	Annual training output/loss in 3yrs.
Technical and Vocational Education	235	10.0	153 (51%)
Mathematics	176	15.8	122 (48%)
IT	75	13.2	75 (33%)
English	67	4.0	74 30%
Social studies	60	1.0	30 66.6
Geography	41	15.0	12 (100.1%)
History	49	14.5	25 (65%)
Primary Education	76	0.5	328
Overall Secondary	1366	9.4	738

Teacher migration – brain drain, brain gain and remittances – the paradox

- Poaching experienced teachers
- Depleting the male teacher population
- ❖ Those who return – resources for innovations and use of digital tools
- ❖ Remittances are economically valued- In Jamaica 15% of GDP

A decorative graphic on the left side of the slide. It features a row of five white lightbulbs hanging from the top. Below them, a stylized yellow figure is shown in a dynamic, jumping or dancing pose. The background of this graphic is dark grey/black.

Complexity of Teacher Shortage – diverse areas

- ❖ By level of education
- ❖ By subject
- ❖ By urban /rural locations
- ❖ By special needs education

Redressing teacher shortage – reimagining learning spaces

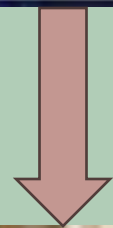
Opportunities of the 4th and 5th Industrial revolutions

Extension of effective teachers' reach, through:

- Digital tools – need adequate infrastructure
- Networking - Subject Assoc. (QECs)
- Assessment and feedback – Teacher appraisal
- Flexible time and place – anywhere or any time

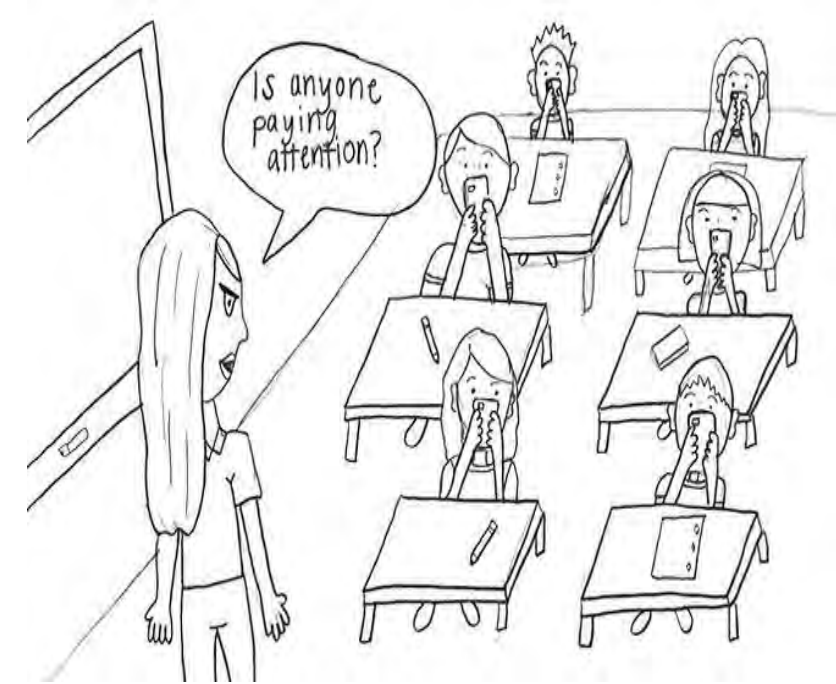
Retaining teachers – best options

- ❖ Livable salary
- ❖ Happiness index
- ❖ Environmental support
- ❖ Career advancement
- ❖ Quality leadership
- ❖ Livable retirement benefits



Challenges to fill the teacher gaps

- Infrastructure – Physical and digital
- Adequate training – preservice and in-service
- Attitude to the profession
- Learner interests
- Curriculum Relevance (STEAM to **STEAM**{Safeguarding Transformative Education for Marketability})
- Economic growth and development



Partnerships for ICT competency in Teacher Education – expanding reach

The European Union (EU) and the Government of Jamaica have launched a 9.5 million EUR Digital Transitioning Programme for Jamaica (DIGITAL JAMAICA).

The programme integrates the national ICT competency framework for teachers into the curricula for teacher-training institutions/Departments



Partnerships continued:

Organization of
American States
OAS /ITEN

Inter-American
Development
Bank (IDB)

UNICEF

UNESCO

British Council

Foreign,
Commonwealth
and Development
Office (FCDO)

Emerging Private
Sector

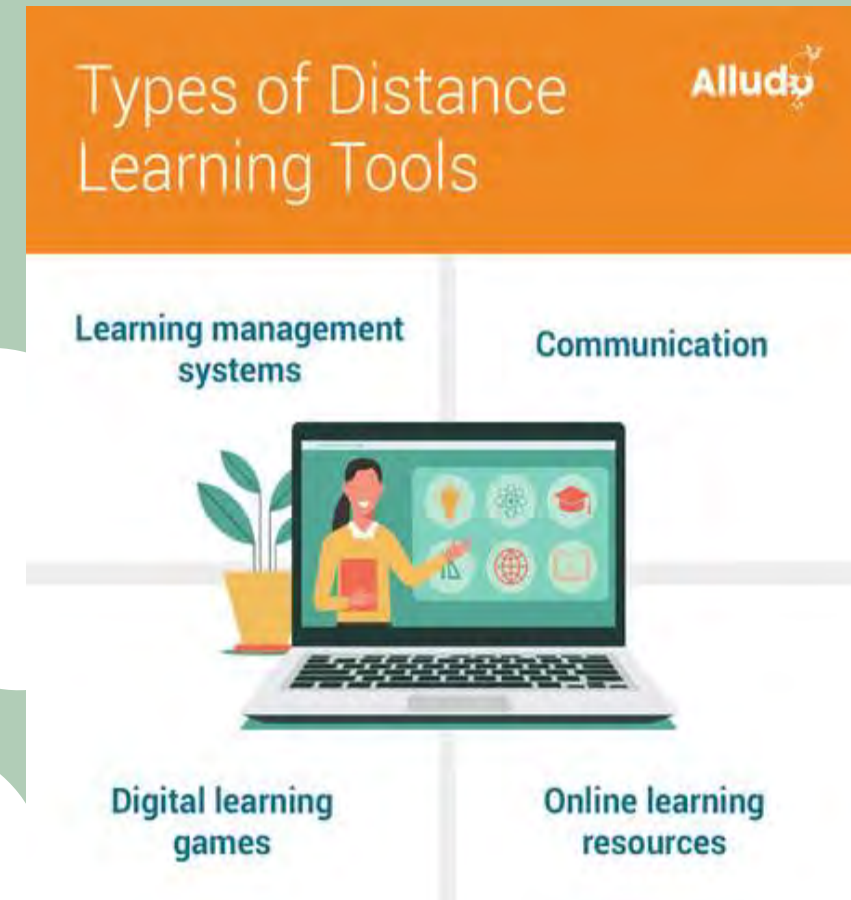
Partnerships → Reimagine Education Delivery

Apply distance learning tools:

- ❑ Students can learn any where and any time
- ❑ Easy access to digital resources
- ❑ Encourage creativity and innovation

Some examples of Distance learning tools

- ❑ Google Classroom
- ❑ TEAMS
- ❑ ZOOM
- ❑ Blackboard



To Achieve Goal 4 !
We Can and Must
address teacher shortage -
Success is our right, We
must Try and Try



Thank you-
Your time to
speak



Teacher Education: Building a valued profession

Yusuf Sayed & Haroon Mohamed

TTFPDF

26-28 February 2024

- Investing in getting the right number with the right qualities for the school that need them most – size, shape and substance as DHET calls it
- Empower teacher to manage crises and build resilient system
- Empowering teacher through access to meaningful and quality CPD
- Involve teachers meaningfully in teacher policy development and as active agents of change
- Focusing on what happens in the classroom – understanding better the pedagogy of the classroom
- Increasing the supply of early childhood teacher
- A viable teacher progression structure

BED Graduates

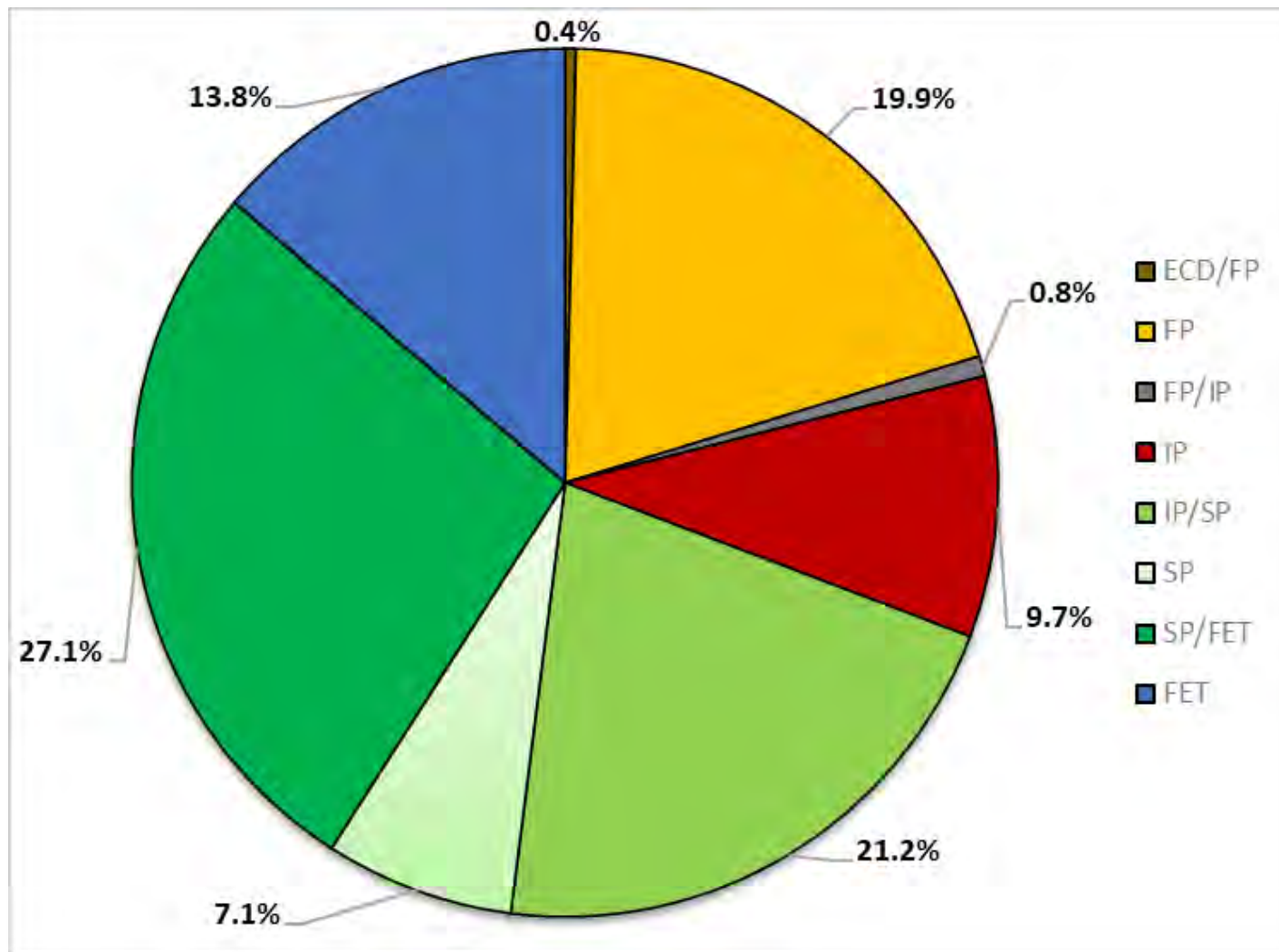
University	ECD/FP	FP	FP/IP	IP	IP/SP	SP	SP/FET	FET
NMU	0	91	0	224	0	0	0	88
RU	0	42	0	0	0	0	0	0
UFH	0	84	0	0	190	0	191	0
WSU	0	79	0	0	0	0	0	1 171
CUT	0	0	0	0	0	0	598	19
UFS	0	328	0	620	0	468	259	4
TUT	0	65	0	0	144	0	0	705
UJ	0	0	0	106	0	0	466	0
UP	6	162	0	117	0	5	554	5
WITS	0	57	0	80	0	30	252	0
DUT	0	0	0	0	0	0	0	241
UKZN	84	0	86	0	26	0	448	194
UNIZULU	0	118	0	243	134	0	0	280
UL	0	24	0	0	0	676	0	0
UNIVEN	0	215	0	0	0	0	0	384
NWU	0	586	0	302	4	0	1 020	0
UMP	0	89	0	0	0	0	0	0
SPU	0	0	0	215	0	0	0	0
CPUT	0	210	0	189	10	0	351	14
UCT	0	0	0	0	0	0	0	0
UWC	0	0	0	0	0	406	0	0
SUN	0	5	84	85	12	0	0	0
UNISA	0	2 309	0	1	4 247	0	1 943	0
Total Headcount, i.e., double counting	90	4 464	170	2 182	4 767	1 585	6 082	3 105
Total Grads (headcount)	22 445							

In 2021, the Public Higher Education Institution had 22 445 B Ed Graduates: 0.4 % (90) ECD/FP; 19.9% (4 464) FP; 0.8% (170) FP/IP; 9.7% (2 182) IP; 21.2% (4 767) IP/SP; 7.1% (1 585) SP; 27.1% (6 082) SP/FET; and 13.8% (3 105) FET.

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Table 2: B Ed Graduates by University by Phase Specialisation in 2021

B Ed Graduates by Phase Specialisation



Supply & Demand

- According to review by Gustaffson in 2019 the supply of new graduates from universities roughly matched estimated demand.
- AT the primary school level, supply was only 60% of the projected demand.
- Supply for secondary outstrip need supply was twice what was demanded.
- Supply not linked to employment - only 64% of the 2018 Foundation Phase graduates found work in the public schooling system in any year from 2019 and 2022, and only 55% were employed in this system in 2022. T
- Reason:
 - budget constraints meant that the public teacher workforce was not able to grow as it should, in line with enrolment increases.
 - many primary schools resorted to hiring secondary-level teachers, who were relatively easily available, given the over-supply of these teachers.

Language and supply

- Two-thirds of teachers trained for the Foundation Phase should ideally be able to teach using an African language as the LOLT, but the 2018 graduates data point to only a half being in a position to do this.
- more teachers fluent in an African language, and trained to use the language to teach ned at Foundation Phase
 - supply boost is needed especially in the case of isiXhosa and Sepedi – here the 2018 graduate output was only around a fifth of the estimated demand.
- ISP: grades 4 to 7 fairly similar to those seen in the Foundation Phase.

Specialisation and Supply

- Over-supply of humanities teachers.
- Slight under-supply of eleven official languages graduates.
- The number of mathematics and mathematical literacy graduates should ideally increase a bit, though here what is perhaps more critical is improving the competencies of mathematics teachers.
- 84% of teachers trained for the secondary level, and who teach at that level, teach at least one of the two specialisation subjects they had to focus on. A 16% mis match
- NQTS not trained for the Foundation Phase
 - 78% of NQ Foundation Phase teachers being trained to teach at this level.
 - 22% not trained to teach at FP

Reflection

- No idea of where and which
- Revisiting the deployment system
- Language and subject specialisation
- Dominant single provide supplier
- Quality of ITE
- The key issue of pedagogy

Lessons learnt in addressing shortages

- Context matters
- A comprehensive policy framework which addresses four reasons why there is a shortage or what is often a mismatch
 - The conditions of work problem
 - The supply and supplier problem
 - The fit-and-match problem
 - The school utilisation and motivation problem
 - Balance between new entrants and older teachers
 - Addressing the resourcing issue

Teacher Summit and professionalization the teaching Force



The Teacher Education and Development Summit: Background

- The 2nd Teacher Education and Development Summit, held in December 2021, followed the first ever TED Summit of July 2009;
- Both Summits brought together all the stakeholders from across the teacher education and development sector in South Africa,
 - with the primary goal of highlighting and addressing the challenges being experienced in teacher education and development, especially by teachers.

The Teacher Education and Development Summit: Background

- Participants in the Summits included the teacher unions, the South African Council for Educators (SACE), the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA), the Education Labour Relations Council (ELRC), the national Department of Education (DoE) and the Higher Education South Africa – Education Deans' Forum (HESA-EDF).
- The Summit was marked by a positive collaborative spirit, and a commitment to addressing the issues by all who attended. Summit 1 resulted in a Declaration that called for the development of a new, strengthened, integrated national Plan for teacher development in South Africa.

The Teacher Education and Development Summit: Background

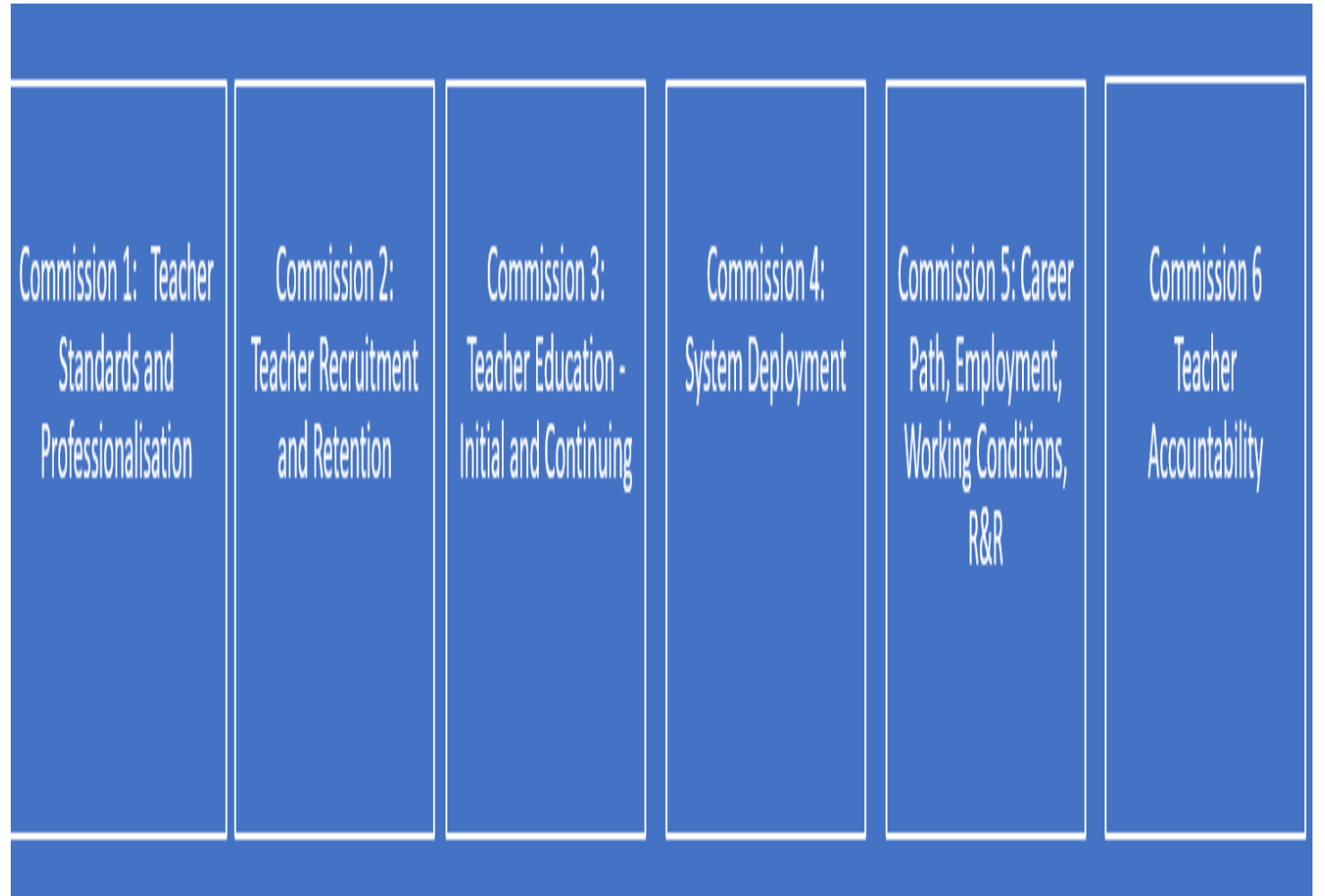
Stakeholders represented at the Summit continued to collaborate after the Summit towards the production of the new Plan.

This effort resulted in the production of an “*Integrated Strategic Planning Framework for Teacher Education and Development in South Africa*” (ISPFTED-SA) which was the ultimate output of the 2009 teacher development summit participants’ work.

Summit 2 produced 56 recommendations for changes to the ISPFTED-SA

Summit 2 Structure

- The ETDP-SETA hosted the 2nd National Multi-Stakeholder Teacher Education and Development Summit in November 2021.
- The Summit developed 56 resolutions in 6 areas:



Critical Summit Resolutions

Accelerating Teaching into becoming a fully fledged and recognised Profession

Strengthen functionality and co-ordination of structures- NTEDC, PTEDCs, DEANS FORUM, Unions, Schools, professional Associations, Skills Dev Comms

Incorporate Teaching Standards and Skills for a changing world into MRTEQ and HEI programmes.

Time on schools time-table for PD and boost up PLCs

Strengthen existing and Accelerate establishment of Teaching and Prof Practice Schools

Increase and deepen consultation with school based educators on TED policies

Critical Resolutions

✓ Blended approaches to PD to increase

 Size, Shape and Substance of TED needs continuous attention – Supply and Demand

 Incentives to become a teacher need to be improved

 Improve the system absorption to match graduate production

 Broaden pathways to TE

 Dedicated planning for Technical/Vocational stream. ECD, LSEN, CALS

 COVID specific systems (Assessment, Remote learning etc.)

 Accountability systems to be reviewed

Key Points for revising the ISPFTED



The resolutions retain strengths of past work in TED



Gaps have been identified (ELSEN, ECD, Vocational & Occupational Streams)



Strong focus on Psycho-social support



Strong focus on strengthening functionality of existing structures



Consideration to be given to re-organising the use of existing resources- budgets, Policies, Human Resources, time, buildings and facilities to get better outcomes



School based PD was strongly emphasized



**Teacher Task Force Policy Dialogue Forum
Johannesburg, February 2024**



**Managing teacher shortages, elevating the status, and working conditions
of teachers**

MOTIVATING FACTORS



Seeing children learn,
thrive, develop.

Being able to
contribute to their
growth.



Support from ministry
structures and
teacher development
institutions.



Recognition by
parents and
communities.

ECCE Teachers are intrinsically motivated

DEMOTIVATING FACTORS

Poor recognition of ECCE profession in the school

Poor recognition of ECCE in the community

Poor professional development in ECCE

Unregulated sector with varying conditions of services, quality

No career progression at ECCE

Poor infrastructure and materials for ECCE

Delayed employment – Inconsistency in policy implementation

Poor remuneration compared to other teachers

Work overload



RECOMMENDATIONS AT POLICY LEVEL



Regulation

- **Improve Regulation of the sector – currently mostly informal in many countries = uncertainty!**

Data

- **Strengthen data management to ensure policy implementation is evidence based (ensure pipeline for ECCE teachers/teaching assistants is in place).**

Long term Policy

- **Ensure consistency in policy implementation – inconsistency in recruitment can have a negative effect on the pipeline and in number of teachers interested in ECCE**

Career Development

- **Develop structure for career progression for ECCE teachers and recognize prior relevant experience – even in informal settings**

CPD

- **Offer a structured system, for CPD and pre-service training for teachers in specific areas – eg Play based learning, crafting of T&L materials (TALULAR); ICT especially in resource poor areas**



RECOMMENDATIONS AT SCHOOL LEVEL

Teaching and Learning materials

- Provide adequate teaching and learning materials

Infrastructure

- Ensure school management allocates dedicated spaced to ECCE

CPD recognition

- Ensure ECCE teachers are allowed to participate in CPD and Peer learning opportunities and that it this is recognised for career progression.

School leadership

- Orient school leaders on the importance of ECCE for foundational learning

Community awareness

- Sensitise communities and parents on the importance of ECCE for foundatinal learning.

Breakout session 1.2

Diversifying the teacher workforce and building equity through inclusive policies

While many actors play a role funding the initiatives that make up the Education 2030 agenda, recent projections show these efforts are still well short of meeting the SDG targets. This breakout session debated what needs to happen for all pertinent actors to better align and coordinate to make tangible progress towards reducing teacher shortages and meeting the objectives of SDG Target 4.c. This included perspectives from international organizations, the private sector, donor countries and low- and middle-income countries.



FAWE

Forum for African Women Educationalists
Forum des éducatrices africaines

Forum for African Women Educationalists [FAWE]

14TH POLICY DIALOGUE FORUM

Topic: Critical role of teachers in promoting gender
equality

Catherine Asego

26 February, 2024

About FAWE

- **Vision:** A future where every girl and woman in Africa has access to quality education while transitioning from one level of education to another.
- FAWE is a pan-African member-based NGO operating through 34 National Chapters in 33 countries across Africa
- **Core mandate:** Gender Equity and equality in education (Education of women and girls)
- 30 years of advocating for access, retention and transition of girls in schools.

Background

- SDGs 4 and 5 – Quality education and gender equality
- **Aspirations of the Agenda 2063** – Well-educated citizens and skills revolution underpinned by Science, Technology, and Innovations
- **CESA (16-25)** response to the education crises: Seeks to transform Africa's education systems.
- **Gender Equality Strategy for CESA:** Tool on integration, inclusion, equity, and gender equality in education.
- Quality Education is critical for the development of any country.
- 67% of children in SSA who complete primary school by age 15, approx. 30% achieve minimum proficiency in reading.
- Quality teachers = Quality education.

Role of teachers in the realisation of quality education



- ▣ In SSA female teachers remain underrepresented.
- ▣ Teaching & learning contexts matter in promoting gender equality.
- ▣ Quality teachers are needed to challenge gender stereotypes & discriminatory norms
- ▣ **Teaching challenges:** Rural vs. urban divide; Education in emergencies; Poor remuneration and lack of motivation; Inadequate teacher support (Quality Assurance)

FAWE Interventions

Gender Responsive Pedagogy: Teacher training and capacity building:– Building capacities of teachers to teach from the gender responsive perspective.

STEM Model to increase access and participation of women and girls in STEM subjects

Tuseme, Lets speak out: Builds the capacity of girls and boys to speak out on issues affecting them.

Centers of Excellence: Gender-responsive schools have led to greater participation of girls and improved outcomes

Recommendations

- **Gender Responsive Pedagogy** – Integration in TTCs
- **Recruit and Increase the number of female teachers** and support female STEM teachers
- Train teachers to prevent and respond to school-related gender-based violence (SRGBV)
- Continuous professional development and support
- **Promotion of STEM in schools:** Equip laboratories, and train STEM teachers to be innovative by use of locally available materials particularly teachers in rural and hard-to-reach areas.
- Gender-responsive school leadership
- **Policy level:** Gender Equality Strategy for CESA as a reference point

Diversifying the teacher workforce and building equity through inclusive policies

Principals navigating an agenda for inclusion and an agenda for excellence

DR. DOUGLAS ANDREWS (Wits Lecturer)

Member: UNESCO Chair in Teacher Education for Diversity and Development at the University of the Witwatersrand



Critical incidents

- Constraints to inclusive teaching
- Teacher shortages

Problem identification

- Teachers and principals navigating contradictory agendas: Inclusion and Excellence

Research question

- What leadership strategies are successful in developing and sustaining inclusive schools without compromising excellence

The challenge

- The primary contradiction: tensions and paradox
- Teachers in the 'eye of the storm'
- Shortage of teachers who can navigate complexity
- Navigating systemic pressures and championing inclusion

The research initiative

- 20 school principals were interviewed to determine strategies to navigate inclusion and excellence.
- Results plotted on a cartesian plane: complexity X axes and Pedagogical responsiveness Y Axes. (Walton and Osman 2022).

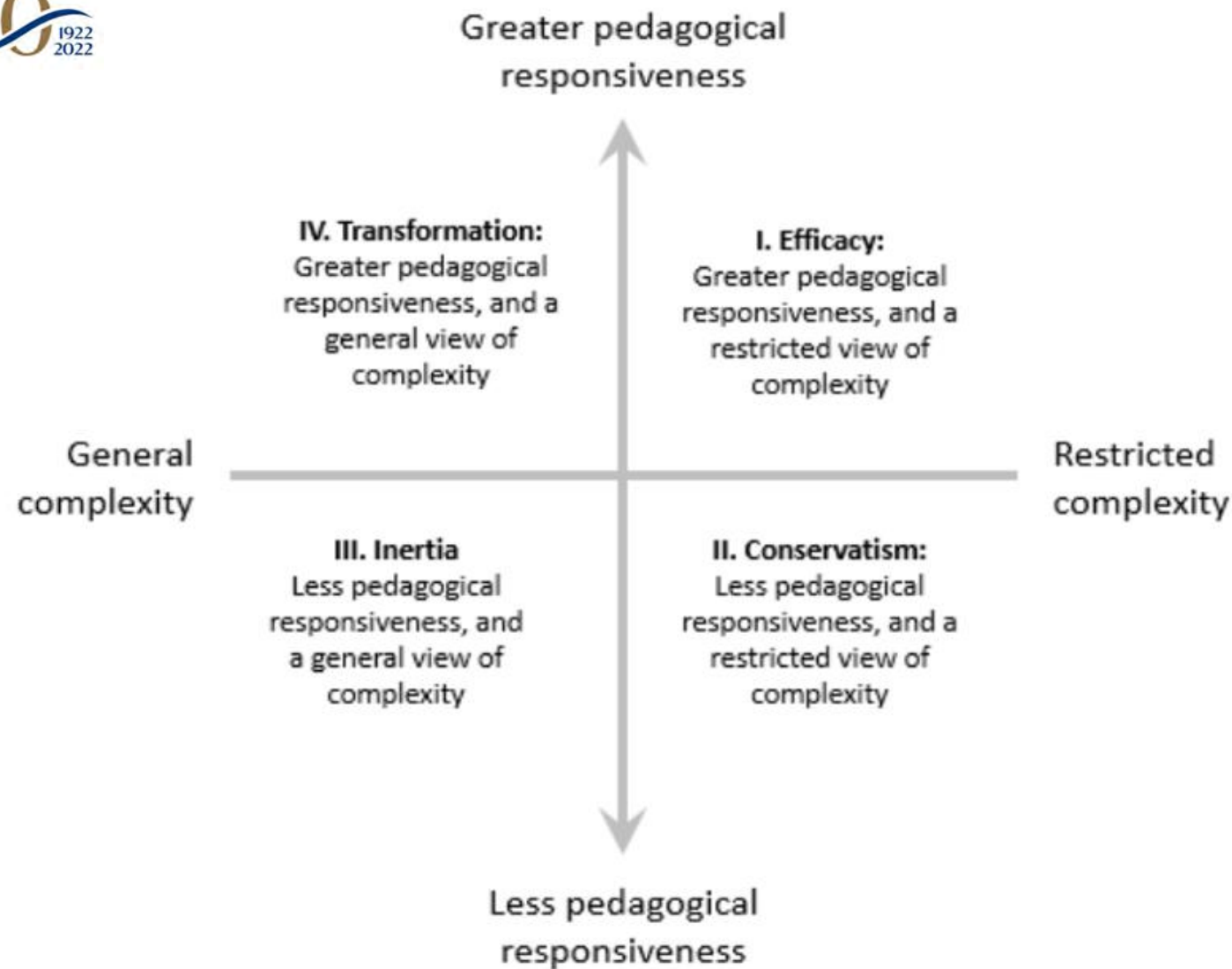


Figure 1: Walton and Osman's (2022, p. 14) pedagogical responsiveness and complexity cartesian plane.

Thank
you!

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- Engeström, Y., 2000. Activity theory as a framework for analyzing and redesigning work. *Ergonomics*, 43 (7), 960–974. <https://doi.org/10.1080/001401300409143>
- Walton, E., & Osman, R. (2022). Pedagogical Responsiveness in Complex Contexts. In *Pedagogical Responsiveness in Complex Contexts: Issues of Transformation, Inclusion and Equity* (pp. 1-20). Cham: Springer International Publishing.



unicef 

for every child

Teachers for **Inclusive** Education

26 February 2024
UNESCO Teacher Policy Dialogue

Convention on the Rights of the Child

UN General Assembly resolution 78/187 on Rights of the child (December 2023)

Reaffirming the importance of its resolution 44/25 of 20 November 1989, by which it adopted the **Convention on the Rights of the Child**,¹ which constitutes the standard in the promotion and protection of the rights of the child,

...and reaffirming the commitment at the very heart of the 2030 Agenda to **leave no one behind**, including children, and in this regard emphasizing the impact of the digital environment on the rights of the child...

Calls upon States to address prevailing challenges to **bridge the digital divide** within and among countries, the gender, disability and age digital divides and the divide between rural and urban areas....

Acknowledges with concern the **lack of readiness** and vision for digital and remote learning across the globe, evidenced through the absence or shortage of appropriate infrastructure, connectivity, policies and programmes, digital learning solutions, educational content and resources and guidance and support mechanisms for schools, **teachers** and families, as well as the lack of digital literacy and skills among students, **teachers** and caregivers...

may face stigmatization, discrimination and exclusion and are disproportionately subjected to mental and physical violence and sexual abuse and therefore may be particularly exposed to online risks, including cyberbullying...

Urges States to.... designing educational programmes and **teaching material** that support consent, non-violent behaviour, respect for boundaries and what constitutes unacceptable behaviour and how to report it, that eliminate gender stereotypes and negative social norms...

Encourages States to adopt and implement sustained and **inclusive child-empowering, age-appropriate, disability-inclusive and gender-responsive non-formal and formal education programmes**, providing children, parents, legal guardians, caregivers, **teachers and other professionals working with and for children with skills relating to digital and data literacy**, to promote awareness among children of the possible adverse consequences of....

Convention on the Rights of the Child

78/156. Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development

Noting with concern that, despite the considerable progress on education access and participation over the past years...**more than half of children and adolescents are not meeting minimum proficiency standards in reading and mathematics** and **teacher shortages persist, with an estimated global gap of 44 million additional qualified teachers**, that, while rapid technological and digital changes present opportunities and challenges, the learning environment, **the capacities of teachers and the quality of education have not kept pace, with only half of countries having standards for developing teachers' information and communications technology skills**, while, globally, **only 40 per cent of primary, 50 per cent of lower secondary and 65 per cent of upper secondary schools are connected to the Internet, and that refocused efforts are needed to improve learning outcomes...**

...launched at the **2022 Transforming Education Summit**, and by **upgrading education facilities that are child-, disability- and gender-sensitive and increasing the percentage of qualified teachers...**

COVID-19 pandemic, which have affected more than 1.5 billion children and youth worldwide, resulting in **significant learning losses and increased dropout rates disproportionately impacting teachers and students in vulnerable situations...**

...impact that the pandemic has had on **students' and teachers' mental health and well-being**, emphasizing the importance of investing in...affordable and equal access to the Internet, stronger parental or guardian support, **targeted teacher capacity-development programmes** and the development of online learning platforms and resources...

Reaffirms the commitment to continue to increase investment in inclusive and **equitable quality education and lifelong learning opportunities for all...**and through education and safe, healthy and stimulating learning environments that enable all learners to achieve their full potential and physical, mental and emotional well-being...

Convention on the Rights of the Child

UN Secretary General Report on the Status of the Convention on the Rights of the Child (2023)

...The digital literacy of children, **teachers**, parents and caregivers, as well as other stakeholders, remains a considerable gap and concern...

42. However, children with disabilities face multiple barriers when accessing the digital environment, including inaccessible digital content, inadequate devices and interface designs, **insufficient training for teachers and students and limited access to assistive technology**. Therefore, regardless of connectivity, for children with disabilities inaccessible websites and digital devices can mean exclusion from the services and products that they provide. Usability assessments and improving cognitive accessibility are potential solutions to overcome these barriers.

48. Digital platforms also help meet the training needs of mental health specialists, including psychologists, as well as non-specialists such as community volunteers, social workers, general practitioners, nurses and teachers.

...however, hundreds of millions of **learners were not able to access digital learning content or receive remote support from their teachers** owing to digital and usage divides.

...shortage of appropriate infrastructure, connectivity, policies and programmes, digital learning solutions, educational content and resources and guidance and support mechanisms for schools, **teachers** and families, as well as the lack of digital literacy and skills among students, teachers and caregivers.

62. However, even in technologically advanced countries, **teachers were not equipped with the skills required to respond to the sudden demand and need for remote learning modalities, in particular for digital learning solutions**.

29. Particular categories of children can experience **increased levels of vulnerability to online harms**, including girls, children from poor households, children who are out of school, children with disabilities, lesbian, gay, bisexual, transgender, intersex, queer and other (LGBTIQ+) children...

72. States should allocate and utilize public resources to implement legislation, policies and programmes to **fully realize children's rights in the digital environment and to improve digital inclusion**, including specific measures to close the gender-related digital divide.

KEY QUESTIONS

How is the Government ensuring that its national commitments and the global commitments following the United Nations Transforming Education Summit 2022 are implemented and monitored?

KEY QUESTIONS

What are the plans and timeframes of the Government for the improvement of qualifications of all early learning and development practitioners and educators as to ensure quality early learning and development programmes for all children?

KEY QUESTIONS

How will the Government ensure adherence to its policies for every child with a disability to have access to education?

KEY QUESTIONS

How will the Government implement Education for Sustainable Development, enabling every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future?

....in an environment like this?

(Grade R [pre-primary] classroom in South Africa)



ONE SIZE DOES NOT FIT ALL

Inclusion, Equity, and Diversity for the 21st-century teacher workforce is an essential policy imperative

Countries are focusing on updating their strategies to implement 21st Century Education, including a 'competency'-based and 'project'-based approach.

← How far is this expectation reflected for teachers, beyond efforts toward digital skilling? Teachers' transferrable skills?

← Children may adapt quickly but how fast can teachers (adults) adapt, including '**UNLEARNING**' old ways of teaching and learning?

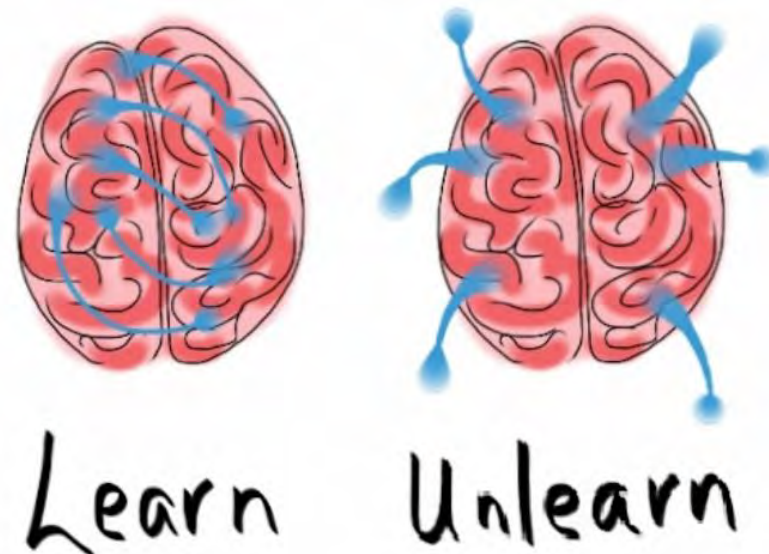
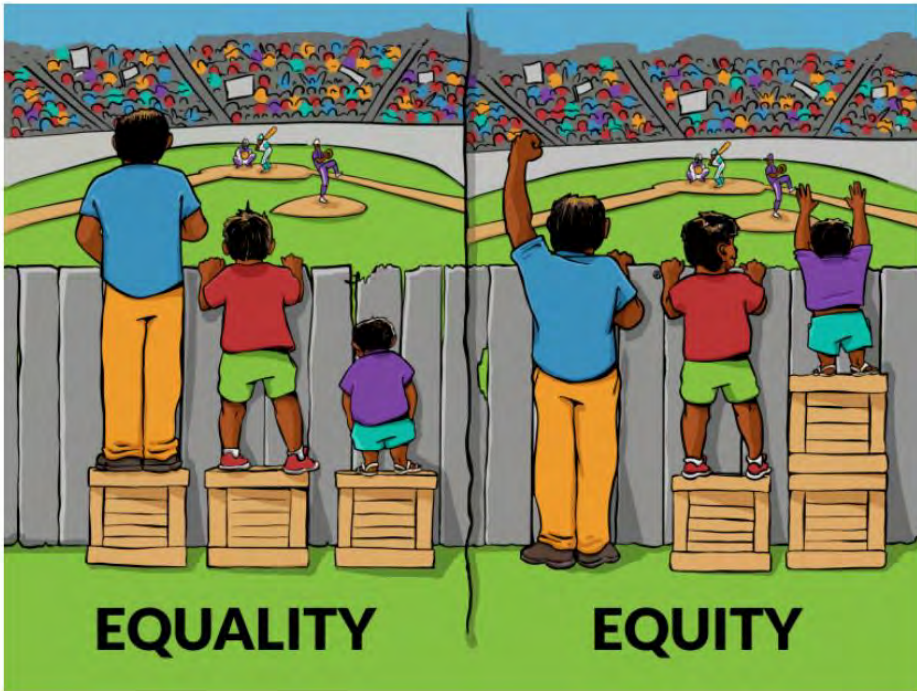


Image found on REAL KM website

ONE SIZE DOES NOT FIT ALL



Equality vs. Equity - by the Interaction Institute for Social Change, Artist: Angus Maguire (2016)

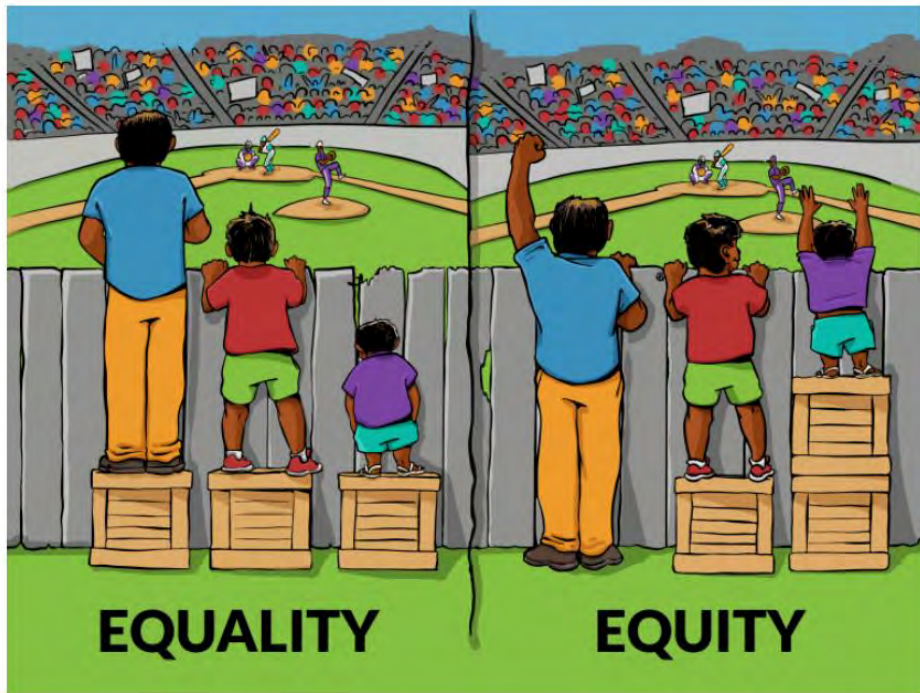
1. Diversifying the teacher workforce and building **EQUITY** through **INCLUSIVE POLICIES** for all aspects

Recruitment, professional development, training, specific repertoire of knowledge and skills for special profiles, etc.

AT ALL LEVELS

- Early Learning
- Basic Education (Primary and Secondary schools)
- Special Needs Education (sign language)
- Education for children out of school or challenges to get in school, NEET, children living and working on the streets

ONE SIZE DOES NOT FIT ALL



Equality vs. Equity - by the Interaction Institute for Social Change, Artist: Angus Maguire (2016)

2. Teaching workforce to have diverse skills for 21st-CENTURY SKILLS TEACHING

Integrate climate change, reflect strategies/frameworks into curriculum and practice, measure their competencies and skills at least the basic fundamentals

AT ALL LEVELS

- Early Learning
- Basic Education (Primary and Secondary schools)
- Special Needs Education (sign language)
- Education for children out of school or challenges to get in school, NEET, children living and working on the streets

Example: SOUTH AFRICA



Image from Salamedia

South African Sign Language (SASL): *In 2023, South Africa has included South African Sign Language (SASL) as the twelfth official language of the country through the amendment of section 6 of the Constitution of the Republic of South Africa*

The State party to:

- Ensure minimum of a basic communicative competence in SASL;
- Avail required resources available to civil society role-players;
- As a matter of policy and practice to ensure that all learning materials are translated and available in SASL;
- Make available to the general public SASL early literacy resources (basic ABC Sign Language Fingerspelling);
- Etc.



THANK YOU

HANA YOSHIMOTO
Chief Education, UNICEF South Africa
hyoshimoto@unicef.org

unicef  | for every child

Twigire Mumikino Rwanda



Empowering teachers with
Blended Continuing Professional Development in Rwanda

The LEGO Foundation 



VSO-TMR KEY FACTS



PROJECT NAME:
Twigire Mumikino Rwanda

Lets Learn Through Play



PURPOSE:

To strengthen ECCE systems through deeper integration of 'Learning Through Play (LtP) for 3-6-year-olds to become creative, engaged and resilient lifelong learners.

DONOR:

The **LEGO** Foundation

REACH:

- 280,000+ children
- 2,500+ ECE teachers
- 1,200+ school leaders (HT/DoS)
- 600+ ECE mentors
- 145,000+ Parents
- 100+ Community volunteers
- 600+ government officials/ staff

PROJECT DURATION:

March 2021 – March 2025



PROJECT BUDGET:

\$4.2 million



33 National volunteers

5 International volunteers



SCALE AND LOCATIONS

Phasing from 10 to all 30 districts

500+ government schools/
government aided private centers

KEY INNOVATION:

**VSO School LMS
for teachers' CPD**

TWIGIRE MUMIKINO RWANDA PROJECT OUTCOMES

1.

Improved **integration and support for Learning Through Play** within the ECCE system at all levels

Policies and programmes

Key frameworks/ standards

Local Government

School leaders

2.

Improved **ability of ECE teachers to facilitate Learning Through Play** with children (3-6 years old)

Blended CPD for ECE Teachers (digital content, CoPs, ECE Mentors)

3.

Increased **support for Learning Through Play** from key stakeholders

Parent-led initiatives

Community volunteers (IZU)

Local leaders

Media



Year 1 (Sept 2021)

PHASE ONE:

Building, testing and learning at small scale

- 80 schools in 10 districts
- 170 teachers
- Design and test approaches

Year 1 Districts: (N)

Burera, Gakenke (E) Nyagatare,
Gatsibo, Kayonza (S)
Nyamagabe, Nyaruguru, Huye (W)
Karongi, Nyamasheke

Year 2 (Sept 2022)

PHASE TWO:

Testing and learning at intermediate scale

- Plus 238 schools (318 total)
- Plus 681 teachers (851 total)
- Plus 20 Districts (30 total)
- Pilot approaches

Year 2:

All 30 Districts
164 Sectors (4 or 8 p/District; 2 schools per Sector)

Year 3 and 4 (Sept 2023)

PHASE THREE:

Implementation at full scale

- Plus 280 schools (598 total)
- Plus 779 teachers (1621 total)
- Plus 18 community-based ECDs linked to TMR schools
- Roll out approaches / transfer approaches/content

Year 3-4:

All 30 Districts
353 out of 416 Sectors

Outcome 2: Empowering ECCE Teachers



Overview of the VSOSchool Learning Management System(LMS) and contents



VSOSCHOOL LEARNING MANAGEMENT SYSTEM

Powered by :



Multi-platforms and offline

Open-source learning management system, which allows teachers serving in remote locations to access to CPD courses on multi-platforms (Android phones, Tablets , Desktop and laptop computers) offline.



Contents are developed for specific contexts based on government's teacher CPD poliicies

Training courses are developed based on teachers' professional needs and based on the governments' CPD policies.



Compression

Reduces bandwidth/space usages by 80%+



Assignments

Individual/group, marked by facilitators or peers.

VSO SCHOOL LEARNING MANAGEMENT SYSTEM

Powered by :



Discussion Board

Teacher Mentors/CPD facilitators and participants can join in discussions.



Multi-lingual user interface

User interface is available in multiple languages.



Data management

Disaggregated data on Teachers' CPD course by users, time spent, completion, gender etc.



Messaging

- Users can send/receive chat messages without sharing phone numbers
- Chat messages can be composed and viewed offline, will send when reconnected.

ECCE Blend Professional Development Process

- Based on educational documents of Government of Rwanda – CBC, Teacher Guide etc
- Drawing on VSOR experience in previous projects
- Based on what ECE teachers tell us they need most
- Uses LEGO Foundation characteristics of play
- Links to other projects (especially VVOB/ITS PLAY;
- 2021/22: 2 Schools Nyamasheke, Kayonza
- 2021/22: 80 Schools (testing, adjusting)
- 2022: M1-6 early review (REB)
- 2022/23: +240 Schools (further testing and adjusting)
- 2023/24: +280 Schools + desktop and web version



Outcome 2: ECE teachers have improved ability to facilitate learning through play with children aged 3-6



VSOSchool LMS

Digital CPD content for ECE teachers on a tablet, desk

So far:

- Distributed tablets (one per 320 school)
- Tested and rolled out M1-6
- Trialed video lesson observations and observation tool



Year 3:

- Continue to test and roll-out
- 'Process Evaluation' with new schools
- New version of the App (better software)
- Develop, test, roll-out laptop version

CoPs

Peer support at school level for ECE teachers

So far:

- Prototyped and piloted CoP approach
Coordinated with the TG model
- Lesson planning tool (slightly adapted)



Year 3:

- Continue approach (with TG)
- Lesson planning tool (adapted from REB)

ECE Mentors

School level mentoring for ECE teachers

So far:

- Switched attention from SBMs to new ECE Mentors
- Helped identify ECE Mentors
- Supported ECE Mentors in their role.



