



26-29 November 2013 - Kinshasa - DR Congo

International Task Force on Teachers for Education for All 6TH INTERNATIONAL POLICY DIALOGUE FORUM

Kinshasa, DRC – 27th-28th November 2013

Concept Note

The Management of Teacher Education – Trends in Policies and Practice: what works, why and for whom?

1. Background

Since its creation at the Eighth Meeting of the High Level Group on Education for All (EFA) in Oslo (Norway) in December 2008, the International Task Force on Teachers for EFA has carried out actions aimed at strengthening national teacher education policies and the sharing of knowledge and expertise for reducing the 'teacher gap'; that is, the acute shortage of qualified and well-resourced teachers required to achieve Universal Primary Education (UPE) of good quality by 2015 (EFA goal 2).

Despite the mobilization of countries, organizations and expertise from the Task Force network at global and national levels in moving forward in achieving UPE by 2015, targeted strategies are still needed to counter qualitative and quantitative challenges. At present, current trends highlight that the target of universal primary education will not be achieved by 2015. The rate of decline of-out-of school

children of primary age was rapid until 2004 and stagnated in 2008¹. With a slight decline in 2011², **57.2 million children** are still not in primary school. At present, with 2010 education data and population projections, the global demand for teachers is estimated at **6.8 million teachers** to be recruited between 2010 onwards until 2015 in order to meet the UPE goal by 2015. Of these 6.8 million, 75% are due to attrition in the teaching force (caused by retirement, illness, another job, etc.) and 25% involve new teaching posts to be created by 2015.

On the other hand, progress in UPE entails not only children's access to and enrolment in primary school, but also their completion of the full primary cycle. Besides their numbers, teachers required for UPE need to be well trained, highly motivated and with appropriate working conditions in order to support the learning of an increasingly diverse primary school-age children so that they can successfully transition to secondary education.

Having qualified and well-resourced teachers entails teachers being able to undertake teaching with the confidence of having been trained in quality pre-service teacher education programs and with the on-going support of in-service professional development. If teaching is provided in engaging, relevant, and inclusive ways regarding the needs, lives and communities of learners, the chance for the latter to enrol and stay in school will increase; learners will also learn in ways in which their learning outcomes could open to wider social and employment opportunities through which they would be able to contribute to make societies more equal, just, and sustainable.

Why a Policy Dialogue Forum on *the Management of Teacher Education* ?

The Task Force has built its work on a principle of promoting better coordination of global and regional efforts aiming to develop and reinforce national teacher policies that will enhance the performance and progress of education systems in addressing acute shortage of qualified teachers. In this regard, it organizes policy dialogue forums as a platform where all stakeholders are engaged in effective sharing of experiences including the discussion of challenges encountered and available strengths in responding to obstacles. The dialogue on global teacher-related issues as well as national and local dynamics of policy-design and the extent to which this varies in implementation contexts aims to shed more light on how to sustain policy on a long-term basis.

At the same time, the proposed discussions in Kinshasa are expected to contribute to articulate the importance of teachers across the post 2015 education and development agenda debates. In this way, the significance of the International Task Force on Teachers for EFA continues to be strengthened by positioning in the post-2015 debate the pending progress with current EFA goals as relevant to teachers; teachers must continue to be kept as a cornerstone of *education equality, equity and quality*.

Five previous policy dialogue fora organized by the International Task Force on Teachers for EFA have explored the following themes:

1. *"Teachers, the financial crisis, and the EFA challenge of reaching the marginalized"* Addis-Ababa (Ethiopia, 22-23 February 2010)

¹ UNESCO 2012. EFA Global Monitoring Report 2012. Youth and Skills: Putting Education to Work. Paris: UNESCO; pg. 60.

