

Teacher Education Policy in Europe Network (TEPE) 2014

Fragmentation of Teacher Education: Responses from the Teacher Task Force Network

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How “Fragmentation of Teacher Education” Resonates with the Objectives of the International Task Force on Teachers for EFA

TTF’s concerns echoing “fragmentation”: Disconnection in policies/practices /sub-levels of education – overlapping of interventions – neglect of certain dimensions of teacher issues and certain population groups)- under-resourcing of education/teachers- inadequacy HR, methodologies, strategies, teachers' qualifications

- Need for global coordination
- Need for keeping teachers high on international and national political agenda
- Support countries to address the need to:
 - ✓ Develop appropriate teacher policies
 - ✓ Develop the capacity to plan, implement, monitor & evaluate the policies
 - ✓ efficiently use available financial resources and generate additional needed ones

All the above are to be informed by evidence (data, research)



The Teacher Challenges

• **Teacher shortages:** 5.2 million teachers would have to be recruited between 2011 and 2015 to achieve **universal primary education (UPE)** by 2015.

- ✓ *Acute teacher shortage particularly in **Sub-Saharan Africa and South and West Asia** due to a rising demand for education.*
- ✓ *Shortage of **qualified teachers** in **areas** where they are greatly needed within a country.*
- ✓ *Issue of **teacher attrition** its consequences with additional costs.*

• **Inadequate pre-service, in-service training and professional development** programmes.

- ✓ *Many countries continue to recruit un (under)qualified teachers...*
- ✓ *Guinea: 9000 teachers without pre-service training in 2008.*
- ✓ *Uganda: no institutionalized system for in-service training.*

The Challenge
of TEACHER
SHORTAGE

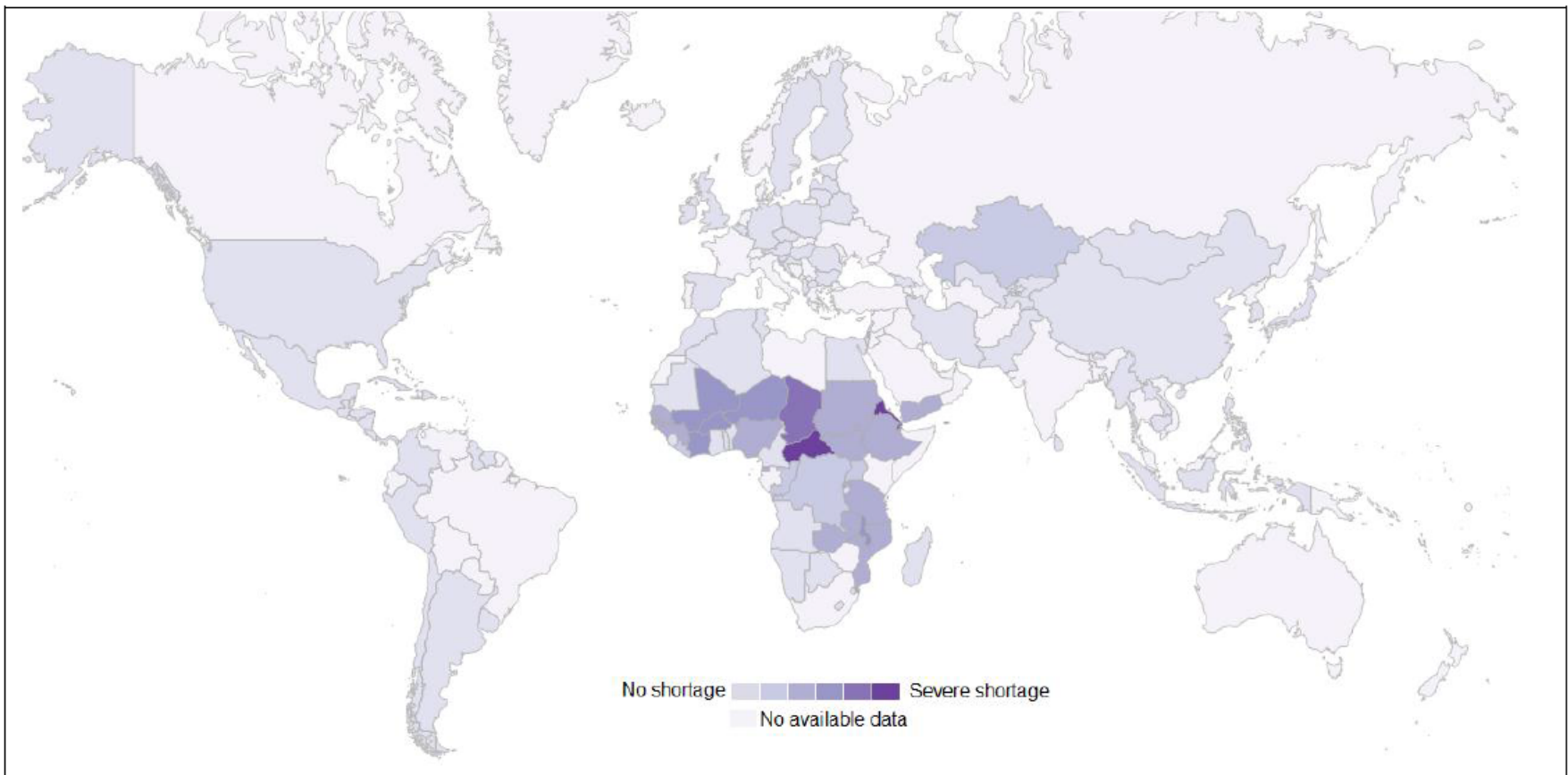
The diagram consists of two blue circles connected by a red line. The left circle is larger and contains the text 'The Challenge of TEACHER SHORTAGE'. The right circle is smaller and contains the text 'The Challenge of TEACHER QUALITY'. A red line starts at the bottom of the left circle and extends diagonally upwards to the top of the right circle.