Year 3:

- Continue approach (with TG)
- Engage in national guidance and support

TLMs

Provision of TLMs and skills

So far:

- No major provision.
- Skills development, HT advocacy



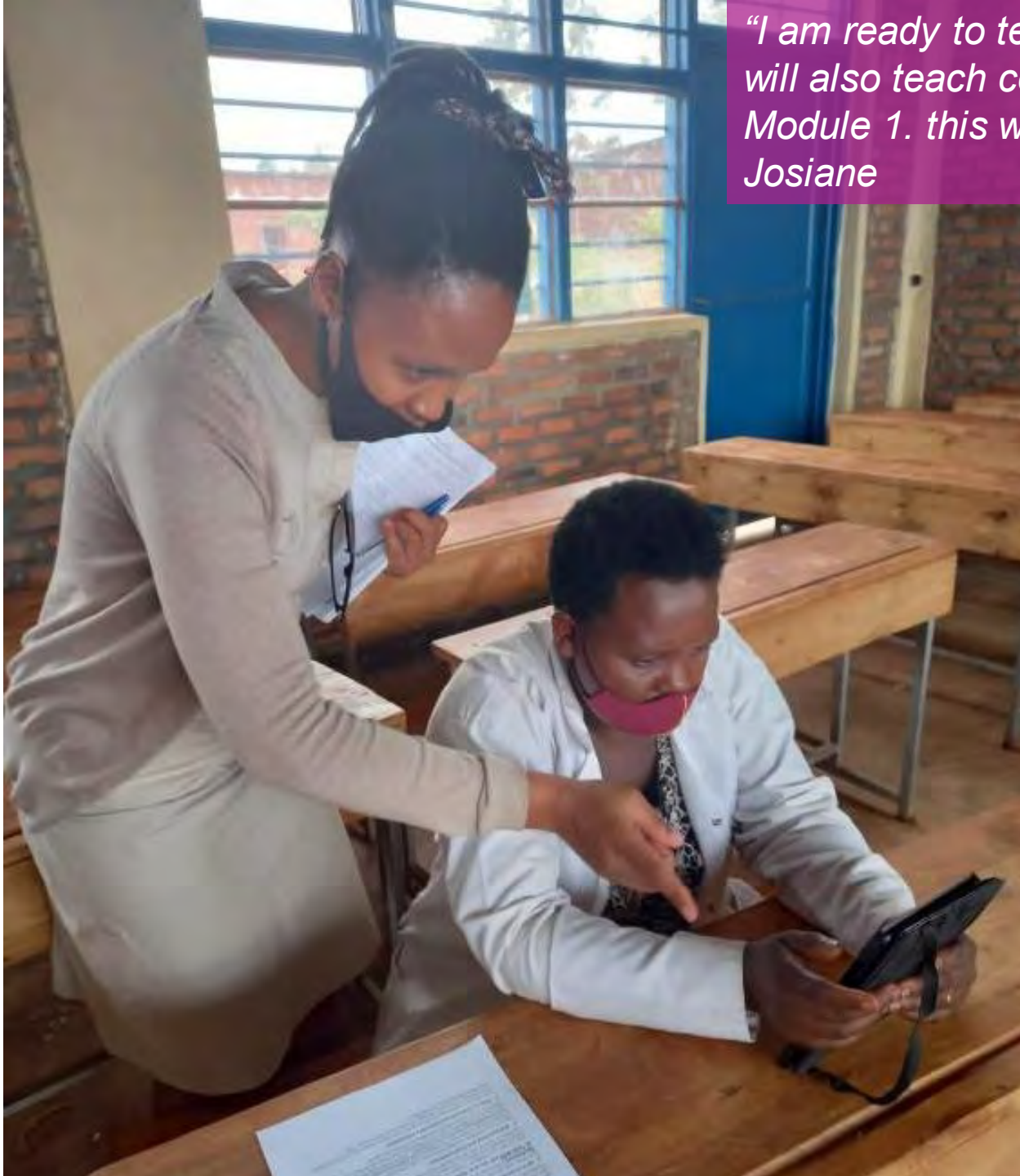
Year 3:

- Boost provision
- Alignment with QBE, UNICEF



“Displaying children’s work on the wall, is something crucial I learned from the module and during our trainings. That’s why you see the work of my children there on the wall”. Teacher Chantal.

“I am ready to teach about the alphabet with the help of constructive play. I will also teach communication and transport with the help of games in Module 1. this will make my lessons more understandable”. Teacher Josiane



Thank you

Purna Kumar Shrestha

Global Technical Lead

Foundational Learning and System Strengthening

VSO International

Purna.Shrestha@vsoint.org



TARBIYAH21

Repository of Promising Teaching and Learning Practices

Dakmara Georgescu, PhD, Education Programme Specialist,
UNESCO Multisectoral Regional Office in Beirut

d.georgescu@unesco.org

Tarbiyah21 Initiative

- ▶ Teacher-focused Website and Newsletter

<https://www.tarbiyah21.org/>

- ▶ More than 19,000 subscribers
- ▶ Capacity Development & Sharing
- ▶ Research & Knowledge Production
- ▶ Policy Dialogue

Repository of Promising Teaching and Learning Practices



مرجع ممارسات التعليم
والتعلم الواعدة



REPOSITORY OF PROMISING TEACHING
AND LEARNING PRACTICES



Why a Repository of Promising T&L Practices?

- ▶ Good practices in education are rarely documented in a systematic way
- ▶ Call for contributions (September/October 2022)
- ▶ More than 300 contributions received
- ▶ 130 templates/examples selected for the book; 30 selected for the website
- ▶ Added value of the Repository

Template structure

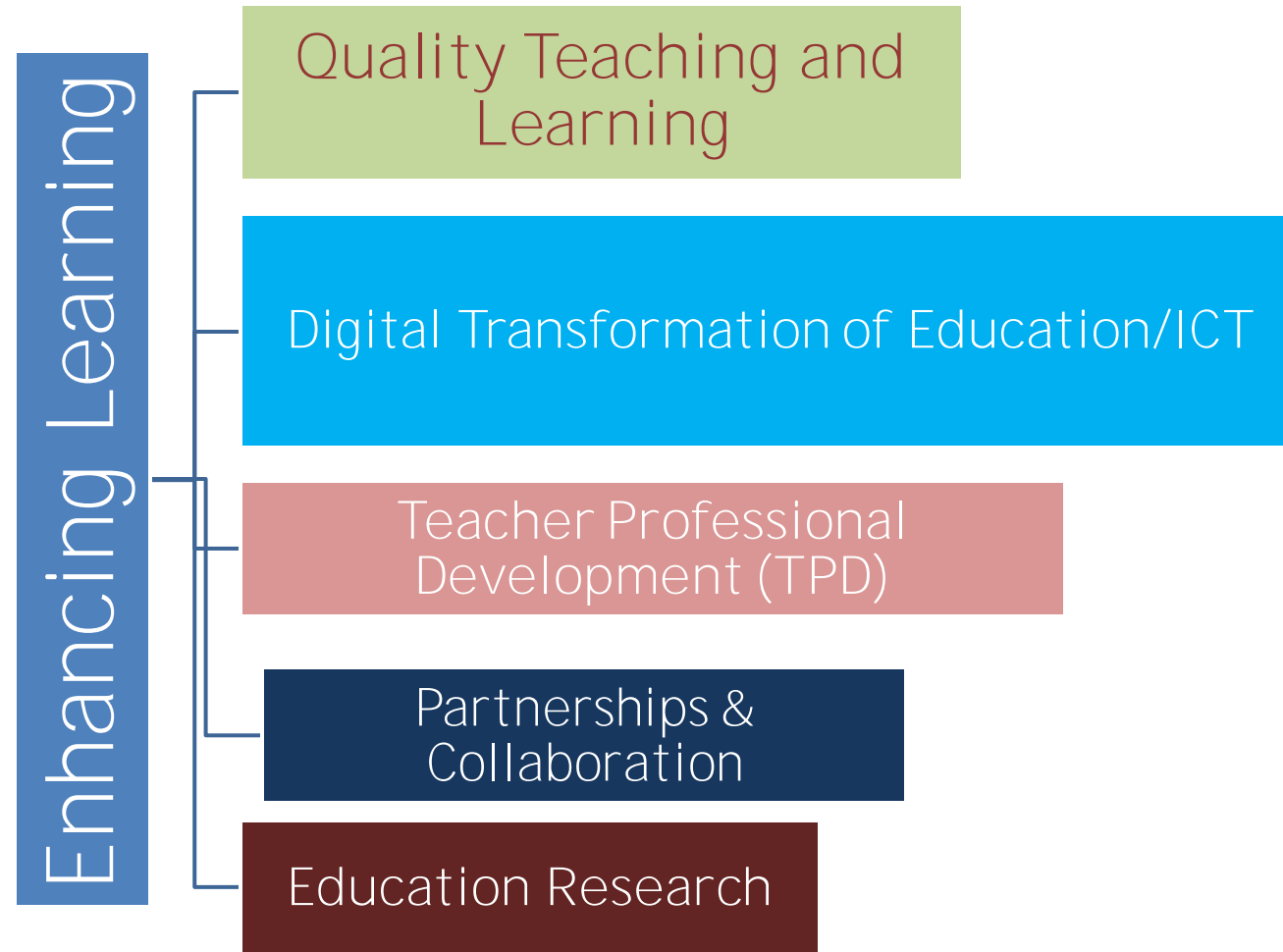
- ▶ Title of the initiative
- ▶ Contacts/Responsible people & units
- ▶ Description
- ▶ Why? (Rationale)
- ▶ Implementation
- ▶ Partnerships
- ▶ Effects and impact

Quality Teaching and Learning (QTL): Curriculum²⁸

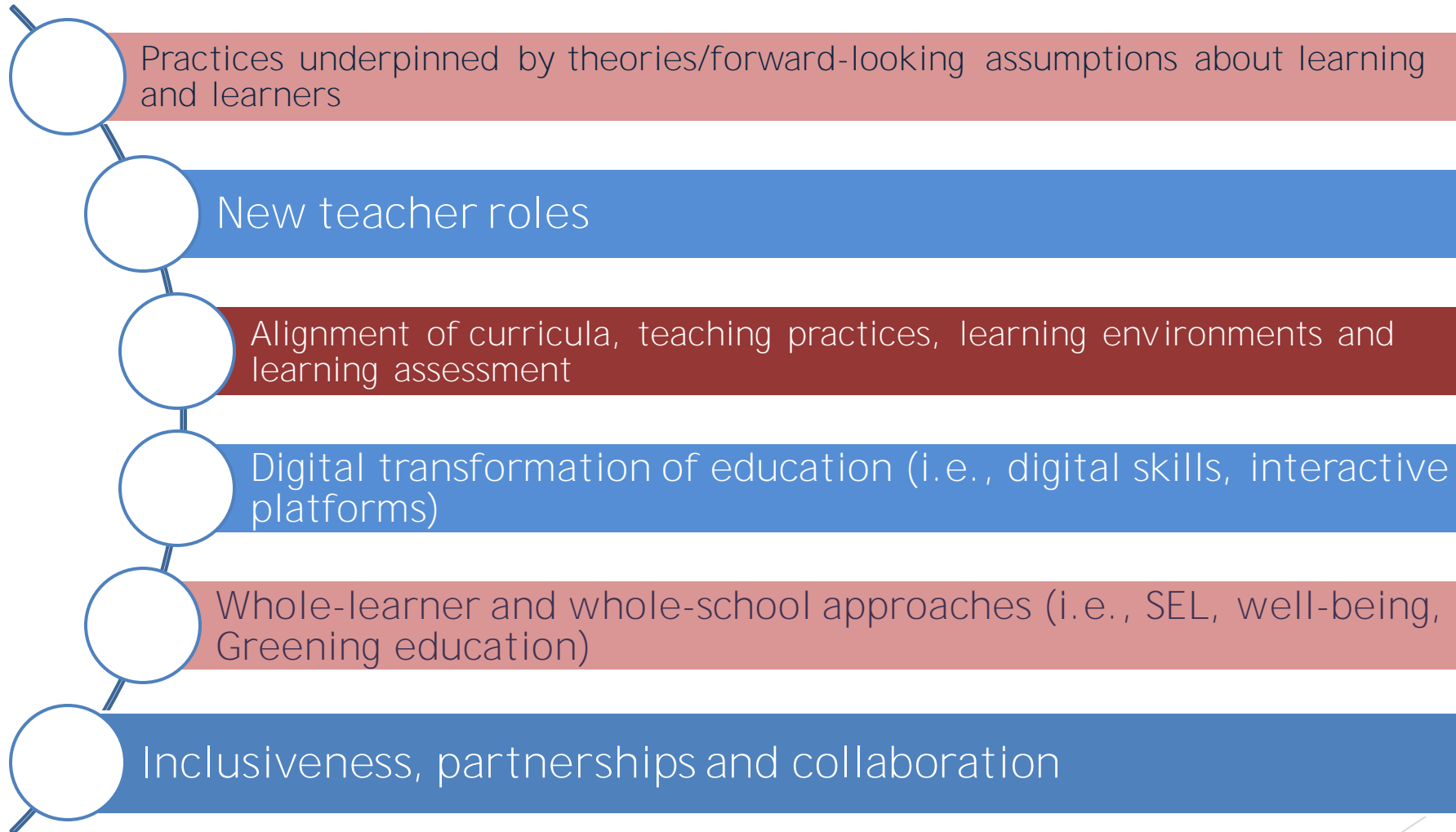
Template item	Content
Title of the promising T&L practice	Engaging Female Students in Interdisciplinary STEAM learning
Contact details of the contributor	<ul style="list-style-type: none"> • Rana Ahmed Mahmoud Ziada, Al-Zahraa secondary girls' public school, Palestine • Master's Degree; Mathematics teacher for secondary classes to more than 100 learners; 18 years of experience in education • Email address: rana_math@hotmail.com
Education type and level, grade(s), subject(s), cross-cutting issues and/or extra-curricular activities the practice has been applied	<ul style="list-style-type: none"> • The practice has been applied in my classrooms, as well as in a training programme for several female students and fellow teachers (not within the same school). It has been also applied in the context of extra-curricular activities within formal education. • The practice involved Grade 11 learners (secondary education). • As a Mathematics teacher, I employed the STEAM approach (Science, Technology, Engineering, Art, and Mathematics) in Mathematics classes by combining several educational subjects in the context of integrative approaches.
What was your purpose in implementing this practice? What needs did it address?	<ul style="list-style-type: none"> • In my career as a science teacher, I have observed: <ul style="list-style-type: none"> ◦ Gaps regarding learners' preparation for real-life situations; ◦ Gender gap in Science education: Girls' participation in and their motivation for Science education decreased; ◦ Instead of being taught critical life skills, learners are mostly taught to memorize. • The practice is beneficial in that STEAM education focuses on preparing and inspiring generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving to prepare them for post-secondary study pathways and the 21st Century workforce/career pathways. • My passion for applied Mathematics and the link between Mathematics and life are based on a strong scientific and educational basis.
Detailed description of the T&L practice	<ul style="list-style-type: none"> • The practice has been introduced in formal education settings to improve the educational experience and outcomes of all learners by cultivating critical thinking needed for this complex

- The practice helped learners move beyond the classroom and utilize skills acquired through practice in several projects, such as 3D drawing, 3D printing, and engineering design.
- STEAM technology plays a major role in identifying patterns, interpreting data, producing measurements, and for providing a context for authentic problem solving by using the necessary computer applications or devices for calculating and determining areas and volumes.
- Learners were able to build interactive environments that support Augmented Reality (AR), and they also used a simulation that combined Mathematics, Technology, and Engineering design. Through project learning, learners were able to choose the appropriate tool to achieve specific outcomes. They have come to the conviction that digital technologies can solve real-life problems and make the real world more livable and sustainable.
- Some girls considered evaluation that is based on academic achievement as unrealistic. Therefore, Educational technology (ed tech) tools can be used to facilitate assessment in STEAM learning contexts and can be used to measure learners' content knowledge gains and their affective learning outcomes. Assessment tools include rating scales and observation cards to measure skills, knowledge, characteristics, and behaviors, giving learners the opportunity to discover their abilities and conduct self and peer assessment as partners in the evaluation process.
- STEAM is an interdisciplinary educational approach that engages learners and fosters stronger teacher-learners collaboration. It constructs an extensive and flexible knowledge base, develops effective problem-solving skills and collaboration between peers from different disciplines.
- My role as a teacher consisted of planning, designing, and choosing methodologies, directing and facilitating the work of learners, forming groups, and providing effective feedback to learners at every stage.
- Learners conducted research, investigated and explored, planned lessons implementation, self-evaluated themselves, cooperated and communicated with one another.
- The role of school was to provide the necessary resources for learning and encourage learners.

Structure and content of the Repository



Trends identified



Using and building on the Repository...

- ▶ Learning from one another
- ▶ Series of monthly webinars (last week of each month starting in September 2023)
- ▶ Publication of the Repository
- ▶ Using and adapting/customizing practices to contexts
- ▶ Inspiring additional topical collections of promising T&L practices

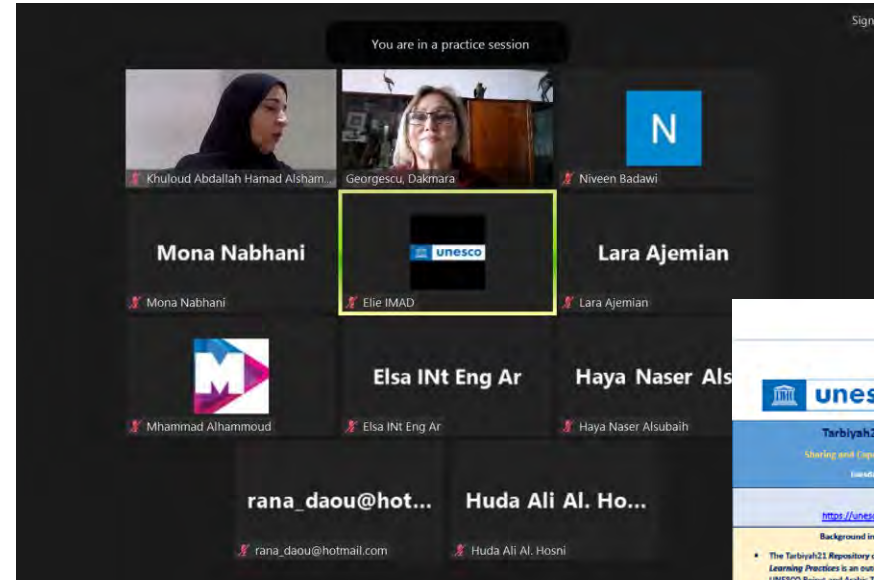


مرجع ممارسات التعليم
والتعلم الواعدة

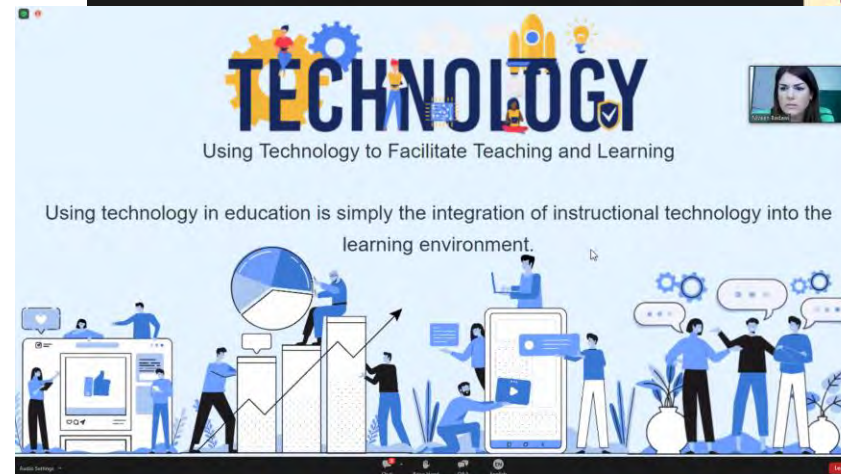


Teacher voices on Diversifying the Teaching Force and Inclusiveness

- ▶ Teacher (Self)-learning and Innovation Potential
- ▶ Teachers learn best from their peers (i.e., expert teachers) through whole-school approaches
- ▶ Comprehensive, inclusive and coherent skills development for teachers, principals, students, parents and other stakeholders
- ▶ Encouraging female students and teachers to engage in digital transformation of education and STEM/STEAM



Date	Topic	Webinar Title
4 Sept 2023	Web#1: Quality Teaching and Learning	
7 September 2023	Web #2: Promoting Arabic Literacy	
24 October 2023	Web #3: Digital Transformation of Education	
28 November 2023	Web #4: Education for Sustainable Development/Disruptive Education	
12 December 2023	Web #5: Teacher Professional Development	



Many thanks

- ▶ To the contributors
- ▶ To the future users

Breakout session 1.3

Finding and supporting teachers in emergency and crisis situations

Teaching positions in emergency and crisis situations can be difficult to fill due to stressful working conditions, including displacement, threats to physical safety and psychological trauma. This breakout session explored how to ensure enabling and safe working conditions and social and socio-emotional training and support can help improve motivation and job satisfaction in deploying and retaining more teachers.



Supporting Teachers Amidst Displacement: Challenges and Pathways for support

UNHCR Research Initiative: *Supporting Teachers Amidst Displacement: Pathways for Improving Teacher Quality & Workforce Sustainability*

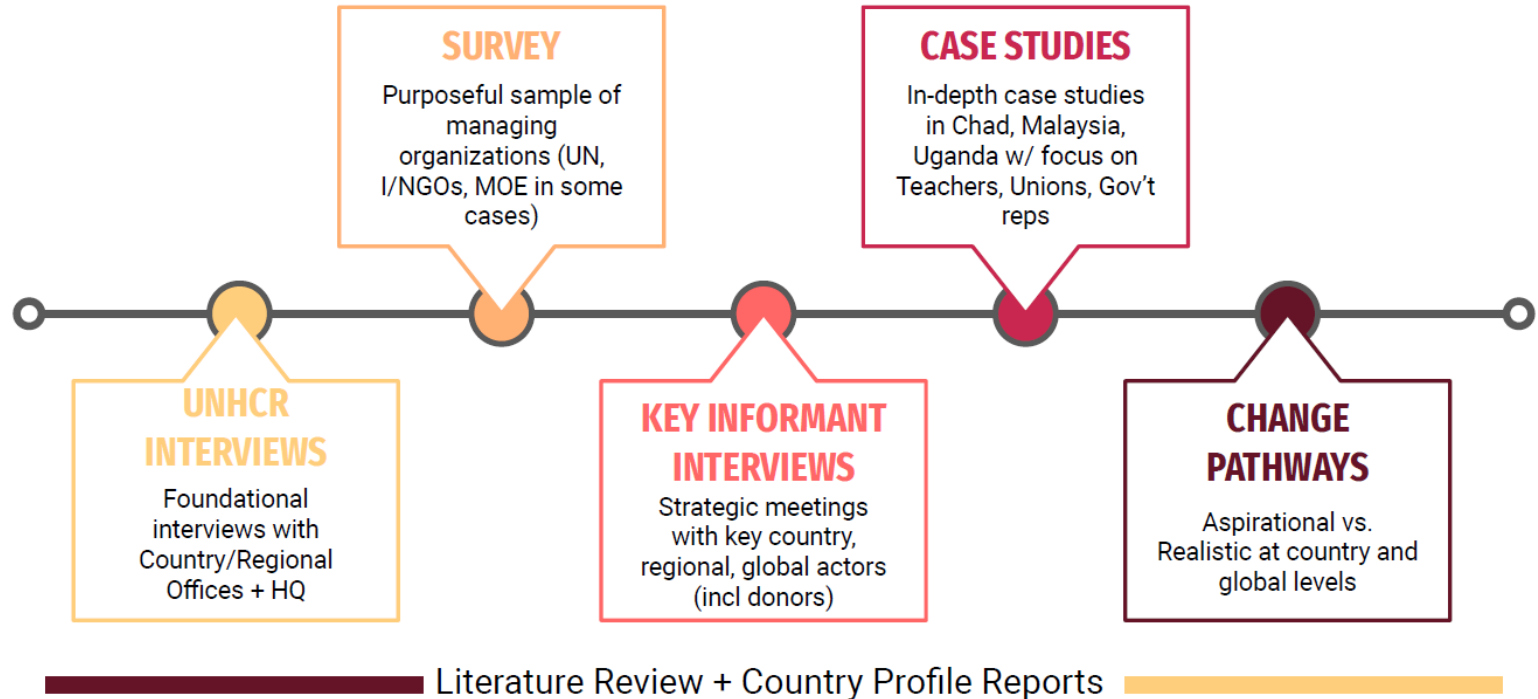
Objective

- 1) identify and conceptualize a typology of teachers working in refugee and displacement settings;
- 2) examine how different teacher profiles (inherent to the typology) are affected by current teacher management and professional development policies and practices; and
- 3) explore promising pathways for strengthening support to teachers working in these settings.

Focus Countries: Cameroon, Chad, Djibouti, Ethiopia, Iraq, Kenya, Malawi, Malaysia, Mexico, Pakistan, Rwanda, Uganda, South Sudan, Sudan, Syria, Yemen

Project Consultant: Prof. Mary Mendenhall, Ed.D., Teachers College, Columbia University

Research Design



Emergent findings

You can teach without a classroom, but you can't teach without a teacher. Those are the areas we mostly forget.

We focus on our students...in a class, but we forget the teachers most of the time.

-Study participant in Malawi



Teacher Profiles

National teachers <i>with</i> formal teaching qualifications	National teachers <i>without</i> formal teaching qualifications
Refugee teachers <i>with</i> formal teaching qualifications (from home/host country)	Refugee teachers <i>without</i> formal qualifications

Overall study findings



Teacher pay remains a pervasive issue, affecting recruitment, retention, and overall well-being.



Teachers lack essential support beyond monetary compensation



Displaced teachers face barriers to accessing to teacher professional development & training



Refugee teachers struggle to have their credentials recognized(limiting employment and professional advancement).



Comprehensive data on teachers in crisis settings is lacking, impeding informed decision-making and policy development.

Case studies: Chad & Uganda



- Both countries show progress in refugee education inclusion
- Teacher qualifications are generally low, especially in Chad where 3 out of 4 pupils are taught by secondary education certificate holders.
- Schools for displaced learners lack teachers and learning materials in both Uganda and Chad.
- Teacher salaries vary significantly based on profile in Chad.
- Chad teachers struggle with inadequate salaries and delayed payments.
- Limited promotional opportunities exist for teacher
- Female teachers bear extra burdens balancing workloads and family responsibilities

Needed changes and Promising Pathways

- Explore existing and new channels for securing adequate, harmonized, and sustainable funding for teachers
- Investment in continuous professional development opportunities for teachers
- Expansion of equivalency mechanisms for teachers' qualifications
- Collaboration with national teachers' unions to expand support to different teachers' profiles
- Improving the accuracy, accessibility, and usability of teacher data for informed decision-making and policy development
- Sharing of promising practices across actors and contexts needs strengthening

Thank you!



unesco



Office of the Special Representative of the Secretary-General for
CHILDREN AND ARMED CONFLICT

25
YEARS

Development of a teacher guide for children affected by armed conflict

A joint project between the UNESCO Regional Office for the Gulf States and Yemen and the Office of the Special Representative of the Secretary-General on Children and Armed Conflict (OSRSG CAAC)

14th Policy Dialogue Forum – Johannesburg, 26th February



BACKGROUND

September 2022: UNESCO and the OSRSG CAAC begin cooperation on the agenda of education and children in armed conflict with the aim to further the impetus of the international community towards implementation of the [UNSC Resolution 2601](#).

September 2023: UNESCO and OSRSG CAAC sign an agreement to develop an educational guide for teachers and educators on children in armed conflict with a specific focus on children formerly associated with armed forces and armed groups (CAAFAG); roll out the implementation and contextualization process in two select countries.



RATIONALE

- Several resources & programmes relating to CAAFAG, particularly in protection, including:
 - *Girls associated with armed forces and armed groups (Technical Note)*
 - *CAAFAG Programme Development Toolkit (Guidelines)*
 - *Education Interventions for CAAFAG (Technical Note)*
- However, there is a lack of resources and tools directed at teachers/educators in relation to CAAFAG (beyond dated lesson plans for teachers in non-conflict settings)
- Useful resources on related topics, include:
 - **Teaching in crisis contexts**, e.g., Training Pack for Primary Teachers in Crisis Contexts (INEE TiCC); Safe Healing and Learning Spaces (SHLS) Toolkit (IRC)
 - **Supporting refugee learners**, e.g., Pedagogies of Belonging (REACH Initiative at Harvard)
 - **Providing accelerated education and other alternative approaches**, e.g., resources developed by Accelerated Education Working Group (AEWG)
 - **Countering violent extremism**, e.g., Teacher's Guide on the Prevention of Violent Extremism (UNESCO)

AIM AND APPROACH

WHY?

1

To support teachers and educators working with children affected by armed conflict and children associated with armed forces and armed groups (CAAFAG) specifically



2

To support education systems to be inclusive of all children and youth, including those in vulnerable situations and in armed conflict

HOW?

Mapping of resources & stakeholders



Desk review of key resources & interviews with key stakeholders



Intermediary knowledge product of teacher & learner needs



Practitioner guide for teachers & educators working with CAAFAG

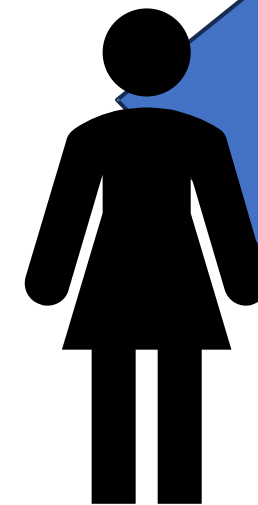
Who are CHILDREN Associated with armed groups and armed forces?

- In 2007, the term ‘**children associated with armed forces and armed groups**’ was adopted by the international community and defined as follows:

“any person below 18 years of age who has been recruited or used by an armed force or armed group in any capacity, including but not limited to boys and girls used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities.”

(PARIS PRINCIPLES & COMMITMENTS ON CAAFAG, 2007)

- CAAFAG replaced the term ‘**child soldiers**’, as research from civil wars in Nepal, Sierra Leone, Uganda, etc. revealed complexity of roles played by children in armed conflict



International organization representative

“For a long time, girls who didn’t carry weapons were not seen as CAAFAG and not considered for reintegration. Then we changed terminology to stop talking purely about child soldiers and talking about CAAFAG. We recognised the different roles children can play, especially girls. Some girls are recruited to be wives.”

Who are CHILDREN Associated with armed groups and armed forces? (2)

- Experiences of CAAFAG are not homogeneous but depend on:
 - Local social and political context
 - Age, gender, ability, etc.
 - Pathways of association
 - Nature of role
 - Time spent in association
- Concepts to support understanding of CAAFAG's experiences include:
 - Push and pull factors
 - Continuum of coercion
 - Children's agency
 - Fluidity of association
 - Transition to adulthood

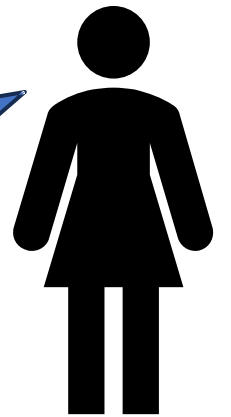


Source: Alliance for CPHA, 2023, p. 8

What are the educational needs of CAAFAG?

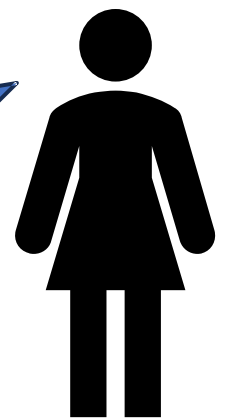
- Many needs are context-specific and individual, so “**inclusive approaches**” and a “**gender & equity lens**” are important, even when adopting a “**non-targeted approach**”
- However, the following needs were identified as being important across the board:
 - Learning readiness and motivation to learn
 - “Trauma responsive education” and mental health & psychosocial support (MHPSS)
 - Socio-emotional learning (SEL), including negotiating identities, power, and control
 - Socialisation, acceptance and a “sense of belonging”
 - Flexible learning & support for other responsibilities (e.g., childcare, farming, income generation)
 - Basic literacy and numeracy skills and life skills
 - TVET, entrepreneurship, and livelihood skills

“If we do it wrong, we can set them up for failure and really discourage them.”



INTERNATIONAL
ORGANISATION
REPRESENTATIVE

“We have to question assumptions that education is always going to help.”



RESEARCHER &
EDUCATOR

WHO IS THE GUIDE FOR?

- **‘Education’ as a life-saving and life-sustaining lifelong right, and ‘teacher’ as any educator working in conflict- or post-conflict settings** (including formal schooling, TVET, Catch-Up, Bridging, etc.)
- In addition, these educators:
 - are members of affected communities
 - have a relationship to the conflict and the community
 - may be victims and/or perpetrators of violence
 - are rights holders who have the right to decent work and lifelong learning
- Rather than thinking about how to reintegrate former CAAFAG into formal education, this guide intends to provide guidance on **how can reintegration and inclusion can be supported through education** (formal, informal, or non-formal)

ENABLING ELEMENTS OF A USEFUL TEACHER GUIDE

01 Technical considerations:

UNDERSTANDING THE SITUATION OF CAAFAG - How to respond to teachers' need for knowledge, competences, and skills related to understanding the situation of CAAC and CAAFAG, including vulnerabilities related to age, gender, disability, and other factors.

02 Role-related and pedagogical considerations:

TEACHING PRACTICES AND PEDAGOGIES - How to respond to teachers' need for knowledge, competences, and skills related to understanding the role and responsibilities of educators working in conflict- and post-conflict settings, and productive pedagogies for working with mixed groups of learners, including CAAC and CAAFAG.

03 Motivational considerations:

How to respond to teachers' need for engaging, motivating, and accessible professional development resources (also important in determining how the guidelines will be set out and the content presented).

- **CONTEXT MATTERS**, especially given complex nature of crisis, diverse teachers and learners, and social, economic, political, and historical factors.
- **TRANSFERABILITY**: providing users with engaging & contextualizable ideas & recommendations drawn from around the world that educators can 'make their own'.

PROPOSED OUTLINE OF THE TEACHER GUIDE

Part 1: Dear educator...

- Why did we develop this guide?
- Who is this guide for?
- How can you use this guide?
- What will you find in this guide?

Part 2: About children associated with armed forces and armed groups

- Who are CAAFAG?
- What are their educational needs?
- How can educators better meet their needs and those of other children impacted by armed conflict?

Part 3: Meeting the needs of children formerly associated with armed forces and armed groups

- Understanding your role, relationships, and responsibilities
- Enabling self-care, emotional regulation, accountability, and collaboration
- Supporting return to learning and enabling learning environment
- Contextualizing, planning, differentiating, and adapting based on learner needs

Part 4: Key messages

- Guiding principles for working with CAAFAG
- Insights and advice from around the world

Thank you Questions?

For more information:

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   : @UNESCO_GCCYemen



14th TTF Policy Dialogue Forum 26-29 February 2024 in South Africa

Addressing Global Teacher Shortages:

Dignifying, diversifying and valorizing the profession

Finding and supporting teachers in emergency and crisis situations

**Tassama Saleh
TTF-Lebanon Focal Point**



Introduction

Naguib Mahfouz said: The teacher has the greatest profession, as all other professions graduate from him
It was also said: The humble teacher tells us, but the great teacher is the one who inspires us.



The Situation of teachers in Lebanon

- Teachers' salaries lost ninety percent of their value
- Taxes rose twentyfold, eroding salaries further and further



Learners Numbers in 2021-2022 and 2022-2023 in the Different Sectors

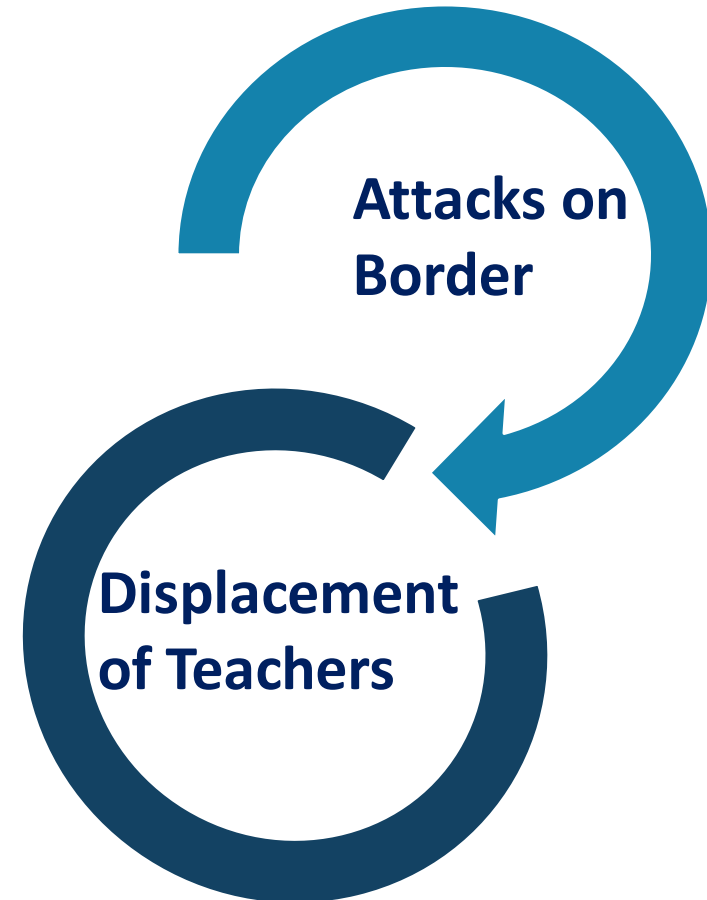
الحالة	النسبة المنوية للزيادة/ الانخفاض في الالتحاق	الفرق	2022-2023		2021-2022		القطاع التعليمي
			نسبة الالتحاق -Enrollment Rate	عدد التلامذة	نسبة الالتحاق -Enrollment Rate	عدد التلامذة	
انخفاض	-10.2%	-34202	28%	302099	31.34%	336301	القطاع الرسمي
انخفاض	-2.3%	-2973	11.80%	127359	12.15%	130332	القطاع الخاص المجاني
زيادة	7.6%	43420	56.66%	611385	52.94%	567965	القطاع الخاص غير المجاني
انخفاض	-0.3%	-122	3.54%	38205	3.57%	38327	الأونروا
زيادة	0.6%	6123	100%	1079048	100%	1072925	المجموع



Teachers Numbers to the right (purple) in 2021-2022 and to the left (orange) in 2022-2023

المجموع	التعليم الخاص الأونروا	التعليم الخاص غير المجاني	التعليم الخاص المجاني	التعليم الرسمي	قطاع التعليم
					العمر
14206	77	10177	1635	2317	30 وما دون
28313	720	13896	2138	11559	40 - 31
26377	562	11824	1384	12607	50 - 41
16484	294	8548	985	6657	60 - 51
5216	2	2609	217	2388	61 وما فوق
90596	1655	47054	6359	35528	المجموع

المجموع	التعليم الخاص الأونروا	التعليم الخاص غير المجاني	التعليم الخاص المجاني	التعليم الرسمي	قطاع التعليم
					العمر
13472	111	8957	1640	2764	30 وما دون
29587	747	13901	2335	12604	40 - 31
25385	501	11168	1393	12323	50 - 41
16273	291	8293	984	6705	60 - 51
5343	2	2408	190	2743	61 وما فوق
90060	1652	44727	6542	37139	المجموع





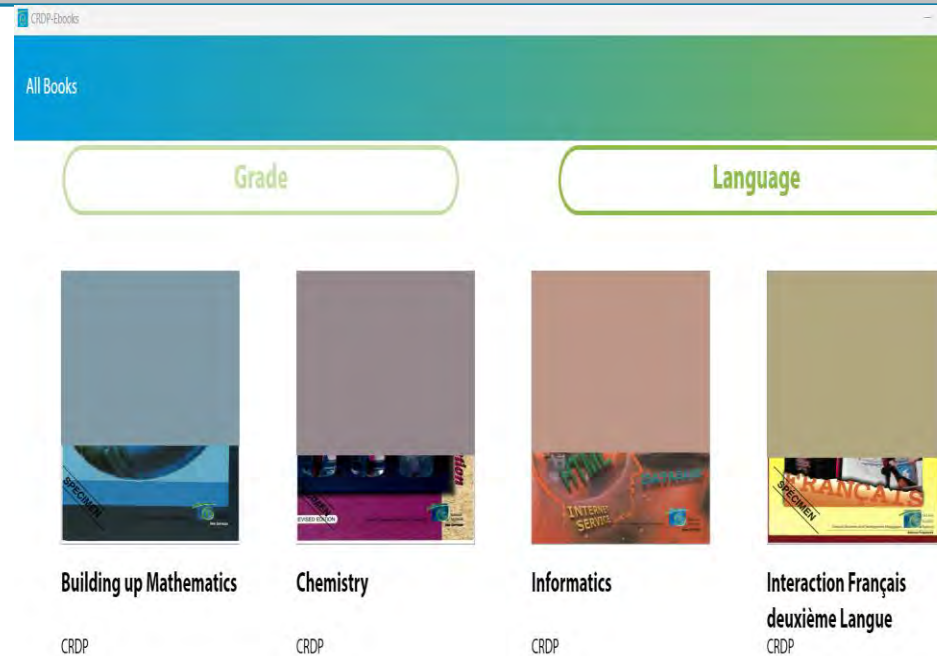
Actions Taken by the Ministry

- Raising salary values 7 times (without being included in the core salary)
- Giving incentives to teachers (productivity allowance) in exchange for working days (14-16 days)
- Limiting school hours to 4 days and 3 days for those who wish.
- Increasing the value of the daily transportation allowance (to approximately 5 liters of octane)
- Allowing transfers from one workplace to another (closer to the place of residence,...)



Actions Taken by the Ministry

- Providing teachers in all public schools at all levels of education in all subjects with a copy of the digital book that takes into account the reduced curriculum.





Actions Taken by the Ministry

- Launching the UNESCO Education Flexibility Initiative in cooperation with the Educational Center for Research and Development and with support from UNESCO through its regional office in Beirut, in partnership with UNICEF and the Education Cannot Wait Fund.
- Implementing the distance learning and in-person learning program for forcibly transferred students who are enrolled in-person in official institutes and schools, and approved response centers to receive displaced students to ensure that the academic year is not lost.
- Placing teachers in schools in the areas to which they were displaced.



Actions Taken by the Ministry

Under the leadership of MeheLebanon and CRDP_Liban and in partnership with EduCannotWait and UNICEFLebanon, UNESCO Beirut has initiated an Education Response Plan in the South of Lebanon. As part of this plan, a comprehensive training program is underway to equip 2,058 teachers on digital skills to ensure the academic year continuity.



Learning Recovery Project Training Teachers

The Educational Center for Research and Development, in cooperation with the Ministry of Education and Higher Education and the Qitabi project, trained more than 17,000 teachers of cycles 1 & 2 over a period of more than two years and in 5 stages within the recovery plan for languages and mathematics.



Social Emotional Learning

- Releasing the SEL framework
- Training more than 1500 Teachers of all subjects in cycles 1,2&3 on SEL





Production of e-resources

Production of e-resources for all subjects in all cycles





Actions Taken by Teachers Syndicates

- Correcting salaries in a fair manner
- Providing a minimum of \$600 per month for the teacher (which was linked to attendance and turned out to be no longer sufficient)
- All bonuses are calculated as part of the salary in order to be fair to retirees
- Working collaboratively between the association and the administration in the Ministry of Education to revive the Teacher Fund and create revenues for it to support secondary teachers, similar to the Fund for Judges and University Professors.
- Organizing a joint workshop between the Association and the Ministry of Education, in agreement with the Director General of Education, to develop a study and vision for the coming year regarding educational, financial, and union issues.



Introduction

Challenges

Action

Recommendations

Correcting teachers' salaries in a fair manner

Opening the door to recruiting teachers (recruitment has stopped since 2017)

Supporting teachers through ongoing training

Supporting teachers by providing them with educational resources

Teacher wellbeing and the shaping of teacher shortages in crisis contexts

Christopher Henderson

UNESCO Policy Dialogue Forum February 26th , 2024, Johannesburg



Network for international policies and cooperation in education and training



What do we mean by teacher wellbeing?

“... being able to function to one’s fullest capabilities, free from physical and psychological harm, as a committed professional and active contributor to a community.”

Key argument: how we understand teacher retention and attrition rates, and how teacher wellbeing influences these rates, is more variable in crisis-affected contexts than stable settings.



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policies and cooperation
in education and training



Do protective and risk factors predict teacher attrition rates?

Retention?

Protective factors (e.g.)

Status, respect, and recognition of qualifications and/or certifications

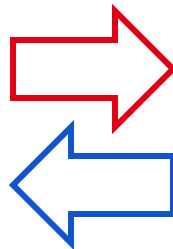
Sense of agency and self-efficacy

Identity formation

Professional development support and lifelong learning opportunities

Regular and adequate income

Schools are safe and gender-responsive



Risk factors (e.g.)

Short-term or non-existent contracts, no recognition of qualifications or certifications

Inadequate and irregular compensation.

Little or no teacher education or continuous professional development.

Targeting by military and non-state groups

Gender-based violence

Schools used as shelters and military bases

Attrition?

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Network for international
policies and cooperation
in education and training



Case studies: Colombia, Kenya, Myanmar, and Palestine

Data for my background paper

Context specific literature on teacher wellbeing

Findings from four contextualization studies commissioned by INEE in 2022

UIS SDG 4.c database

Teacher attrition rates (4.c.6) is one of the most under-reported SDG indicators in the UIS database.



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Colombia

Literature: Children and adolescents suffering from historic conflict and internal displacement continue to express their trauma through violence, negatively impacting teacher wellbeing and teaching quality.

INEE study: Positive policies for refugee inclusion have overburdened teachers, who are left to enact government policies with little support; prevalent despair and burnout.

UIS SDG 4.c database: Low annual attrition rates (three percent) in a highly qualified workforce at the national level; OECD TALIS data shows high levels of satisfaction.



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Kenya

Literature: Poor teacher recruitment and retention issues in rural areas; especially borderlands prone to conflict. More unemployed teachers than employed teachers due to specialist subject skills shortages and budget shortfalls.

INEE study: Extreme overcrowding in refugee hosting contexts. Anecdotal evidence of primary teachers being overworked and burned out; emerging trend of depression and suicidality; inequitable contracting and pay conditions.

UIS SDG 4.c database: No national data has been reported since 2012, with no reporting at all on attrition rates.



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Myanmar

Literature: Teachers are highly respected. Increasing feminization of the workforce compounds teacher shortages in isolated border states where gender-based violence is prevalent. Recent coup led to mass resignations; schools are targeted by the military.

INEE study: Teachers experience dire risks to their safety; those teaching online hide their identities. The risks students face impacts teachers' poor mental health. Teachers are desperate for support in online teaching strategies.

UIS SDG 4.c database: Well qualified workforce with low teacher student ratios. But high national attrition rate of 11%.



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Palestine (pre-October 7th)

Literature: Teaching is highly respected, with a qualified workforce and moderate unemployment rates. Teachers experience extreme stress due to military checkpoints, arbitrary targeting of students, and regular school demolitions. Quality is a bigger challenge than retention.

INEE study: Teachers are sceptical about wellbeing interventions that don't include investments in protection for schools and teachers; the biggest wellbeing risk is not teaching; it is the occupation of Palestinian territories.

UIS SDG 4.c database: Full data available on attrition rates, which are relatively low at five percent.



Beyond anecdotes: Build a strong empirical evidence base on teacher wellbeing and attrition in crisis contexts

- In crisis-affected contexts, the formula for teacher retention and attrition is at often atypical
- Even where attrition is not a major issue, teacher wellbeing and teaching quality is a concern.
- National retention and attrition averages mask local-level realities.
- **We need to prioritize standard indicators and an approach to the collection of teacher wellbeing and attrition data specific to crisis-affected contexts.**



NORRAG's latest Policy Insights publication



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Breakout session 2.1

Recruiting enough qualified teachers and providing teacher education and lifelong learning opportunities for all

Addressing teacher shortages goes beyond recruiting higher numbers; it requires qualified teachers, emphasizing the importance of quality initial teacher education programmes. Additionally, teachers need to be equipped for ongoing challenges throughout their careers, emphasizing the crucial role of access to lifelong learning opportunities. Even with available quality education and professional development, shortages in specific subjects, regions, or teaching populations may persist. Systems can employ targeted recruitment strategies to ensure equitable teacher deployment and foster a diverse teacher workforce. This breakout session explored this issue comprehensively, considering aspects such as accessible quality teacher education, professional development programmes, recruiting and training teachers in rural or remote locations, examining variations in recruitment efforts across different education levels, and exploring innovative methods for recruiting and certifying contract or community teachers.