² Education for All Global Monitoring Report, Policy Paper 09, June 2013, with reference to UNESCO Institute for Statistics database, number of out-of-school children by region

2. *“Providing teachers for EFA: quality matters”* Amman (Jordan, 6-7 July 2010)
3. *“Ensuring Equity in Country Policies and Practices for Providing Quality Teachers toward Achieving the EFA Goals by 2015”* Bali (Indonesia, 13-15 September 2011)
4. *“Teachers challenges for EFA in India”* (with global perspectives) New Delhi (India, 29-30 May 2012)

5. *“Three Years of Global Partnership to Address the Teacher Challenge - Three Years from the 2015 EFA Benchmark: Achievements and Perspectives”* Windhoek (Namibia, 28-29 November 2012)

The 6th Policy Dialogue forum aims to build on the dynamics generated from the previous ones, and takes one step further looking specifically into the core of teacher education at the juncture with policy and practice, hence the theme: *Teacher Education Management: what works, why and for whom?*

In fact, the management of teacher education has considerable bearing on the quantity of qualified teachers that are to be recruited and deployed. Teacher education determines the quality of the teaching force and by extension, of education. It has the potential to ameliorate or to exacerbate inequalities and exclusion in the access of all to quality education. It has implications for teachers’ status and professional career. This explains the quest for best practices in teacher education management by policy-makers from several Member States to inspire their own reform initiatives. The management of teacher education involves various actors (e.g. education policy makers, teacher educators, teachers – current and future – learners, curriculum developers, communities and researchers). The management of teacher education has cost implications for national and global education finance. It also links different dimensions of education processes, settings and outcomes. There is a wide range of patterns and trends in policy and practice of teacher education as well as in its management that need to be documented, analysed and learned from in order to more accurately tailor and target relevant education reform.

Thus the Task Force presents its 6th Policy dialogue forum as a process scrutinizing key dimensions of teacher education management from different perspectives along with the aim of building consensus on shared information relevant to the knowledge, experience and needs of all those participating. This will make the overall outcome of the forum – its conclusions and recommendations for action- credible and legitimate in various national contexts. Such conclusions and recommendation could then be appropriated and referred to by teacher stakeholders in their policy and practice regarding the management of teacher education.

2. Objectives and participants

The objectives of the Policy Dialogue Forum in Kinshasa are:

1. To share knowledge and experience on what works, why and for whom as relevant to policies and practices of teacher education management
2. To reach consensus on main conclusions and recommendations for action to be jointly pursued at a national, regional or global levels in relation to the management of teacher education.

3. To identify ways of enhancing collaboration and partnerships among stakeholders at a national, regional and global levels in what pertains to teacher education management.

The whole membership of the International Task Force on Teachers for EFA is invited to the forum. This includes a diverse representation of national governments, global and regional intergovernmental organizations, international nongovernmental organizations, development agencies civil society organizations and private companies and foundations.

Altogether, with the national participants from the DRC’s education system, nearly 200 participants are expected to attend the forum and other related events taking place in Kinshasa during the week of 25th-29th November, namely:

Dates	Events	Organiser	Theme/ Purpose
25 November	Workshop on Teacher policy with countries engaged in teacher diagnosis	BREDA	Take stock of progress made by countries, analyse countries' teacher policy orientations, discuss guidance/framework for policy elaboration
26 November	Morning: Task Force Steering Committee Afternoon: Task Force members	Task Force	Adopt strategic plan, establish new partnerships and review membership to SC
27 & 28 November	6 th Policy dialogue Forum	Task Force & Government of DRC	Teacher Education management: Trends in policies and practice: What works, why and for whom?
29 November	Coordination meeting of the Pan-African Conference on Teacher Education (PACTED)	AUC and Task Force	Planning PACTED roadmap implementation Sightseeing
26 to 29 November	EXHIBITION		

3. Structure

The forum is structured around four sub-themes:

1. Teacher education - structures, contents and outcome
2. Attracting and retaining teachers
3. Equity and teacher education management
4. Teacher education management in Post-Conflict and Post- Disaster (PCPD) contexts

Each sub-theme will be addressed through the following perspectives:

- A policy-maker’s perspective (e.g. country’s experience in developing teacher education policy)
- A practitioner’s perspective (e.g. the experience of a teacher, a teacher educator in relation to issues of teacher education management)
- A researcher’s perspective: (e.g. theory, knowledge, evidence; case studies on the sub-theme)
- An organization’s views: (e.g. lessons from supporting programmes related to the sub-theme - a development agency or NGO)