The
Challenge of
TEACHER
QUALITY

Is access to, and completion of primary education by primary school-age children increasing or stabilizing?

the challenge of having sufficient and well-resourced teachers where they are needed goes hand-in-hand with the challenge of enhancing and ensuring the quality of teaching

Countries facing a teacher gap to meet UPE by 2015



Notes: Data are presented for 139 countries with available data for 2010. Values for remaining countries were imputed by the UIS in order to estimate regional and global teacher gaps.

Source: UNESCO Institute for Statistics, Annex Table 4.

Quality challenge

Lowering standards to meet demand

- Some countries reduce their entry qualifications for initial teacher education
- Some countries lower professional certification standards in order to deploy new teachers in time where urgently needed.

Quality Challenge

Teacher Education of Quality?

The quality of training can be influenced by:

- The lower and upper-secondary educational performance that potential student teachers bring to pre-service education programs
- Programs' scope, duration, sequence, curricular balance of theory & hands-on experience, relevance; the kind of pedagogies and materials used; the degree to which training personnel is qualified (trainers and supervisors)

Professional development: must be continuous, consistent and relevant.

Quality Challenge

Teachers' Motivation -> Impact on Quality Teaching:

- Being well-prepared and with enough resources
- The status of the profession is valued in society
- Equal and good working conditions for both female and male teachers, especially for those working in hardship areas.

Teacher Task Force: Three teacher-related gaps

- **Policy gap:**

Comprehensive/holistic policies

Informed decision-making and designing effective context-sensitive policies

- **Capacity gap:**

Developing the capacity to plan, implement, monitor and evaluate

- ✓ *At system's level*
- ✓ *At teacher education institutions' level*
- ✓ *At schools' level*

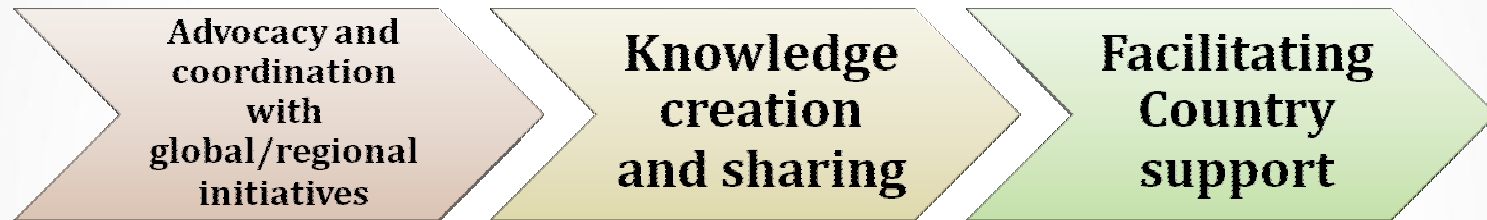
- **Financing gap:**

There's a cost to having a quality teaching force

- ✓ *attractive remuneration to recruit, retain, and motivate good teachers;*
- ✓ *Continuous professional development and working materials*
- ✓ *Research in teaching and learning*

Teacher Task Force's Responses

Three main line of actions of the Strategic Plan 2014-16:



in six thematic areas:

- Teacher education and professional development
- Teachers' status and working conditions
- Teacher management
- Financing teachers and teaching
- Monitoring and evaluation of teacher policies and practices
- Inclusion and equity in teacher policies and practices

Looking into the future: The post 2015 agenda

- A stand alone goal on Education in the new Development agenda
- A set of target to monitor the goal, including one target on teachers
- Equity and gender equality as a priority
- Developing indicators for each target.
 - ✓ *What indicators for teachers and teaching?*
- Development of a framework of Action
- Develop and strengthen partnerships

- **What roles for the academia? “De-mystify” research and engage more with policy makers, international agencies and practicing teachers.**

The Task Force offers this opportunity through partnerships with networks like TEPE for research, participation in policy dialogue fora, exchange of expertise, internships for graduate students.

Thank you

For more information visit the website of the Task Force:
<http://www.teachersforefa.unesco.org/v2/index.php/en/>
Or write to: e.adubra@unesco.org