United Nations
Educational, Scientific and
Cultural Organization



International Research
and Training Centre
for Rural Education

inruled.bnu.edu.cn

Addressing Teacher Shortage in China's Underserved Regions: The Beijing Normal University Qiangshi Program

Presented by UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED)

ZHAO Yuchi, WAN Yi, WANG Siyao

2024.02.27

UNESCO INRULED

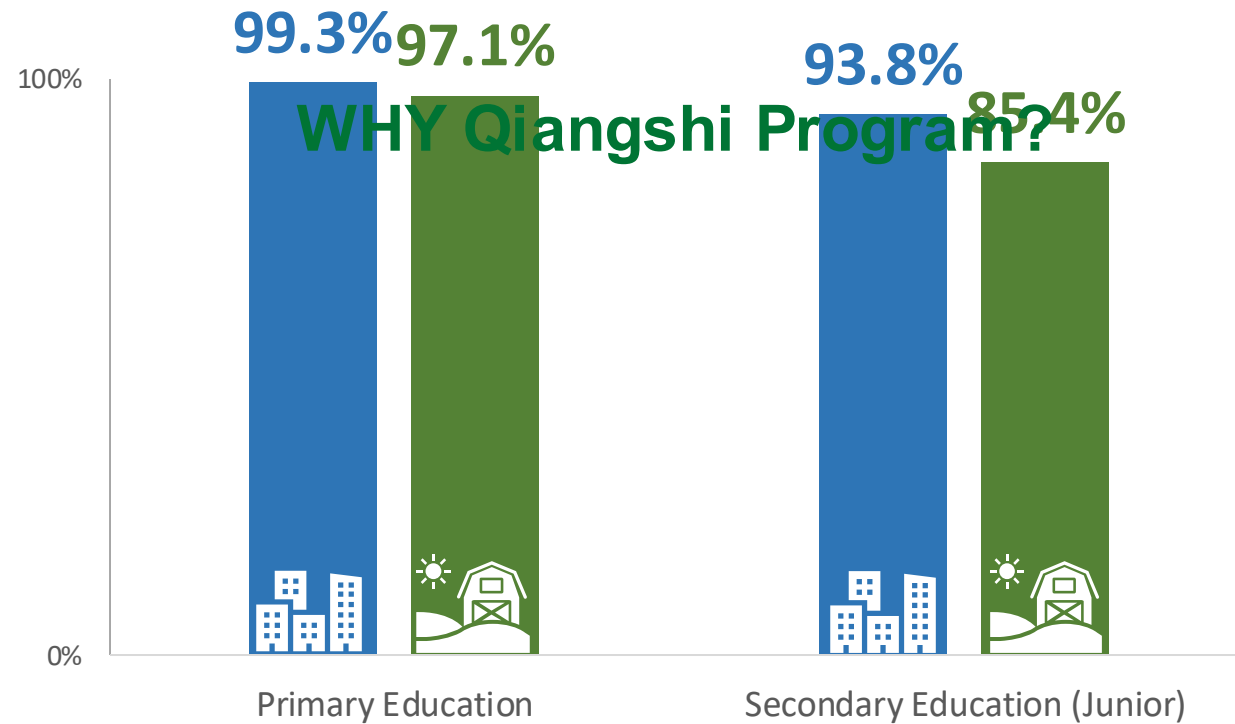
UNESCO International Research and Training Centre for Rural Education (INRULED)

Education for Rural Transformation

Quality Teachers for Rural Schools



Percentage of Teachers Holding College/Bachelor Degree and Above in Urban and Rural Areas of China*



Data Source: Report of Rural Education Development in China (2020-2022)

*For primary education level, the figure shows teachers with a college degree (3 years) and above.
For junior secondary education level, it shows teachers with a bachelor's degree (4 years) and above.

Collaborating with **teacher training institutions at all levels** to carry out targeted and precise training for teachers in underserved regions.

Aiming to establish **role models** and build a **community for teachers' professional development.**

Conducting **monitoring and assessment, research and diagnosis, and providing support** for basic education.

Paired support

Awarding

Admission
Pre-service

Recruitment
Deployment

Retention
In-service

M&E

QIAT is Qiangshi Project
Focus on underserved regions in Central and Western China, esp. 832 poverty-alleviation counties.

Exploring reforms in **recruitment, training, and deployment of teacher students**, to cultivate and deploy high-quality teachers for underserved regions in China.

Establishing a **tracking and assistance** mechanism to provide long-term and lifelong support for teacher students.

Exploring a blended **online + offline training model** that combines **competency and qualifications.**

HOW is Qiangshi Program being implemented?

Quality Teacher Plan

Admission

Targeted enrolment/recruitment: recruiting students from underserved regions. Serve for 6 years.

Number of enrolled students from 2020-2023

2020	2021	2022	2023
155	401	603	807

Pre-service training

Faculty resources from Beijing Normal University



A student teacher, XIONG Guojin from the Quality Teacher Plan at BNU being a volunteer teacher with students in the southwestern China.

Deployment Plan

Recruitment and Deployment

Recruit outstanding graduates and deployment to remote areas. **1302** graduates to date.

Incentive

Qualified graduates will receive a special incentive of up to 100,000 RMB (≈13,720 USD).



ZHANG Xinyi, a BNU graduate, who joined the Deployment Plan, is teaching at a county in north-western China.

Teacher Capacity Building Plan

Retention

In-service teacher training for teachers in underserved and rural regions

Blended teacher training (online + offline)

Capacity-building + Qualifications



A dedicated teacher training app designed for teachers in the Qiangshi Project

Basic Education M&E Plan

Monitoring and Evaluation

Collaborative Innovation Center of Assessment for Basic Education Quality at BNU

Offer data for teaching workforce in underserved regions in central and western China



The Platform conducts real-time monitoring of platform usage across China.

Students from a county participating in the national compulsory education quality monitoring mathematics test.

Excellent Teacher Rewarding Plan

Incentive: Awarding

Eligibility Criteria:

- Long-term dedication to teaching in basic education in underserved regions
- Over 30 years of teaching experience
- Outstanding contributions to teaching



The award ceremony for the 2018 “Excellent Teachers Rewarding Plan” recognized 10 outstanding teachers and 10 exceptional teams.

Collaborative Quality Enhancement Plan

Paired support

Support normal universities and colleges in underserved regions

Paired-supported Universities and their location

Qinghai Normal University (western China)

Fuyang Normal University (central China)

Aba Normal College (western China)

**Xichang Ethnic Vocational and Technical College
(western China)**

Experience Sharing

- Alignment with International Agendas and National Policies
- Providing Professional Support Before and After Teacher Deployment
- Strong Leadership
- Collaborative Engagement with Various Partners



Call to Action for Case Studies and Collaborations

UNESCO INRULED is actively collecting **best practices and lessons learned** from initiatives worldwide that **address teacher shortage and quality in rural areas**. Our goal is to compile these insights into a **comprehensive policy guide for quality teachers in rural schools**.

Please feel free to share your experiences and insights with us. Please don't hesitate to reach out to me directly at wangsy@inruled.org.

THANKS

Address: Jingshi Hall, 19 Xijiekouwai Str, Haidian District, Beijing 100875, P.R.China

Website: inruled.bnu.edu.cn

E-mail: wangsy@inruled.org; info@inruled.org

UNESCO INRULED



Empowering and Equipping Newly Qualified Teachers: A Key Ingredient to Addressing Teacher Shortages

Tom Vandenberg and Gerrit Coetzee

Teacher Task Force 14th Policy Dialogue Forum
26-29 February 2024, Johannesburg, South Africa



Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. Conclusions



Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. Conclusions



Empowering and Equipping Newly Qualified Teachers

Why focus on Newly Qualified Teachers?

- Transition periods are difficult for teachers. Without the required support, teacher motivation and retention are negatively affected.
- New teachers require extra support, especially during their first three years in-service.
- Induction programmes have proven to have a strong and positive effect on new teacher wellbeing and in turn on teaching and learning outcomes.



Outline

1. Why focus on newly qualified teachers?
2. **Rwanda case**
3. South Africa case
4. Conclusions



Empowering and Equipping Newly Qualified Teachers

Rwanda case

In Rwanda, a 5-year pilot was conducted to better support new teachers in their induction period.

An RCT was conducted to estimate the impact on the prevalence and quality of induction activities.

Largest positive effects were found for:

- emotional exhaustion;
- teacher efficacy; and
- work-related needs satisfaction.



Rwanda case: some results

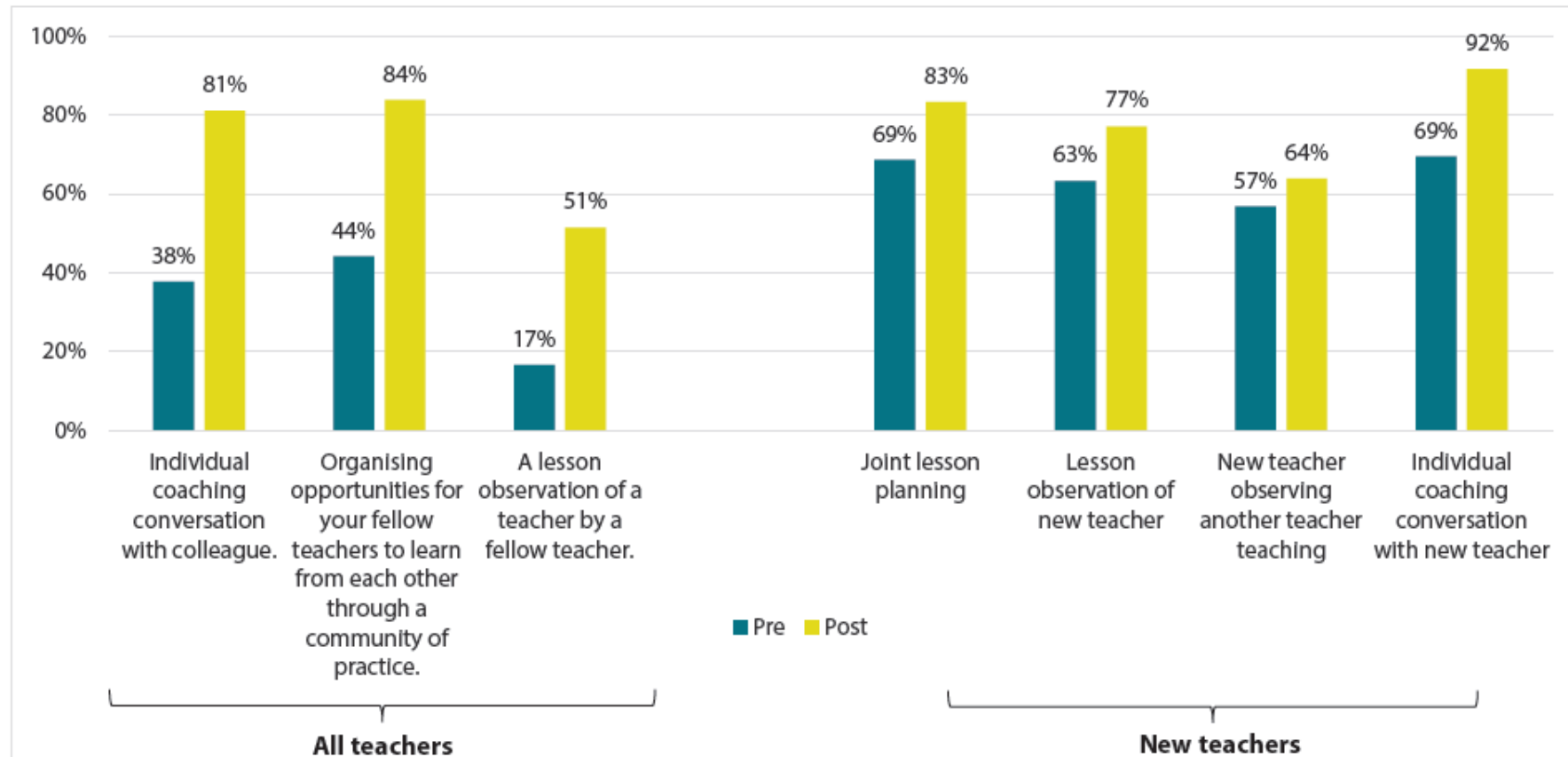


Figure 1. Percentage of SBMs who organised at least monthly mentoring and coaching activities.

Rwanda case: key recommendations

1. Train the right actors on the induction of new teachers

- Offer a separate course on the induction of new teachers so that key actors with different roles in the induction can participate simultaneously.
- Keep the course short and focus on a few key competencies.
- Offer it as a blended course.

Rwanda case: key recommendations

2. Engage Teacher Training College tutors as out-of-school mentors

- Officially recognise Teacher Training College tutors as out-of-school mentors and ensure each school has been assigned a Teacher Training College tutor.
- Ensure that the Teacher Training College tutor can conduct at least one school visit per year to observe the School-Based Mentor and School Subject Leader, and to conduct coaching conversations with new teachers.
- Provide Teacher Training College tutors with the means and time to conduct at least two extra phone calls per year to School-Based Mentor and School Subject Leader to check-in on progress.

Rwanda case: key recommendations

3. Monitor the induction of newly qualified teachers

- Make use of existing monitoring structures to monitor the implementation of induction programmes on a regular basis.
- Involve the right stakeholders (in Rwanda: at least the Sector Education Inspector).
- Develop SMART indicators that can easily be tracked and discussed; use existing consultation structures to discuss the progress against indicators.

Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
- 3. South Africa case**
4. Conclusions



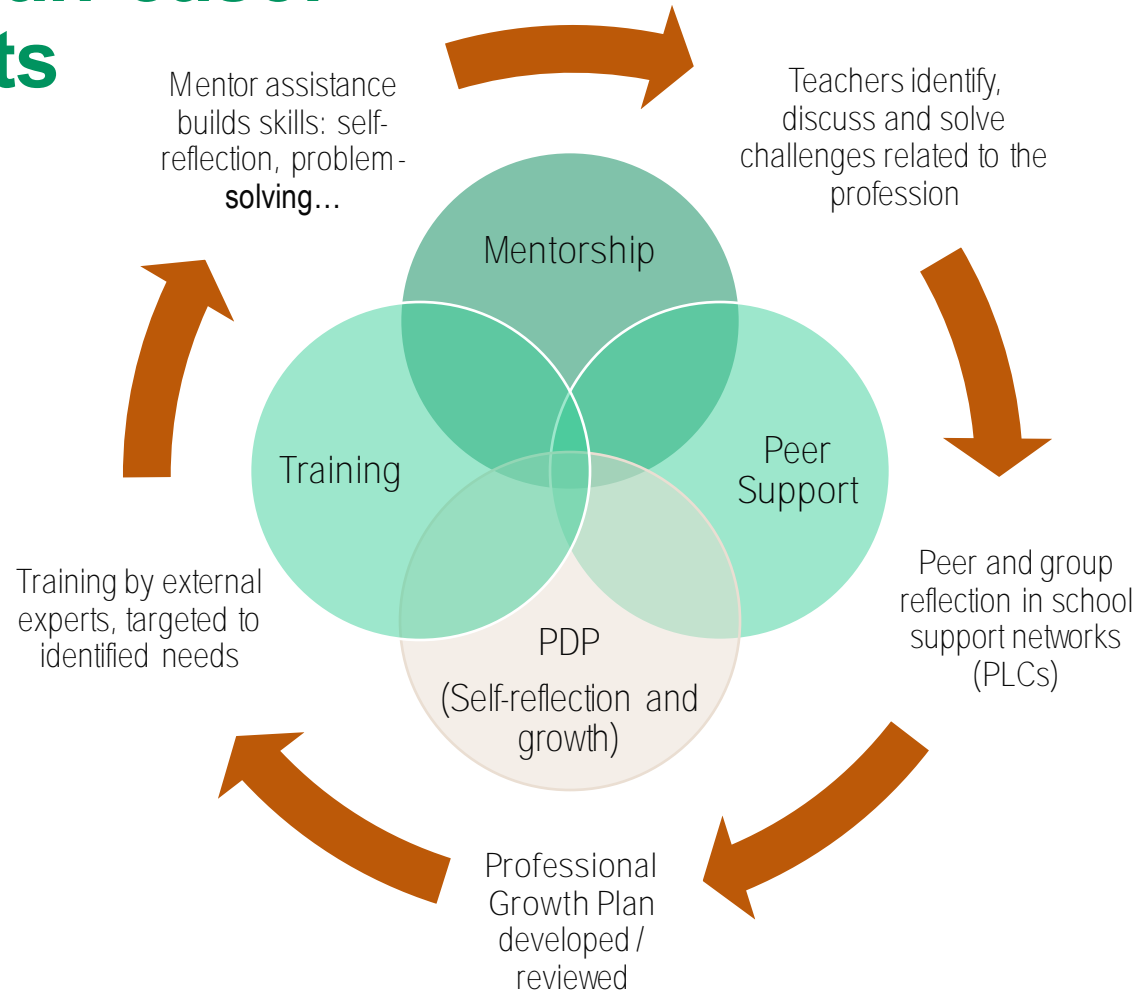
South Africa case

- A Teacher Summit held in 2009 resulted in the Integrated Strategic Planning Framework for Teacher Education and Development 2011-2025 (ISPFTED). The ISPFTED Technical Report (2011:16) states: “Meaningful teacher induction programmes should be developed and supported.”
- A National Framework for the Induction of New Teachers was developed in 2018-2019 by the Department of Basic Education.



Empowering and Equipping Newly Qualified Teachers

South African case: Components



South African case: Lessons and Practical Considerations

- strengthening the NTI processes and materials
- strengthening the different components of the NTI model
- scaling the NTI programme nationally

South African case: Key Recommendations

Strengthening the NTI processes and materials:

- NTI is an essential first step as part of teacher professional development
- NTI materials should be accessible, concise, fit for purpose and practical
- Materials should be split into core and electives, with electives being phase and subject based (require a learning management system to enable access and tracking)
- Mentees can select a certain number of micro-learning modules from a basket of electives

South African case: Key Recommendations

Strengthening the different components of the NTI model:

- Identification, selection, support and recognition for school-based mentors
- Mentors need training and opportunities for collaboration.
- Access and participation in PLCs
- Customised portfolios of evidence based on authentic school-based work
- Ongoing research and monitoring linked to regular feedback

South African case: Key Recommendations

Scaling the NTI programme nationally:

- Alignment with the South African Council for Educators (SACE) teacher professional development & CPTD
- Reaffirm the importance and instill a mindset of continuous professional development in new teachers who enter the education system
- Strengthened provincial, district and school leadership support with clear outcomes
- Standardised monitoring tools to monitor and support schools

Outline

1. Why focus on newly qualified teachers?
2. Rwanda case
3. South Africa case
4. **Conclusions**



Conclusions

- Empowering and equipping newly qualified teachers is a crucial step towards addressing teacher shortages and improving education overall.
- When well designed, mentorship programs for new teachers can be (cost-)effective.
- Supportive networks can contribute to teacher retention and job satisfaction.

Additional resources

- Cabus, S., Haelermans, C., Flink, I., Uwamahoro Gafiligi, C., Maniraho, J. F., Rutkowska, K., & Peeraer, J. (2020). [Evaluating a certificate programme on educational mentorship and coaching leading to induction activities for new teachers in Rwandan primary schools](#)
- Department of Basic Education/ VVOB (2019) [Teacher Induction Framework](#)
- VVOB (2021) [Attention for the new teacher in Rwanda](#). Policy Brief.



Attention for the new teacher in Rwanda

Policy brief

November 2021

Thank you!

Got questions?

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Educación

People's
Pedagogical
Power for
Comprehensive
Education



Pedagogical Power



The minds and hearts of the teachers focused on expanding the opportunities and capabilities of Colombia's children, youth and young adults.

National Development Plan 2022-2026

" **Colombia, a World Power on Life**". *Law 2294 - 2023.*



Increasing learning opportunities for students through a more diverse educational offer that integrates culture, sports, recreation, physical activity, the arts, sciences, citizenship and peace education, through the reorganization of the school day for a comprehensive education".



The dignity and well-being of our teachers as agents of change".

Comprehensive Education

Our commitment is for a humanistic, inclusive, anti-racist and intercultural education that also has a population, gender, territorial and ethnic focus, with special attention to rural areas.

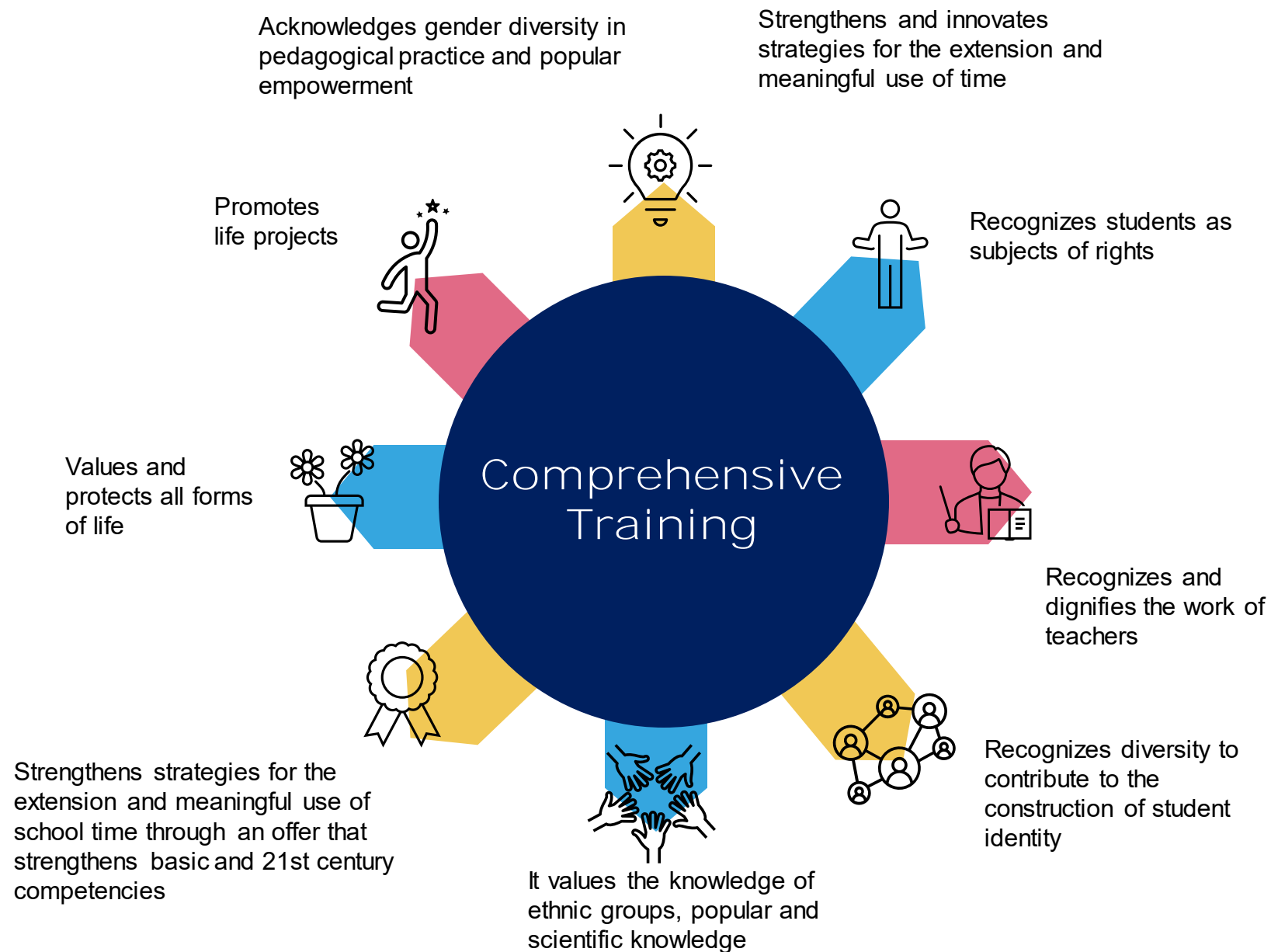


The main objective is to guarantee the right to education and the comprehensive development of children, adolescents, young

people and adults, from early education to secondary education, through comprehensive training strategies that recognize the importance of culture, sports, recreation, physical activity, the arts, science and the CRESE educational strategy (citizenship, reconciliation, anti-racism, socio-emotional and climate change) in pedagogical practices relevant to the context. (PND 2022-2026).

The National development plan 2022-2026
"Colombia, World Power of Life"

"Increase learning opportunities for students through a more diverse educational offer that integrates culture, sports, recreation, physical activity, arts, science, citizenship and peace education"



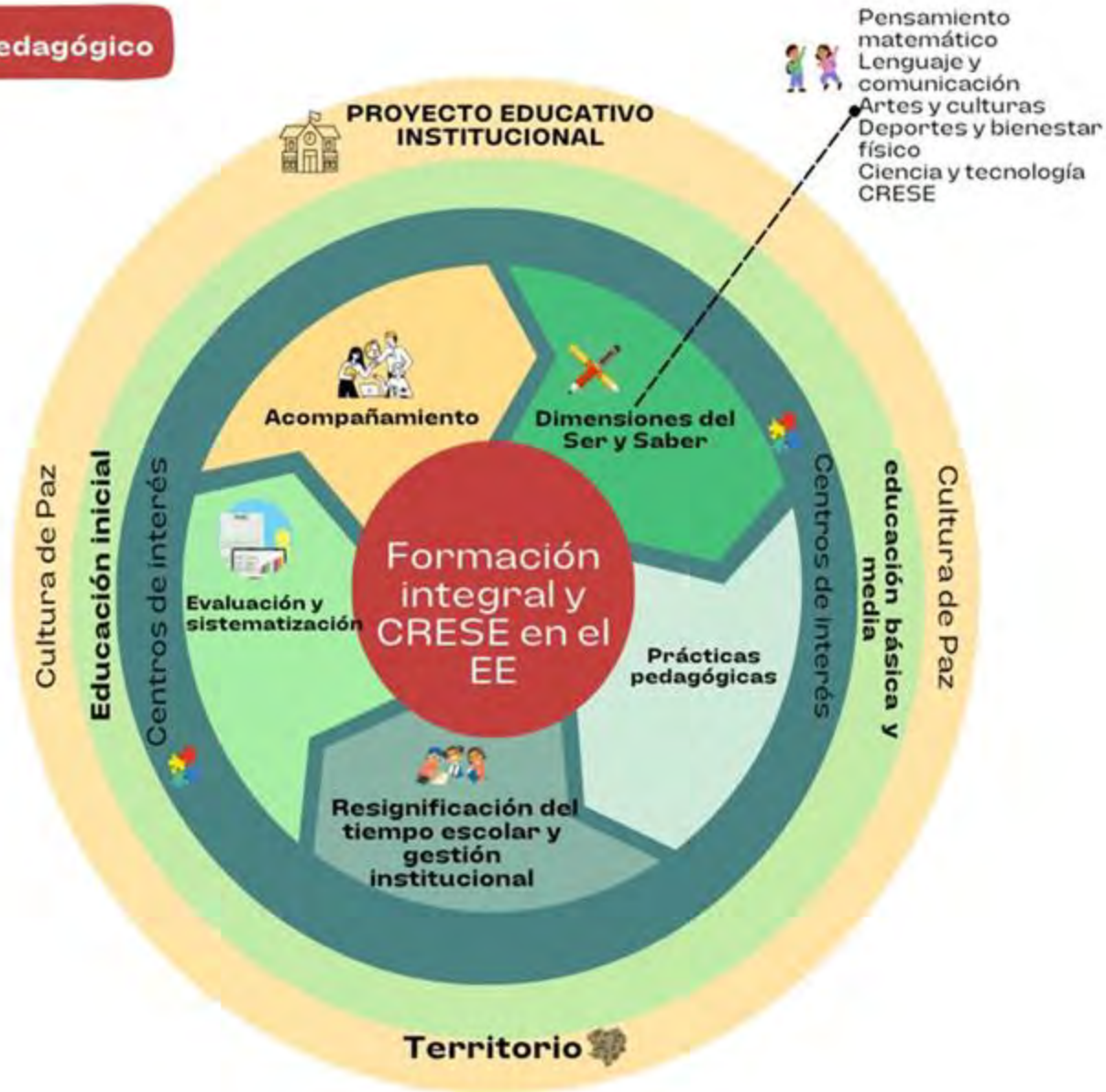
Tutoring
Program
Comprehensive
formation and
learning



Focus areas
for reflection
and
pedagogical
action

Componente pedagógico

PTAFI 3.0

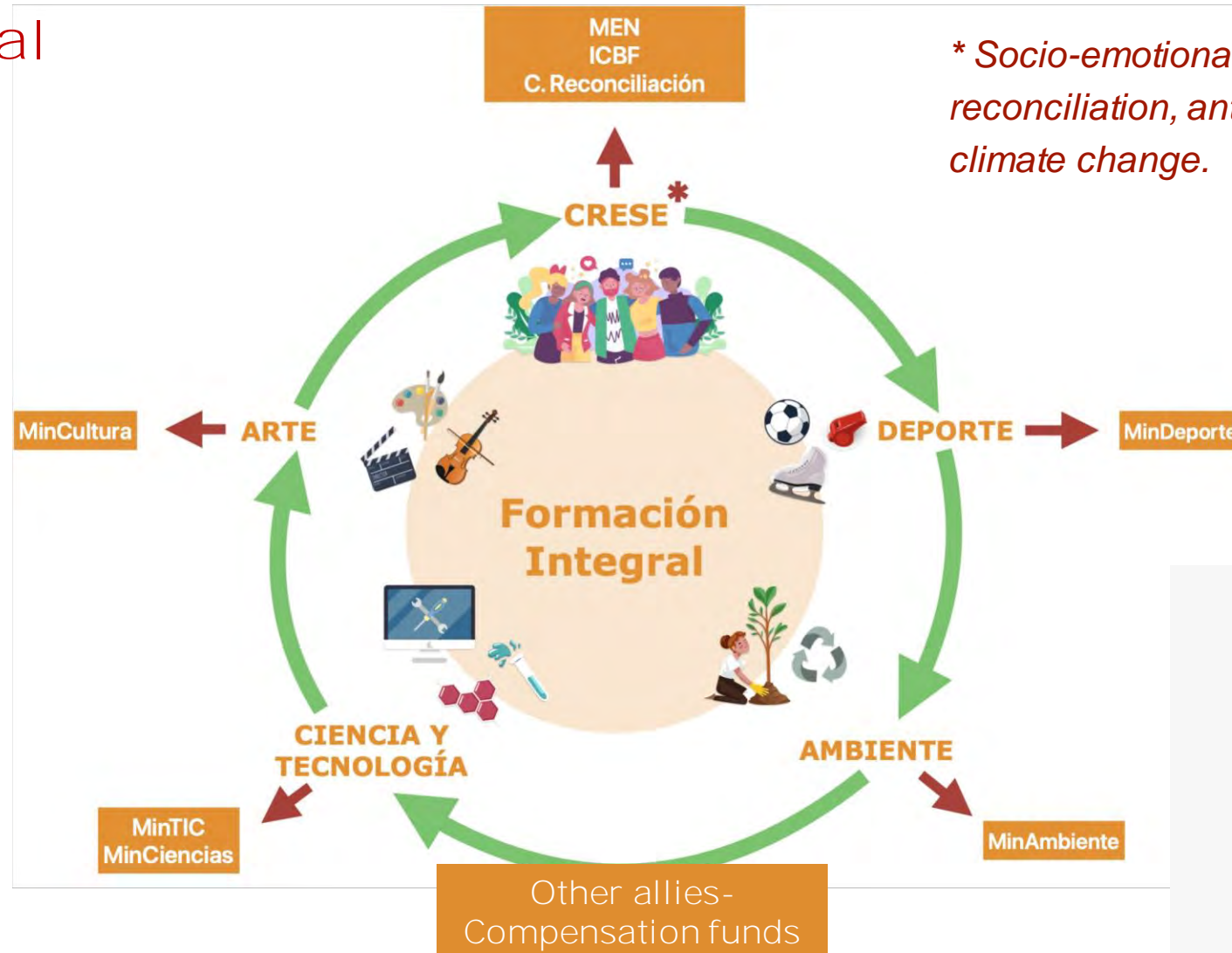


...to feel and to think, which means to recognize, to connect, to verify, to analyze proposals, contexts, actors and possibilities to transform and to project in the management, in the organization of the school time, in the pedagogical practices and in the educational projects, and to influence the community context.

Diverse
intersectoral
offer for:

Enhance
capacities to
think, act,
transform,
promote own
and collective
projects.

Strengthening
the capacities
of individuals
and
communities.



What happens
in a center of
interest?

Students participate in a pedagogical strategy developed by a **trainer** (artist, athlete, expert, etc.) that facilitates their learning process. **TUTORS** coordinate the activities and times, within the framework of the regular day or the extension of the **school day**.

Comprehensive Training Goals

5.000



schools incorporate comprehensive training and CRESE education (citizen, reconciliation, anti-racist, socio-emotional and climate change) into pedagogical practices based on reality.

8.000

schools implement evaluation of comprehensive training and CRESE education (citizen, reconciliation, anti-racist, socio-emotional and climate change) with ethnic and population approaches.

30%



of students in official schools with an extension of the school day.



Challenges of implementation Comprehensive Education

1. Overcoming the sectoral mindset, improve learning spaces for the develop of capabilities and competences and extension of the school day.

2. School government appropriation and teaching staff organization.

3. Regional co-financing.

4. School supplies and adaptation of spaces.

5. Improve operativity for school transportation and feeding services.

Pedagogical Power

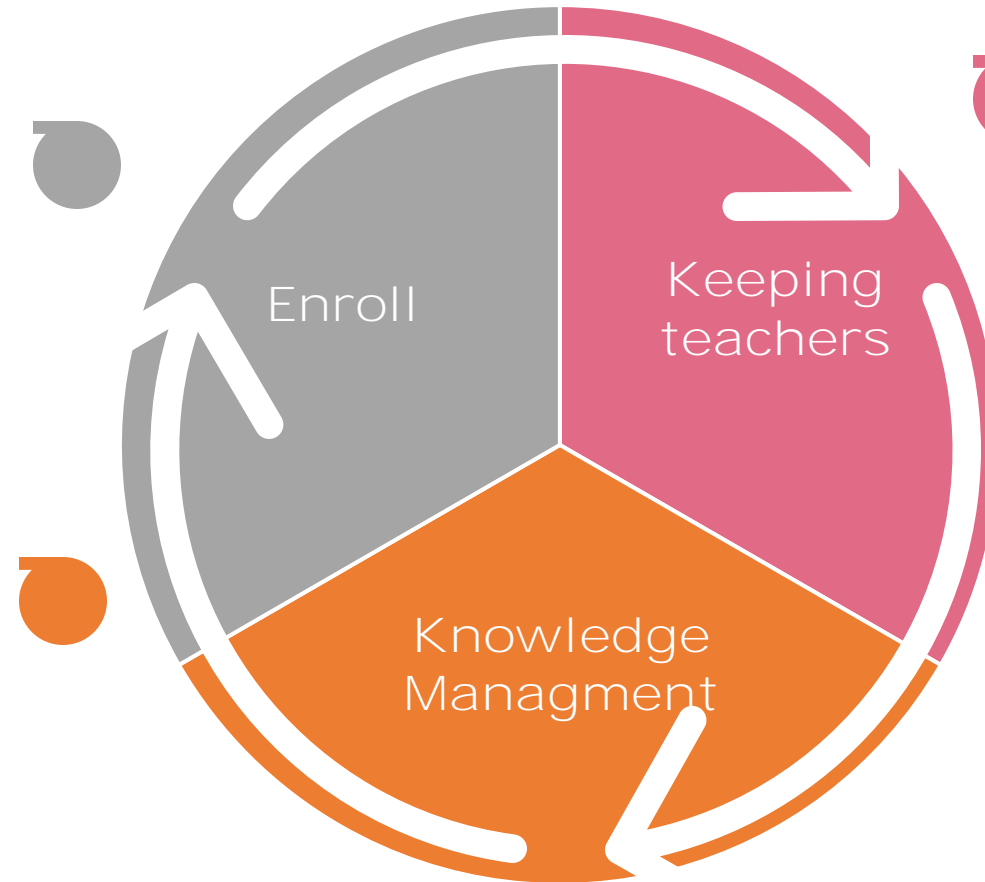


- To increase the number of early childhood, middle school, and comprehensive education teachers and counselors.

- Strengthen networks and communities of practice and learning.

- Territorial meetings for the exchange of knowledge.

- Research and systematization of learning.



- Teacher training: Grants for professionalization (degrees) and (Bachelor's Degrees / Undergraduate Education) postgraduate programs (Advanced Education: Specializations, Master's and Doctoral Degrees).

- Improve health services and the payment of social benefits.

- Support teachers staff on conflict areas.

- Recognize the specific needs of women educators.

- To improve labor relations in educational institutions.



Educación



unesco

International Institute
for Capacity Building
in Africa

Empowering Teachers for All Learners To Thrive

First Africa Teachers Report

Educating Girls and Ending Child Marriage in Africa: Investment Case and the Role of Teachers and School Leaders

Quentin Wodon, UNESCO IICBA

Teacher Task Force – Policy Dialogue Forum

South Africa, February 28, 2024

Best Teacher Award: Ms. Adeola Adefemi (English)

“I vividly recall a time in my life when I had reservations about becoming a teacher... However, ... as I spent time in the classroom, I realized the immense impact that educators can have on shaping young minds, inspiring curiosity, and fostering a love for learning. Witnessing the growth of my students and the positive changes I could bring to their lives became incredibly rewarding. Over time, my initial doubts gave way to a deep passion for teaching.”

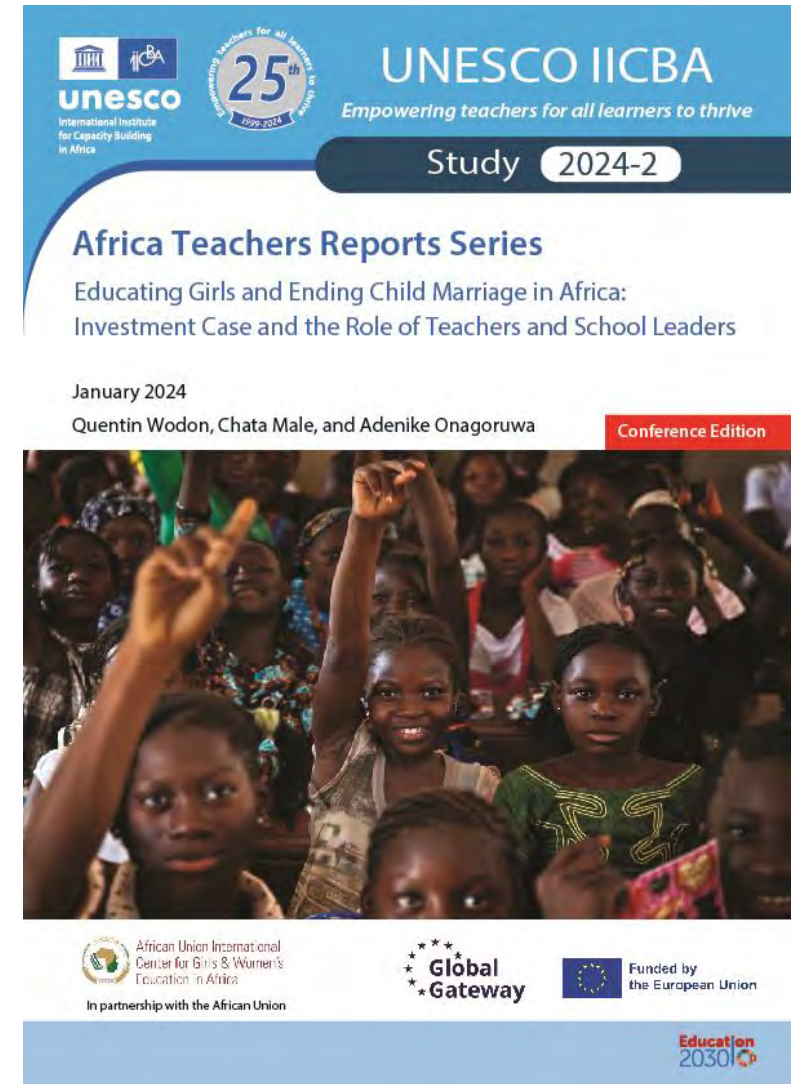


Africa Teachers Report

Series of reports on different theme each year, with possibility of country reports for countries interested

1. Teachers as a solution to a problem
2. Teacher policy issues (e.g., shortages, standards, training, working conditions, etc.)

First report on girls' education, child marriage. And the role of teachers and school leaders with AU/CIEFFA.



Presentation

Rationale for investment

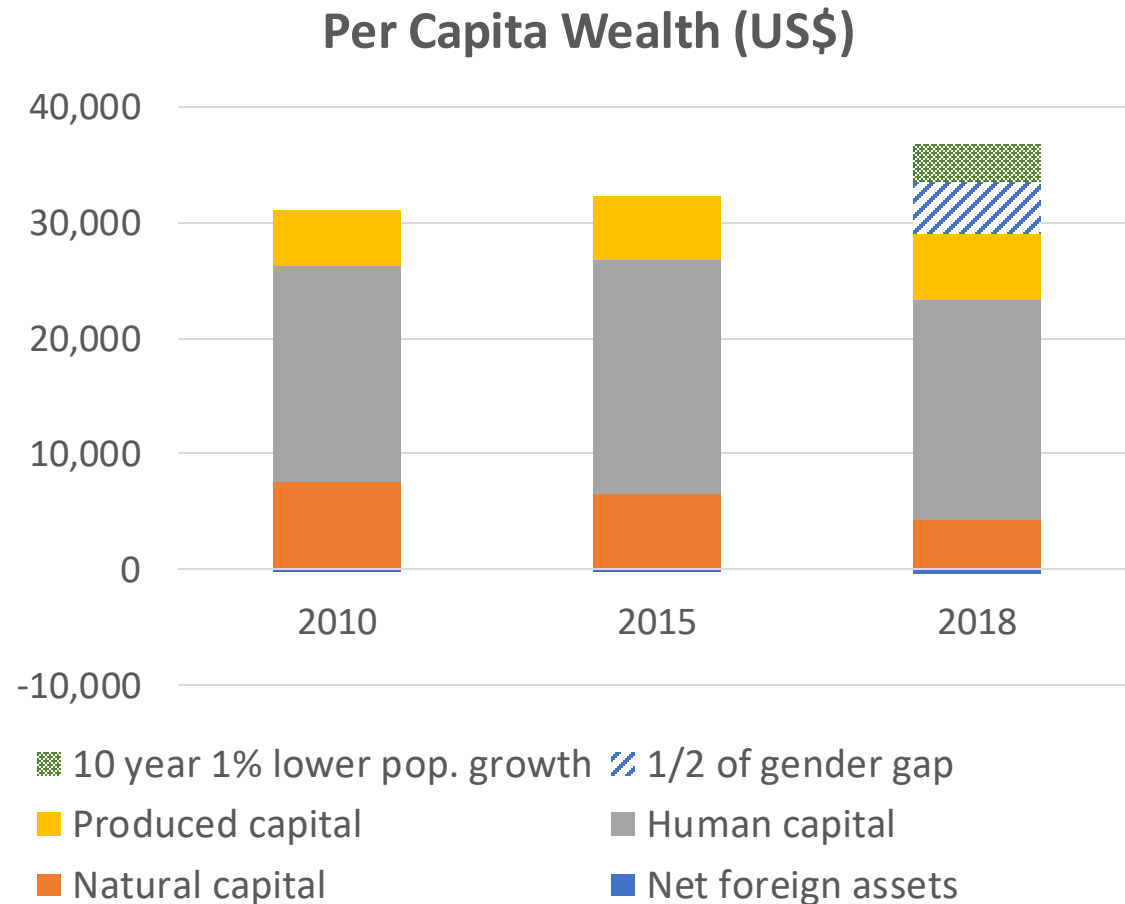
1. Nigeria's wealth
2. Conceptual framework
3. Selected estimates

Policy options

1. Literature review
2. Nigeria case study
3. Foundational learning & the role of teachers

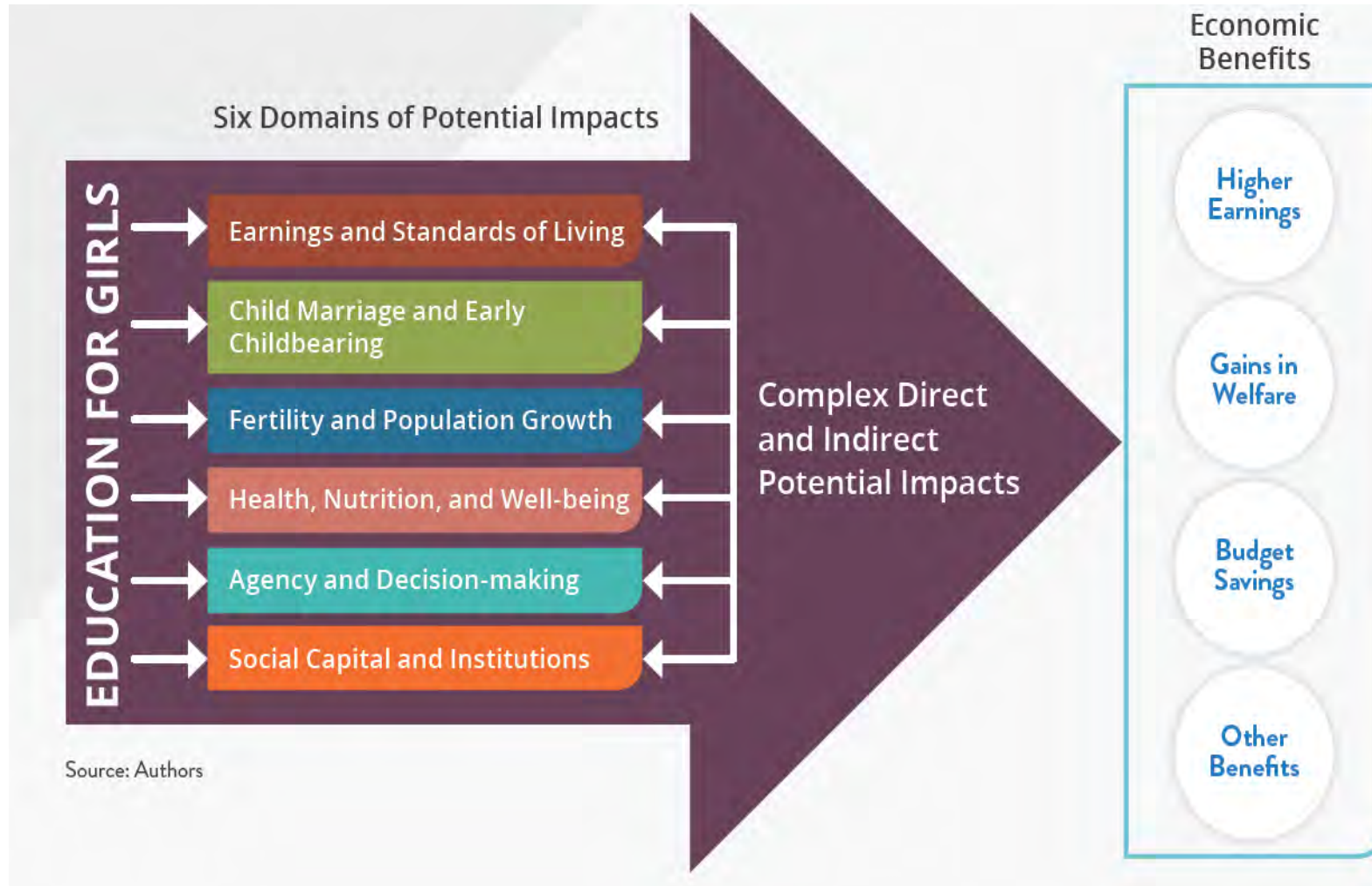


Nigeria's national wealth



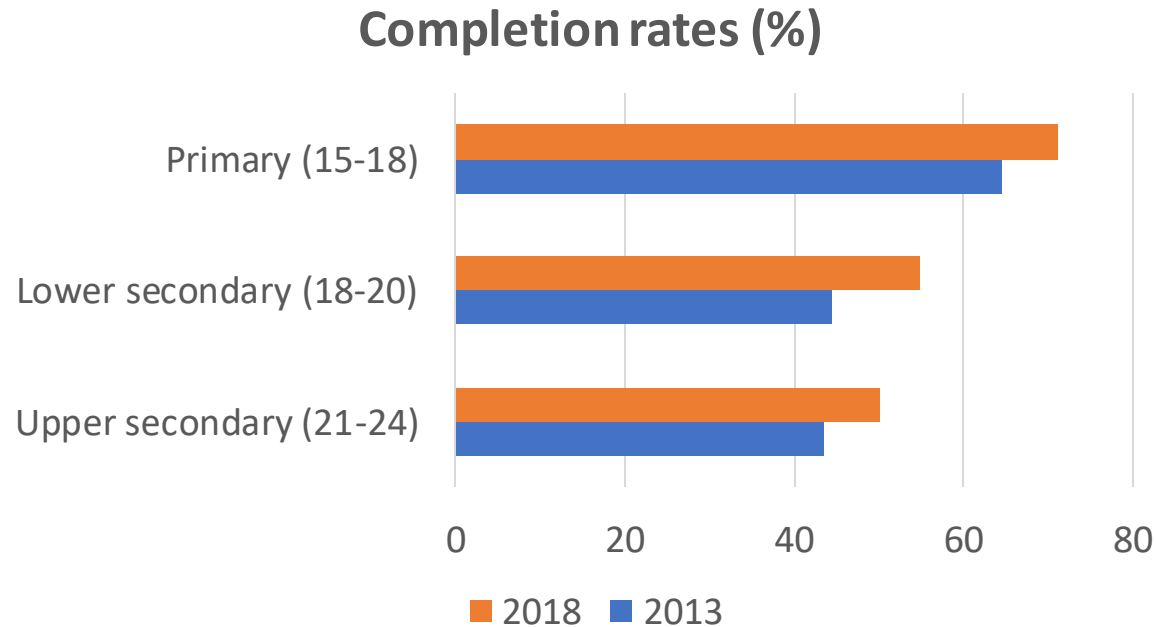
- National wealth = produced capital + natural capital + human capital + NFAs
- Human capital = 2/3 of Nigeria's national wealth
- Loss in wealth per capita since 2010 (pop. growth)
- Lower gender inequality
 - 1) Higher human capital
 - 2) Demographic transition