All participants will first take part in a plenary session dedicated to the case of teacher education management in the Democratic Republic of Congo related to the four sub-themes of the forum. Participants will then break into four parallel groups by sub-theme. The first sessions will bring together panels of speakers who will examine each sub-theme from the proposed perspectives (practitioner, research, policy, organization). Subsequent parallel sessions on each sub-theme will provide the opportunity for participants to address how the experience of DRC in teacher education management connects to the experiences shared by panellists in each of the four sub-themes. Also, based on their knowledge, experience and contexts, participants will further analyse in each sub-theme - what works, why and for whom? This will take into account EFA goals and the role of teachers in the post-2015 debates. Finally, participants will identify and synthesize key issues and trends and propose conclusions and recommendations for action for each sub-theme. Group reports by sub-theme which will be prepared by rapporteurs, facilitators and the lead consultant. These reports, to be presented in the closing plenary session, will collate and further synthesize the issues and trends identified by participants for each sub-theme discussion as well as present conclusions and recommendations for action. Taking this into account, the Secretariat of the International Task Force on Teachers for EFA will prepare a plan of action to be presented and approved at the closing plenary session with all participants. Such plan will situate conclusions and recommendations of the policy dialogue forum in the current post-2015 debate with attention to continuing the efforts to achieve EFA goals as relevant to teachers. This plan will also help the International Task Force on Teachers for EFA to incorporate recommendations on teacher education management as relevant to the three main lines of action of its new strategic plan (2014-2016): advocacy and coordination with global initiatives; knowledge creation and sharing; country support.

Policy Dialogue – Four sub-themes around Teacher Education Management:

Sub-theme 1: Teacher education: structures, contents and outcomes

Teacher education management is characterized by having great variation from country to country and within national levels. Educational reform aiming to bring change in the delivery and quality of teacher education encounters the challenge of identifying who is involved in making the decisions pertaining to the structures, contents and objectives of teacher education. Who determines what teachers learn, how they learn it and for what purpose? This should potentially involve representation from all those who have a stake in teacher education and its immediate and long-term outcomes. Change in teacher education also implies identifying and involving the different kinds of institutions providing pre-service and in-service teacher education as well as understanding the variety of curricula being used: the duration, scope and sequence; the balance of content, theory and practice; and the range of pedagogical and assessment approaches used to support the progress of teachers as learners themselves. How does the teacher education curriculum – both pre-service and in-service - link to school curricula and how does it address the social and cultural expectations of teachers and their prior learning experiences? Moreover, could the links between pre-service with in-service teacher education be further strengthened based on the understanding of an on-going life-long process of continuous learning and professional development of teachers? How is teacher education influenced in its content and process by the professional status, remuneration and working environments of teachers? Programmes of teacher education vary in the human and financial resources that they have available

to further improve the quality of their provision. How does teacher education change in contexts of decentralization/centralization, privatization, nationalization, and increased regulation? Overall, what kinds of outcomes are we expecting from teacher education and how will these unfold in impacting the opportunities that teachers will have as professionals yet as well as active citizens in their communities? Will these outcomes take the shape of teaching quality in schools and of the learning and life opportunities that teachers will help open for their students?

Sub-theme 2: Attracting and retaining teachers

The topic of attracting and retaining teachers allows us to focus on prospective and professional teachers who are learning, working and living in various socio-economic and cultural contexts. They juggle several factors when considering becoming teachers and/or to continue in the teaching profession. Who are these prospective teachers? What do we know of who is and who is not attracted to the teaching force and the reasons why? What kinds of motivations and qualifications do they bring? Young adults who do not complete their primary or basic education successfully will encounter difficulty in accessing professional options including the teaching profession. On the other hand, those who do well in their prior schooling may be able to choose a better remunerated profession in countries where the teaching profession is not highly valued. How is variation in the learning achievements of prospective teachers met by managerial decisions and planning related to teacher education? Among other responses, countries facing acute teacher shortage may lower entry requirements for prospective teachers with low learning achievements; yet, if resources are available, institutions could accompany this measure by providing individualized support in particular subject areas and levels for those at a disadvantage. Such support can also be relevant in cases where countries facing teacher shortage resolve to recruit “contract teachers” with variable degrees of preparation and consequently, with an unequal professional status. Indeed, factors influencing male and female choices and possibilities for entering and staying in the profession involve among other, the value given to the profession in society, its remuneration, and the working and living conditions in places of deployment.