Conceptual framework: Benefits from girls' education

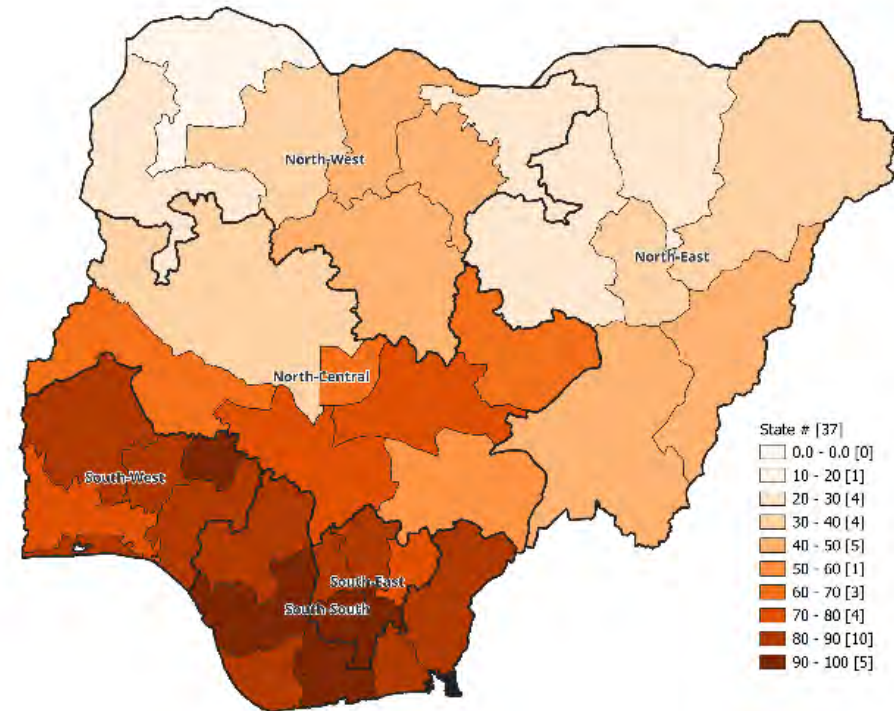


Basic profile of girls' education

Completion rates for girls, various age groups

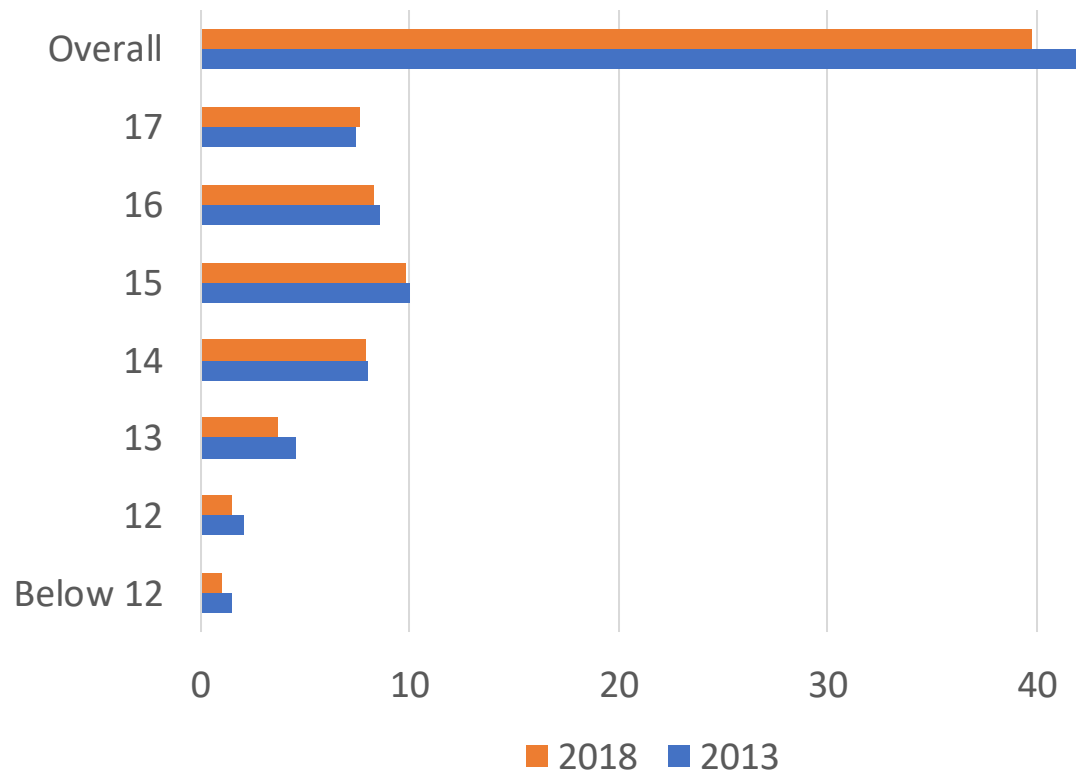


Map of lower secondary completion rates

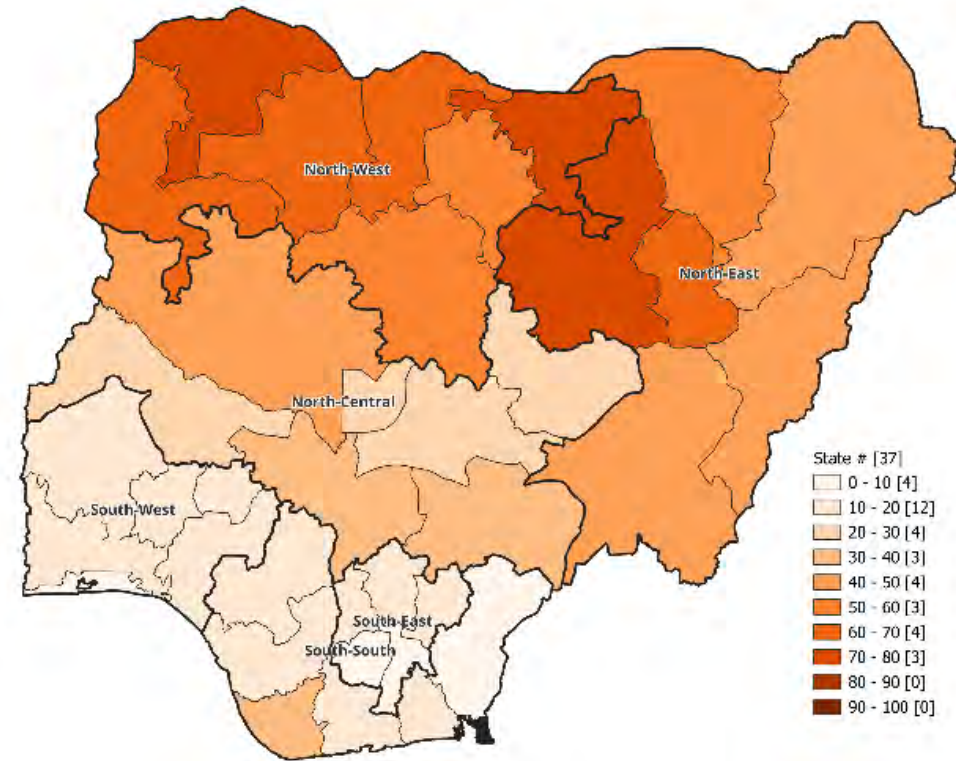


Basic profile of child marriage

Child marriage, women ages 18-22 (%)

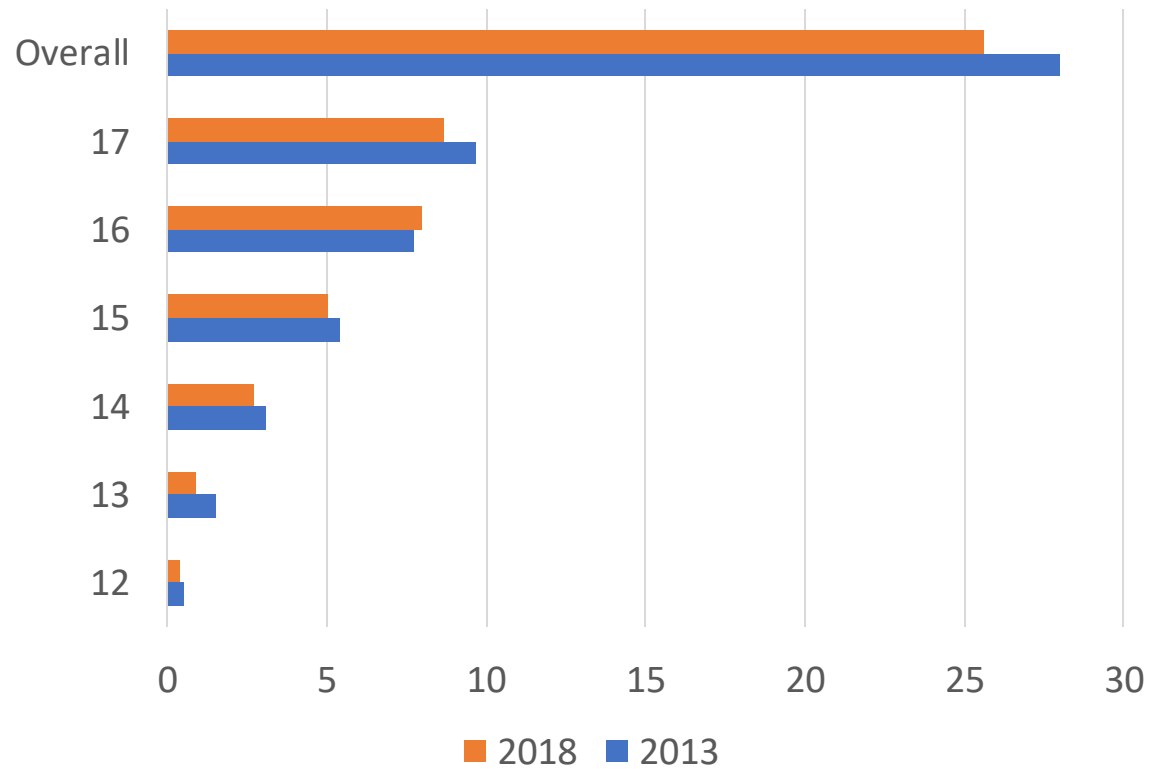


Map of the prevalence of child marriage

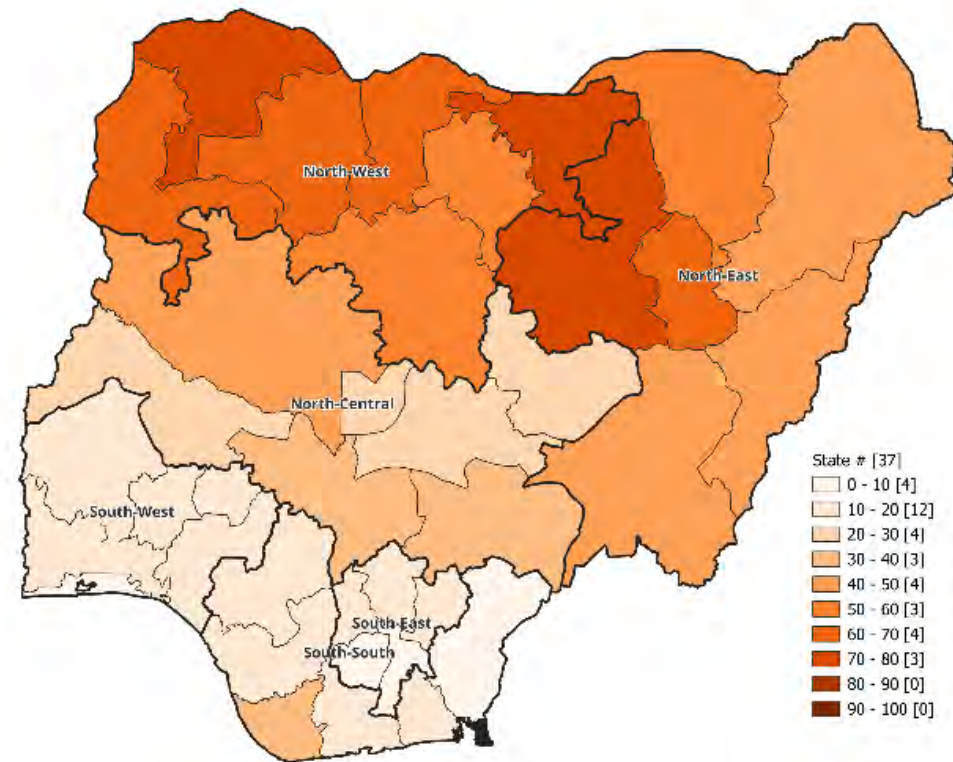


Basic profile of early childbearing

Early childbearing, women ages 18-22 (%)

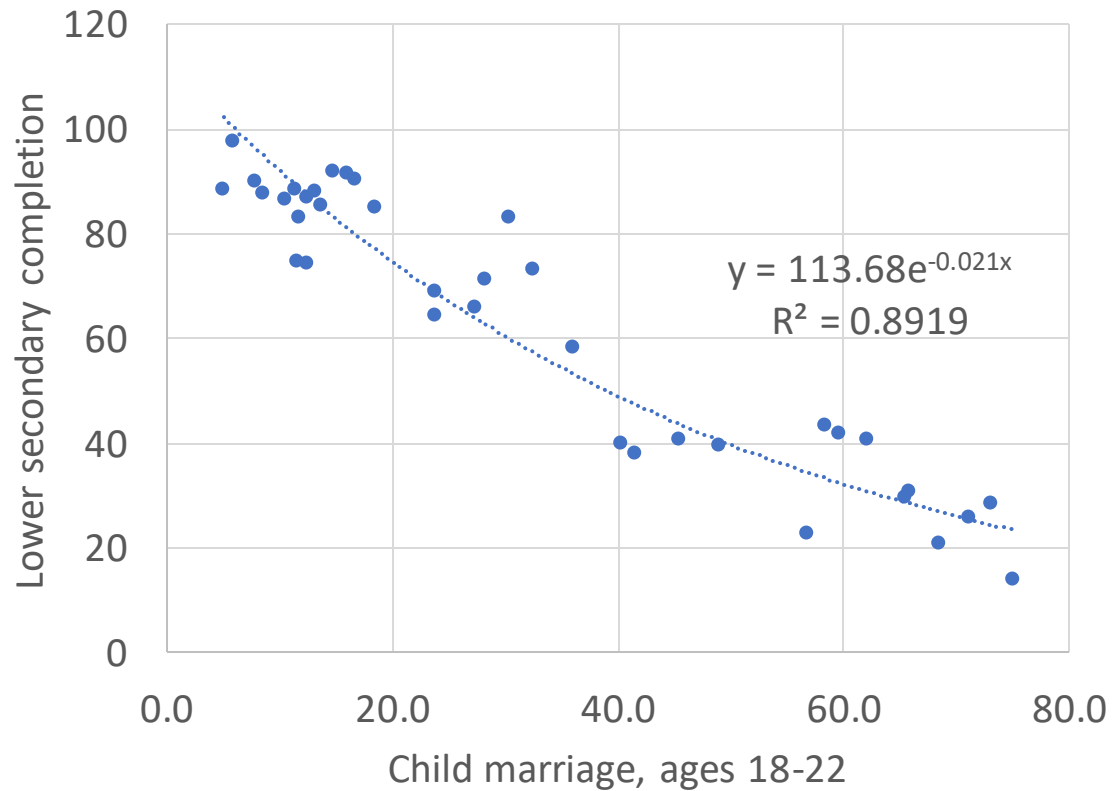


Map of the prevalence of early childbearing

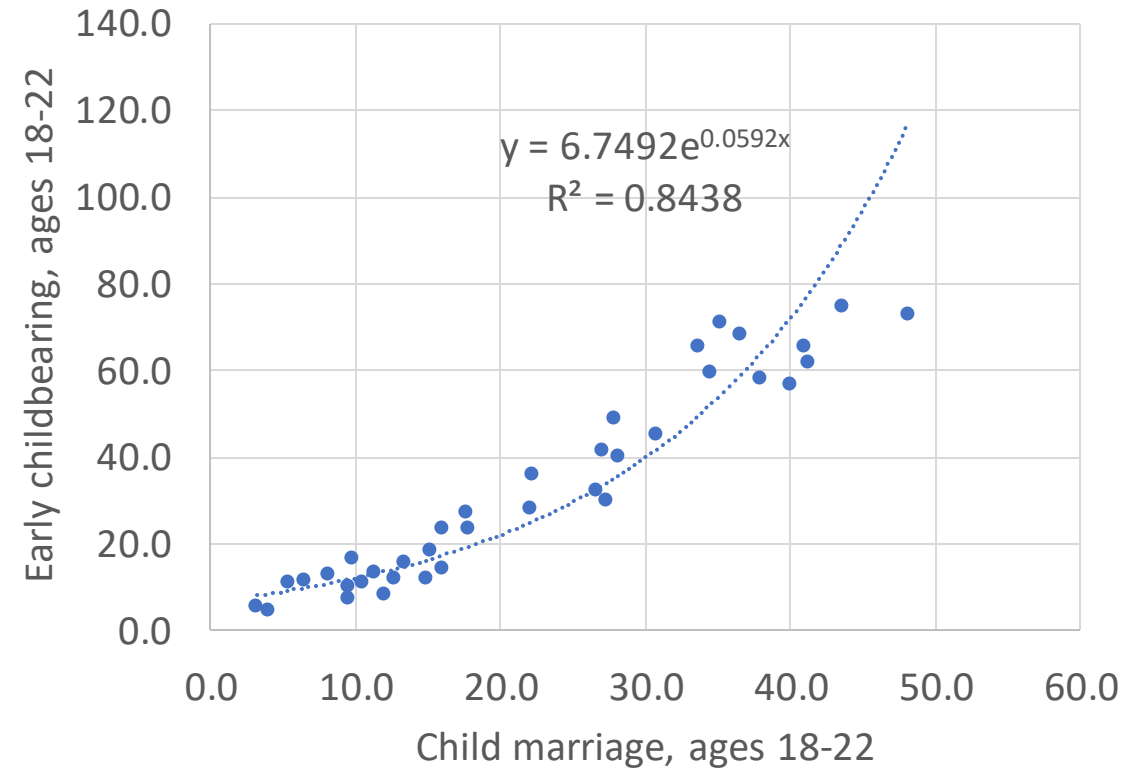


Relationships between GE, CM, & ECB

Lower secondary completion & child marriage

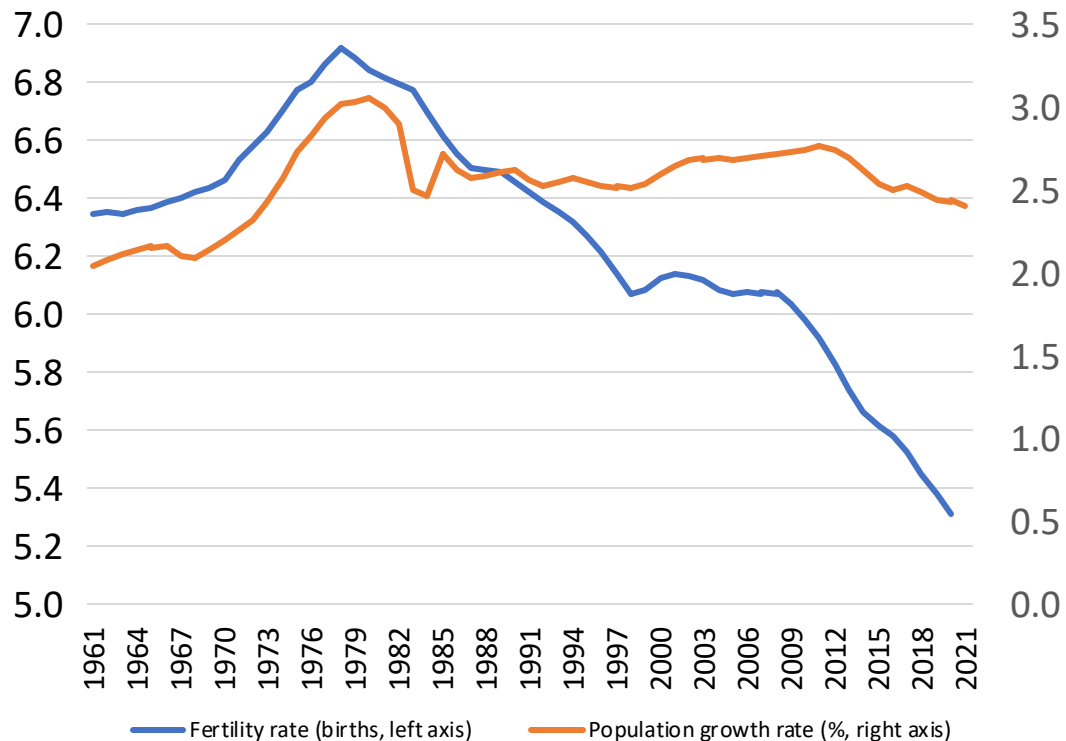


Child marriage & early childbearing

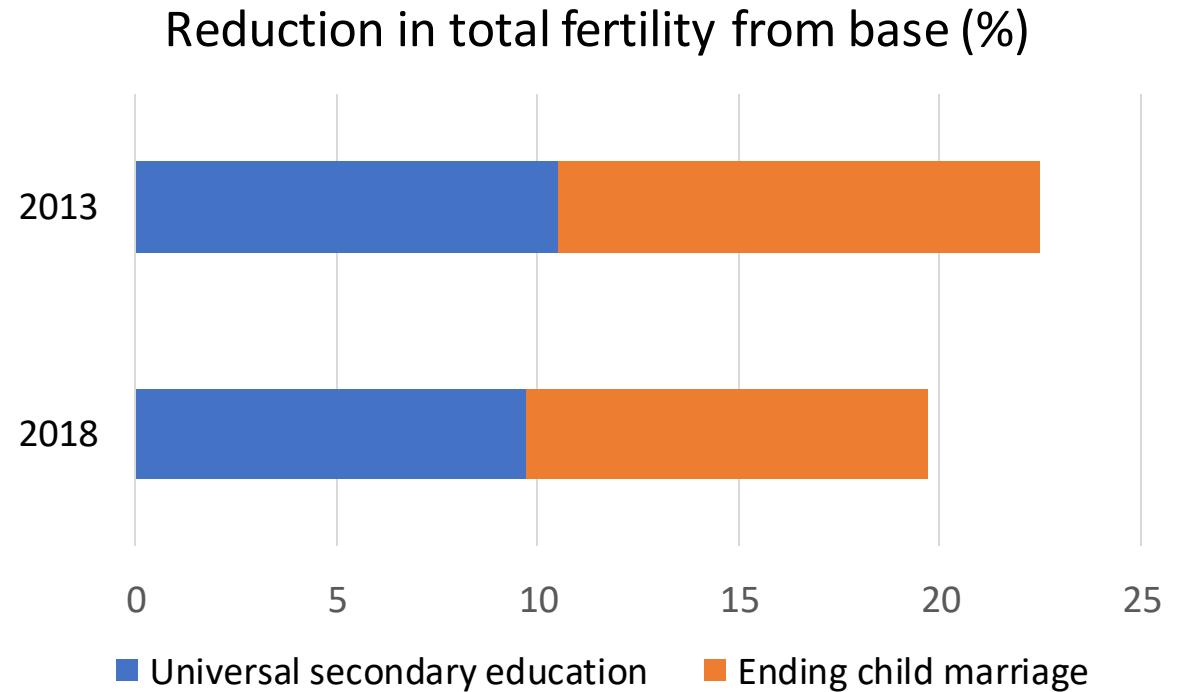


Girls' education, CM, & fertility

Fertility rate (number of births per woman) & rate of population growth (%)



Universal secondary education & ending child marriage

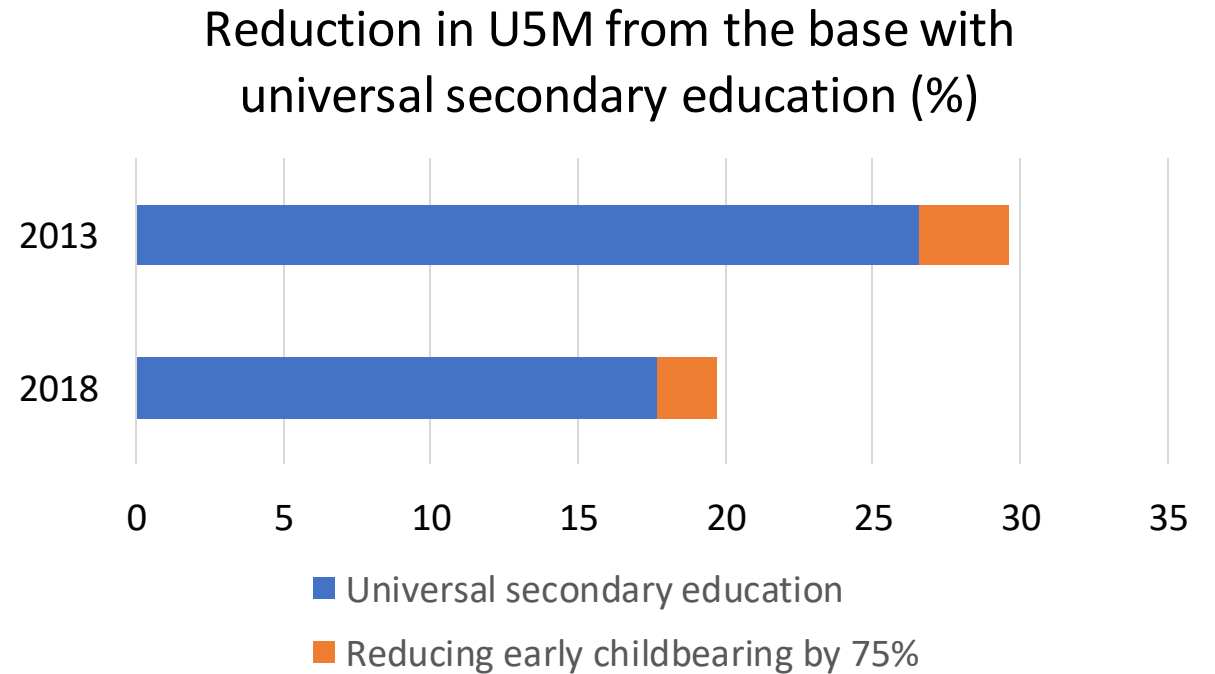


Girls' education, ECB, & child health

Lower secondary completion
& early childbirth → case of early childbirth

	2013	2018
	Risk of under-five mortality	
Marginal Impact (% reduction)		
Early childbirth	4.82	3.94
Ending early childbearing		
Absolute reduction	0.34	0.26
Percentage reduction from base	4.0	2.7

Universal secondary education
& ending early childbearing



Presentation

Rationale for investment

1. Nigeria's wealth
2. Conceptual framework
3. Selected estimates

Policy options

1. Literature review
2. Nigeria case study
3. Foundational learning & the role of teachers



2018 report - literature review/theory of change



3 types of interventions to improve SRH and delay marriage and childbearing

1. SRH knowledge and life skills
2. Economic opportunities
3. Incentives for schooling

At upper secondary level, incentives for schooling work best (ideally with safe spaces to impart life skills as well)

But don't forget improving learning in the early grades → essential role of teachers

Example of program: Pathways to Choice

Lessons from successful interventions



- Center for Girls' Education in Nigeria is delaying marriage/ECB and improving transition to secondary school
- "Safe space plus": safe space, but focusing in part on core literacy and numeracy skills with provision of stipend as incentive to stay in school
- Building on the aspirations of parents and communities: when girls learn in school, parents want them to succeed and communities become supportive

→ **Viable alternatives & tipping point**

Conceptual Framework on Teachers/School Leaders

The literature emphasizes economic incentives for girls to remain in upper secondary school, but...

Step 1: Lack of learning in school is a key factor leading to drop-out in primary and lower-secondary school

Step 2: Teachers and school leaders are key to improve foundational learning with new approaches to training showing great promise

Step 3: Nationally, professional standards and competencies for teachers and school leaders are also needed

Note: Improving learning would benefit more girls (and boys) than targeted interventions and could have higher benefit-cost ratios

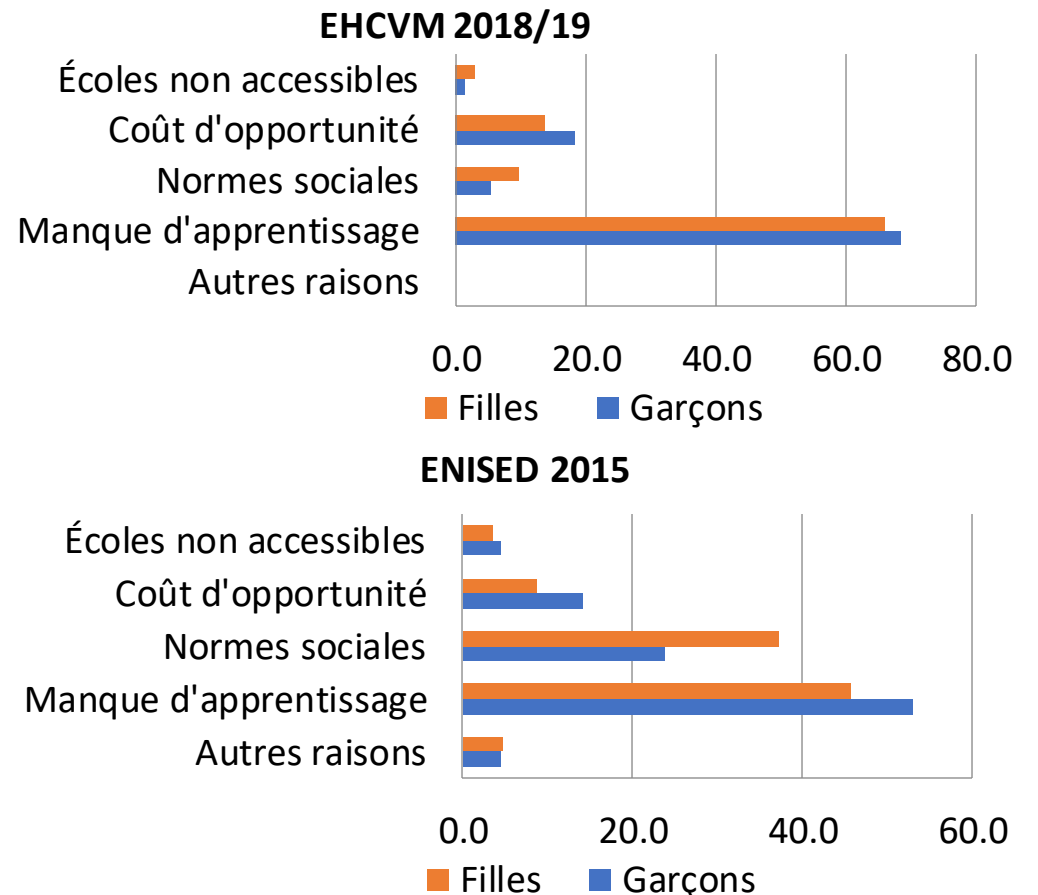
Insights from surveys and Hausa communities

Social context of schooling & marriage as viewed by both parents and girls

Reasons for dropping out of school

- Poor learning outcomes and cost
- Failure at primary completion exams
- Lack of nearby secondary schools
- Withdrawal of married adolescents
- Never enrolling or enrolling too late
- Influence of relatives
- Demands on first daughters

Recent survey data for Niger



Improving learning – 2019 PASEC Reading & Math

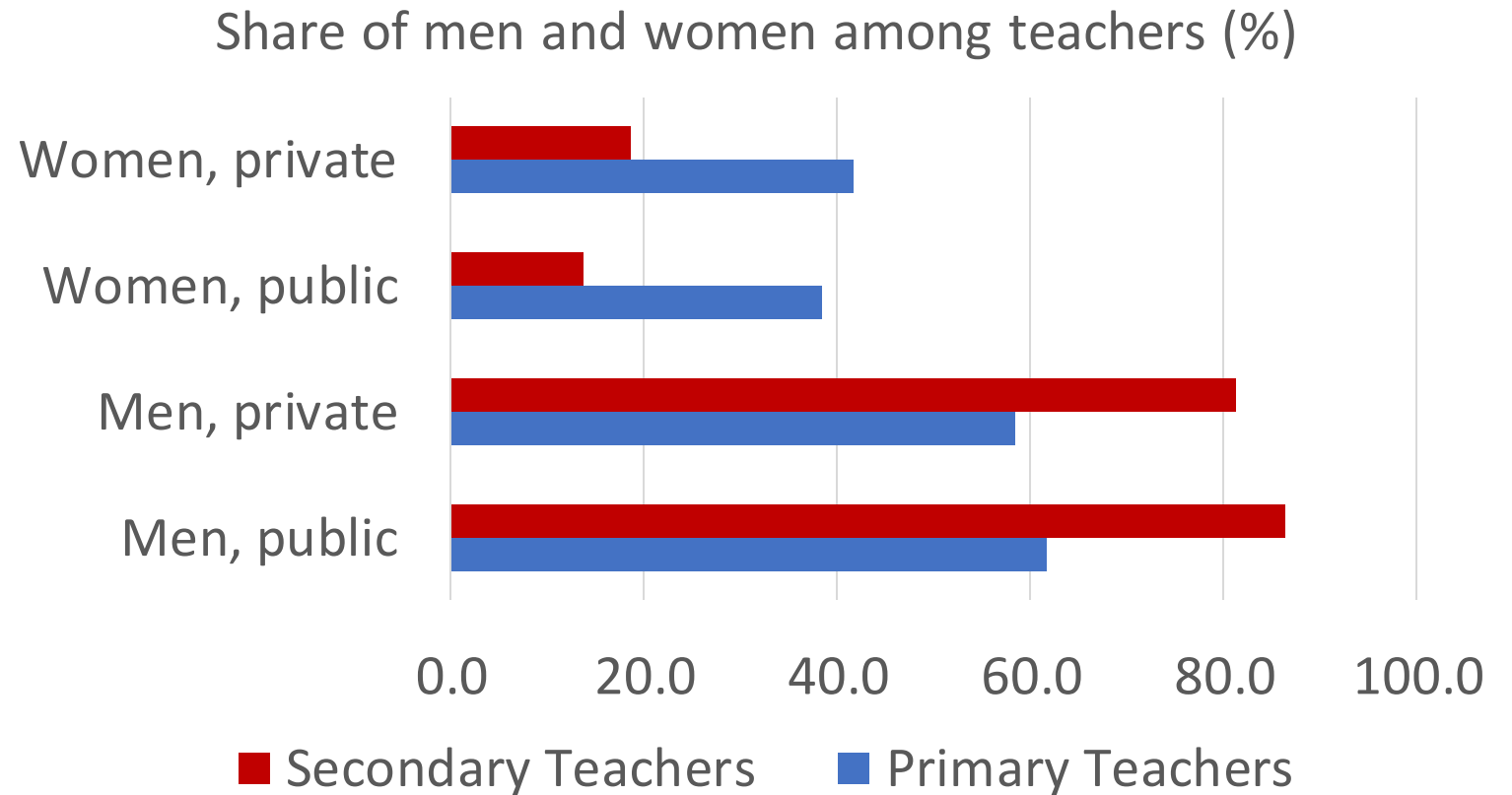
Examples of correlates for student performance

- o Language of instruction (+25 to +35)
- o Female teachers (+ 4 to +7)
- o Female principal (+11 to +14)
- o Teacher with professional diploma (+8 to +19)
- o Teacher with pre-service training (+4 to +11)
- o Teacher serving also as tutor (+18 to +22)
- o Large class size (-7 to -9)
- o Private school (+21 to +27)
- o Country effects (-58 to +81)

WAEMU surveys: Share of female teachers/principals

WAEMU SURVEYS

And yet women remain vastly underrepresented among teachers (and especially heads of schools)



Professional standards and competencies

Stage of development	Not started	Preliminary (first draft)	Advanced (final draft)	Completed (published)
Professional standards for teachers	-	The Gambia, Côte d'Ivoire	Benin	Nigeria, Burkina Faso, Sierra Leone, Liberia
Professional standards for school leaders	Benin, Senegal	Burkina Faso, The Gambia, Côte d'Ivoire	-	Nigeria, Sierra Leone, Liberia

Career stages	Teachers	School Leaders
0	Senegal, The Gambia, Côte d'Ivoire	Senegal, The Gambia, Côte d'Ivoire, Benin
1	-	-
2	Burkina Faso	Burkina Faso
3	Liberia, Benin	Liberia
4	Nigeria, Sierra Leone	Nigeria, Sierra Leone

Teacher education and training

Teacher Education Programme	Norms	Practice
One-year teacher education	Senegal, Liberia	Senegal
Two-year teacher education	Burkina Faso, The Gambia, Côte d'Ivoire, Sierra Leone, Benin	Burkina Faso, The Gambia, Sierra Leone, Côte d'Ivoire, Benin
Three-year teacher education	Nigeria	Nigeria, Liberia
Four-year teacher education	-	-

Unqualified	1-10%	11-20%	21-30%	31-40%	41%+
% unqualified teachers in basic education	Burkina Faso The Gambia	Senegal, Côte d'Ivoire, Liberia	Nigeria, Benin	Sierra Leone	-

RTI study on learning at scale: 50% practice for in-service training

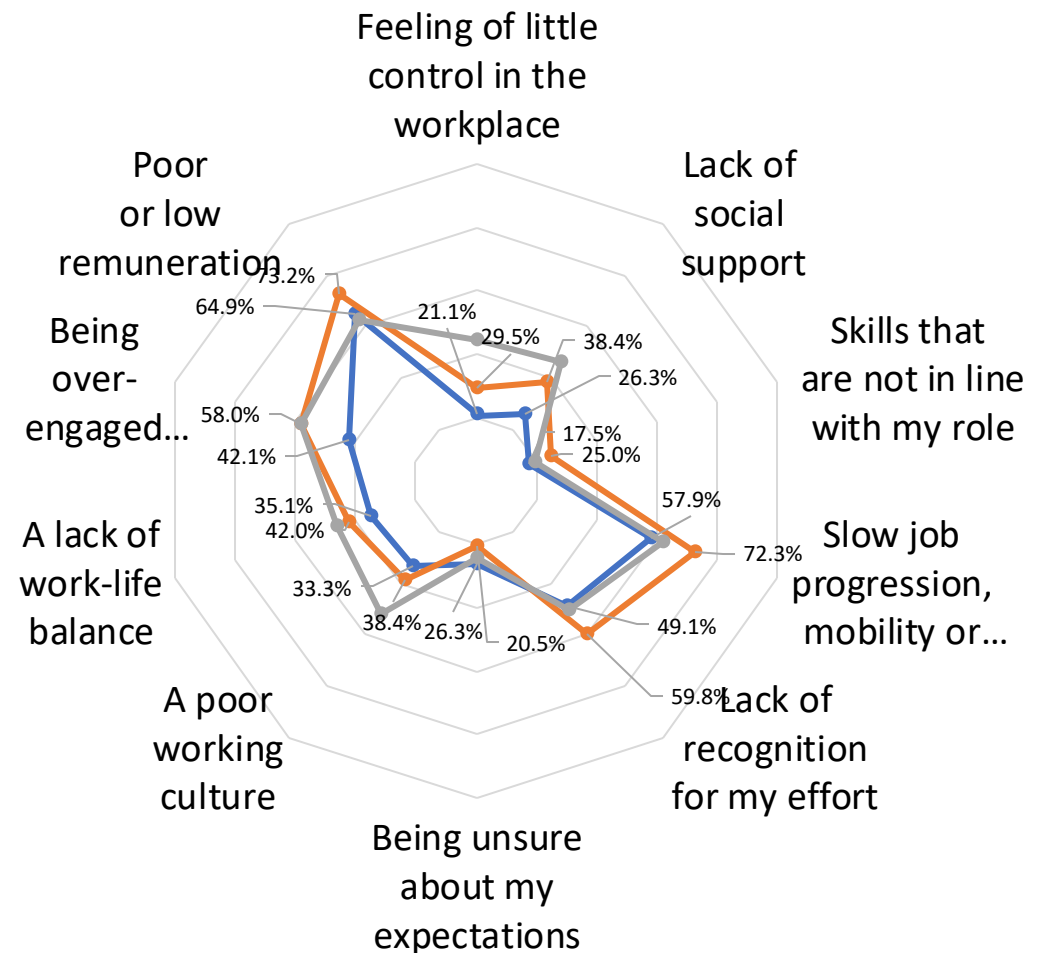
Note: Teacher working conditions & shortages

TEACHER WELL-BEING

Simple data sources can be used to assess teacher well-being and working conditions, including national surveys and online satisfaction surveys.

Kenya: Work-related issues 'Most of the time' or 'All the time'

Primary Secondary University

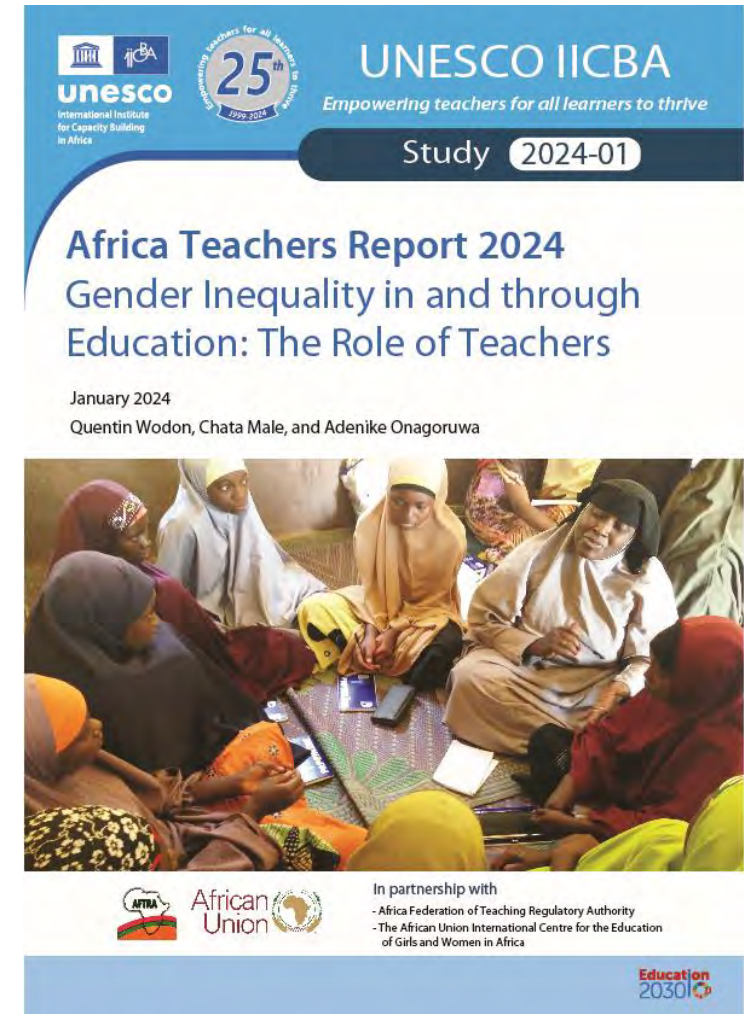


Africa Teachers Reports

Annual report on different theme each year, with possibility of **country reports for countries interested**

1. Teachers as a solution to a problem
2. Teacher policy issues (e.g., shortages, standards, training, working conditions, etc.)

1st report on girls' education. Future reports: Teacher working conditions, Teacher policies, TTIs, STEM/digital, etc.



Thank you

Learn more: www.iicba.unesco.org

 @UNESCO IICBA



unesco

International Institute
for Capacity Building
in Africa

Empowering Teachers for All Learners To Thrive





Teacher Shortage Issues in Bhutan

Presentation to the 14th Policy Dialogue Forum

26 February 2024

Tashi Lhamo

Chief Program Officer , Teacher Development Division

Ministry of Education And Skills Development, Bhutan



Outline of the presentation

1. Education Statistics
2. Teacher Attrition
3. Factors contributing to teacher attrition
4. Plans and Policies on Teachers

1. Schools, Teachers & Students

Category	Schools/Centres	Students	Teachers/facilitators
ECCD	554	13,440	944
ECRs	45	1,019	108
Primary Schools	333	46,333	3,203
Lower Secondary Schools	39	16,903	1,052
Middle Secondary Schools	59	36,131	2,251
Higher Secondary Schools	93	54,642	3,508
Special Institutes	2	131	36
Total	1125 (554 ECCD centres & 571 schools)	168,599	11,102

No. of Teachers

School	Female	Male	Total
Public Schools	4148	5337	9485
Private Schools	287	278	565
Grand Total	4435	5615	10,050

Teacher Attrition over the years:


Years	No. of teachers who left the system
2019	464
2020	163
2021	353
2022	478
2023	371

Factors contributing to teachers attrition


- Demanding nature of work
- Poor work environment
- Low morale and motivation



Plans & Policies



- Recruitment of the most qualified and suitable candidates as teachers.
- The Bhutan Professional Standards for Teachers (BPST) serve as a foundational reference point for teacher recruitment, professional development, and career progression.



• BPST establishes clear expectations and guidelines for educators, encompassing a comprehensive framework of competencies and skills across seven distinct Standards as follows:

- Skills to deal with Diversity of Learners
 - Skills to create necessary Learning Environment,
 - Content and Pedagogical Knowledge,
 - Planning and Teaching skills,
 - Assessment and Reporting skills,
 - Skills to promote Personal Growth and Professional Development,
 - Knowledge of Professional Engagement and Bhutanese Values.
- 

- 
- The Ministry will develop and update the Teacher Workload Guidelines to enable effective instructional delivery.
 - Teachers are supported to undertake continuous professional development(PD) to enhance their knowledge, improve their skills and upgrade their qualifications in relevant fields.
 - PD includes both short term and long term programmes.
- 

- 
- Long term scholarship for teachers are provided such as B.Ed. degree and Masters programme
 - Teacher receives a minimum of 80 hours of PD programme (40 hours at the national level, 40 hours at the school and District levels) in a year.
 - Saturdays are dedicated for PD programmes in schools.
 - Teacher attend immersion programme to reputed schools in India and nearby regions.
- 



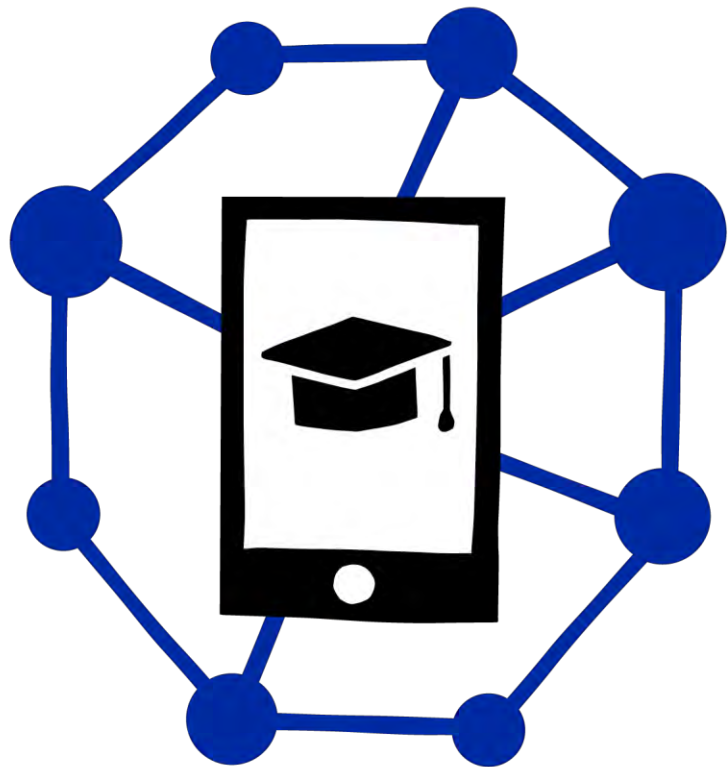
Thank You



Breakout session 2.2

Leveraging technologies to support the transformation of teaching and learning

A shortage of qualified teachers may come from diverse factors, including systems lacking the training infrastructure to meet demand or teachers residing in locations too remote to easily access training centres. In this breakout session, we examined how technological solutions can tackle these challenges. By incorporating blended or entirely online training sessions, systems can improve access to high-quality teacher training and alleviate shortages in quality. Another aspect explored was how systems can utilize online portals to deliver superior professional development and collaborative tools, thereby enhancing teachers' motivation and elevating the prestige of the profession.



Low Tech - High Impact: The Future Teacher Kit Training

Dr. Heike Kuhn, Head of the Education Division at the BMZ
Victor J. Perez-Rubio, FTK Coordinator, GIZ



Dr. Heike Kuhn

Head of the Education Division at the German Federal Ministry for Economic Cooperation and Development (BMZ)



Future Teacher Kit



Federal Ministry
for Economic Cooperation
and Development

giz



unesco

unicef 



Victor J. Perez-Rubio

Future Teacher Kit Coordinator, GIZ



The training

The specificity of the course is that we use messaging systems, mainly WhatsApp, as it is the most used EdTech tool by teachers worldwide

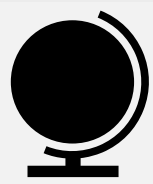
It is ready to use and content can be easily adapted to different contexts and countries, depending on its needs

The modules we have included in our courses are:

1. Foundational literacy
2. Digital Skills
3. 21st century Skills

Each module has lessons. In the case of Digital Skills they are:


- Student Engagement in a Virtual / Hybrid Setting
- Digital tools/Resources
- Phone Usage in the Classroom
- Media Literacy




The implementation


2 countries: Botswana  and Jamaica 

More to come (e.g. Ethiopia)

Support from local entities:
 Ministry of Education

 Jamaican Teacher Council
Implemented by UNESCO Caribbean


-IVR (Voice message) or WhatsApp
-3 modules in two months
-TVET teachers


- 1 pilot and 2 cohorts using WhatsApp
- 2 modules in two months approx.
- primary, secondary and TVET teachers
- more than 650 teachers are following now the 2nd cohort.
- UNICEF RapidPro



Now in Jamaica

More than 650 teachers are following the FTK training

They receive messages every Wednesday

Each participant is also in a separated small group (learning community) with ≈ 20 participants and an Ambassador (tutor), who guides them. These communities of practice are the perfect place to share knowledge, practices, reflections about the course and much more, in the palm of their hand

Introduction

Lesson outcomes

Lesson narrative

Resources

Summary

Call to action

Which topic would you like to see as a module?

...

Thank you

Victor left the microphone



Ministry of Education, Culture, Research, and Technology
Republic of Indonesia

Emancipated Learning

Leveraging Technologies to Support the Transformation of Teaching and Learning

"The key is not to replace the human teacher, but to create a learning environment where technology and teachers complement each other"

- OECD Education 2030 report -

Iwan Syahril

Director General of Early Childhood Education, Basic Education, and Secondary Education
Ministry of Education, Culture, Research, and Technology
Republic of Indonesia

Johannesburg, South Africa

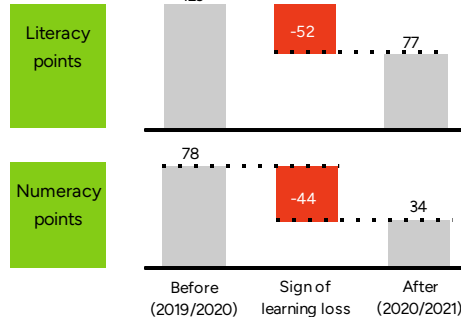
February 2024

The pandemic and a **learning crisis** in Indonesia

The Problem



By April 2020, 96% of schools in Indonesia have shut down.



As schools shut down, children were learning significantly less. Learning progress from 1st grade to 2nd grade decreased by about half during the pandemic.*



The Transformation



Technology team is a partner in designing programs.



User-centric design process for technology products.



Government apps have high-quality front-end to back-end tech development process.



Government tech is created by a high quality tech team that works on continuous development.



The Indonesian government's vibrant edutech ecosystem

~17,000
Islands

~438,000
Schools

~3 million
of Teachers

~50 million
of Students





Provide high quality digital **teaching resources**

The Emancipated Teaching platform provides **differentiated learning modules**, tutorials on the new **curriculum** framework, curated **teaching materials**, as well as space for teachers to share **best practices** and find **inspiration from peers** on how to improve their teaching quality.

4m+

total logged-in users
(3m+ active users)

80k+

users from rural areas
(43% of teachers in rural areas)



785k+

content
uploaded

by **150k+**

teachers to
inspire each other



5k+

topics of self-learning modules



21k+

teaching
tools

7m+

downloads by

1.2m+

teachers



95k+

teachers community
across the nation



Provide **personalized report** on national **assessment results to each region and school**

The **Education Report Card platform** (platform Rapor Pendidikan) provides local governments, principals, and teachers with **personalized report** on literacy, numeracy, character traits, and school climate based on national assessment results, combined with other datasets on education.

6

Priority indicators
(with 200+ sub indicators)

79%

Schools principals prioritize areas
requiring enhancement

95%

Schools have accessed
the platform

100%

Local government offices have
accessed the platform



Assist principals in managing the **school budget**



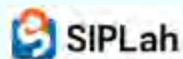
Accountable planning, reporting
and budget management

219k+

schools have used
the platform

3.4
bio+

USD managed on
the platform



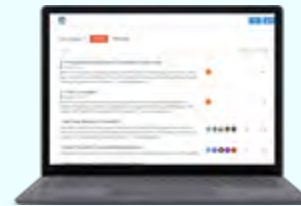
Official e-commerce platform to
simplify school procurement process

245k+

schools have used
the platform

129k+

SMEs engaged in
the platform



Official Q&A forum providing information on
budget management

7k+

topics posted on
the platform

13k+

visitors
participated



Oliver Wymann Analysis

01 Impact on government

Positive changes in the way technology is **introduced and integrated** into the education system

Route of Technology

- ✓ Teacher and school principals centric
- ✓ User-centric
- ✓ Multiple distribution strategies

02 Impact of teachers and principals

Better access to education resource, community sharing, training, and professional development opportunities

Quality

- ✓ Self-paced upskilling for teachers
- ✓ Engaging learning communities
- ✓ Student-centric concept

Equity & Inclusion

- ✓ Widened opportunities of teachers professional development and peer engagement

Efficiency

- ✓ Faster distribution of new curriculum
- ✓ Less distortion in communications

03 Impact on schools management and administration

Quality decision, time saving, and **improved transparency and efficiency**



- ✓ Decision-making and self-reflection
- ✓ Suggestion of improvement provided to school
- ✓ Engagement with wider stakeholders



- ✓ Reduction of human error and routine work
- ✓ Time saving and reassurance of impact
- ✓ Improved transparency and financial discipline



Lessons learned in digital transformation

- 1 Government technology needs to focus on **improving offline learning** within the school environment and **enhancing the work** of teachers and principals.
- 2 Technology is not just **hardware** but also **software**. We have sent **1 mio+ laptops** to schools but software is crucial to transformation.
- 3 **Rebuilding** is often better than fixing existing systems.
- 4 Government needs **high quality tech talent** that continuously work on technology solutions. Constant change of vendors is an outdated practice that needs to be phased out.
- 5 **User-centric approach** is essential to accelerate transformation. People need to adopt the tech products for those products to have an impact.
- 6 Technology is not an afterthought. The technology team needs to be a **constant partner** in designing programs.



Ministry of Education, Culture, Research, and
Technology Republic of Indonesia



Thank you

<http://merdekabelajar.kemdikbud.go.id/en/>

CDi

Portugal

Transformando Vidas pela Tecnologia

Transforming Lives Through Technology



Apps
for
Good

Technological Educational Program

Students from 5th to 12th and Educators from [public and private schools](#) and [correctional facilities](#) follow the Apps for Good platform and experience the product development cycle.

22.330
STUDENTS
1.549 TEACHERS
588 SCHOOLS



Technology and
Problem Solving

Student-Driven
For GOOD

Transformation of Teaching
Pedagogical Practice

Connection to the Real
World

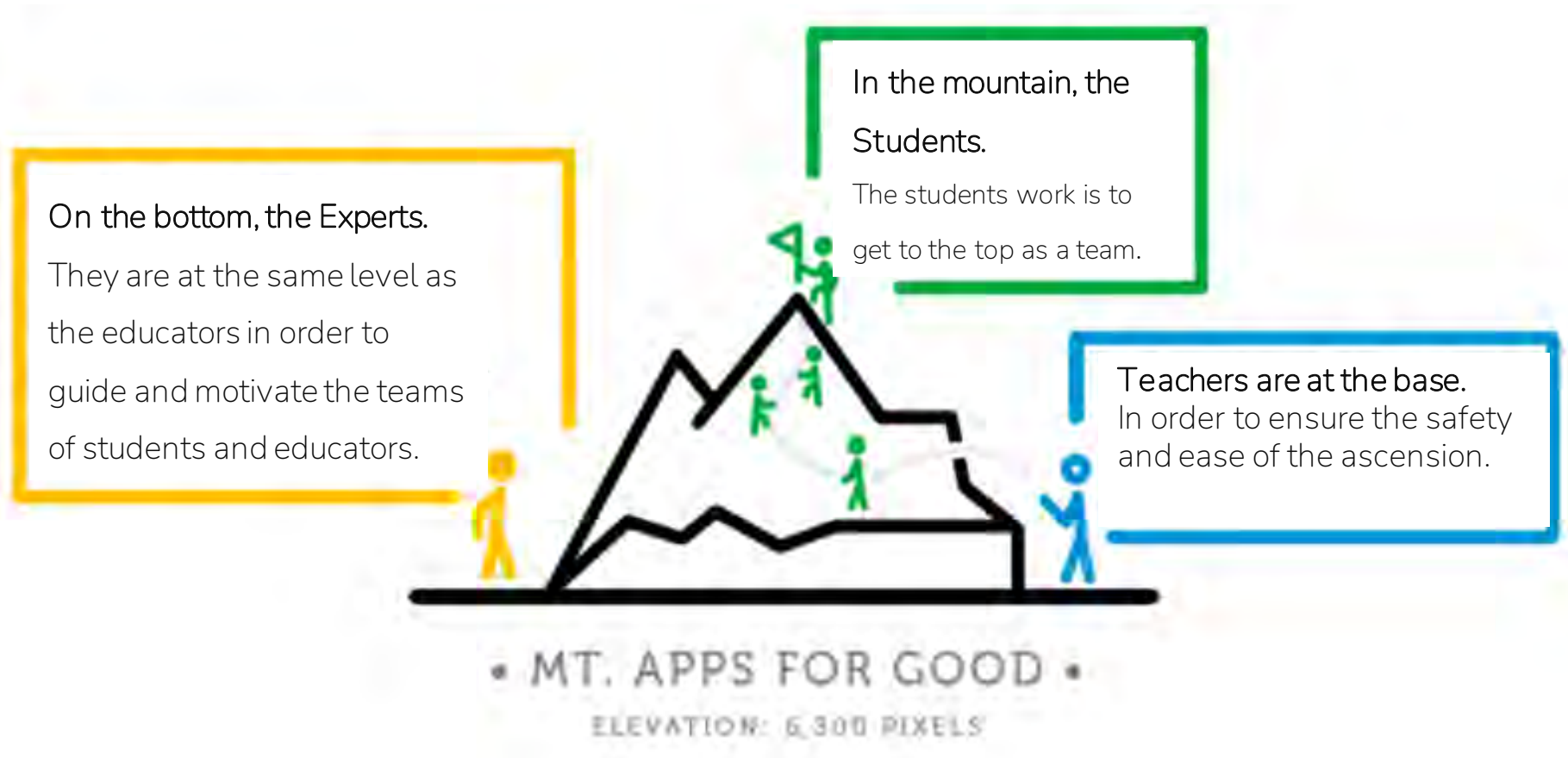
Technology and
Problem Solving

Student-Driven
For GOOD

Transformation
of Teaching
Pedagogical
Practice

Connection to
the Real World





WHAT DOES the Work Team do?

For all the courses, they follow 5 steps!



INNICIAL APPROACH



CREATION AND SELECTION OF IDEIAS



SCOPING



PRODUCT DEVELOPMENT



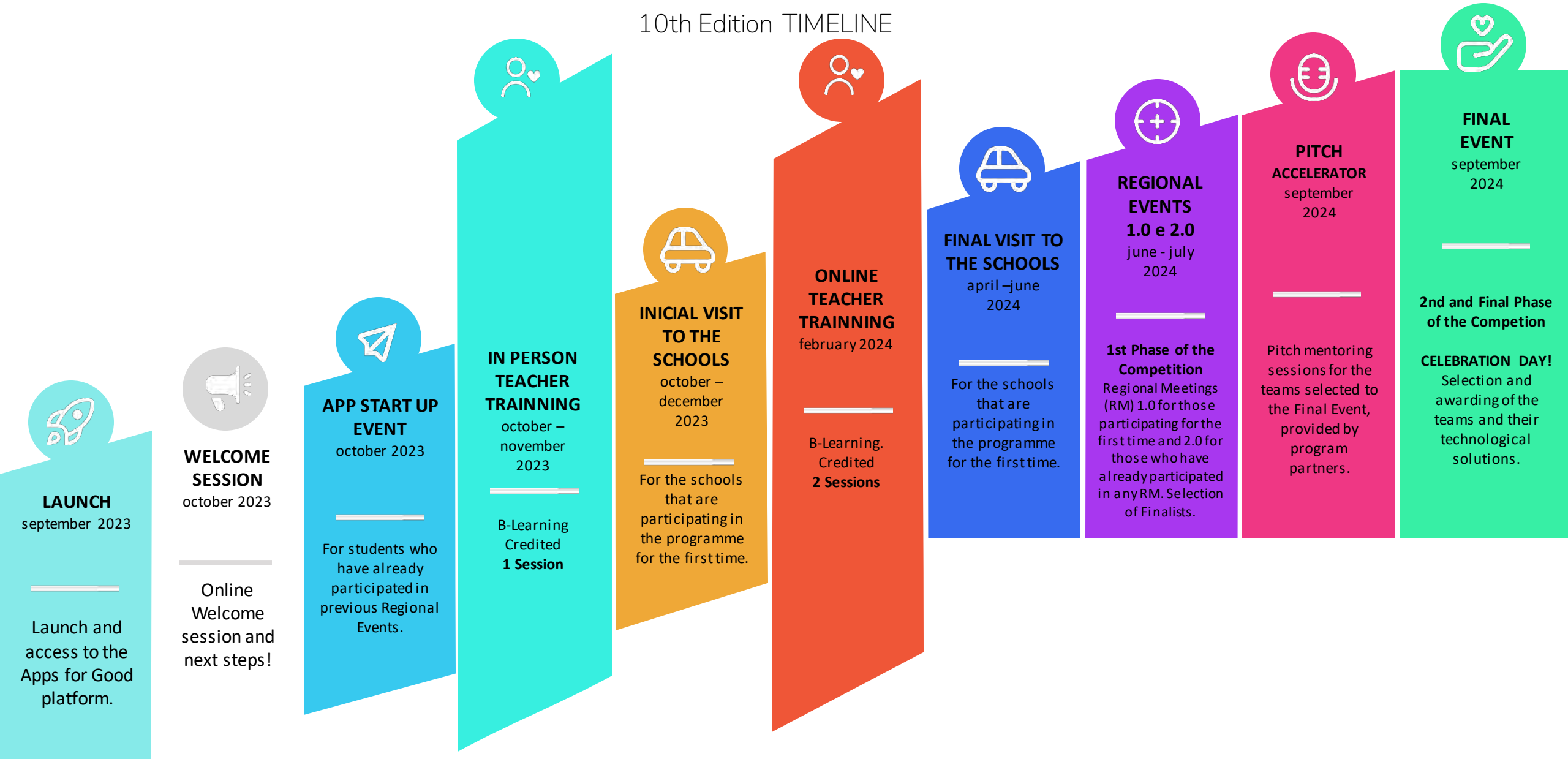
PITCH

They choose one of the various courses available on the Apps for Good **DIGITAL PLATFORM** and complete it during the school year.

APP DEVELOPMENT	APP DEVELOPMENT EXTENDED	APP IN A DAY	MACHINE LEARNING	INTERNET OF THINGS	INNOVATE FOR CLIMATE CHANGE	INCLUSIVE EDUCATION
Students will explore the process of developing an app, from the idea to the prototype, creating a functional version of their app using block programming.	Students will explore the development of an app, plus extra topics like business model and user experience. They can use block programming or advanced programming	Students will get an introduction to the app design and create a non-technological prototype. This is a short version of App Development and can be developed in one day.	Students will learn machine learning, including ethics issues and their benefits, and create an ML algorithm to solve a social problem.	Students will generate ideas and develop functional prototypes, using internet-connected devices, to solve real problems.	Students will explore the causes and the effects of the climatic change, create and prototype an app for their climate action idea.	The students with Special Educational Needs will work as a team, think about real-life problems, design, and build an application.
10 – 12 hours ENG and PT	20 - 30 hours ENG and PT	5 hours ENG and PT	10 – 12 hours ENG and PT	10 – 12 hours ENG and PT	12 hours ENG and PT	6 hours ENG and PT



10th Edition TIMELINE



Transformation of Teaching Pedagogical Practice

We recognize the crucial role of educators as **FACILITATORS** and **MENTORS** in this process.

We give training, support and teach how to use the digital into their teaching practices and to create more meaningful learning experiences for their students.





TEACHER TRAINING

- In Person
Training

- Online Sessions



IMPACT ON TEACHERS

- Teachers Development
- New Skills
- Teacher collaboration and a mentoring with an Expert's Community
- Recognition
- Impact on Student-Teacher Relationships



**REGIONAL
EVENTS
1.0 e 2.0**
june - july
2024



**1st Phase of the
Competition**

Regional Meetings (RM) 1.0 for those participating for the first time and 2.0 for those who have already participated in any RM. Selection of Finalists.





FINAL EVENT

september
2024

2nd and Final Phase of
the Competition

CELEBRATION DAY!

Selection and awarding
of the teams and their
technological solutions.





FINAL EVENT

september
2024

2nd and Final Phase of
the Competition

CELEBRATION DAY!

Selection and awarding
of the teams and their
technological solutions.



SCALING

Apps for Good

Cloud platform, Multilingual with all contents and tools to Teachers.

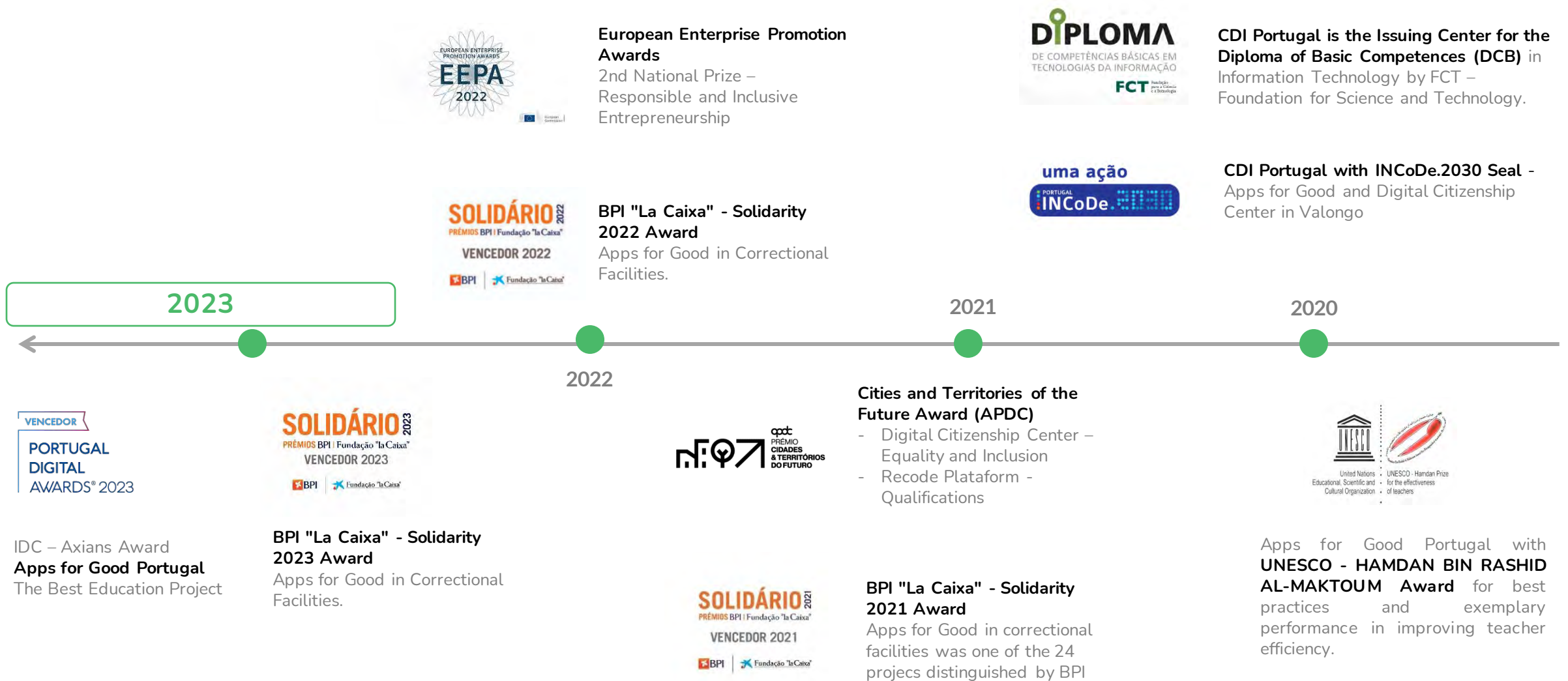
Can be applied **OFFLINE** which allow places with low internet connectivity to run it.

DO NOT NEED one PC per student or teacher and can be applied using mobile phones.

Easy and cost efficient to **replicate worldwide**.

Flexible enough to be moulded to different systems/countries.

Not depending from the school curriculum





Transformando Vidas pela Tecnologia

Follow us:

@CDI Portugal



RECODE

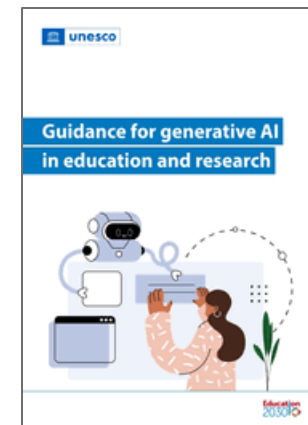
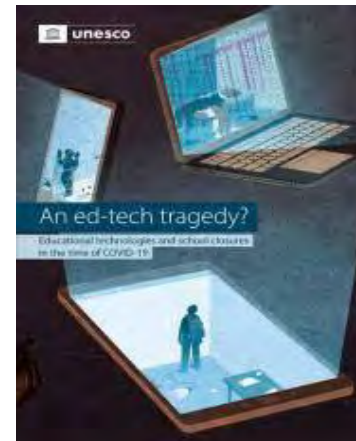
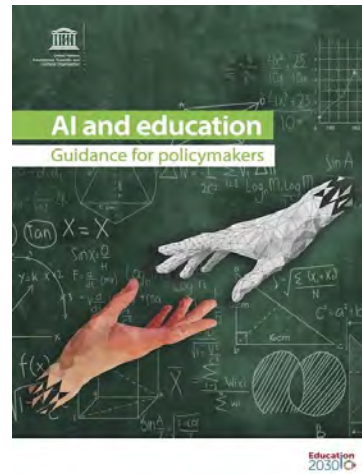
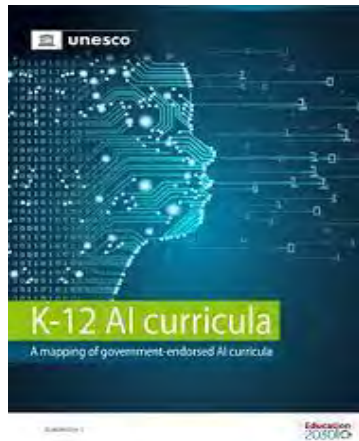
UNESCO'S FRAMEWORK ON TEACHER AI COMPETENCIES

SHAFIKA ISAACS

UNIVERSITY OF JOHANNESBURG

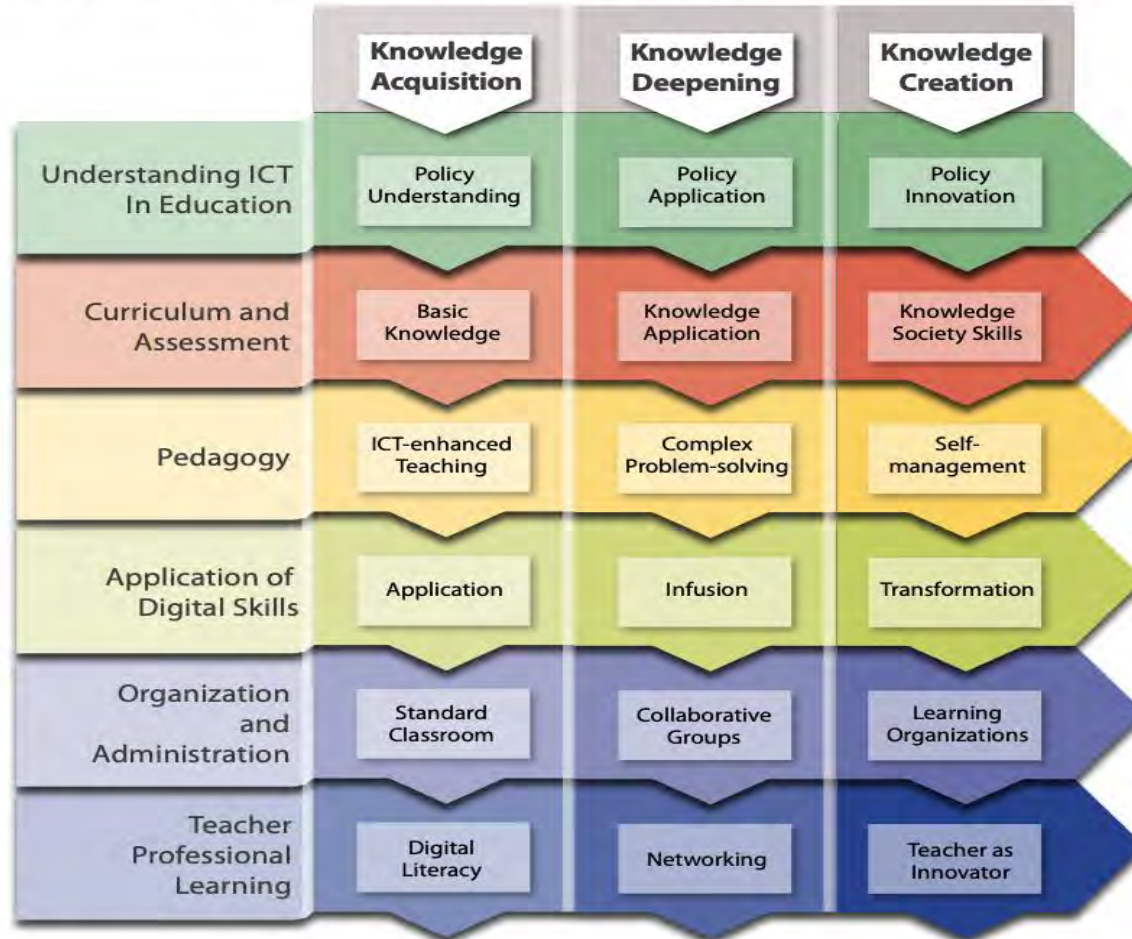


#TechOnOurTerms



UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

Figure 1: The UNESCO ICT Competency Framework for Teachers

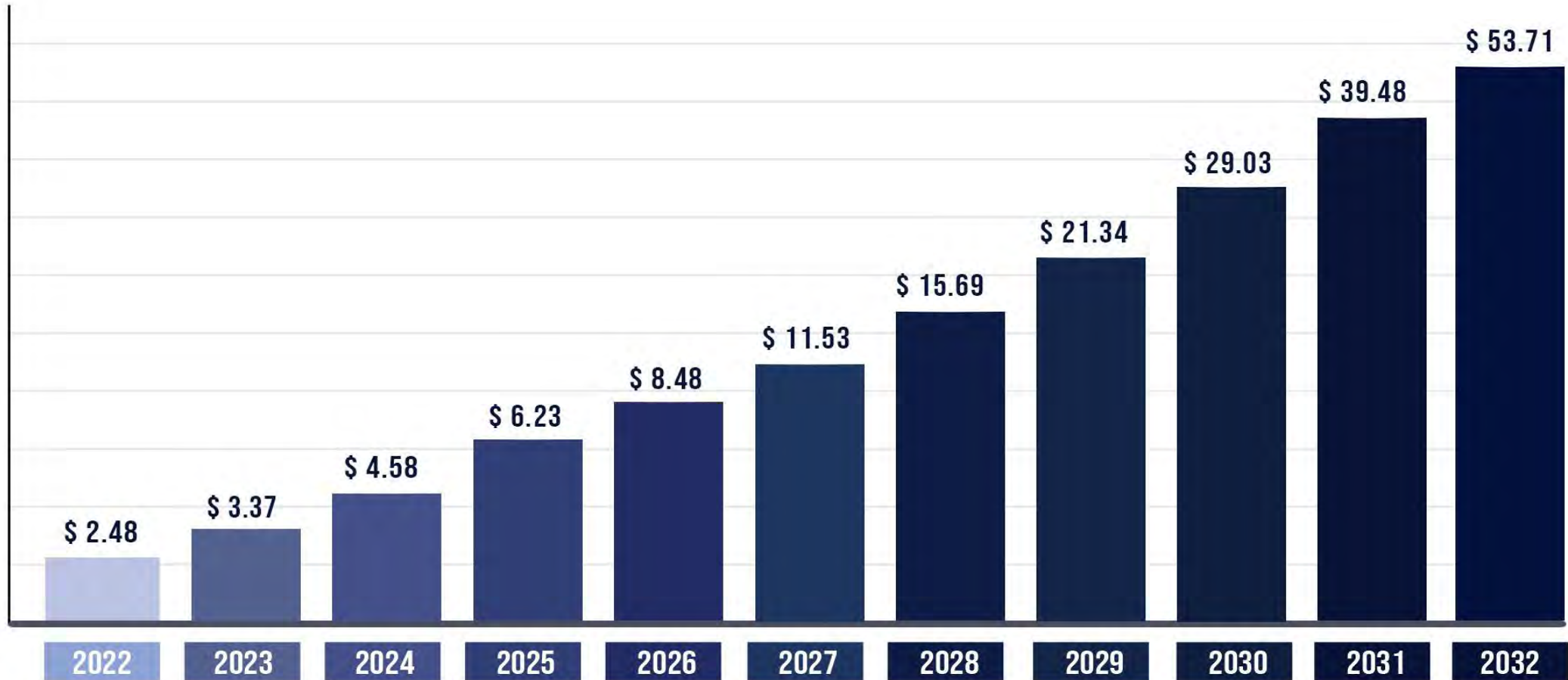


Guide teacher development & teaching practice in context, on ICT competencies that teachers need

Why an AI Competency Framework for Teachers



AI IN EDUCATION MARKET SIZE, 2023 TO 2032 (USD BILLION)



Source: www.visionresearchreports.com

Claims on the
Advantages of AI in
Education

10 Advantages of AI in Education

- 1 Personalize Learning
- 2 Task Automation
- 3 Smart Content Creation
- 4 Improved Accessibility
- 5 Closing Skills Gaps
- 6 Data-Based Feedback
- 7 Complementing Human Teachers
- 8 24/7 Tutoring
- 9 Secure and Decentralized Learning Systems
- 10 Assessment Integrity

AI poses wide-ranging risks, and threats to society



AI poses risks and threats to Education



AI Competency Framework for Teachers

Guiding Principles



Enable
teacher rights,
autonomy &
agency

**Human Rights &
Human Agency
Equity, Inclusion
& Social Justice**



Guide
transformative
teaching

**Ethical &
Trustworthy AI
Climate-
responsive**



Support teacher
education
policy &
practice on AI

**Teacher
Development
as Lifelong
Learning**



in Context

TEACHER Competency Aspects	Progression		
	Acquisition	Deepening	Creation
Human-centred Mindset	Benefit-risk analysis	Human accountability	AI Society Citizenship
Ethics of AI	Ethical principles	Safe and responsible uses	Co-creating Commons of AI ethics
AI Foundations & Applications	Basic AI technique and applications	Application skills	Creating with AI
AI Pedagogy	AI-assisted teaching	AI-pedagogy integration	AI-enhanced Pedagogical Transformation
AI for Professional Development	AI as enabler of lifelong professional learning	AI to enhance organizational learning	AI to support professional transformation

AI Competency Framework for Students

STUDENT Competency Aspects	Progression		
	Understand	Apply	Create
Human-centred Mindset	Human Agency	Human accountability	AI Society Citizenship
Ethics of AI	Embodied Ethics	Safe and Responsible Use	Ethics by Design
AI Techniques & Applications	AI Foundations	Application skills	Creating AI Tools
AI System Design	Problem Scoping	Architecture Design	Iteration & Feedback Loops

UN HIGH LEVEL PANEL ON TEACHERS RECOMMENDATIONS

Working conditions should also provide **equitable access to technology** and other resources;

The digital revolution and artificial intelligence must **be pedagogically harnessed by teachers and integrated through active and human-centred teaching and learning methods and practices**. Such tools should not become a substitute for teachers, but rather should empower teachers to guide their learners' quest for inquisitive, critical, creative and lifelong learning.

Teachers need autonomy and pedagogical choice in how they use technology to ensure that a given technology improves learning. Where technology is used, teacher and student data and privacy protections should be safeguarded.

UN HIGH LEVEL PANEL ON TEACHERS RECOMMENDATIONS

Technology in the classroom can change the teaching process towards supported learning and can facilitate lifelong learning. **Technological learning practices should be supplemented by special attention to developing social and emotional skills of learners.**

They should also engage in wider policy dialogue on education matters, particularly in relation to technology, **the regulation of private education providers, and the transformation of education and teaching for entry into the world of work.**

Examining how other countries and sectors have addressed issues of **work-life balance, including in relation to technology,** may prove beneficial to furthering the dignity of teachers.

Teacher training and practice should ensure that **teachers and learners can be both creators and autonomous users of technology, not just passive consumers.**

UN HIGH LEVEL PANEL ON TEACHERS RECOMMENDATIONS

Equity strategies must provide teacher training in the pedagogical uses of technology, including in ways that take into account the social impacts of technology, as well as the dimensions of equity and inclusion. This includes supporting learners to develop the relational and socio-emotional skills that may be neglected with the deployment of technology. Given the advancement of technology, training should be relevant and offered on a continuous basis. It is also important to provide parents with opportunities to enhance their digital skills so that they can play a more active role in their children's learning.

However, as demonstrated in a recent UNESCO report, there is little definitive evidence on the added value of digital technology in education.⁵⁴ Where evidence does exist, most of it comes from the proprietors. Moreover, although countries are developing digital skills standards for curricula and assessment, in some countries these have been defined by private, commercial actors. Despite the potential for technology to address inequalities, technological innovations can also result in new inequities, including in relation to accessing relevant technologies and connectivity.

UN HIGH LEVEL PANEL ON TEACHERS RECOMMENDATIONS

Technology can also negatively impact learning when used in excess or when used inappropriately.⁵⁵ Many countries lack the training initiatives and capacities needed to develop the digital skills of teachers so that they can meaningfully and effectively use technology in teaching and learning. In some cases, teachers do not have access to the technologies needed to deliver the expected outcomes or to innovate.⁵⁶ Adequate protection of teachers' and learners' data and privacy

THANK YOU FOR YOUR KIND ATTENTION

SHAFIKA ISAACS

PROFESSOR OF PRACTICE (DIGITAL LEARNING)
UNIVERSITY OF JOHANNESBURG



Navigating the Complexity of Teacher Shortages in Southeast Asia

Leveraging Technologies to Support the Transformation of Teaching and Learning

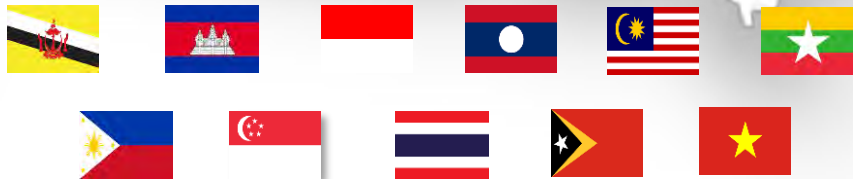
Breakout Session 2.2 · 14th Teacher Task Force Policy Forum Dialogue
27 February 2024

Datuk Dr Habibah Abdul Rahim
Director, SEAMEO Secretariat

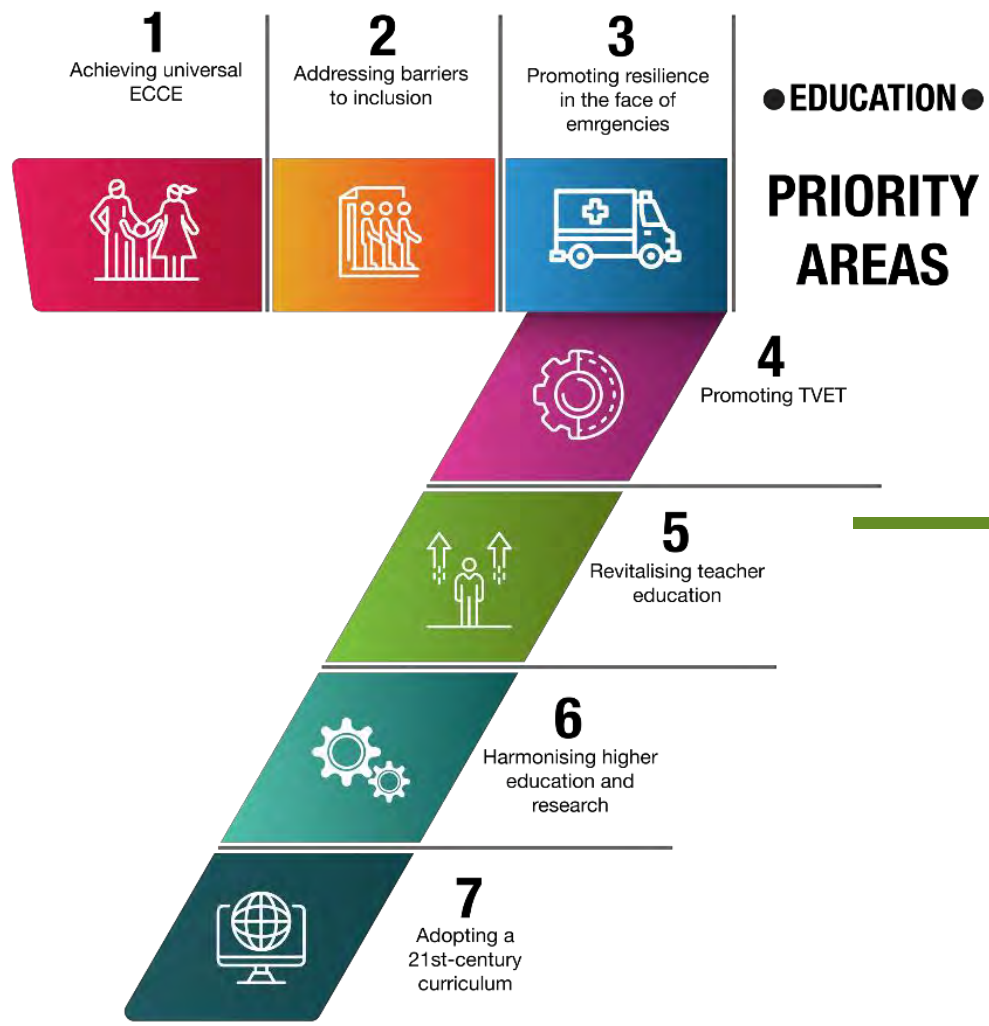
Southeast Asian Ministers of Education Organization (SEAMEO)



- Established on 30 November 1965
- A Southeast Asian intergovernmental organization promoting regional cooperation in **education, science, and culture**
- **Vision:** The leading organization for enhancing **regional understanding and cooperation** in education, science, and culture for a **better quality of life** in Southeast Asia



- **11** Member Countries, **9** Associate Members, **8** Affiliate Members, **26** Centres and Network



Teacher Landscape in Southeast Asia

total number of teachers (2022)	primary	3,682,000
	secondary	8,554,000
proportion of teachers with minimum required qualifications	primary	94%
	secondary	95%
teacher-student ratio	pupil teacher ratio	16.9
total number of needed teachers by 2030 (replacing staff attrition + new teaching posts)	primary	3,050,000
	secondary	1,490,000

The Complex Nature of Teacher Shortages

1

**Why Teach? Teacher
Motivation**

2

**Teacher Quality:
Teacher Professional
Development**

3

Teachers and Tech

4

Teachers as Leaders

1 Why Teach? Teacher Motivation



- Motivation as the **driving force behind human action** but pertinent to this are the concepts of **intrinsic and extrinsic factors** of motivation.
- 1,255 teacher-respondents across the Philippines participated in the study
- SEAMEO INNOTECH is currently expanding the scope of the study to Southeast Asia

https://www.seameo-innotech.org/wp-content/uploads/2021/07/TM-Research-Report_063021.pdf

joining the teaching profession

- Intrinsic drivers such as contribution to society, passion for teaching, respect accorded to teachers in communities, and belief systems
- External factors such as affordability of education related courses, job security and tenure, and teaching related advantages (i.e. school breaks)

staying in the teaching profession

- Intrinsic drivers such as commitment to the profession, influence in the lives of the students, and contribution to society
- External factors such as support to grow professionally, supportive colleagues, primary source of income, paying off loans, and possible promotions/salary increase

leaving the teaching profession

- 4 out of 10 surveyed teachers had thought of leaving the profession
- External factors such as economic considerations, workload demands, and unsupportive systems and environment may be possible causes of leaving
- Intrinsic factors such as desire for professional growth and change of feelings towards the profession

2 Teacher Quality: Teacher Professional Development



SEA-PLM 2019 latest evidence in basic education
**Supporting teacher to improve learning
in 6 Southeast Asian countries**



- SEA-PLM is the first regional large-scale assessment by and for Southeast Asia to measure learning outcomes of Grade 5 students in reading, writing, math, and global citizenship to inform basic education policy and ensure all children achieve meaningful learning.
- SEA-PLM 2019 analyzed the Grade 5 teacher workforce to identify key support to teachers on 4 key areas:
 - demographics and training
 - working conditions
 - specialization and allocation
 - reading and math training and instructional practices

Key findings for teachers from SEA-PLM 2019

Teachers in the 6 countries had **varying qualifications and degrees** of preparation upon entry to the profession.

Additionally, in all countries, there are teachers who teach subject areas in which they have no formal or pre-service training

Many teachers worked in classrooms where a large proportion of students had not mastered skills expected in earlier grades.

On average across the 6 countries, **74%** of children attended schools where teachers reported students' lack of basic knowledge and skills to be the largest issue affecting learning.

Limited access to information and communications technology (ICT).

22% children attended classrooms where teachers had access to a computer

Low levels of confidence in using ICT for teaching and learning.

1/3 primary teachers in the region felt 'not very' or 'not at all' confident in using ICT in the classroom.

3 Teachers and Tech:

Technology in Transforming the Teaching and Learning Process



GLOBAL EDUCATION MONITORING REPORT

2023

Southeast Asia

Technology in education:

A TOOL ON WHOSE TERMS?



<https://www.unesco.org/gem-report/en/2023-southeast-asia>

- Digital infrastructure has expanded rapidly in Southeast Asia, including in education, but there exists a huge variance within and across SEA countries

57% of Southeast Asian students can access internet from home

16% range among Southeast Asian countries on students' accessing internet from home

98%

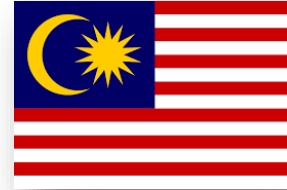
Key Messages

- **Various barriers** prevent teachers from making the most of what technology offers.
 1. Teachers **excluded from ICT decision-making processes.**
 2. Teachers do not receive **adequate support for implementation**
 3. **Lack of knowledge/training** in ICT
 4. Teachers have **low competencies** in the use of software, search engines, digital platforms for communication and online collaboration, and digital resource creation tools.
 5. Teachers are hesitant or **lack confidence in using technology**

- Technology is **transforming teacher training provision** in Southeast Asia for more accessible training opportunities in the region.



Cambodia: Virtual Mentoring under the New Generation School programme



Malaysia: Digital Educational Learning Initiative Malaysia (DELIMa)



Indonesia: Merdeka Mengajar and Guru Berbagi



Philippines: DepEd Commons

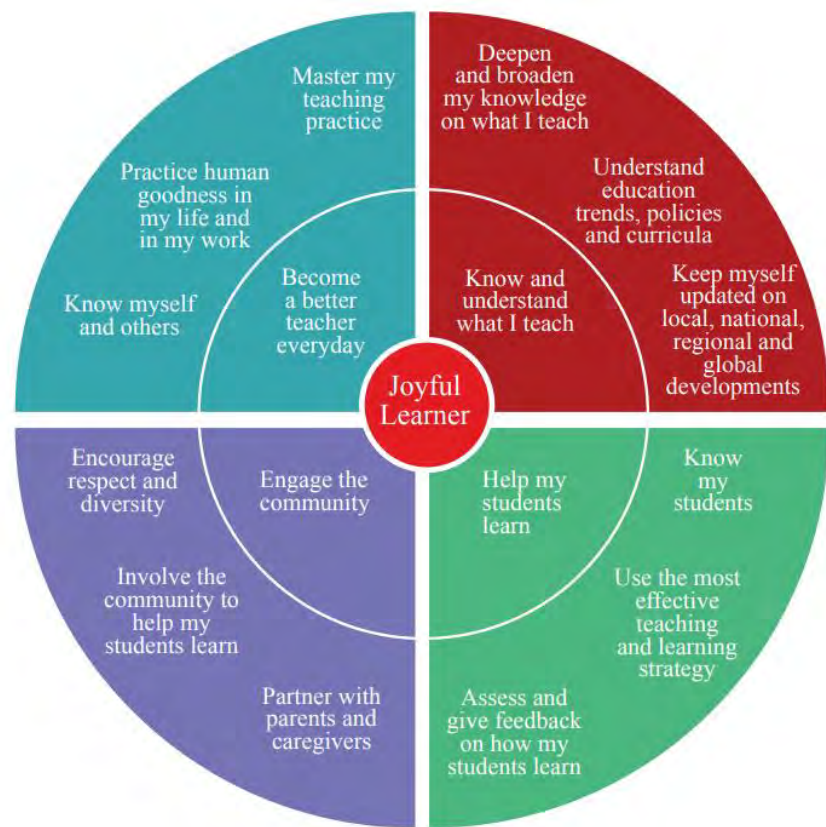


Lao PDR: Khang Panya Lao platform



Singapore: Student Learning Space Community Gallery

4 Teachers as Leaders: Positioning Teachers as Education Leaders



SOUTHEAST ASIA TEACHERS
COMPETENCY FRAMEWORK

- Southeast Asian education systems support teachers in using technology.
- 9 out of 11 countries defined ICT standards for teachers.

EDUCATION GOVERNANCE (i.e. DATA)

ADVOCACY AND PRE-SERVICE TRAINING

Teachers
Pre-Service In-Service

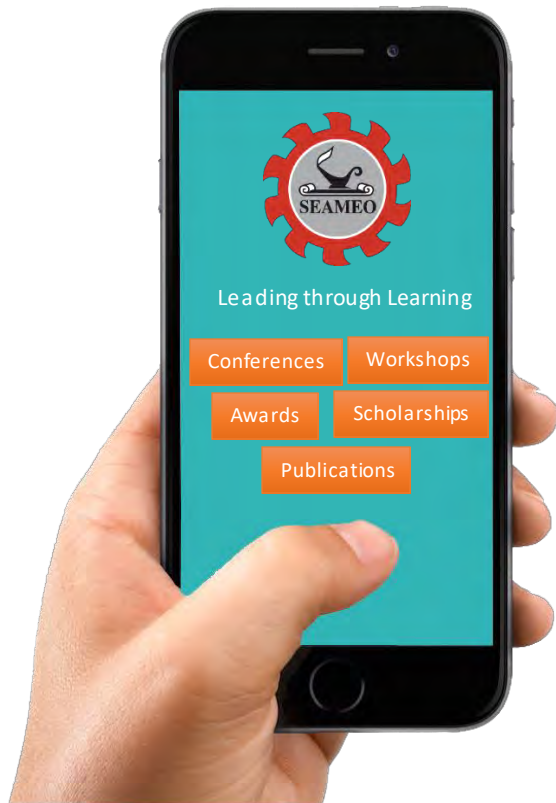
TEACHER INCENTIVES, CAREER PATHWAYS,
AND WELL-BEING

TEACHER TRAINING & PROFESSIONAL DEVELOPMENT

EDUCATION LANDSCAPE (i.e. TECHNOLOGY)



Southeast Asian
Ministers of Education
Organization



THANK YOU!



seameosecretariat



seames



seameo_s



SEAMEOsecretariat

Breakout session 2.3

Valorising the teaching profession and teachers' voices

Globally, teaching is often viewed as a profession of last resort. This perception can influence both potential new recruits and existing teachers contemplating their commitment to the profession. This breakout session investigated and discussed creative approaches for systems to transform the perception of the teaching profession into a more positive light. This includes empowering teacher agency within classrooms, encouraging participation in social dialogue, and involving teachers in decision-making processes at various levels. The session also explored the timing and alignment of policies with other measures aimed at addressing teacher shortages.



MINISTRY OF EDUCATION AND CULTURE
FINLAND

Attractiveness of the Teaching Profession – Insights from Finland's Teacher Policy and the National Teacher Education Forum

Policy Dialogue Forum, Johannesburg, 27.2.2024
Marjo Vesalainen, Senior Ministerial Adviser, PhD

Teacher Shortage in Finland

- No extensive shortage of teachers
- Shortage of teachers only in certain teacher groups:
 - Early childhood education teachers
 - Special needs teachers

→ Why is the teaching profession and teacher education attractive in Finland?



Teacher education and profession has remained attractive in Finland

- Teachers are **respected and trusted professionals**.
 - Teachers have a lot of professional **autonomy**.
 - Teachers are **active participants** in important decision making.
- High qualification requirements
 - Teachers' autonomy and agency are supported by **research-based teacher education, education policy, and collaborative culture in policy planning**.
 - Teachers are able to influence their own teaching and school operations.

Developing teacher education through broad collaboration – National Teacher Education Forum

See more:

<https://okm.fi/en/project?tunnus=OKM009:00/2023>

Teacher Education Development Programme 2022–2026



Teacher Education Forum (2016-19; 2019-23)

- **Members:** universities, providers of education and municipalities, teachers and leaders, students, and other relevant stakeholders
- Smaller **working committee**
- **Coordination:** Ministry of Education and Culture
- **Activities:** National and local seminars, workshops, national brainstorming, thematic working groups etc.
- Research-based development projects
- Collaborative development of national guidance: the Teacher Education Development Programme

Main Tasks of the Teacher Education Forum 2024–2027

- To promote the implementation of the Teacher Education Development Programme, topical issues related to teacher education, and the implementation of the national STEM strategy and its action plan
- Vision work
- To support research-based quality assurance and strengthening of teacher education. Etc.



Teacher Education Development Programme aims to meet the new needs of teacher education in the context of the 2020s

The programme in English:

<http://urn.fi/URN:NBN:fi-fe2022053140998>

Teacher Education Development Programme 2022–2026



Teacher Education Development Programme: Special emphasis on four objectives

- 1) Interest and staying power in the teaching sector, paying attention also to foresight and student admissions etc.
- 2) Teachers' competences and continuous professional learning
- 3) Cooperation, networks and collaboration – Robust teacher education and continuous professional learning by means of cooperation and networks
- 4) Educational leadership, including teacher leadership – Skillful leadership to help educational institutions become learning and evolving communities

Conclusion

Key cornerstones: teacher autonomy and agency; high-quality teacher education; a culture of collaboration and trust; collaborative, pedagogical, and systemic leadership

We need to strive to train teachers, who are **future-oriented professionals**, and **ready to innovate and explore** new pedagogical approaches and learning environments.

It is important that teachers have the opportunity **to participate** in the development of the entire school, and **to contribute** to both national and local education policies.



Thank you!
Kiitos!

marjo.vesalainen@gov.fi



MINISTERIO DE EDUCACIÓN

**Revalorización Profesional Educativa
¡Soy docente! ¡Soy Agente de Cambio!**



**EL NUEVO
ECUADOR**

Ministerio de Educación

Referencias Políticas y técnicas para el ejercicio del derecho a la educación.

1

**Plan de Gobierno
2024 - 2025**

Establece las prioridades del país

2

ODS

Constituye un llamamiento universal a la acción

3

**Plan estratégico
institucional**

Instrumento de planificación que dirige la gestión

4

**Plan sectorial
de educación**

Oriente la gestión del sector educativo a nivel nacional

5

Indicadores KPI

Monitoreo del desempeño de la gestión institucional



Resiliencia Generacional



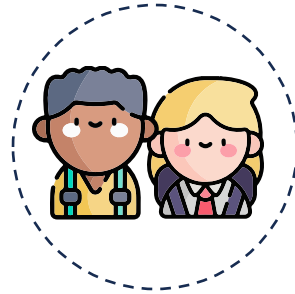
Adaptabilidad
de los diferentes
miembros de la
comunidad educativa
frente a situaciones de
riesgo o vulnerabilidad.

Revalorización Profesional



Operativización
para el fortalecimiento de
capacidades y el trabajo
interinstitucional para la
garantía de la profesión
educativa digna.


Apropiación Comunitaria



Capacidad
de una comunidad para
tomar control de su
propio bienestar,
seguridad y desarrollo.



Aprendizajes y ejes estratégicos.




Asequibilidad / Disponibilidad

Contar con Instituciones, recursos físicos, personal y programas educativos en cantidad suficiente y con las instalaciones necesarias para funcionar apropiadamente.



Accesibilidad


No discriminan, Accesibilidad Física y económica. Eliminar barreras de acceso al SNE



Aceptabilidad

Forma y el contenido de la educación sean contextualizados, diversificados y adecuados. Relevante, culturalmente apropiada.