On the other hand, the outcomes of teacher education are reflected in teachers’ knowledge, attitudes, values and practices. Thus even if teachers receive good remuneration and work in adequate conditions, it is quality training that will enhance teachers’ confidence in expanding their student’s learning opportunities. A quality teacher education can also enable teachers to bring change in their communities both as citizens and as professionals. This will bring purpose and motivation to remain in the profession. Furthermore, there is an increased expectation holding teachers solely accountable for the learning outcomes of their students. Yet, such accountability should be sustained with reciprocity vis-à-vis an education system and a whole set of conditions and processes equally conducive to making schools, parents, communities, also accountable for how and what young ones learn.

Sub-theme 3: Equity and teacher education management

Carefully targeted or tailored measures of teacher education management including planning, organization, and coordination of teacher education policy along a relevant allocation of resources are all key in responding to equity objectives in teacher education. Equity entails the recognition of

societies being heterogeneous. Equity provides for fairness of treatment when tailored educational measures in various settings are conceived according to individuals' respective needs; treatment can be different but equivalent in terms of rights, benefits and responsibilities of those involved. When teacher education management responds to equity concerns, it proposes measures - at a pre-service and in-service teacher education level - that cater to the diverse needs of prospective and current student teachers and of practicing teachers; that is, teacher education management, as part and parcel of teacher education policy in an education system would plan and organize for an equal access and completion of teacher education. Teacher education management would take into account, for example, the different levels of educational attainment that each student teacher would bring to their education as well as their varying socio-economic and cultural backgrounds. Managerial measures that are undertaken in ways in which each student teacher can benefit from receiving differentiated equitable support (e.g. ranging from scholarships; extra on-going support in subject matter; day care for female student teachers) can help all student teachers to successfully finish their teacher education so that each will have the same opportunity to go into the teaching profession. In this way each student would have an equal opportunity of specialization, remuneration and deployment. On the other hand, more research is needed not only on the diversity of student teachers but also regarding that of teaching staff.

Sub-theme 4: Teacher education management in Post-Conflict and Post- Disaster (PCPD) contexts

The provision of adequate numbers of quality teachers where they are greatly needed and the development of an adequate teacher education management system are global concerns. Yet, these challenges are even more acute in countries facing situations of fragility. In such volatile contexts, one of the challenges is how to ensure the swift transition from short-term provision of teachers to sustainable responses to teacher needs. A significant proportion of the out-of-school children worldwide live in countries affected by war and natural disasters. It is increasingly recognized that education must be a principal part of any humanitarian response and of an enduring recovery and reconstruction programme. In PCPD contexts, the policies, institutions, infrastructures and individual actors are exposed to absence of safety, stability and comfort. How can planning and management of teacher education be approached? Yet, as education is a fundamental human right we must derive lessons to capitalize on decades of global interventions in these contexts. What types of organisational set up with regards to teacher education management have been experimented? What provisions need to be included in the planning of structures, contents, resources for qualified and less prepared teachers to lead learning in this underprivileged situation? What about the protective measures for teachers, learners and infrastructure? How can training and continuous professional development opportunities be carried forward? Can decent pay and working conditions for teachers be maintained?

Teacher education management needs specific conceptualization and planning for such contexts both for short-term responses and for laying the foundations for recovery and long-term development. This sub-theme opens as well the discussion on experiences with a teacher education curriculum geared towards conflict or disaster management or future conflict or disaster prevention: at in-service or pre-service levels, and also including the non-formal sector. Collecting and using data for managing teacher education effectively is a further area of interest that the session aims to explore.

4. Expected outcomes

From the two-day discussions on knowledge and experiences shared by countries, regions, organisations and individuals as relevant to teacher education management the following outcomes are expected:

1. Participants have acquired an enhanced understanding of what works, why and for whom as relevant to policies and practices pertaining to teacher education management
2. Participants have reached consensus on the main conclusions and recommendations for action to pursue at national, regional or global levels in relation the management of teacher education.
3. Participants have identified ways of enhancing their policy and practice via collaboration and partnerships among teacher stakeholders at national, regional and global levels.

5. Dates and venue

Dates: Thursday 27th – Friday 28th November 2013

Venue: Grand Hotel, Kinshasa, DRC