5A
DERECHO A LA EDUCACIÓN



Apertura y Rendición de cuentas

Capacidad de los titulares del derecho para exigir responsabilidades a los titulares de deberes a partir de procesos de monitoreo participativo.



Adaptabilidad

Flexibilidad necesaria para responder a las necesidades educativas en contextos culturales y sociales diversos.

El rol del docente.



¿Quién es el docente?

Es un ser humano capaz de:



Orientar y gestionar el aprendizaje en diferentes contextos.

Acompañar a los estudiantes para comprender la realidad.

Adaptar metodologías acordes a la realidad, creando y reinventando estrategias de aprendizaje.

Interactuar con la comunidad educativa a través del diálogo que posibilita expresar y crear.

Fortalecer competencias y generar un proyecto de vida sostenido.

Liderar en el campo educativo e impulsar cambios significativos en la vida de las personas,

Personalizar el currículo en diferentes contextos y hacer de la educación una posibilidad para la autonomía.

Es una **persona competente** que dinamiza la experiencia de aprendizaje de los niños, niñas y adolescentes, que interactúa con las familias, capaz de mediar el contexto social desde la realidad y quien asume la responsabilidad garantizar la educación del país.



EL NUEVO
ECUADOR

Ministerio de Educación

Dimensiones para la gestión educativa del y la Docente

PEDAGÓGICO

Mediación de los aprendizajes, a través de metodologías que promuevan la resolución de problemas contextualizados y el desarrollo de habilidades para la vida.

COMUNITARIO

Interacción entre la escuela, familia y comunidad como una red de protección social que garantiza el ejercicio de derechos de niñez y adolescencia.

ADMINISTRATIVO

Gestiona, planifica, organiza tiempos y recursos con compromiso colaborativo.

ORGANIZACIONAL

Sostenibilidad socio emocional de los equipos, permite crear participativamente estrategias de trabajo cooperativo.

El rol del y la docente fundamentalmente es ser un agente de cambio, principalmente a través de la orientación que permita crear entornos seguros y redes de apoyo para el desarrollo integral del niños, niñas y adolescentes.



Marco normativo vinculado a la gestión del y la docente.

Objetivos de
Desarrollo
Sostenible

Constitución
de la República
del Ecuador

Ley Orgánica
de Educación
Intercultural

Reglamento
a la Ley
Orgánica de
Educación

Desarrollo
Profesional
Docente



Garantizar una educación inclusiva, equitativa y de calidad y promover oportunidades de aprendizaje durante toda la vida para todos.



Art. 343. Desarrollo de capacidades y potencialidades de los actores que posibiliten el aprendizaje....
Art. 229. Derechos irrenunciables.



Art. 22. Políticas nacionales del sector, estándares de calidad y gestión educativos, así como la política para el desarrollo del talento humano del sistema educativo.



Art. 193. Garantizando su estabilidad laboral, su desempeño, y potenciando el acceso de este a nuevas funciones, a través de mecanismos de promoción y estímulo.



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ECUADOR

Ministerio de Educación



16.130

En el Ecuador existen
instituciones educativas de todos los
sostenimientos, en el período **2023-2024.**



Revalorización profesional.

Total de docentes registrados en instituciones de tipo de educación ordinaria, especial y popular permanente por período escolar, según sostenimiento.



Sostenimiento

2022-2023 Inicio*

Tasa Nacional	208.876
Fiscal	146.301
Fiscomisional	13.012
Municipal	1.852
Particular	47.711



Revalorización profesional.



Bienestar social profesional



Formación continua



Carrera profesional



REVALORIZACIÓN - RECONOCIMIENTO

(Estímulos - motivación y garantía del cumplimiento de sus Derechos)

Incentivos no monetarios, no remunerativos, acceso al efectivo ejercicio de derechos y protección.



Carnetización

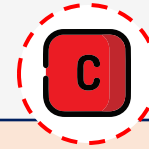
Generar impacto positivo en su motivación, proporcionar beneficios que mejorarán su calidad de vida, potenciando su realización personal.



DESARROLLO PROFESIONAL

- PROFESIONALIZACIÓN
- RECONOCIMIENTO “**DOCENTES QUE TRANSFORMAN**”
- INTERCAMBIO PEDAGÓGICOS

Fortalecimiento de los profesionales.

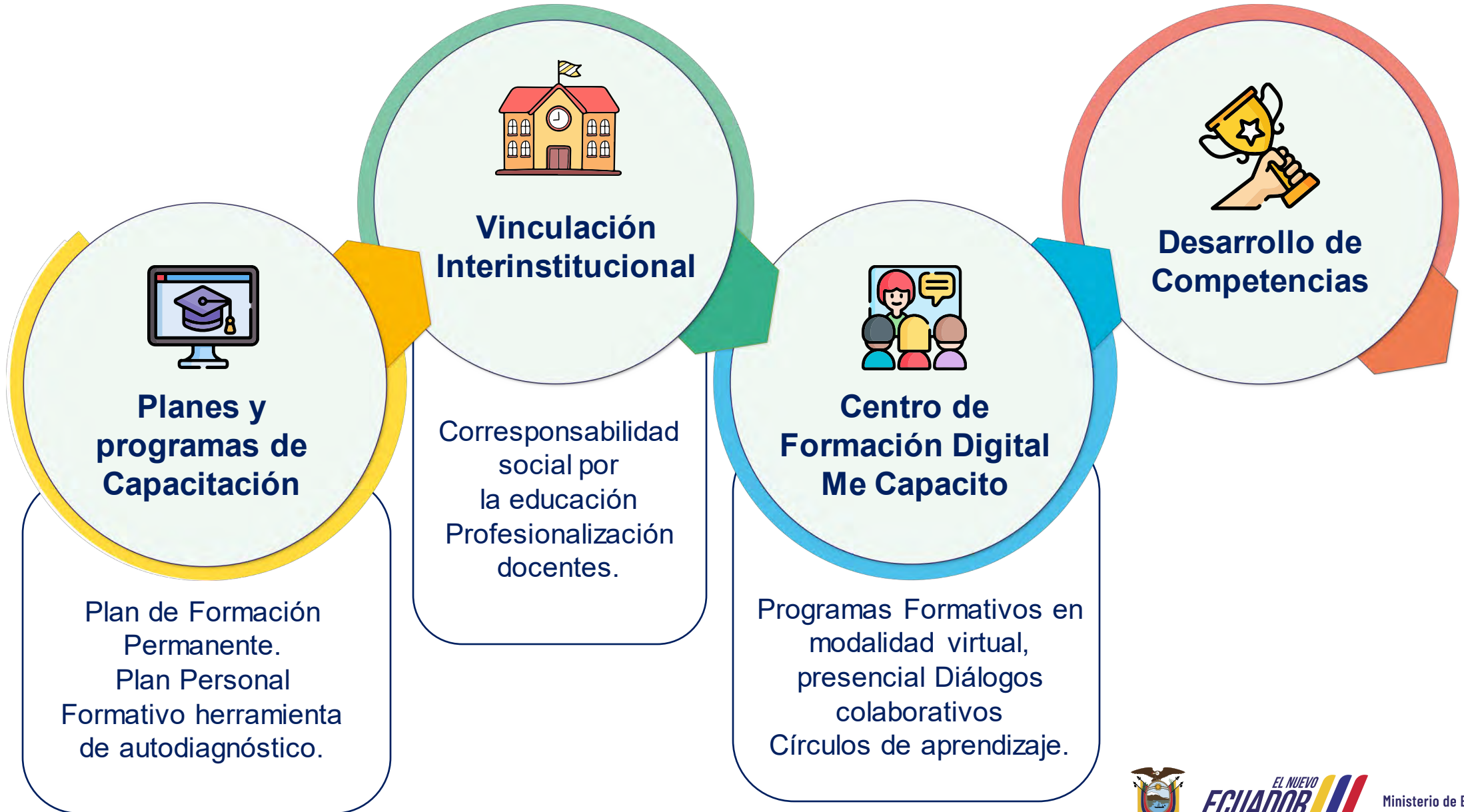


ACOMPañAMIENTO PSICO-SOCIAL

- PROMOCIÓN
- PREVENCIÓN
- ACTIVACIÓN

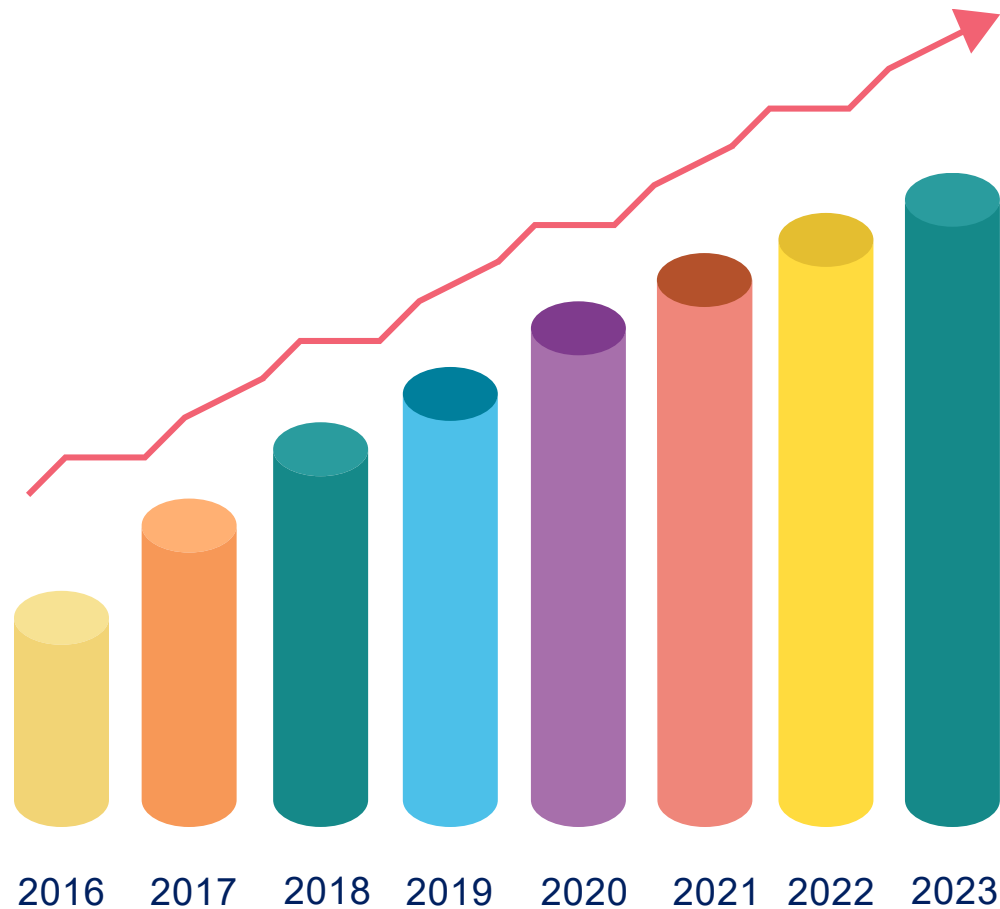
Protocolo de Actuación en casos de Violencia, prevención de violencia
Promoción de parentalidades saludables (familias, comunidad actores locales)
Comunidades Seguras.

Formación continua-Desarrollo de capacidades.



Formación continua-Desarrollo de capacidades.

En lo que respecta a la Formación Permanente, se han identificado los datos históricos sobre la escala de crecimiento en la estadística de docentes que a partir del 2016 participan en los programas formativos.



AÑO	TOTAL REGISTROS CAPACITACIÓN BENEFICIARIOS	TOTAL DOCENTES BENEFICIARIOS	CURSOS IMPLEMENTADOS
2016	46.823	46.358	2
2017	193.484	157.554	17
2018	99.705	80.843	32
2019	161.168	124.293	19
2020	320.185	103.178	88
2021	265.583	112.138	155
2022	290.231	119.195	187
2023	385.838	133.523	173

Cursos en itinerarios formativos con competencias priorizadas:

Itinerario formativo/ Competencia priorizada	2021	2022	2023	Total general
DIDÁCTICA	5	17	7	29
DIGITAL	61	98	112	271
DISCIPLINAR	9	8	9	26
PEDAGÓGICA	20	20	13	53
SOCIOEMOCIONAL/ TRANSVERSAL	60	44	30	134
TOTAL GENERAL	155	187	159	501

Para el año 2024, el Centro de Formación Mecapacito, tiene prevista la ejecución de 38 cursos en 9 cohortes:

Para la primera cohorte del año 2024 - Febrero, se cuenta con **44.894 registros de inscripción**

Número de registros históricos de capacitaciones por itinerario formativo/ competencia priorizada:


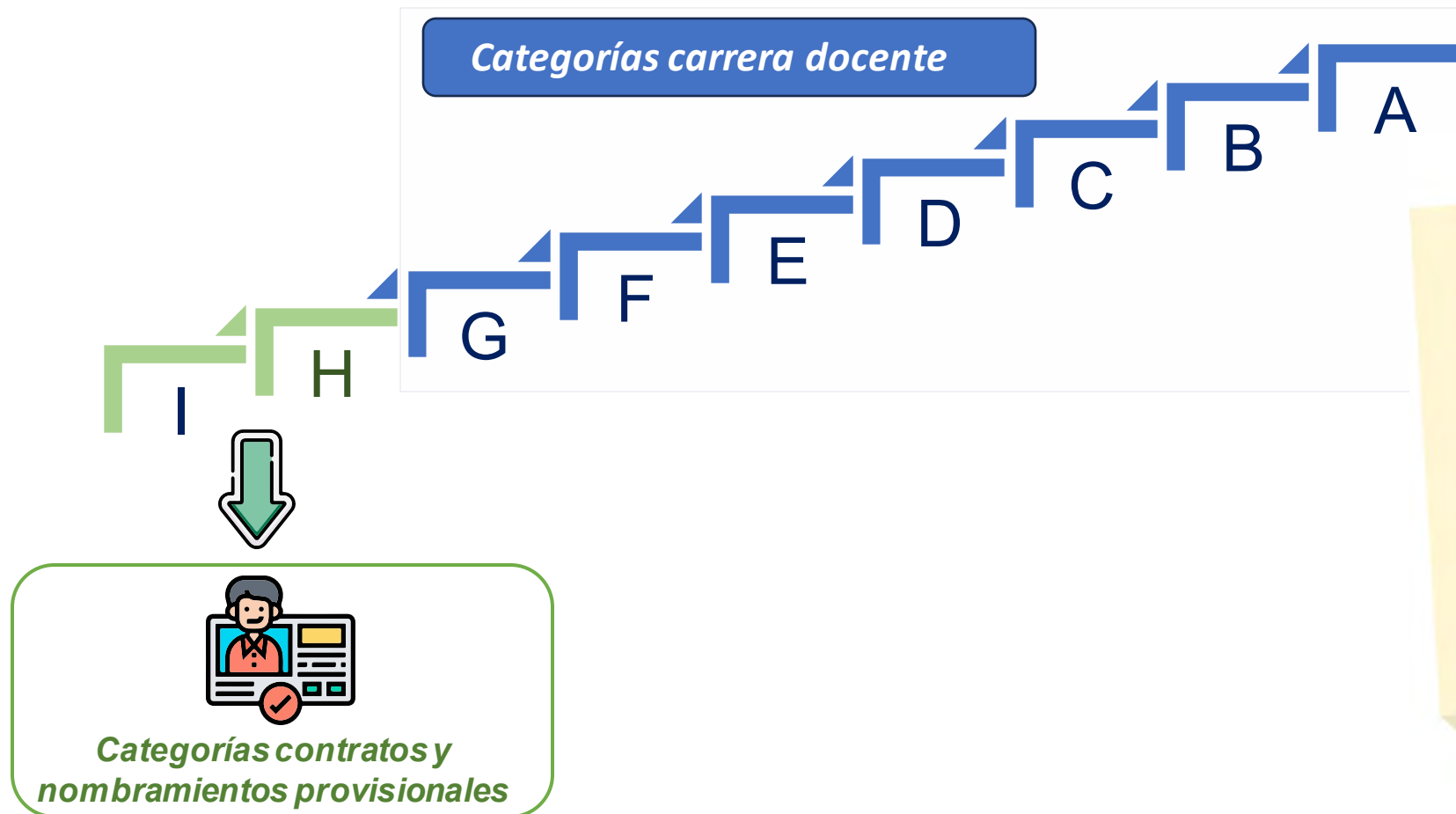
Itinerario formativo / Competencia priorizada	2021	2022	2023	Total general
DIDÁCTICA	11.980	5.147	9.785	14.932
DIGITAL	70.966	56.745	88.769	145.514
DISCIPLINAR	9.798	2.474	1.588	4.062
PEDAGÓGICA	46.757	13.519	3.237	16.756
SOCIOEMOCIONAL/ TRANSVERSAL	136.449	115.140	169.901	285.041
Total general	275.950	193.025	273.280	466.305



Carrera profesional en el Ecuador-Escalafón docente.

¿Qué es el escalafón docente? El artículo 111 de la LOEI indica:

*“constituye un sistema de categorización de las y los docentes **pertenecientes a la carrera docente pública** según sus funciones, títulos, desarrollo profesional, tiempo de servicio, formación continua y resultados en los procesos de evaluación”*



Art. 343. Art. 113 de la LOEI: establece 10 categorías

Art. 266. establece requisitos específicos para acceder a cada una de las categorías que forman parte del escalafón docente

Carrera profesional en el Ecuador.

1

Homologación y equiparación salarial

Aplicación de las nuevas remuneraciones salariales acorde al cumplimiento de la formación académica en educación, conforme el Art. 113 de la LOEI - DT26

2

Escalafonamiento

Ubicación de los docentes que cumplen más de 25 años en una categoría conforme el cumplimiento de su profesionalización y capacitación. DT33

3

Categorización

Docentes con nombramiento definitivo ubicados en las categorías H, I o J y que hayan obtenido un título de tercer nivel en educación, para ser ubicados en la categoría G

4

Recategorización

Ubicación de los y las docentes en una categoría nueva de manera anual conforme la categoría máxima alcanzada en los procesos de los años 2014, 2015 y 2018

5

Concurso de méritos y oposición para docentes

Proceso de selección de los mejores docentes para ingresar a la carrera docente pública con nombramiento definitivo.

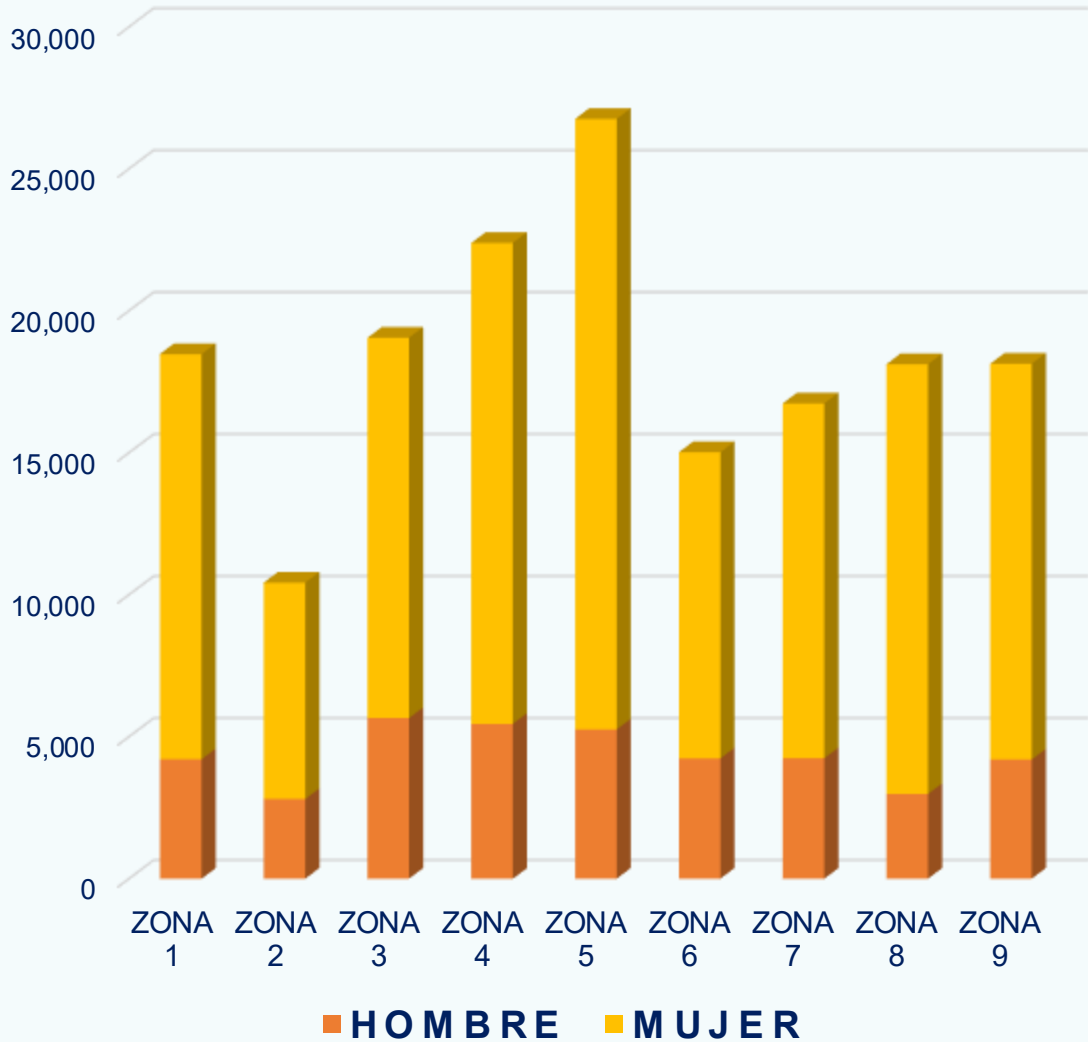
6

Concurso de méritos y oposición para directivos

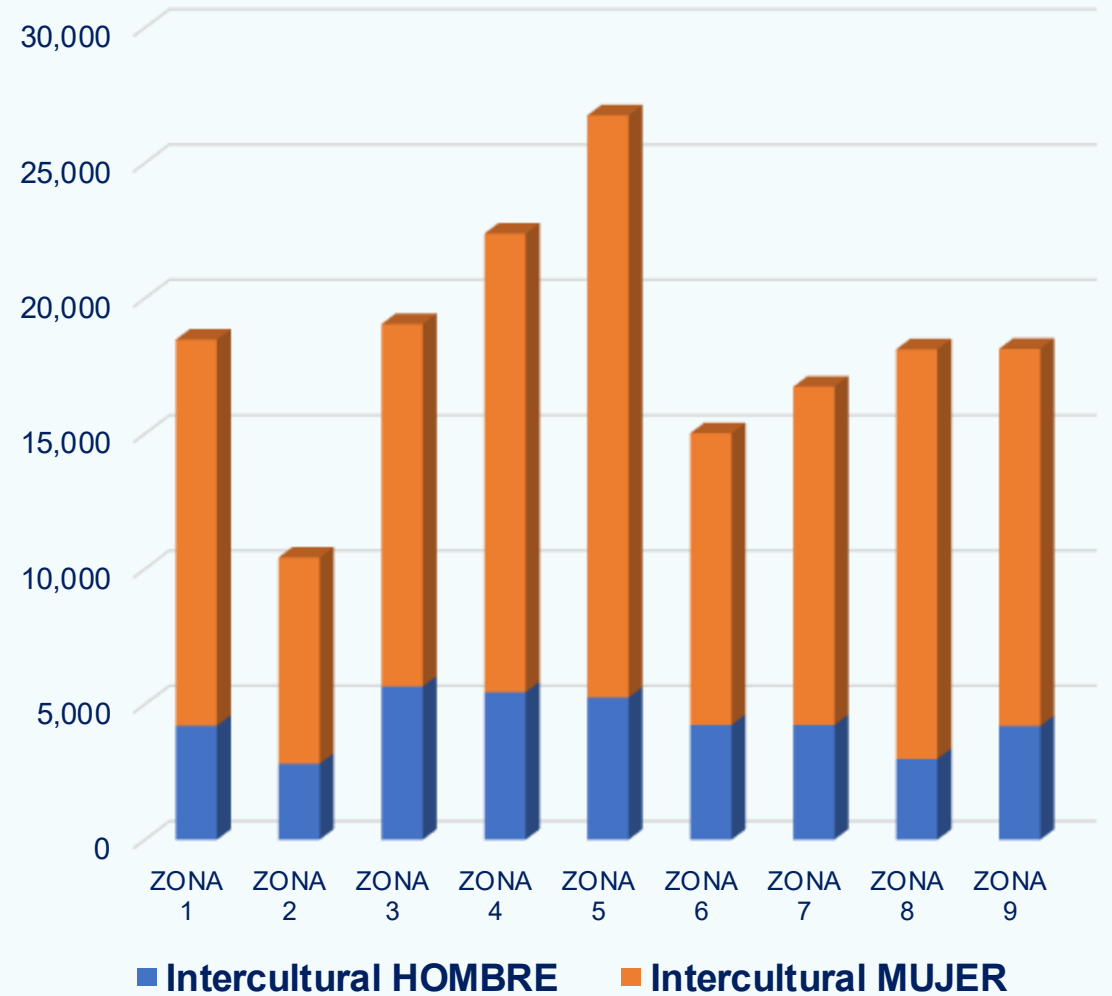
Proceso que se realiza para docentes que cumplen con los requisitos establecidos en la normativa, puedan acceder a una promoción de cargo directivo por un periodo de 5 años

Carrera profesional en el Ecuador.

DOCENTES 2023-2024 POR GENERO

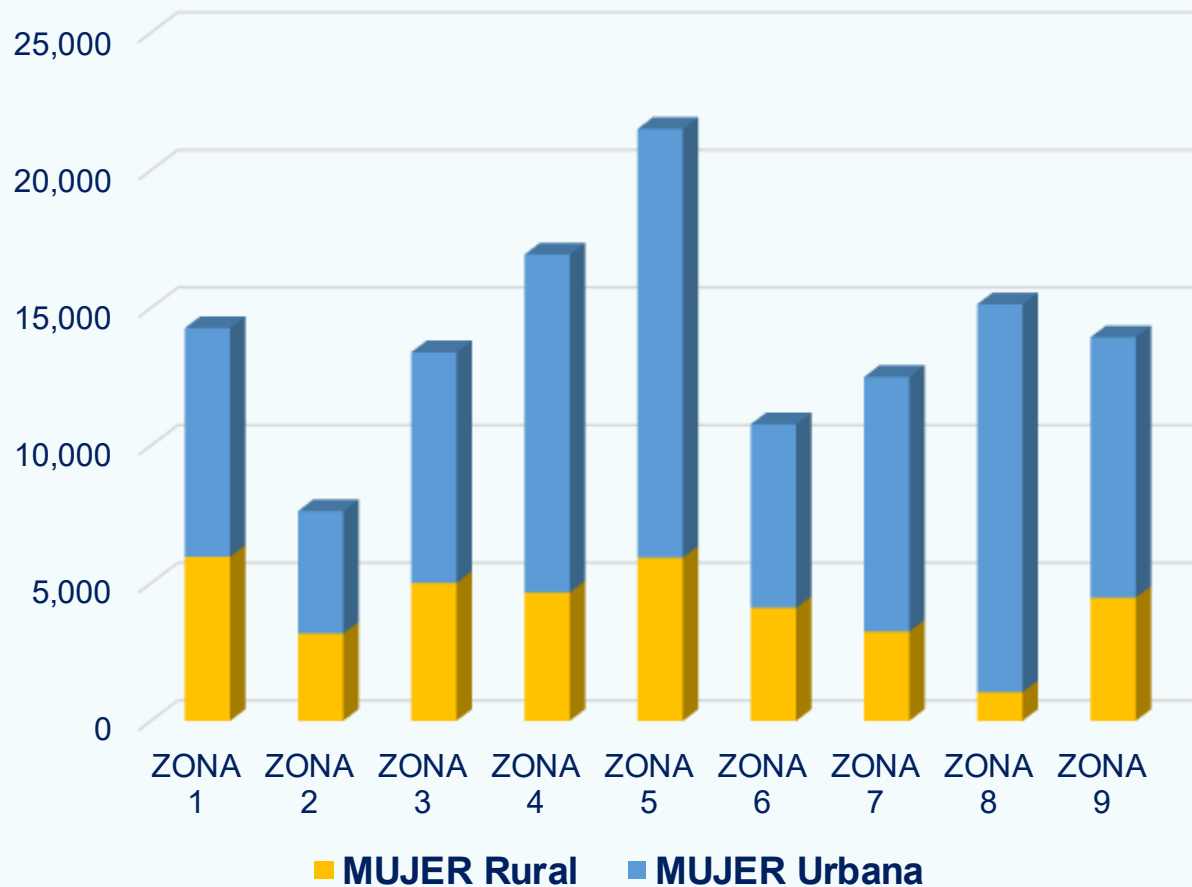


DOCENTES INTERCULTURALES Y/O BILINGÜES 2023-2024 POR GENERO

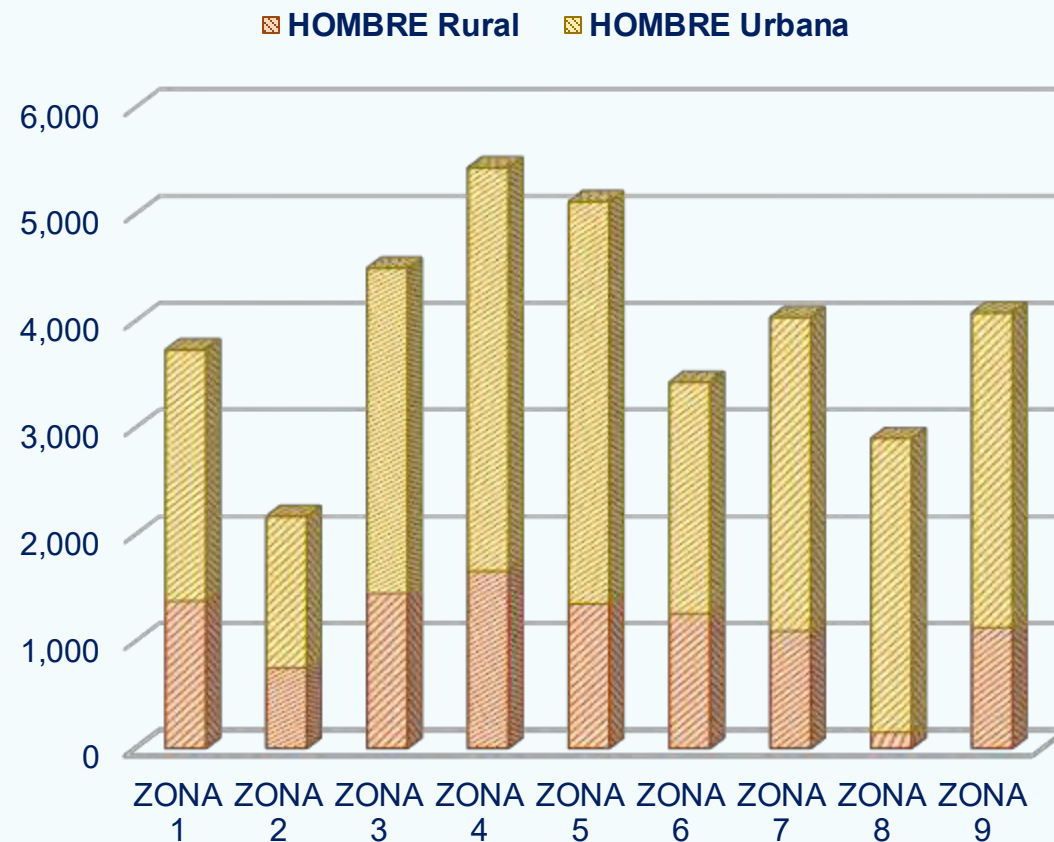


Carrera profesional en el Ecuador.

DOCENTES INTERCULTURALES Y/O BILINGUES POR ZONA URBANA O RURAL

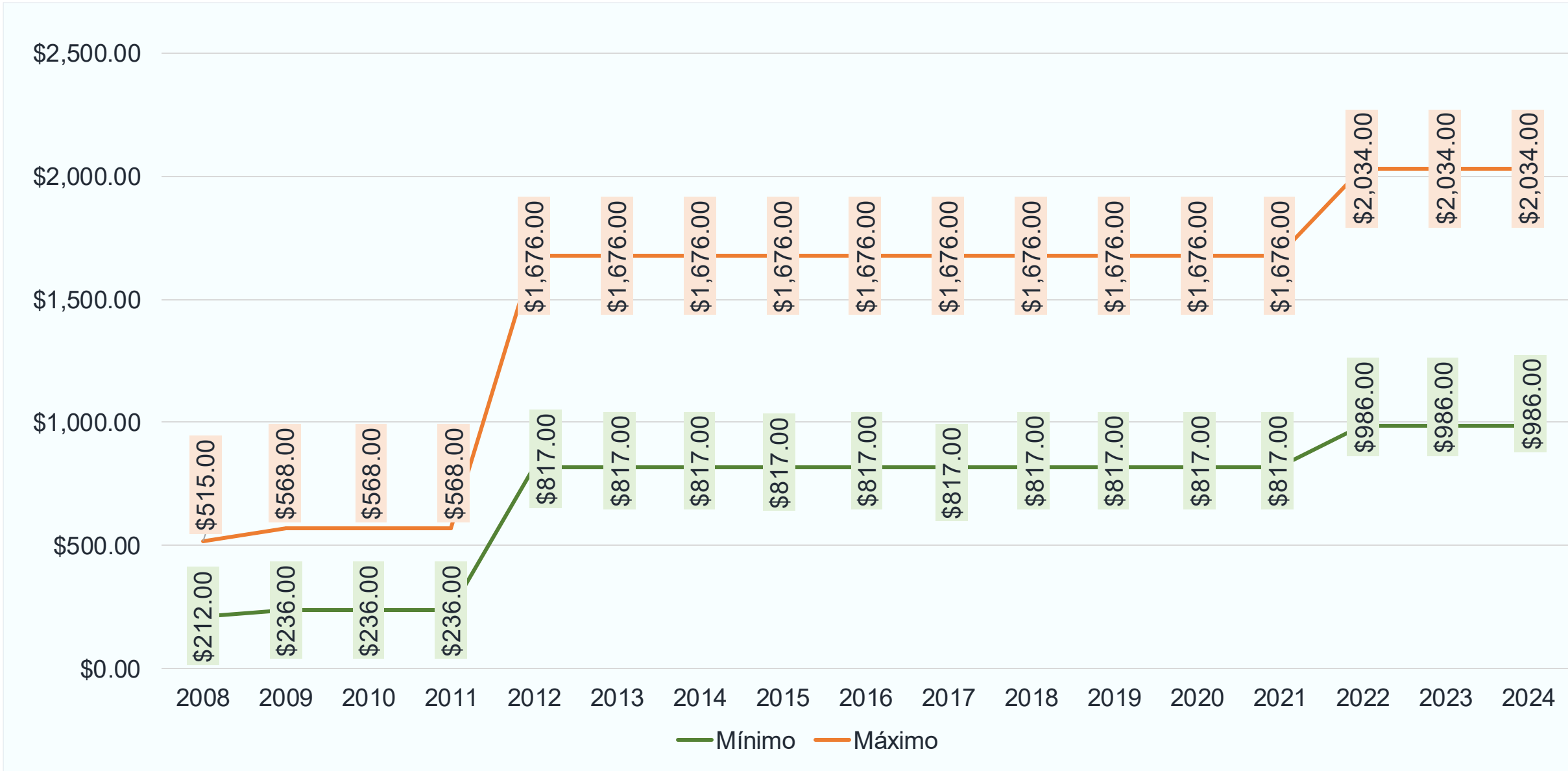


DOCENTES INTERCULTURALES Y/O BILINGUES POR ZONA URBANA O RURAL





Incremento salarial de los docentes ecuatorianos desde el 2008 al 2024.





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**Ministerio
de Educación**

Teacher working condition and teacher well-being

Amita Chudgar, PhD

Interim Associate Dean of International Studies
and Professor of Education Policy, Michigan
State University

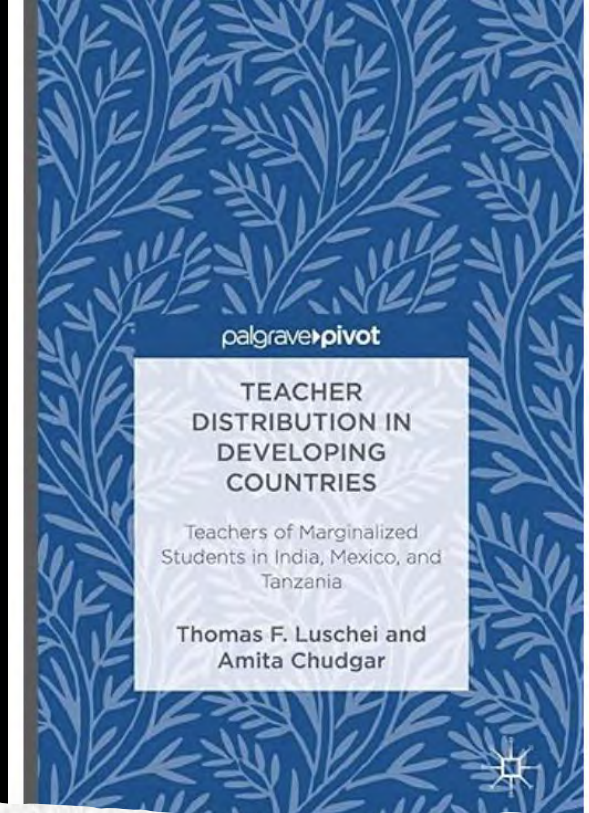


Addressing global teacher shortages: Dignifying, diversifying and valorizing the profession

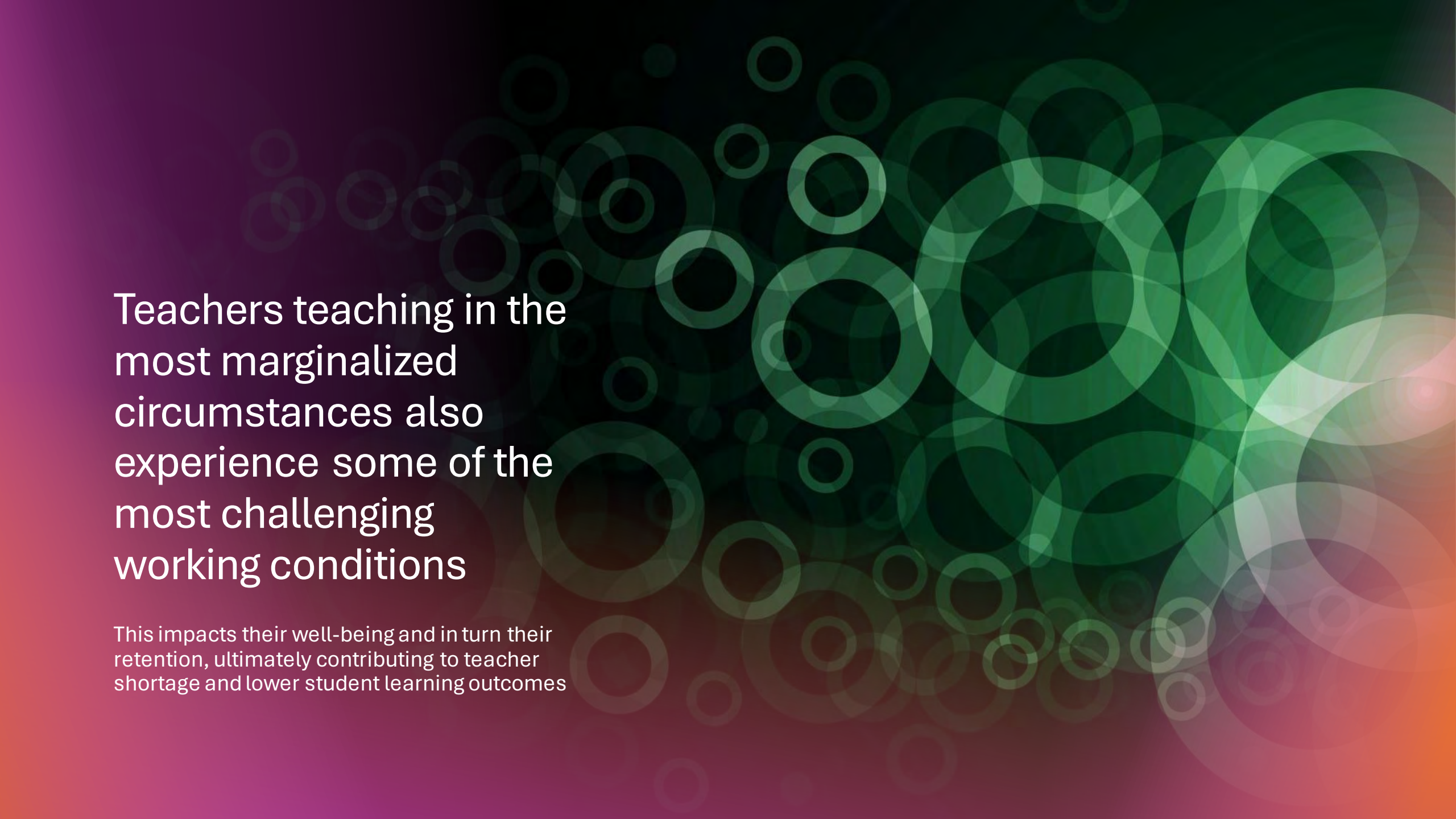
Breakout session 2.3- Valorising the teaching profession and teachers' voice



A review of the use of contract teachers in sub-Saharan Africa



The presentation draws from joint work with Dr. Thomas Luschei, Dr. Jutaro Sakamoto and Dr. Martial Dembélé



Teachers teaching in the most marginalized circumstances also experience some of the most challenging working conditions

This impacts their well-being and in turn their retention, ultimately contributing to teacher shortage and lower student learning outcomes

Working condition is a broad term

- Physical and infrastructural environment of the school. The school location, is it easy and safe to reach, are their toilets available.
- School resources, is the school adequately equipped in terms of teaching, learning resources, blackboards, textbooks etc.
- Salary and payment conditions, are teachers adequately compensated, are the salaries regular, easy to obtain?
- Benefits and other kinds of support, what sorts of leaves and other benefits are available, are there opportunities for professional development?
- Conditions of employment, is the employment on contract-basis, how long are the contract, are they renewable, reliable, how safe is the job?



palgrave pivot

TEACHER
DISTRIBUTION IN
DEVELOPING
COUNTRIES

Teachers of Marginalized
Students in India, Mexico, and

Compelling, systematic,
cross-national evidence of
an uneven distribution of
teachers

- The data indicate a qualification-gap, and a demographic-gap between teachers of marginalized children.
- Teachers of marginalized are less likely to be female, are younger, less experienced.
- Teachers of marginalized tend to be less qualified than other teachers.
- Teachers of marginalized are less likely to be satisfied with their current positions and they are more likely to desire transfers to other schools.

Teachers in marginalized settings: Difficult working conditions




- Difficult working conditions include under-resourced schools, multigrade classrooms, high pupil teacher ratios, high workload, few opportunities for in-service training, inadequate compensation, and low respect.
- “This is the major problem. 2 teachers and 5 classes. How would the teacher teach fruitfully? Five classes would have almost 100 children. Now two teachers can only make students sit forcefully. There would be no teaching. What would happen to the child in such situation? Even if the child would play, they would not be allowed because we can’t even control two children how can we control so many?”
- “This teacher who is in a multigrade school is a teacher but she also has to clean the school, receive training, she has to go turn in paperwork, maintain the school, and that all takes time away from teaching.”
- For a rural Tanzanian teacher we interviewed, his journey to the city to receive his pay check not only took two days of travel, but the cost of transportation was equivalent to half of his check.

Teachers in marginalized settings: Few incentives and low prestige

- A national-level official in Tanzania observed the importance of “home grown” incentives or incentives that are “localized, in the sense that local authorities must identify incentives within their localities to attract teachers’ acceptance to those areas, such as building houses for the teachers, buying cooking utensils, or providing them with farming plots.”
 - One of the nonmonetary incentives that emerged as particularly important was the availability of safe and comfortable living and working situations.
- “the remaining one (the one who could not make it the regular A-level), [*chuckle*] is the one who are...teacher quality.”
 - Perhaps the greatest incentive available is the esteem that a society bestows on its teachers. Yet often in developing countries we find low levels of esteem for teachers.

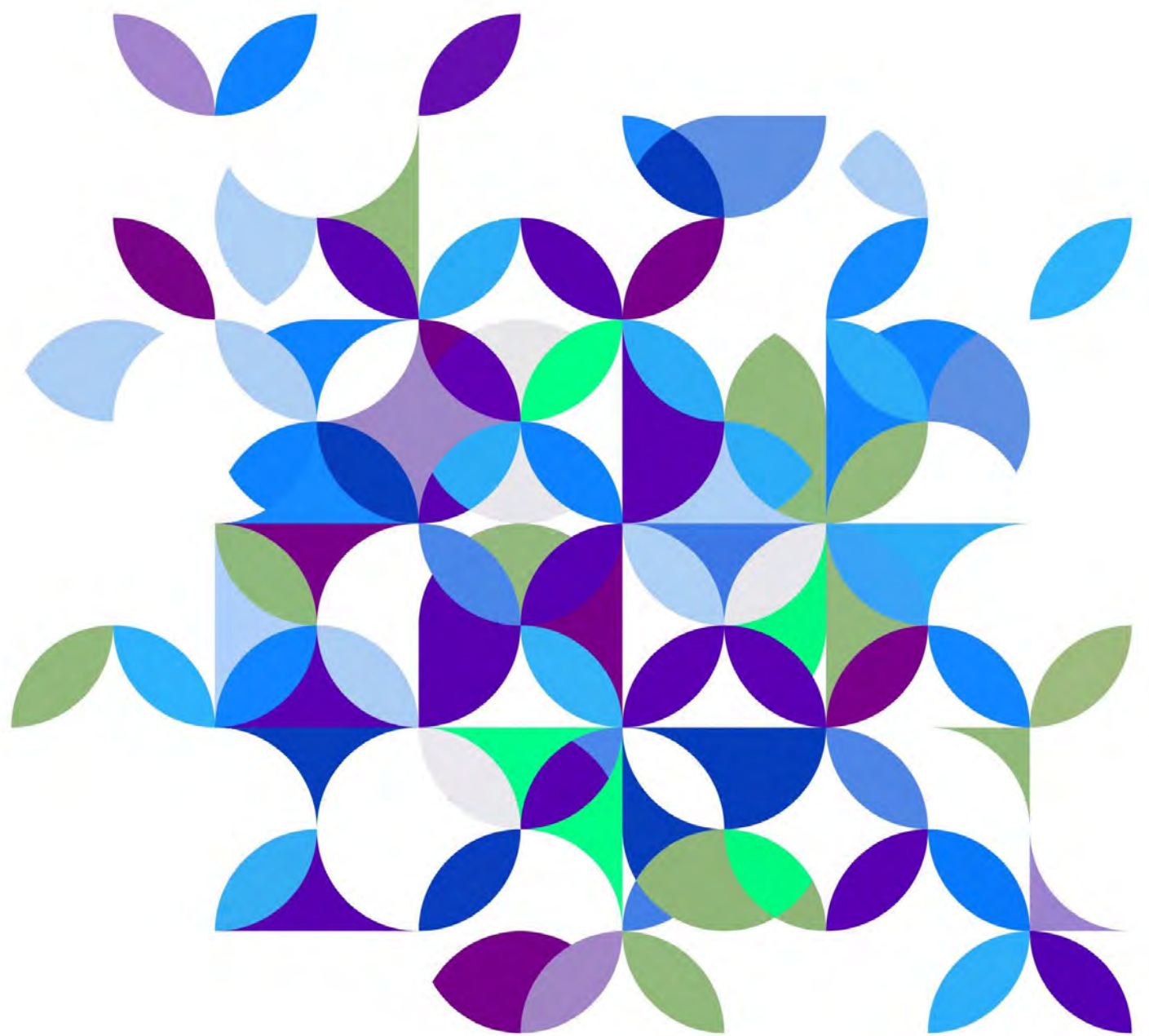


The background features a dark green gradient with numerous overlapping, semi-transparent circles of varying sizes and shades of green. A bright lens flare effect is visible on the right side, creating a sense of depth and light.

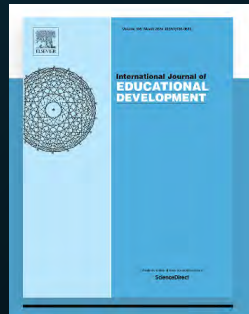
Teachers teaching in
circumstances without
adequate regulations
may also experience
challenging teaching
conditions

This impacts their well-being and in turn their
retention, ultimately contributing to teacher
shortage and student learning outcomes

Employment and workin condition of teachers in private schools in India



Who are private teachers? (younger, unmarried, female, more educated)



The descriptive summary shows that private teaching attracts highly educated females, especially in urban areas.

The average age of private school teachers is 34 years, which is younger than public school teachers (about 40 years).

Private teachers are less likely to be heads of households especially in urban areas (29% in urban and 42% in rural).

Private school teachers are also less likely to be married (68% in urban areas and 78% in rural areas) relative to public school teachers (85-88% respectively).

Private school teachers are more educated with 88% and 75% of them reporting tertiary level education in urban and rural areas, respectively.

Private school teachers are less likely to come from a household with a SC/ST/OBC caste status (47%) compared to public school teachers (56%) in urban areas, although this is not the case for rural areas.

How do private teacher working conditions compare to public teachers?



- Private teachers earn lower salaries.
- Private school teachers have lower odds of working in a permanent job.
- Private school teachers have lower odds of having a written contract.
- When available these contracts tend to be for shorter periods of time.
- In terms of benefits, private school teachers are significantly less likely to receive paid leaves, a pension, gratuities, and healthcare benefits in both urban and rural areas after controlling for a range of covariates.
- They have less access to collective-bargaining power (unions).
- They are more likely to seek additional and alternative work, and do so more frequently.

How do private teacher working conditions compare to other educated adults?



Compared to other educated workers, private school teachers have about 60 % lower odds of having a permanent job.

They also have about 50 % lower odds of having a written contract and of having contracts that are for shorter durations.

Private school teachers earn salaries that are 30 %–60 % less than the salaries of other educated and employed workers, even after controlling for household and individual characteristics and geographical differences.

Social security benefits show similar patterns except for paid leaves in rural areas (which are not significantly different).

Private schools teachers not only earn a lower salary but also have 60 %–76 % lower odds of receiving a pension, gratuities, and health care benefits than do non-teaching professionals.

Relative to other educated workers, the odds of private school teachers having access to unions are 53 % lower in urban areas, although such a difference is not evident in rural areas.

Private school teachers have 2.53–2.90 times higher odds of seeking additional or alternative work than do non-teaching professionals in urban areas.

They seek more additional and alternate work in urban areas, and they seek such work more often compared to other educated workers.

Private teachers, have less certain job prospects

When private schools in India faced a liquidity constraint due to the pandemic, according to one survey, after March 2020 “Less than 20% teachers from private schools continued to receive their salaries” (Central Square Foundation, 2020, p.18). In face of these salary cuts many private school teachers turned to other work, including manual labor, to supplement their income (Central Square Foundation, 2020).

Contract Teachers, Challenging working conditions

- Lower salary and lack of job security, or access to unions are a norm for contract teachers.
- In Kenya, contract teachers' working conditions (and especially those of the Boards of Management (BOM)) have been rated as poor in comparison with other professionals with similar educational qualifications.
- In Chad, contract teachers do not benefit from the same rights and opportunities (such as housing, transportation allowance and pension) as their tenured counterparts. They receive less and have fewer resources, not least because they are mostly found in deprived communities where teaching, learning materials and teachers' pay are supplied by and dependent on financial and parental contributions.
- There is some evidence of workload and working conditions being poorer for contract teachers in the private school system. In Ethiopia, Uganda, the Gambia



Implications

Teachers working in these difficult circumstances are looking for a way to move to better locations, and better positions.

- Constant churn to urban posting

- Churn in contract posting

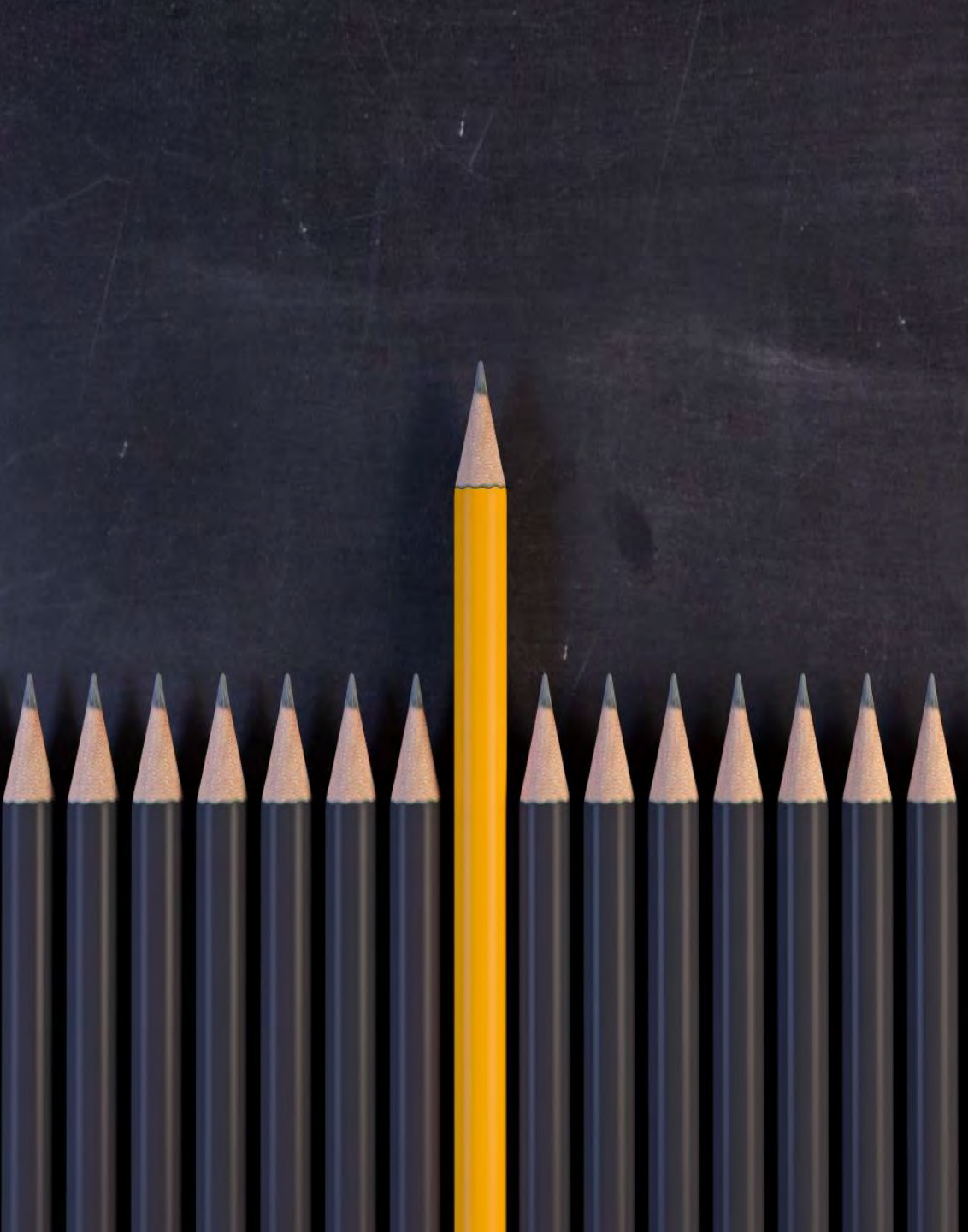
- Churn from private to public

Teachers continue to work second jobs and remain less than fully available to their work.

Implications for students are concerning as it impacts their stable learning experiences.

Implications for the teaching profession in terms of the composition of the labor force (who remains in teaching) and teacher shortage are also significant.





Implications

Teacher labor markets can be more “local” or “geographically constrained”. In part, this is because teachers prefer to stay away from challenging and remote teaching environments, but also because teachers prefer to stay close to teaching environments that are familiar to them. Some communities are therefore chronically deprived in terms of their access to qualified teaching talent.

For female teachers, social and cultural norms, concerns about safety, and the lack of basic conveniences may prove a particular challenge to working in remote locations.

Together these factors create a chronic shortage of qualified and trained teachers (and female teachers) in certain communities that are likely most in need of such teachers.

Recommendations

- Dignified teacher working conditions are important for addressing concerns of
 - Teacher well-being and satisfaction while they are in the profession
 - Teacher retention and teacher turnover
 - Concerns of teacher shortage and uneven teacher distribution
 - Student learning experiences



The background features a series of overlapping, flowing lines in shades of blue and green, creating a sense of movement and depth. The lines are thin and densely packed, forming a mesh-like structure that curves and undulates across the frame. The colors transition from a vibrant green on the left to a deep blue on the right, with various shades of blue in between. The overall effect is a dynamic and modern abstract design.

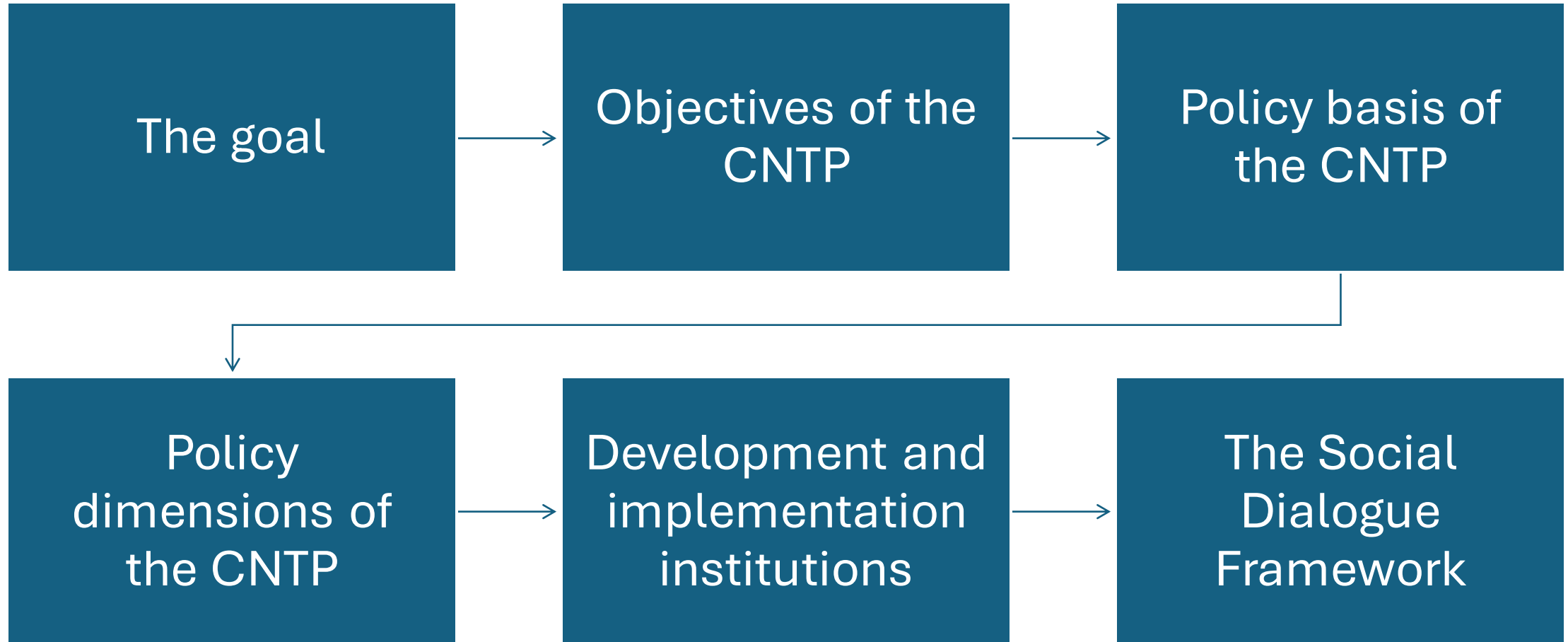
Thank you

amitac@msu.edu

- +
-
- The comprehensive national teacher policy and social dialogue framework



Outline



+

•

○

Goal of the CNTP

To provide an overarching direction and vision for the training, engagement, development and motivation of teachers, among others, to achieve learning outcomes.

Objectives

Provide teachers with guidance on the minimum standards of professional practice

Provide direction and regulate teacher education and continuous professional development

Create a system that attracts and retain well-motivated and committed teachers

Provide guidance on teacher deployment and management

Provide a defined career structure & progression for teachers

Provide a comprehensive and a harmonised direction for managing teachers' terms of employment.

Establish a recognition and reward system

Provide direction for effective school governance

Promote a culture of teacher accountability

Promote a culture of social inclusion for teachers

Make teachers' voices relevant in all issues



Policy Basis

Pre-tertiary Teacher Professional Development and Management in Ghana – Policy Framework (2012 & 2018)

Trade Unions and Industrial Relations in Ghana (2012)

Human Resource Management Policy and Manual for the Ghana Public Services (2015)

National Teachers' Standards for Ghana (2017)

National Employment Policy (2014)

Collective Agreement between Ghana Education Service Council and Teacher Unions - (2009)

Cabinet Memorandum on the Teacher Education Reform (2017).

Colleges of Education Act, 2012 (Act 847)

National Employment Policy (2014)

Workmen's Compensation Act, 1987 (PNDC Law 187)

The Education Strategic Plan (2018-2030)

Disability Act, 2006 (Act 715)

Ghana Labour Act, 2003 (Act 651)

Dimensions of the CNTP

Teacher Standards
and Professionalism

Teacher Education
and Continuous
Professional
Development

Teacher
Recruitment and
Retention

Teacher Deployment
and Management

Teacher Career
Structure & Pathway
for Teacher
Progression

Teacher Working
Conditions

Teacher Recognition
and Reward System

Teacher
Accountability

School Governance

Social Inclusion

Social Dialogue

Development & Implementation Institutions

The CNTP was jointly developed and for implementation by

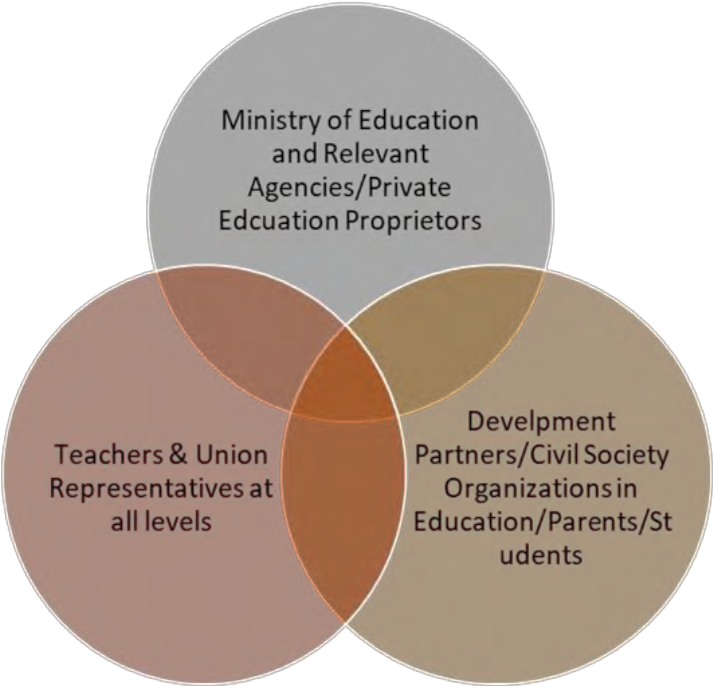


The Social Dialogue Framework

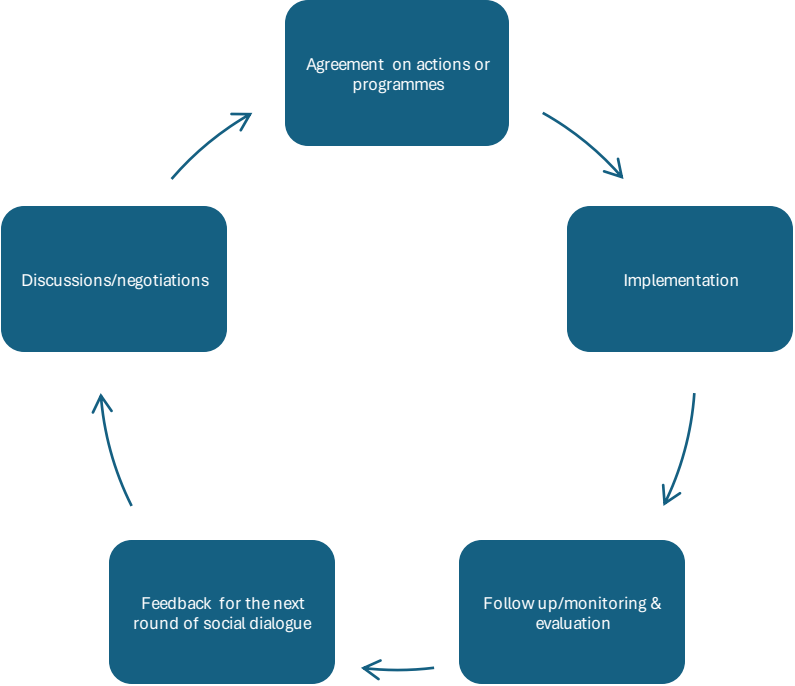
- Social Dialogue includes all types of negotiation, consultation or exchange of information between and or among, representatives of governments, employers and workers, on issues of common interest relating to economic and social policy.
 - The framework is structured into 6 chapters
- Chapter 1- Background
 - Chapter 2 - Regulatory Framework For Social Dialogue In The Education Sector
 - Chapter 3 - Tripartite Social Dialogue Partners In The Education Sector
 - Chapter 4 - Social Dialogue Framework
 - Chapter 5 - Implementation, Monitoring and Evaluation
 - Chapter 6 - Cost Drivers And Implementation Plan For The Framework.

The Social Dialogue Framework

Social Partners in Education



The Social Dialogue Cycle



Breakout session 3.1

Sustainably financing the policies that target teacher shortages

While many actors play a role funding the initiatives that make up the Education 2030 agenda, recent projections show these efforts are still well short of meeting the SDG targets. This breakout session debated what needs to happen for all pertinent actors to better align and coordinate to make tangible progress towards reducing teacher shortages and meeting the objectives of SDG Target 4.c. This included perspectives from international organizations, the private sector, donor countries and low- and middle-income countries.



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Elizabeth Ninan
World Bank

February 27, 2024
Johannesburg
South Africa

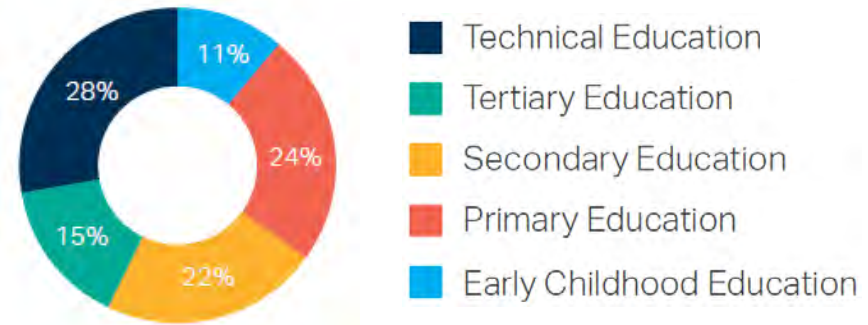
Breakout Session 3.a. Sustainably financing
the policies that target teacher shortages



OUR GLOBAL PORTFOLIO

The [World Bank Group](#) is the largest financier of education in the developing world, working in **90 countries** and committed to helping them reach **SDG4**. As of May 2023, our commitments have reached **\$23.8B** across **166 active projects**.

- From our global portfolio, **46%** of our commitment finances primary and secondary education.



- Our largest portfolios are in **Sub-Saharan Africa** and **South Asia**, where the learning levels are the lowest and teacher shortage is pronounced the most ([UNESCO, 2023](#)).



Sub-Saharan
Africa
74 projects
\$10.68 billion



South Asia
27 projects
\$5.40 billion

- We know that **teachers are the single most important school-based determinant of student learning**, and all students should have high-performing teachers.
- Given this great importance, we believe it critical to observe the following **five principles*** to build cadres of effective teachers in low and middle-income countries (LMICs):

1. MAKE TEACHING ATTRACTIVE

2. IMPROVE PRE-SERVICE EDUCATION

3. IMPROVE SELECTION, ALLOCATION, MONITORING AND FEEDBACK

4. PROVIDE HIGH-QUALITY PROFESSIONAL DEVELOPMENT AND SCHOOL LEADERSHIP

5. USE TECHNOLOGY WISELY

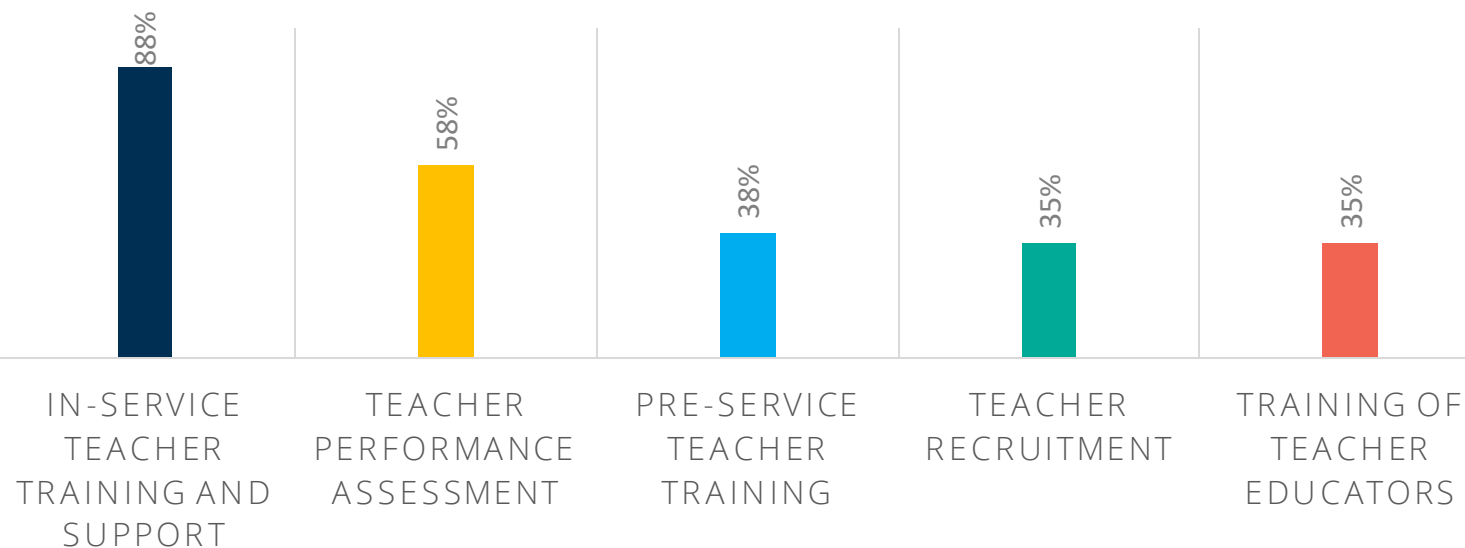
OUR SUPPORT ON TEACHERS



*To learn more about these principles and our approach to teacher related activities, scan this QR.

OUR SUPPORT ON TEACHERS

- As of December 2023, **90%** of our active projects (130 out of 146) involve teachers, and this converts to supporting more than **18 million teachers**, about a third of the teacher population in LMICs.
- Our work covers **teachers' overall career trajectory** from pre-service to in-service training as well as **strengthening the support system for teachers**.
- Our top five teacher-related activities across the regions include*:



*out of 130 active projects on Teachers

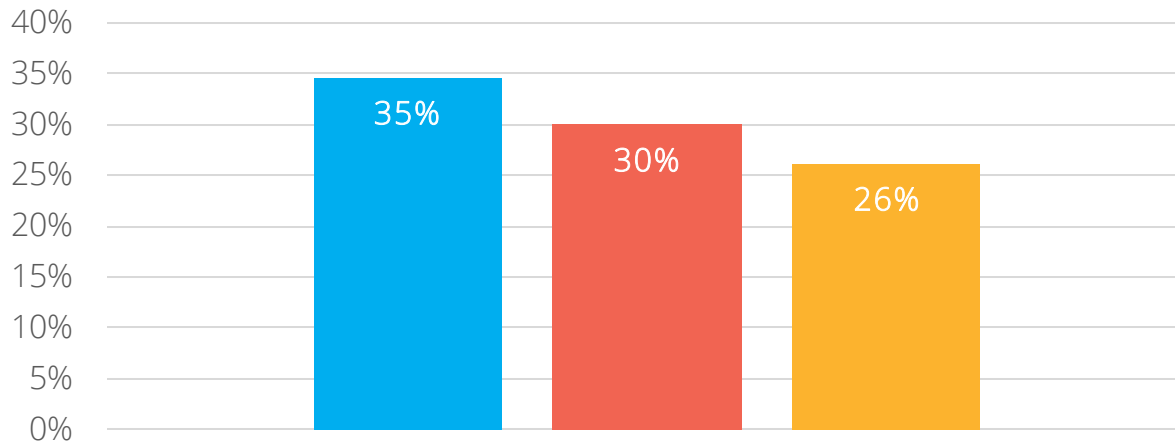


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OUR SUPPORT ON TEACHER SHORTAGES



Activities related to addressing teacher shortages*



TEACHER RECRUITMENT

45 Projects that work on strategies to decrease teacher shortages.

TEACHERS SALARIES AND INCENTIVES

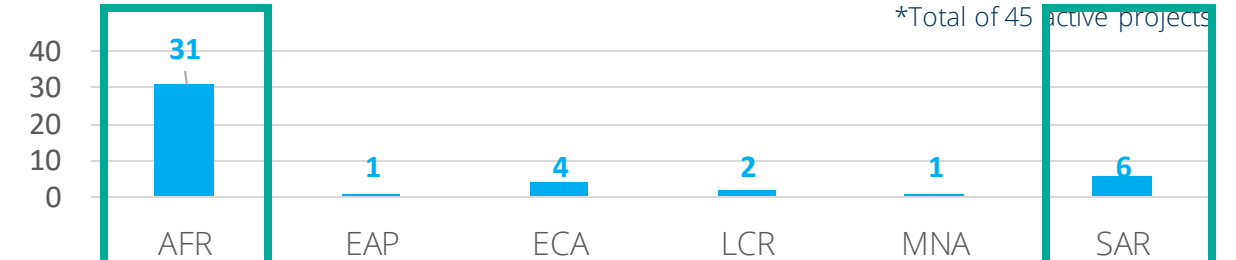
39 Projects that work on teacher salary systems, reforms of teacher salary structures, and incentive systems.

TEACHER DEPLOYMENT

34 Projects that work on interventions that deploy new teachers or redeploy current teachers to underserved areas.

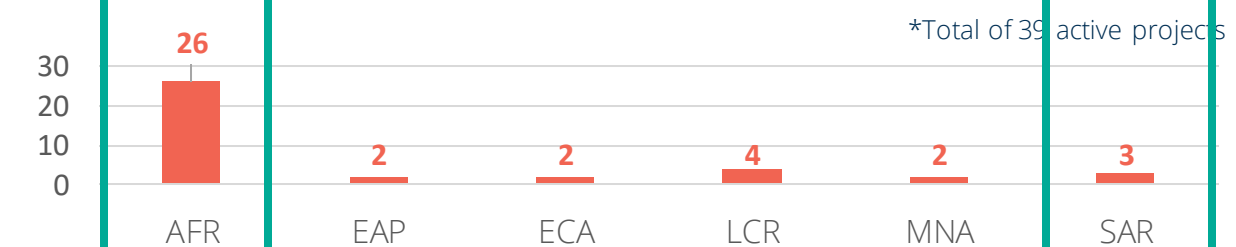
*out of 130 active projects on Teachers

Teacher Recruitment*



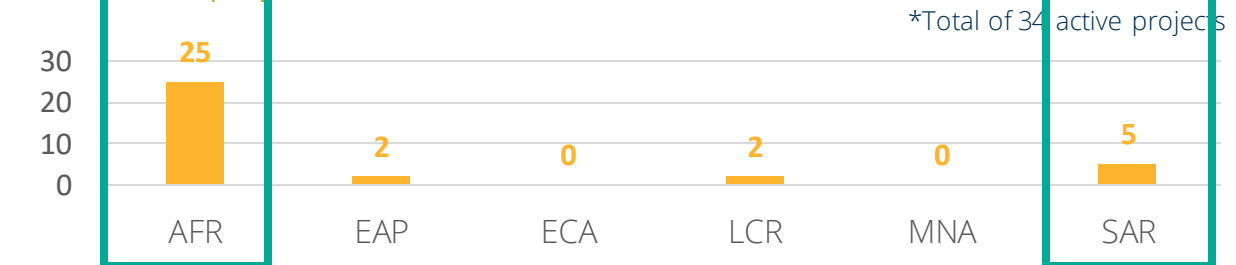
*Total of 45 active projects

Teacher Salaries and Incentives*



*Total of 39 active projects

Teacher Deployment*



*Total of 34 active projects



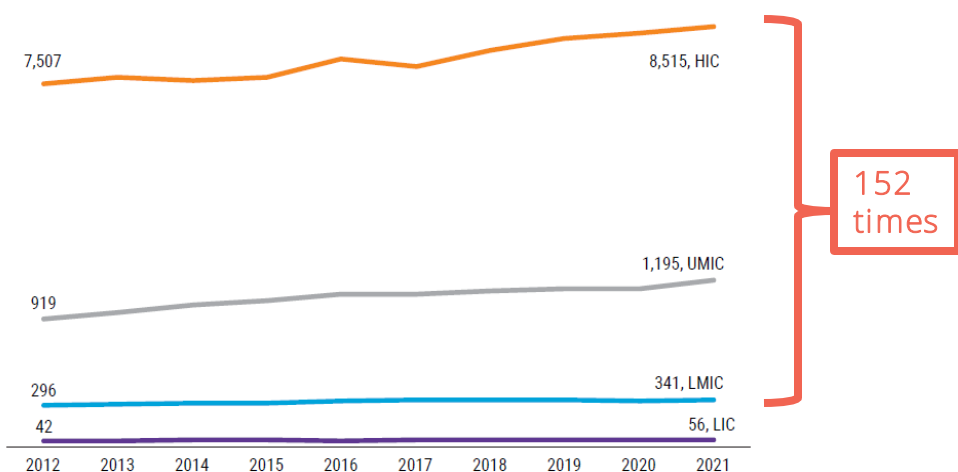
SUSTAINABLY FINANCING TEACHER POLICIES



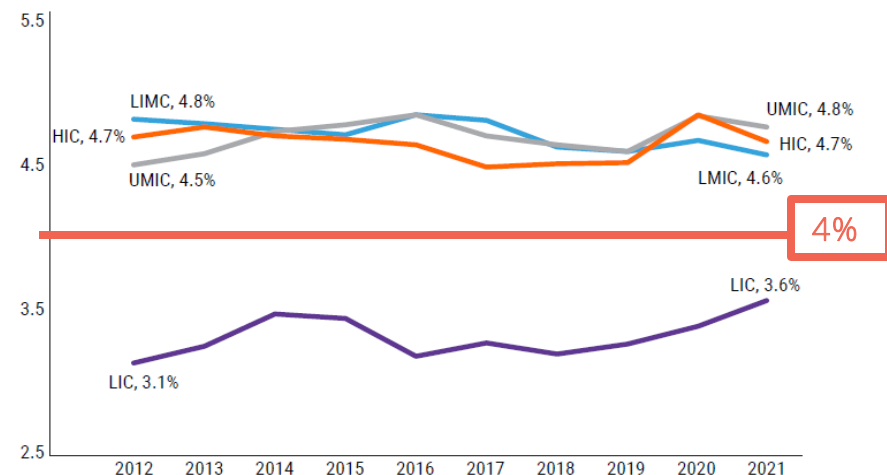
APPROACH 1. MOBILIZING MORE RESOURCES

More funding should be mobilized to recruit, train, and deploy more teachers where there are shortages. However, government spending on education plateaued during the last decade for LMICs and LICs, with LICs not meeting the financing target of 4-6% from the Education 2030 Framework for Action ([UNESCO, 2023](#); [World Bank, 2023](#)).

Government education spending per capita (constant 2021 US dollars) by income group, 2012-2021



Government education spending as a percentage of GDP by income group, 2012-2021





APPROACH 2. MAKING SPENDING MORE EFFICIENT

More money will only partially solve the financing challenges in education. According to our estimate, approximately **one-third of spending is ineffective** ([World Bank, 2023](#)):



In Indonesia, inefficiencies in teacher management and distribution are equivalent to **22-31% of the salary** budget.



In Senegal, random visits to schools revealed that **31% of primary school teachers were not in class** and 25% lacked minimum levels of mathematics knowledge.

Business as usual will not work. In addition to making teaching profession attractive, government should explore **innovative and effective way to harness the entire workforce** and increase the teaching force ([Education Commission, 2019](#); [GEEAP, 2023](#)):



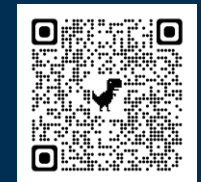
Both in India ([Muralidharan & Sundararaman, 2013](#)) and Kenya ([Duflo et al., 2014](#)), delivering primary-level learning by **expanding the team with community hired teaching assistants** has been cost-effective. They served the role of supplementing (rather than replacing) regular classroom teachers where pupil-teacher ratio was high.



To learn more about our approach to financing education, scan this QR.



To learn more about "Smart Buys" in education, scan this QR.





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Elizabeth Ninan
World Bank

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Thank you!

GPE: SUPPORTING QUALITY TEACHING TO TRANSFORM EDUCATION SYSTEMS

TTF Policy Dialogue Forum 2024

Session: Sustainably financing the policies that target teacher shortages

GPE APPROACH

- GPE works with 88 partner countries to support system transformation through the identification of a **key priority reform**
- Development of a **partnership compact** which outlines the reform and how partners will work together to implement it, including funding from GPE and other partners
 - **Alignment and coordination** of partners around the reform
 - Many countries are **focusing on learning and teaching**
- As part of the prioritization effort, countries consider **the broader environment** that can support or hinder the success of the reform effort
 - One of the key issues is **financing**

VOLUME, EQUITY AND EFFICIENCY IN DOMESTIC FINANCING

GPE uses incentives and **results-based financing** to support governments to both increase domestic spending and ensure that resources are equitably and efficiently deployed.

- **Volume:** Ensuring that partner countries allocate adequate resources to education to accelerate progress towards delivery of quality education for all (towards the global benchmark of 20% of total budget).
- **Equity:** Ensuring financing mechanisms to support equity are hardwired into education budget allocations, so that funds target the most vulnerable and marginalized.
- **Efficiency:** Ensuring the minimum use of resources to achieve the best educational outcomes. By addressing inefficiencies such as high repetition rates, procurement waste and uneconomical payment systems, partner countries could reinvest up to one-third of their education budgets.

GPE ADVOCATES FOR:

- More equitable and efficient domestic financing of education, and doing so at the highest levels.
- Increased fiscal space for education through more equitable taxation regimes (supported through the Education Out Loud grant to the TaxEd Alliance), and reduction of debt burdens on the poorest countries through innovative GPE programs like Debt2Ed and Creating Space for Education.
- Increased social sector spending. Complementarity in social sector programming (education, health, nutrition, social protection) and other cross-sector synergies (e.g., climate change) can drive improvements in access to schooling, learning, gender equality and strengthen education system resiliency.
- Supporting stronger systems through harmonization and alignment of external education financing.
- Improving accountability for spending and demonstrating convincing results, to strengthen dialogue between Ministries of Education and of Finance.
- Inclusive sector dialogue to promote civil society participation in budget tracking and monitoring to improve transparency and accountability in education spending.
- Collecting and deploying better data to inform equitable resource allocation and monitor efficiency of spending

EVIDENCE FOR SYSTEM TRANSFORMATION

- GPE's Evidence for System Transformation series on teaching and learning issues
- Forthcoming brief will explore the issue of remuneration for teachers



THANK YOU



Regional Teacher Initiative for and in Africa (RTIA)

International Task Force on Teachers for Education 2030
14th Policy Dialogue Forum, Johannesburg, South-Africa
26-28 February 2004





Regional Teacher Initiative : what ?

TEACHER POLICY

Improve the governance, management, attractiveness and gender balance of the teaching profession, through increased digitalisation and innovation.

TEACHER PROFESSIONAL DEVELOPMENT

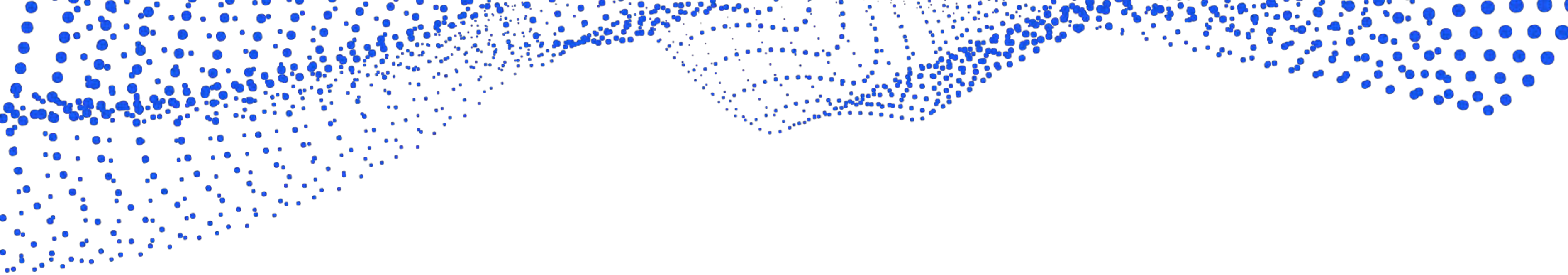
Enhance the quality, relevance and effectiveness of initial and continuous teacher professional development, through digital education, peer-to-peer learning approaches and regional collaboration

FOCUS ON SUB-SAHARA AFRICA



Regional Teacher Initiative : How ?

- Demand driven technical assistance & country action plans for teacher policy and teacher education
- Test and Scale Scaling of effective solutions for teacher education and training, focussing on selected priorities, and fragile and conflict-affected settings (projects & call for proposals)
- Build research partnerships (regional, AU-EU)
- Strengthen regional capacity, coordination and frameworks
- Strengthen regional knowledge sharing and advocacy



Implementing partners

- African Union Commission
- UNESCO (TTF, IICBA)
- France (Expertise France)
- Belgium (APEFE, VVOB, Enabel)
- Finland (EDUFI)

Thematic areas

- Foundational learning
- Green skills
- Digital skills
- Gender

Importance of regional learning and multi-partner collaboration to address teacher challenges



“ We can’t solve problems by using the same kind of thinking we used when we created them.”

Albert Einstein

Why invest in teachers?

- Education is a basic human right for all
- Investing in teachers is investing in a common future
- Investing in teachers is investing in learning
- Learning is a prerequisite for change
- Being a Teacher requires continuous learning and professional development
- Digital and Green skills have become essential
- Gender equity is critical



Breakout session 3.2

Using enhanced data to improve teacher management

A lack of accurate and timely data hinders efforts to properly address teacher shortages. This breakout session explored how systems can work to collect, analyse, and apply more timely data at all levels of their networks. Examples and lessons learned could include training and utilising school leaders, local or regional staff, national staff, or adding positions and additional technology to help in the process.

2024 SDG 4 Scorecard

Trained teachers: mapping progress and data challenges

Manos Antoninis, Director, Global Education Monitoring Report

14th Teacher Task Force Policy Dialogue Forum

27 February 2024



Benchmarks in 2030 Agenda / Education 2030

embrace a culture of
“ **shared responsibility**,
one based on ...
benchmarking for progress

UN Secretary General Synthesis Report
(§146), 2014

establish appropriate **intermediate
benchmarks** for selected SDG indicators,
that are indispensable for addressing
the **accountability** deficit associated
with longer-term targets

Education 2030 Framework for Action
(§28), 2015




We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to ... propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring

Global Education Meeting (§10), 2021

Uses of national SDG 4 benchmarks

- ▶ Capture the contribution of each country to the global education goal
- ▶ Make progress monitoring context-specific, per countries' starting points
- ▶ Link national, regional and global education agendas: coherence and common language
- ▶ Focus attention on data gaps on key indicators that every education system needs for management purposes
- ▶ Strengthen national planning: all plans should include targets

Timeline of SDG 4 benchmarking process

2019	2020	2021	2022			2023	2024	
August	October	August	January	September	December	January	June	February
TCG 6th meeting	Global Education Meeting		International Day of Education	Transforming Education Summit	SDG 4 High-Level Steering Committee	International Day of Education		Conference on Education Data and Statistics
Agreement on seven benchmark indicators	Declaration calls on UNESCO to 'propose relevant and realistic benchmarks of key SDG indicators'	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks	Compilation of benchmark data set 		Decision to request benchmark indicators on greening education, digital transformation and youth participation	First progress report 	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks for eighth indicator: school connectivity	Second progress report 

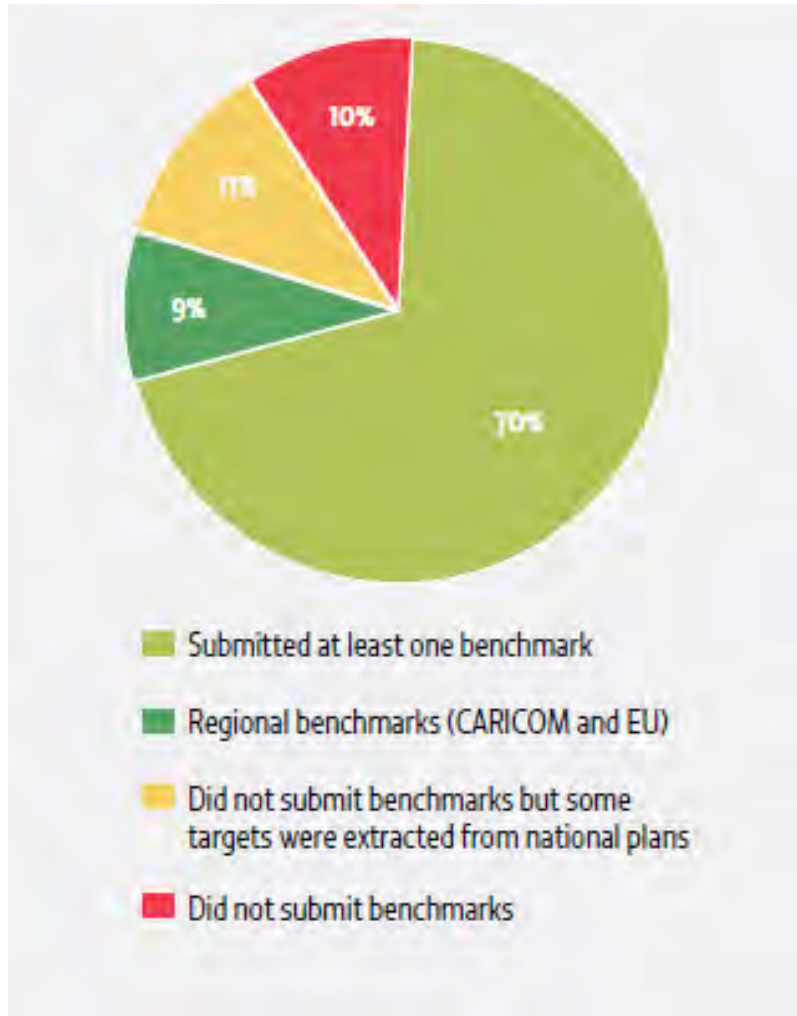
Benchmark indicators

SDG 4 target		Benchmark indicators
4.1	Basic education	1. Out of school rate [4.1.4] 2. Completion rate [4.1.2] 3. Learning proficiency [4.1.1] 4. Pre-primary participation [4.2.2]
4.2	Early childhood	
4.3	TVET/Higher/Adult education	
4.4	Skills for work	
4.5	Equity	5. Gender gap in completion [4.5.1]
4.6	Adult literacy	
4.7	Sustainable development	
4.a	Learning environment	
4.b	Scholarships	
4.c	Teachers	6. Trained teachers [4.c.1]
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]

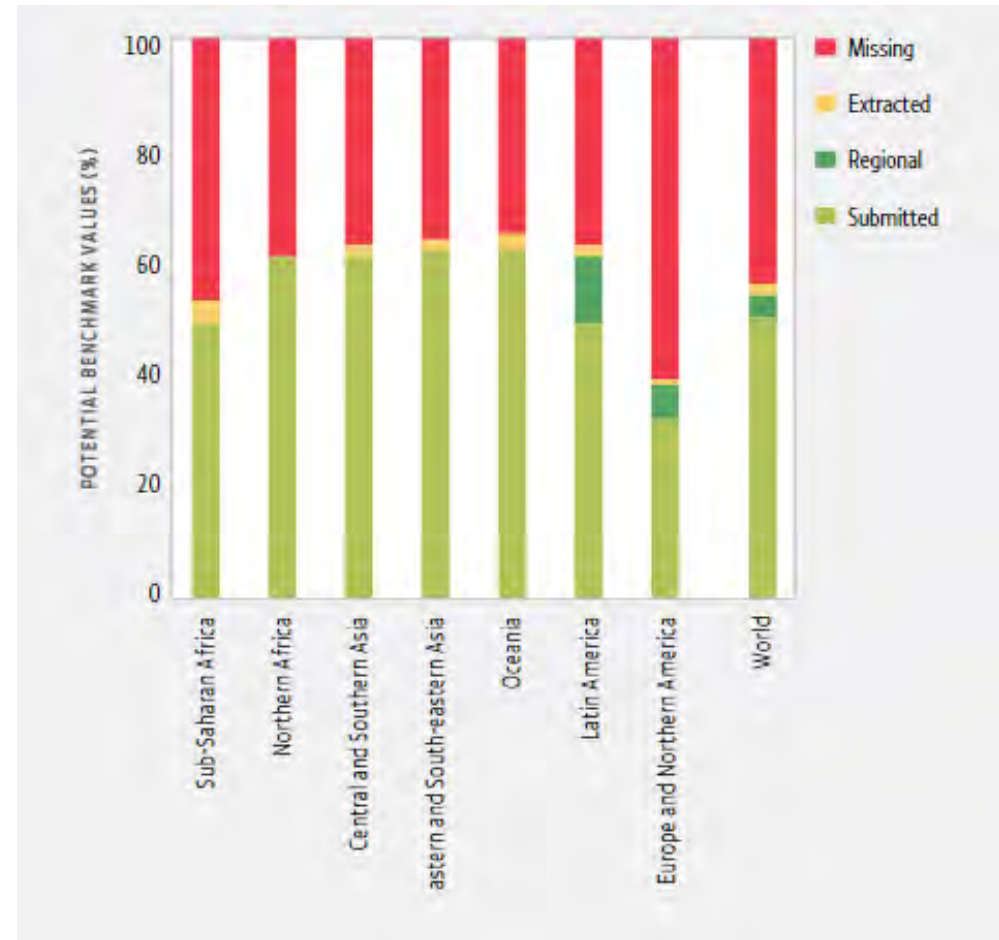


SDG 4 Scorecard: country coverage

Participation in benchmarking process



Distribution of potential 2025 benchmark values



60 % for the indicator on trained teachers

SDG 4 Scorecard: second progress report

Country probability to achieve their 2025 targets on trained teachers, pre-primary



	Low income	Lower middle income	Upper middle income	High income
Fast progress	Chad, D.R. Congo, Liberia, Niger, Sierra Leone, South Sudan, Togo	Algeria, Benin, Bhutan, Cambodia, Côte d'Ivoire, India, Jordan, Kenya, Kyrgyzstan, Mongolia, Philippines, Samoa, Tajikistan, Tunisia, Uzbekistan, Vanuatu, Zimbabwe	Belarus, El Salvador, Jamaica, Kazakhstan, Mauritius, Niue, Palestine, Republic of Moldova, Suriname, Thailand, Tokelau	Andorra, Bahrain, China, Hong Kong SAR, China, Macao SAR, Cook Islands, Cyprus, Kuwait, Latvia, Oman, Panama, Poland, Portugal, Qatar, Republic of Korea, Saudi Arabia, Spain, Turks and Caicos Islands, United Arab Emirates, United States
Average progress	Gambia	Bolivia, P. S.	Belize, Brazil, Ecuador, Grenada	Bahamas, Monaco
Slow progress	Rwanda, Syrian Arab Republic	Cameroon, Egypt, Ghana, Lao PDR, Lebanon, Senegal	Costa Rica, Dominica, Malaysia, Mexico, Tonga	Barbados, Malta
No progress	Burkina Faso, Burundi, Eritrea, Uganda	Cabo Verde, Guinea, Micronesia, F. S., Nepal, Sao Tome and Principe, Sri Lanka, Viet Nam	Albania, Armenia, Azerbaijan, Colombia, Dominican Republic, Fiji, Maldives, Montserrat, Saint Lucia, Tuvalu	Brunei Darussalam, Guyana, Lithuania, San Marino, Seychelles, Trinidad and Tobago,
No data for trend	Ethiopia, Guinea-Bissau, Madagascar, Mali, Somalia	Angola, Comoros, Congo, Djibouti, Eswatini, Honduras, Iran, Islamic Republic of, Kiribati, Lesotho, Mauritania, Morocco, Myanmar, Nicaragua, Solomon Islands, United Republic of Tanzania	Botswana, Equat. Guinea, Gabon, Georgia, Iraq, Marshall Islands, Namibia, Paraguay, Serbia, South Africa, Saint Vincent/Grenadines	Anguilla, Antigua and Barbuda, Aruba, Bermuda, Cayman Islands, Croatia, Nauru, Slovakia, Saint Kitts and Nevis
No data	Afghanistan, Central African Republic, DPR Korea, Malawi, Mozambique, Sudan, Yemen	Bangladesh, Haiti, Nigeria, Pakistan, Papua New Guinea, Timor-Leste, Ukraine, Zambia	Argentina, Bosnia and Herzegovina, Bulgaria, China, Cuba, Guatemala, Indonesia, Libya, Montenegro, North Macedonia, Palau, Peru, Russian Federation, Türkiye, Turkmenistan, Venezuela, B. R.	Australia, Austria, Belgium, Canada, Chile, Curaçao, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Romania, Singapore, Slovenia, Sweden, Switzerland, United Kingdom, Uruguay



Challenges

Low comparability of indicator due to unsatisfactory conceptualization:
= no agreement on empirical definition of trained teachers
and confusion of terms qualified/trained in many countries

ISCED-T:

1: Minimum educational level required for entry into the teacher training program

→ *Approximates a definition of **qualified** teachers*

2: Level of qualification obtained upon completion of the teacher training program

3: Target teaching level of the teacher training programme

4: Theoretical duration of the teacher training programme

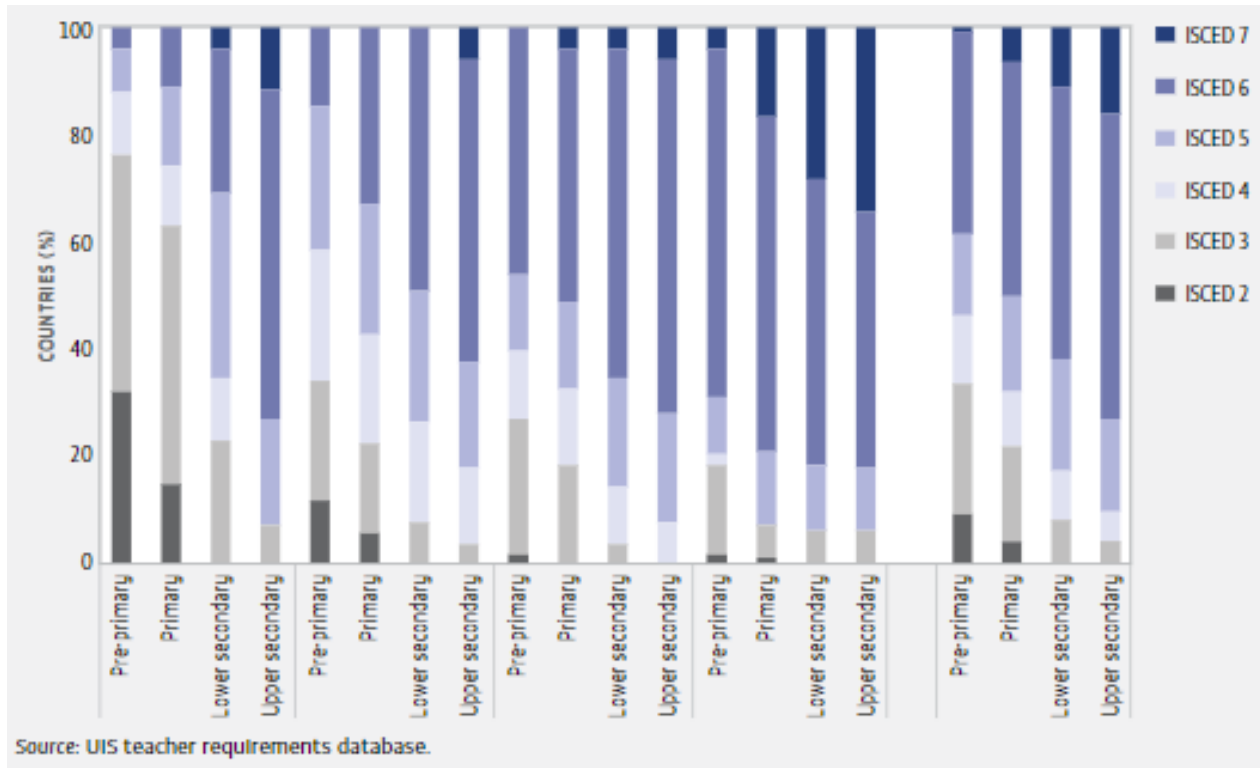
5: Teaching practice ratio

→ *Some of these characteristics will provide a definition of **trained** teachers*

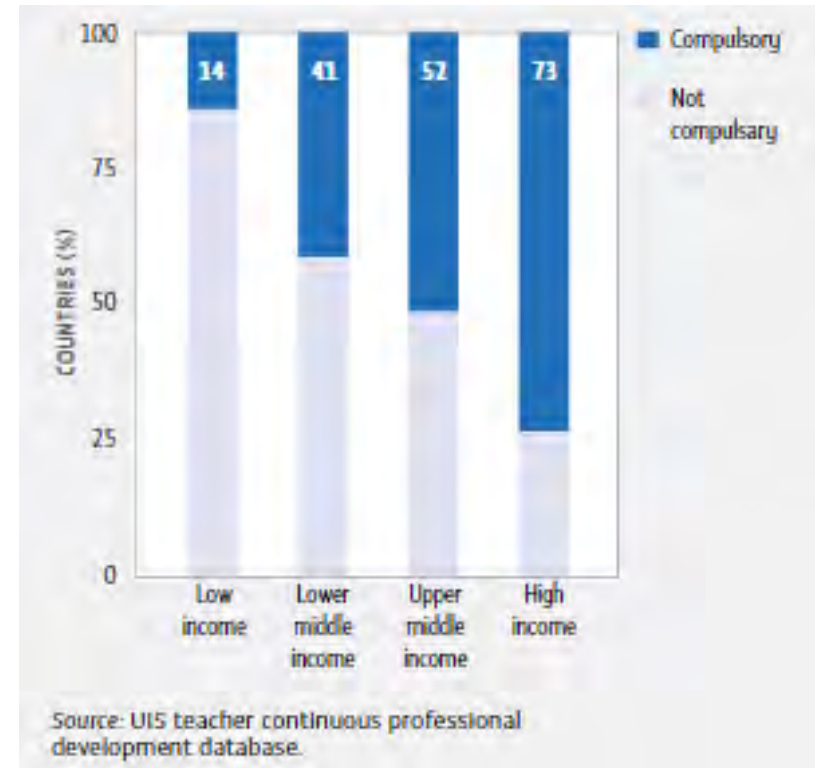
...but initially only for new entrants

SDG 4 Scorecard: focus on teacher indicator and relevant policies

Countries with **minimum academic requirements** to teach (ISCED 6)



Continuous **professional development policies** for primary school teachers



Thank you





TEACHER MANAGEMENT INFORMATION SYSTEM (TMIS), CHALLENGES AND LESSONS

PRESENTED BY

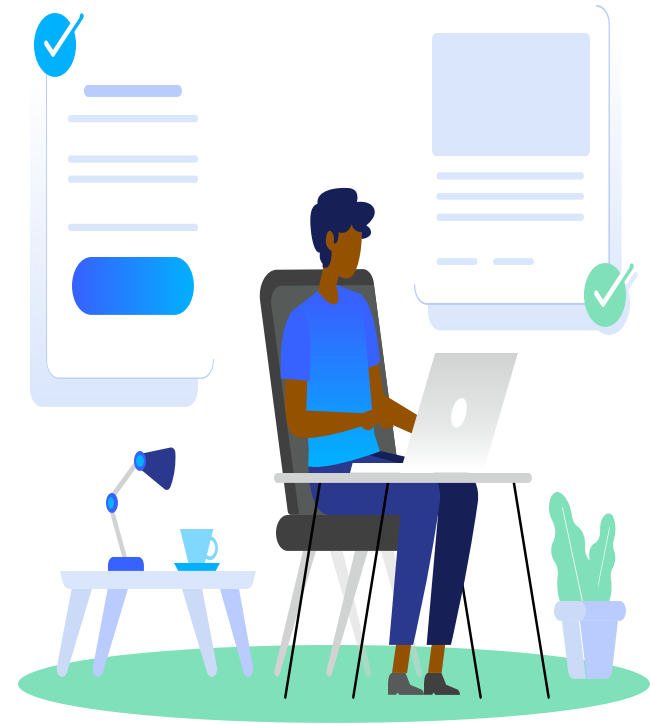
DR MUGISHA ANNET K
ASSISTANT COMMISSIONER

**AT THE INTERNATIONAL TEACHERS' TASKFORCE FORUM MEETING
JOHANNESBURG, SOUTH AFRICA**

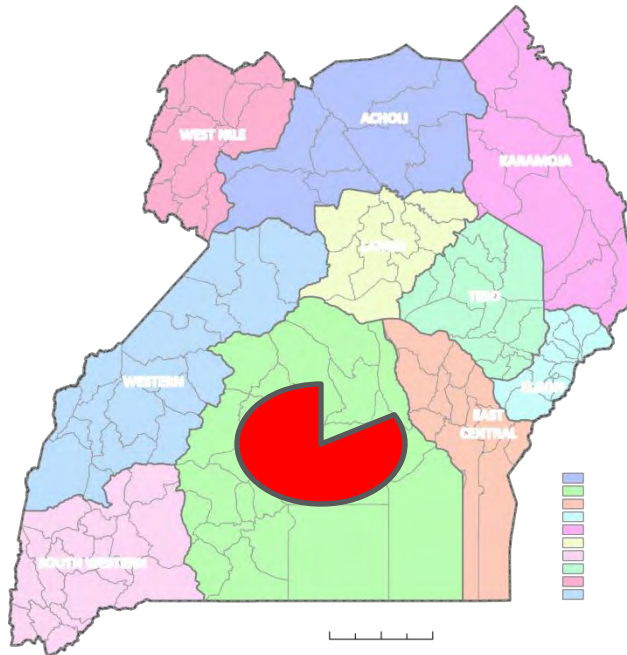
(WWW.TMIS.GO.UG)

What is TMIS

- Teacher Management and Information System (TMIS)
- It is a simple user-friendly approach that supports a harmonized and timely access to teacher information at all administrative levels of Ministry of Education and Sports
- Developed for registration of teachers



TMIS UGANDA



The Ministry of Education and Sports
– is located somehow at the centre
in Kampala capital city :

- From Karamoja region 489 km
- Kisoro to Kampala 475km
- Moyo to Kampala 383 Km

TMIS Teachers' relief

WHY TMIS

- ✓ **User-friendly approach that provide access to teachers' information on demand:** at all levels: nursery, primary, secondary teacher..... and have all your documents
- ✓ **Solves the problem of disjointed teacher records across ministries.**
- ✓ **Speeds up document processing, and improves performance and follow up**
- ✓ **It helps to minmise/eliminates ghost teachers**



TEACHER REGISTRATION PROCESS:

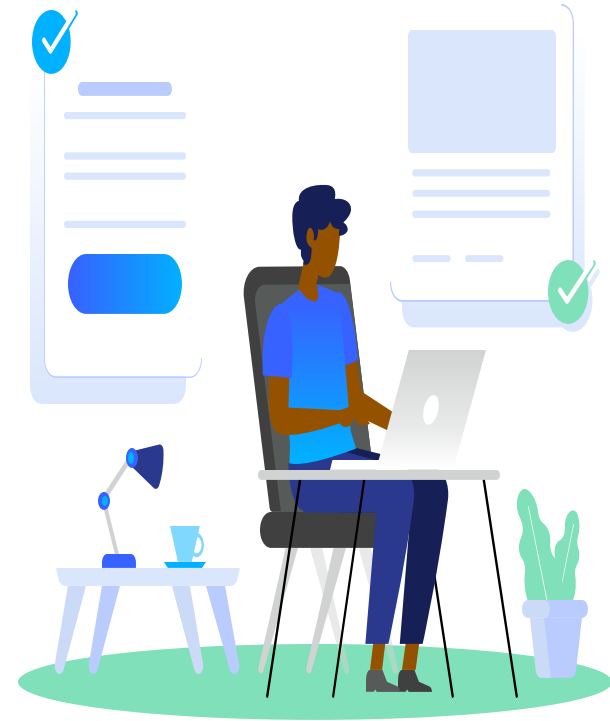
MANDATORY DATA REQUIREMENTS

- ✓ **NIN**
- ✓ **IPPS** Integrated Personnel Payroll System
- ✓ **Grading category** eg Diploma or degree
- ✓ **Teaching category** eg Nursery/Grade III..
- ✓ **Employment category** eg
- ✓ **Subjects Taught**
- ✓ **Place of work** (Regions, Sub counties)
- ✓ **Religion**
- ✓ **Multiple Grading**



TEACHER REGISTRATION PROCESS AND WHAT TO NOTE

- ✓ **File uploads**
- ✓ **File formats**
- ✓ **Email types**

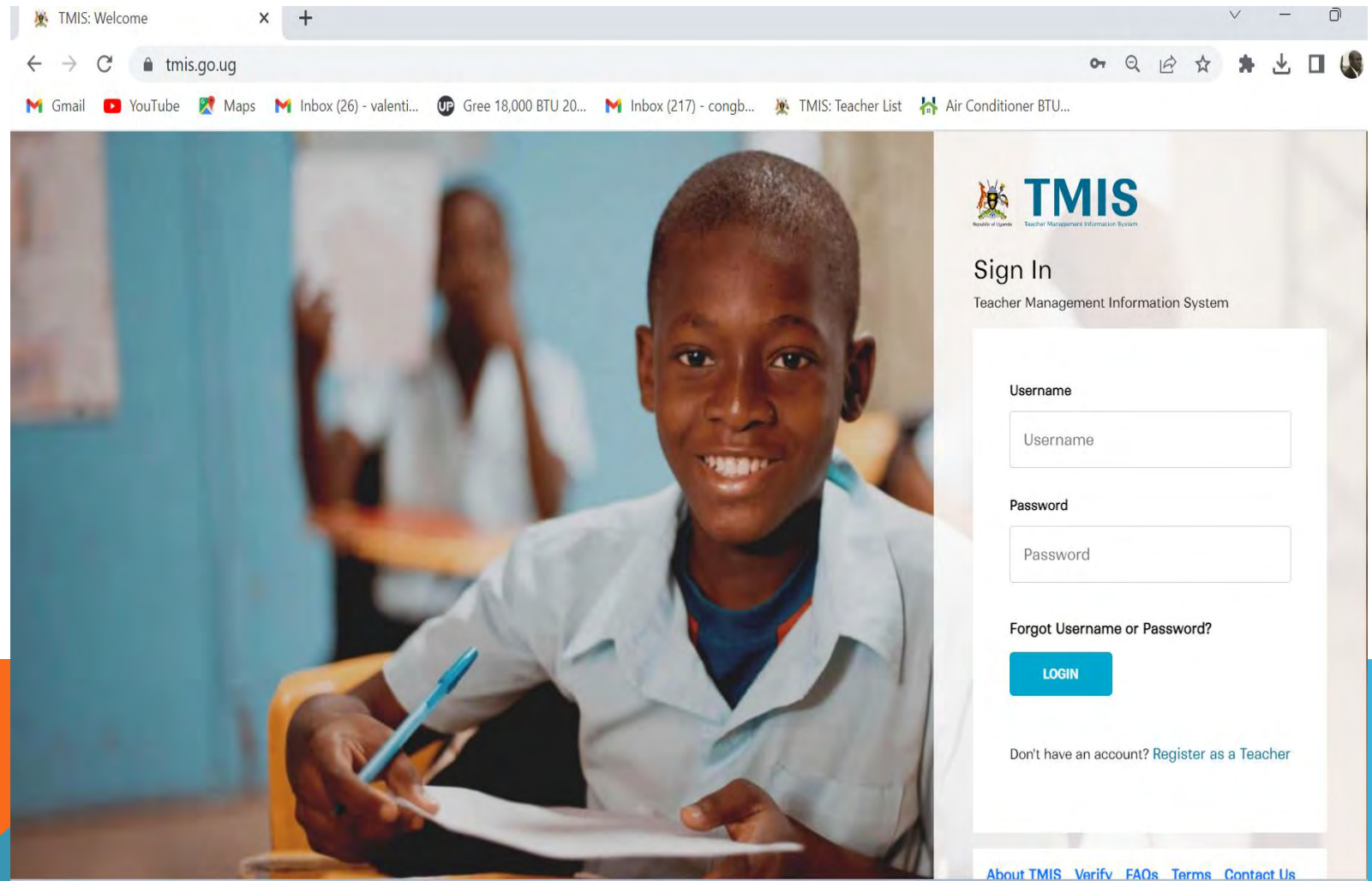


TEACHER REGISTRATION PROCESS **cont'd**

➤ Requirements

- **O'Level** and **A'level** documents:
Pass slips and certificate
 - Certified documents by the institutions
 - National Identity card
 - Get an email address (gmail)
- Upload your documents
- ❖ *In a pdf format in one file*
 - ❖ *Fill the form correctly*

TEACHERS' LANDING PAGE FOR REGISTRATION



The image shows a web browser window displaying the TMIS (Teacher Management Information System) landing page. The browser's address bar shows the URL tmis.go.ug. The page features a large background image of a smiling young boy in a school uniform, sitting at a desk and writing on a piece of paper with a blue pen. In the background, a teacher is visible, standing and looking at a whiteboard.

The page layout includes the following elements:

- Header:** The TMIS logo, which consists of a crest and the text "TMIS" in large blue letters, with "Teacher Management Information System" in smaller text below it.
- Section:** A "Sign In" section with the subtitle "Teacher Management Information System".
- Form:** A white registration form with the following fields:
 - Username:** A text input field with the placeholder text "Username".
 - Password:** A password input field with the placeholder text "Password".
- Links:** A link labeled "Forgot Username or Password?" and a blue "LOGIN" button.
- Footer:** A link that says "Don't have an account? Register as a Teacher".
- Navigation:** A footer with links for "About TMIS", "Verify", "FAQs", "Terms", and "Contact Us".

TMIS WEBSITE LANDING PAGE FOR APPROVAL

The screenshot displays a web browser window with the following elements:

- Browser Tab:** TMIS: Welcome
- Address Bar:** tms.go.ug
- Navigation Bar:** Includes icons for back, forward, refresh, search, and other browser functions.
- Taskbar:** Shows several open applications: Gmail, YouTube, Maps, Inbox (26) - valenci..., UP Gree 18,000 BTU 20..., Inbox (217) - cong..., TMIS: Teacher List, and Air Conditioner BTU...
- Main Content Area:**
 - Image:** A large, close-up photograph of a penguin's head, showing its distinctive brown crest and white face with a red stripe.
 - TMIS Logo:** The logo for the Teacher Management Information System, featuring the Ugandan coat of arms and the text "TMIS" in large blue letters, with "Republic of Uganda" and "Teacher Management Information System" in smaller text below.
 - Sign In Section:**
 - Text:** "Sign In" and "Teacher Management Information System"
 - Form Fields:** Two input fields labeled "Username" and "Password".
 - Buttons:** A blue "LOGIN" button.
 - Links:** A link for "Forgot Username or Password?" and a link for "Don't have an account? Register as a Teacher".
 - Footer:** A row of links: "About TMIS", "Verify", "FAQs", "Terms", and "Contact Us".

TEACHER REGISTRATION APPROVAL LEVELS

❖ *Correctly filled in data*

- Level 1 –verified documents by the awarding institutions
- Level 2 – Verification and grading
- Level 3– verify and Issue a certificate





REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

Certificate of Registration


(Issued under Sections 11, 12 and 13 of the Education Act 2008)

This is to certify that
KIBENGE, AGGREY

Having completed satisfactorily a teacher training course approved by the Ministry
has been registered as a **GRADE V TEACHER** with effect from 18/09/2018 His/Her registration

No. is 27991500561706.

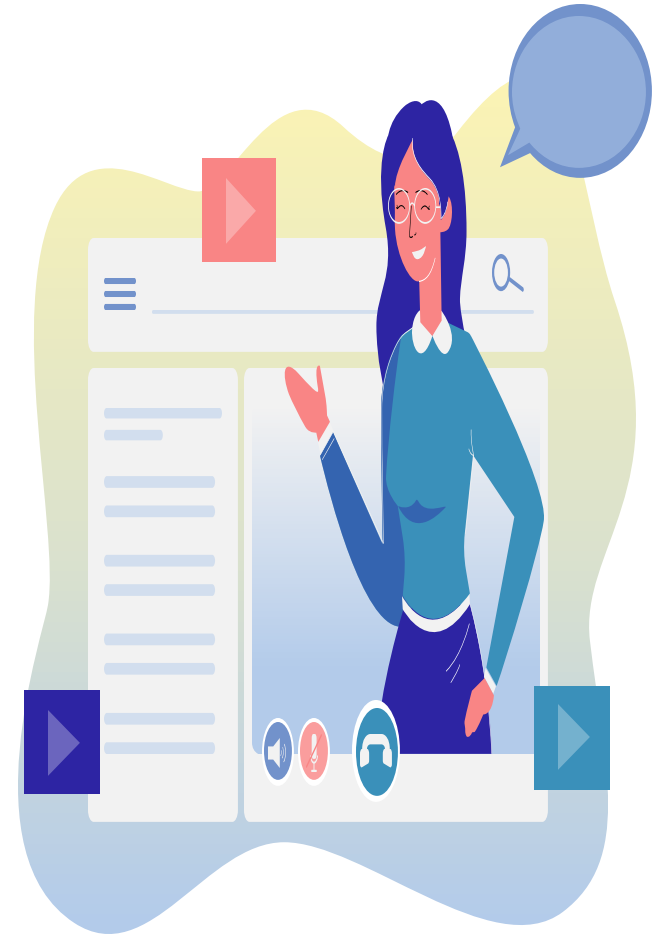
Date 18/09/2018

For 
DIRECTOR FOR HIGHER TECHNICAL, VOCATIONAL AND
EDUCATIONAL TRAINING.

KEY ISSUES TO NOTE AT STEP 2

The teacher should indicate correctly:

- Teaching level, region and religion
- The teaching category
- The employment status
- The employment category



CHALLENGES

- Only one module has been activated
- Lack of technology skills
- Lack of equipment in some parts of the country
- Unreliable connectivity
- Mindset
- Carelessness



LESSONS LEARNT

- This system (TMIS) has a number of functions/modules and can change many things in the way teachers transact business:



LESSONS LEARNT CONT'D

- Requests for that can be done electronically:
 - transfer of service
 - leave
 - termination of active service to being a pensioner
 - verification of qualified teachers
 - faster and more accurate decision making by managers
- Sensitization should be continuous



Thank you for
listening to me

International Task Force on Teachers for Education 2030

Using enhanced data to improve teacher management

Martin Gustafsson

Department of Basic Education/Stellenbosch University

South Africa

February 2024



My focus specific focus will be on generating projections of teacher numbers and their unit costs in the coming years.

I'll draw from work done since 2022 by the South African Department of Basic Education with partners, including RESEP at Stellenbosch University.

tdd.sun.ac.za

So much of what can be done is determined by the available data describing the baseline and recent trends.

Enrolment, by specialisation and language of instruction

Population trends by region

Teachers by age and...

- ...by salary level and rank
- ...by first/last appearance year
- ...outside teacher employment
- ...by level/subject qualification
- ...by language

ATTRITION RATES BY AGE!

Newly graduated teachers

- ...by level/subject qualification
- ...by language fluency

Official demographic statistics
[Trends perhaps okay, less so levels – use EMIS data to verify]

Population projections, UN and perhaps local

Payroll data
[Probably not *the* ideal source of *all* teacher data]

Household data

Other individual teacher data (EMIS?)

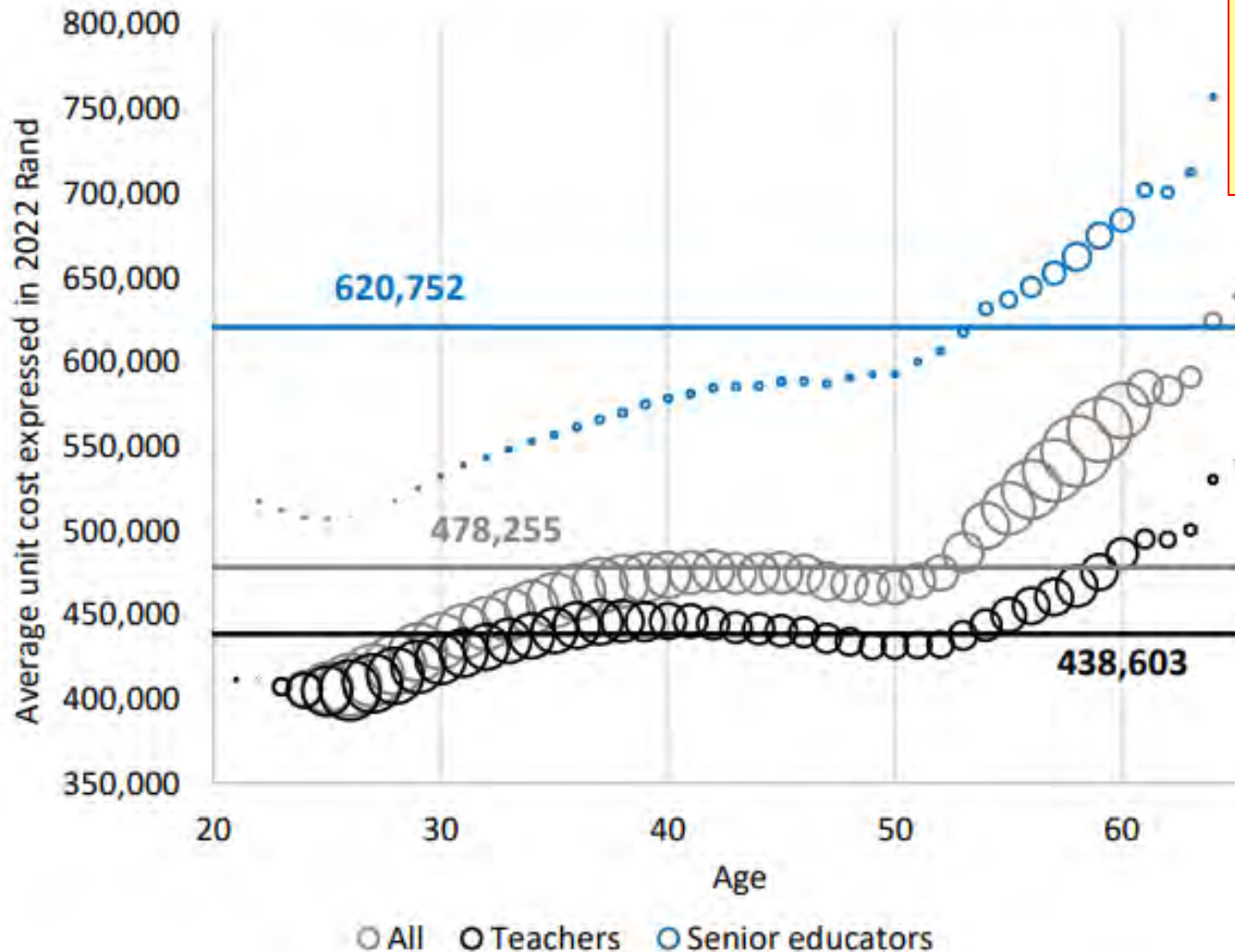
Data on graduates from training institutions
[Data privacy questions and data linking]

And skills?

- General data management skills – remember datasets can be large
- Teams of both data and policy specialists who can make sense of recent trends
- Some programming skills, e.g. VBA in Excel often relatively accessible

An example from one of our reports

Figure 36: Age and average cost projected for 2030



Width of bubbles reflect people.

Clearly, changing age distributions influence average unit cost.

Thank you!

www.education.gov.za

facebook: DBE SA

twitter: @DBE_SA

callcentre@dbe.gov.za

callcentre: 0800 202 933

Data Informed Decision

Mohammad Momani

Jordan

Key points

- MOE statistics
- MOE budget
- Human resources development strategy
- Education strategic plan
- Economic modernization vision

Data analysis: sources of data

- Open emis, gis
- Employees platform
- Teacher training platform
- Teacher Demand and Supply Model (TDSM)
- Education quality data platform (expected to be delivered in July 2024)



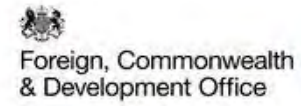
ادارة نظام المعلومات

MIS

Data Informed Decision – A Case study
of the TDSM

USAID Pre-Service Teacher Education
in Jordan Activity

Teacher Training Platform Solution



موقع وزارة التعليم moe.gov.jo

Thank you all



SIERRA LEONE TEACHING SERVICE COMMISSION

TOPIC: TEACHER SHORTAGES & INEQUITABLE DISTRIBUTION IN SIERRA LEONE

UNESCO Teacher Task Force: 14th Policy Dialogue Forum and Governance Meetings.

Date: 26th - 29th February 2024

Venue: Johannesburg - South Africa

PRESENTATION FROM THE SIERRA LEONE TEACHING SERVICE COMMISSION

PRESENTER:

Alimamy Bundu Kamara

Deputy Director

Teacher Management Department

SIERRA LEONE TSC DELEGATION

- Lansana Wuie Keifala - Chair
- Sorie Ibrahim Turay - Executive Secretary
- Alimamy Bundu Kamara - DDTM

SUB-TOPICS

- BACKGROUND
- PTR & PQTR
- RURAL AND URBAN PTR & QPTR
- GENDER DISTRIBUTION
- SUBJECT TEACHER SHORTAGES
- SOME RESPONSIBLE FACTORS
- RECENT INITIATIVES TO ADDRESS SHORTAGES
- FEEDBACK AND DISCUSSIONS

BACKGROUND

- ▶ Sierra Leone is a signatory to the SDG in 2015
- ▶ SDG4c is a great concern to us as a nation
- ▶ Government allocated 21% of the national budget to education in 2018 to date.
- ▶ Introduced Free Quality School Education (FQSE).
- ▶ Approved New Schools
- ▶ Increased enrollments of pupils.
- ▶ Demand for teachers increased.
- ▶ Corresponding increase in the demand and supply of teachers.

PUPIL TEACHER RATIO

- PRE PRIMARY = 26
- PRIMARY = 42
- JUNIOR SEC. SCHOOL = 27
- SENIOR SEC. SCHOOL = 36

- AVERAGE = 36

(ASC, 2022)

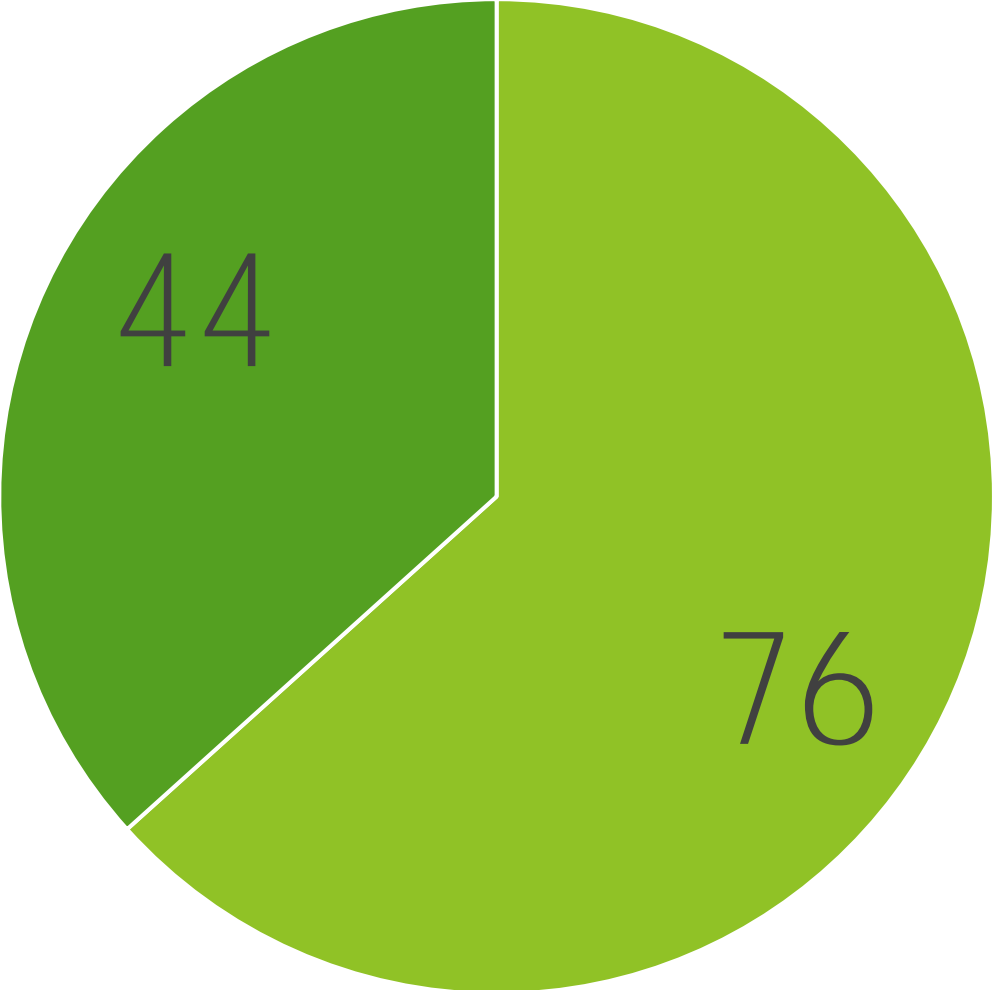
PUPIL QUALIFIED TEACHER RATIO

40:1 VS 59:1

NO	SCHOOL LEVEL	PUPILS TO TEACHER
1	Pre primary	43
2	Primary	63
3	JSS	42
4	SSS	89
	AVERAGE	59

PQTR -RURAL VS URBAN DISTRIBUTION

(FAB INC)



2022 PQTR

- RURAL
- UBAN

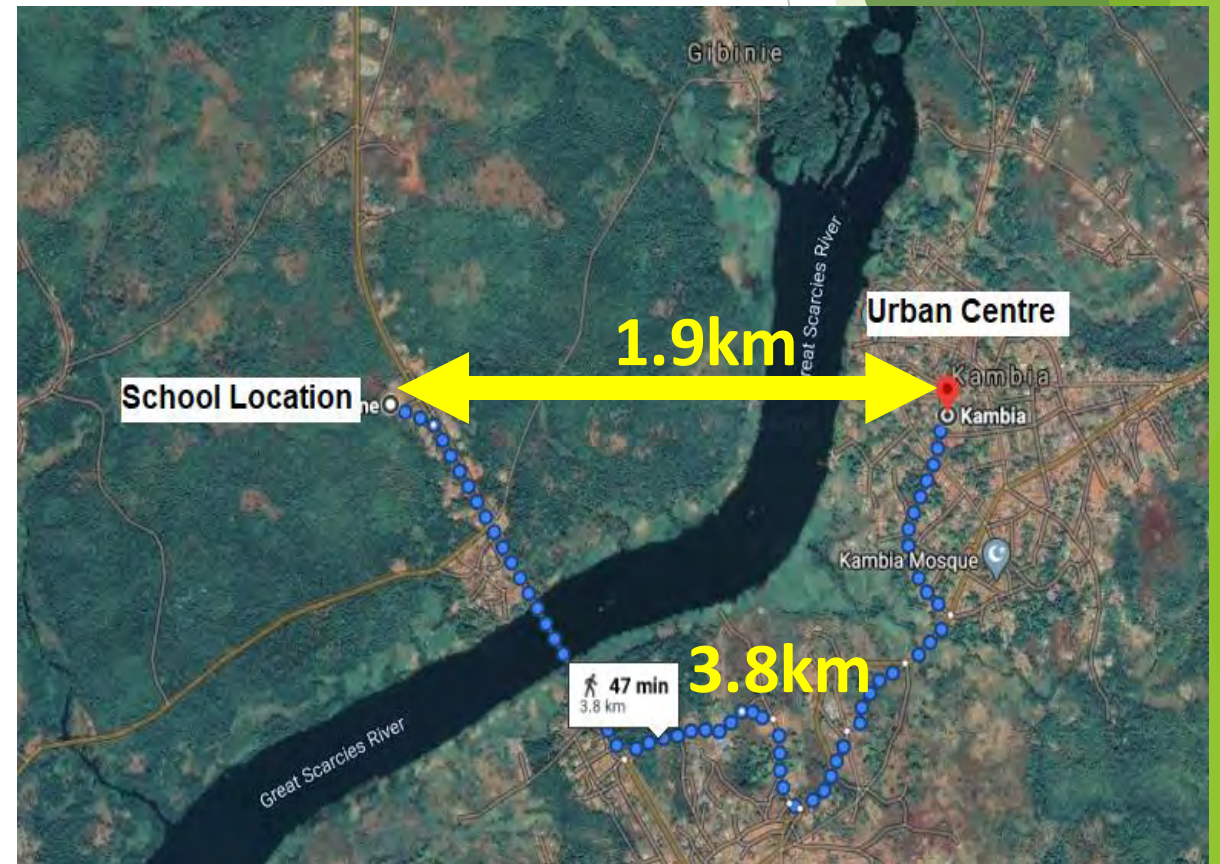
RURAL VS URBAN TEACHER MOVEMENT

- Teacher retention is high in the rural area if recruited there.
- Teacher deployment from urban to rural is weak
 - The movement of teachers is between 3 - 5 miles especially when on the payroll.
- 78,832 are in public schools
- 36,684 on the payroll

Using GIS routed distances shows actual time and distanced traveled to remote schools (

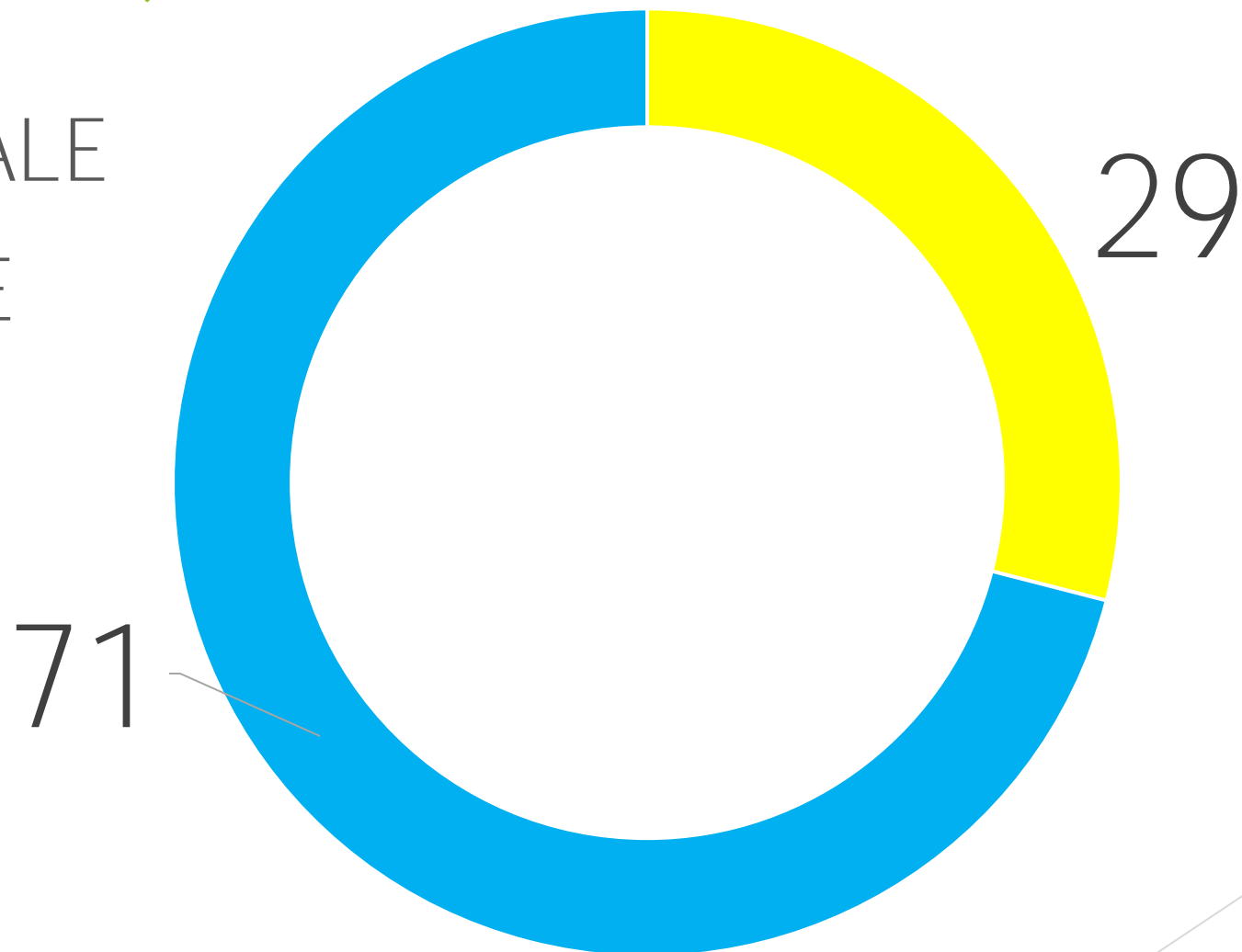
- Remote schools that are more **than 5km (one hour's walk)** from an urban center have the greatest challenges in attracting qualified and specialized teachers
- Using GIS to determine routed distances shows actual time and distances traveled by teachers

Actual distance travelled by teachers



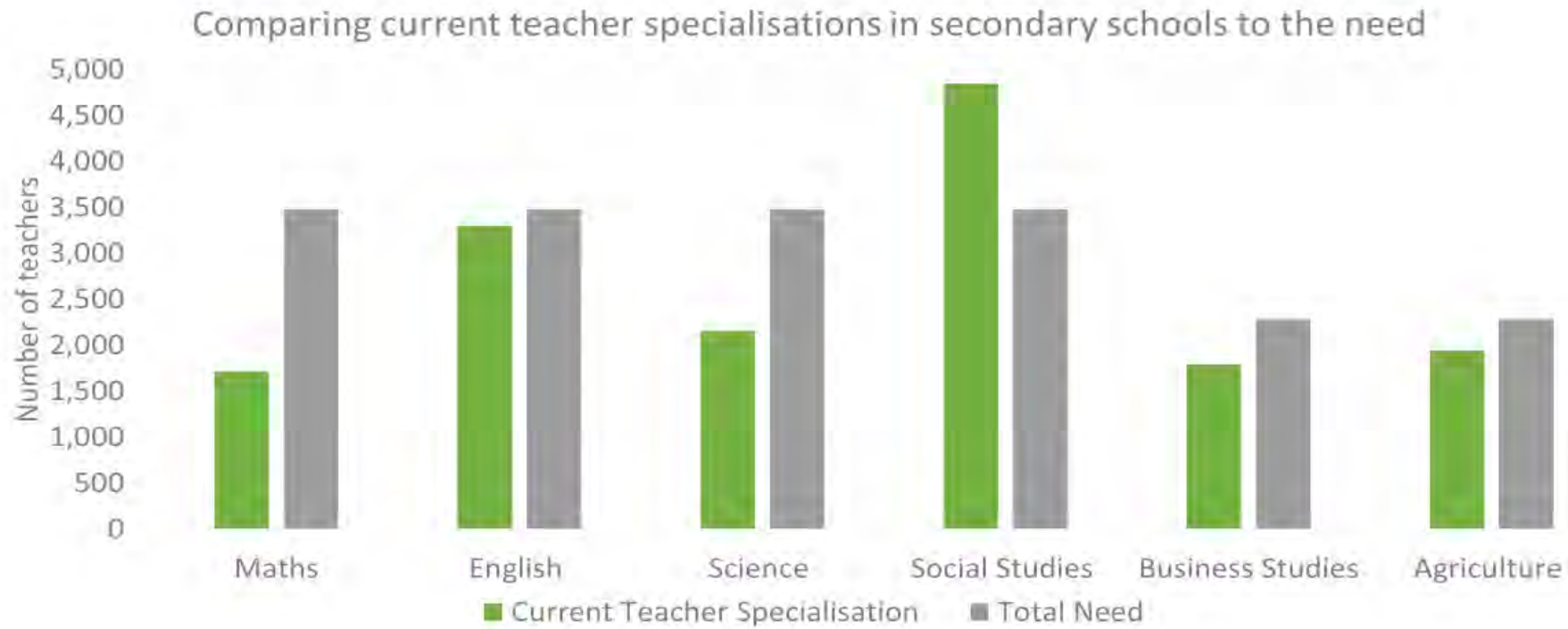
TEACHER GENDER DISTRIBUTION (ASC, 2022)

- FEMALE
- MALE



SUBJECT TEACHER SHORTAGES

At secondary level there is an extreme shortage in maths and science specialists



SOME OF THE FACTORS RESPONSIBLE FOR TEACHER SHORTAGES

- Increase in pupil enrolment and approved schools
- Lack of teacher deployment resources
- Low salary
- Inadequate social amenities

RECENT INITIATIVES TO ADDRESS SHORTAGES

- ❖ Retirement of STEM/STEAM teachers 60yrs - 65yrs
- ❖ Establishment of Subject Teachers Association in school district and regional Levels.
- ❖ The Presidential National Best Teacher Awards as a motivation.
- ❖ Training of early grade teachers.
- ❖ Registration and Licensing of teachers
- ❖ Teacher data collection systems: TRM, EMIS, TMIS, Teacher & Pupil attendance monitoring system.
- ❖ Recruitment of 13, 800 teachers.

PARTNERS IN TEACHER DATA MANAGEMENT

- WORLD BANK
- IRISH AID
- FAB INC
- The Learning Generation
- CGA
- FCDO - Leh Wi Lan
- **EdTech Hub**
- MBSSE
- GPE
- EU
- Commonwealth of learning

END OF PRESENTATION

THANK YOU

Breakout session 3.3

Forging a new Agenda for the teaching profession

With the onset of the fourth industrial revolution that focuses on artificial intelligence and other advanced technologies, innovation and creativity are becoming more desired attributes in global workforces. This breakout session explored how the changing global work environment applies to teaching and how education systems can adapt all aspects of their future recruiting and training pipelines to remain a viable profession in a rapidly changing world. It further addressed pathways to making the profession more attractive.

TTF 14TH POLICY DIALOGUE FORUM,
SOUTH AFRICA, 2024



Teaching in Africa Today and Tomorrow

Professor Steve Nwokeocha, PhD.
Executive Director, Africa Federation of Teaching Regulatory Authorities [AFTRA]
& Co-Chair, African Union Teacher Development Cluster, CESA 16-25

THESIS

Teaching in the 21st Century will be defined basically by globally competitive teaching standards, e-teaching capabilities, and the professional personality of the teacher.

The African Case

Africa has to deal with these three dimensions simultaneously to ensure high quality teaching and learning today and to remain relevant in the future.

1. Teaching Standards

- We cannot “build something on nothing” as they say in Law. Teaching standards are the foundations for professional excellence. If the standards are not well understood, conceptualized, developed and implemented, then we are dealing with a serious challenge.
- The African continent is still dealing with this challenge and has to get it right in order to leapfrog unto professional excellence.
- Surveys and situational analysis by UNESCO-IICBA, AFTRA, EI Africa Region, etc., reveal an uneven success across Africa with respect to the implementation of the teaching standards. This is why UNESCO, through its Shanghai Funds in Trust (FIT) projects is currently doing a lot on this in Africa.

-
- A bit of a background here is important.
 - The TTF 10th Policy Dialogue Forum in Lome, Togo (2017) brought the critical importance of teaching standards to the fore. This was followed by Teaching Standards frameworks at the global level by UNESCO/EI (2019) and continental level by the African Union (2019).
 - However, the ILO/UNESCO (1966) Recommendation concerning the status of teachers, and UNESCO (1997) Recommendation concerning the status of higher-education teaching personnel, were the earliest global policy instruments on the professionalization of teaching. The 1966 instrument came just a year after the first teaching council was established – **The General Teaching Council for Scotland (1965)**.
 - The entrenchment of the tenets of these instruments are still evolving. We have to worry about their implementation today for us to have a better teaching profession tomorrow.

2. E-Capabilities of the Teacher

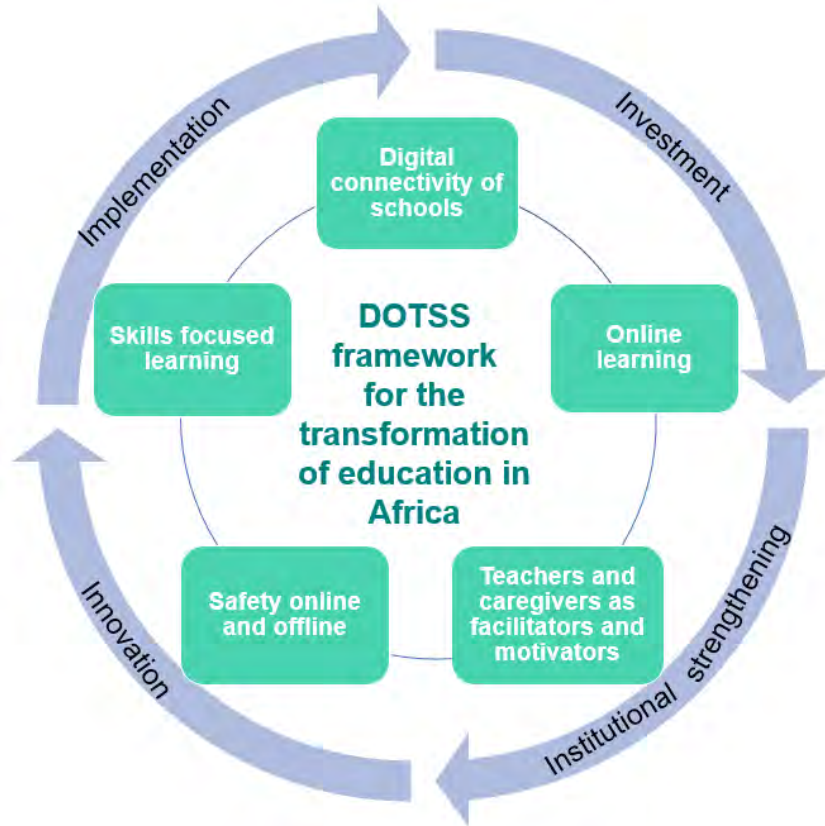
- **Schools in most of Africa were shut during the Covid-19 pandemic. This signals an area that must be urgently addressed.**
- E-capabilities of the teacher will ensure quality delivery of teaching and learning in normal times but also resilience in times of emergency.

■ There are issues such as:

- One laptop per teacher
- Access to official computers and laptops
- Computer hubs in and for schools
- Teacher capacity building
- Internet access
- Cost of internet data (free access to educational sites)
- Power supply (electricity) to schools
- Digitisation of school curricular
- Ability not only to deliver lessons real time/online (synchronously vs. asynchronously) but also to assess learning adequately through same means. **For many e-learning programmes, learning assessment has not been possible online.**

The DOTSS Framework

(AUC/UNICEF, 2020)



- **Digital connectivity of schools:** For schools and other learning institutions assisting deprived communities.
- **Online learning:** Provide distance learning content, deploying radio, television, podcast and online/e-learning.
- **Teachers as facilitators and motivators of learning:** Teachers to deploy relevant technologies; Ministries to provide guidelines and support to parents for home schooling.
- **Safety online and offline** – For learners and teachers.
- **Skills focused learning.** Curriculum focus on life-skills and entrepreneurial capacities

3. The Professional Personality of the Teacher

- The **netizens** (the digital generation) are **impatient** with activities and lifestyles that seem to be outdated, and which do not attract **quick and commensurate** returns to their efforts.
- Therefore, the transformation of the profession in terms of legal, economic, social and psychological dimensions will be critical. Otherwise, in-takes into the profession will continue to depend on candidates rejected by the other professions and those who only want to use teaching as a stepping-stone.
- In other words, we have to deal with **both the tangibles** (provision of laptops, etc.) and **intangibles** (the personality and soft skills) of the teaching profession.

-
- The legal personality of the teacher has to do with enactment of a **law** that legally recognizes teaching as a profession.
 - The economic personality is about the ability of the teacher to meet the **basic necessities** of life.
 - The social personality is the **attractiveness [recognition, dignity and social positions]** of the teacher in society.
 - Psychological personality is about the self-esteem of the teacher.

CONCLUSION

The issues raised encompass foundational as well as futuristic dimensions for repositioning teaching for excellence in the 12th century.



Consult the up-to-date programme, available interpretation, and information on the sessions

<https://bit.ly/14TeacherPDF>



Download the Global Report on Teachers - Full version – in English

<https://bit.ly/2024GRT>



Download the Global Report on Teachers - Highlights – in English, French, Spanish and Arabic

<https://bit.ly/HighlightsGRT>

The Teacher Task Force is grateful for the financial support received for the publication of the Global Report on Teachers from:



مؤسسة حمدان بن راشد آل مكتوم
للعلوم الطبية والتعليمية
Hamdan Bin Rashid Al Maktoum Foundation
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The organization of the Forum was also possible thanks to the financial support of the following entities:



Co-funded by
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