



International
Task Force on Teachers
for Education 2030



13th
Policy Dialogue Forum

2-3 December | Kigali, Rwanda, and on-line



Republic of Rwanda
Ministry of Education

Innovation in teacher policy and practice for educational recovery

Plenary and breakout sessions resources



2 December (Kigali time)	Recording	Documents/Presentations
9.30-10.30 Opening – High-Level Teacher Summit High-Level Segment – Teacher Innovations for the Future	English French Spanish Arabic	
11.30-12.00 <u>Plenary panel 1: Innovations in Teaching and Learning</u>	English	PPT AIMSSEC
13.30-15.00 Breakout sessions 1 – Teaching and Learning		
<u>Session 1.1 – Teacher Development through Digital Skills and Open Learning Opportunities in Africa (UNESCO-IICBA & Rwanda Basic Education Board)</u>	English	PPT Helping Teachers Conduct Assessment During the Pandemic, Kaddy Bah PPT Blackboard PPT Teacher Policy in Nigeria, Nigeria PPT Rwanda Basic Education Board, UNESCO IICBA
<u>Session 1.2 – The Value of Play Based Learning for Education Recovery (UNICEF and the ECCE Thematic Group)</u>	English	PPT The value of play-based learning for education recovery,
<i>Session 1.3 – Leadership in Education: “From the Classroom to the Cabinet Office” (Global School Leaders & Varkey Foundation)</i>	English	
Plenary		
16.30-17.30 <u>Plenary panel 2: Innovations in Teacher Education</u>	English	PPT TPD Innovations in Shanghai PPT Preparing for Lifelong Professional Learning, College of Education

3 December (Kigali time)	Recording	Documents/Presentations
9.00-11.00 Breakout sessions 2 – Teacher Preparation		
<u>Session 2.1 – Innovative practices in teacher preparation for inclusive classrooms (VSO, ICET & GEM Report team)</u>	English	PPT VSO
<u>Session 2.2 – Innovative Leadership for Teaching and Learning Continuity (Mastercard Foundation)</u>	English	PPT Innovative Leadership for Teaching and Learning Continuity, Mastercard Foundation
<u>Session 2.3 – Digital Teaching Innovations and the Teaching Profession (ENABEL, ILO & GIZ)</u>	English	PPT Digital Teaching Innovations and the Teaching Profession, Enabel
Plenary		
11.30-12.30 Plenary panel 3 – Innovations in Policy	English	
14.00-15.30 Breakout sessions 3 – Education policy innovations		
<u>Session 3.1 – Innovations in the implementation of the Teacher Policy Development Guide (TTF & partners)</u>	English	PPT Comprehensive National Teacher Policy for Ghana, Ghana PPT Kitts and Nevis National Teacher Council, St Kitts and Nevis PPT Malawian Experiences on the use of Teacher Policy Development Guide, Malawi PPT Avantages des politiques d'évaluation des coûts pour les enseignants, Burkina Faso
<u>Session 3.1 – Innovations in the implementation of the Teacher Policy Development Guide (TTF & partners)</u>	English	PPT Teacher Policy Development Guide, UNESCO PPT Module on crisis-sensitive teacher policy and planning, UNHCR

<p><u>Session 3.2 – Strengthening Policies for Teachers in Crisis Contexts: Promising Practices and Lessons Learned in Refugee Hosting Contexts (INEE TICC)</u></p>	<p>English</p>	<p>PPT Strengthening Policies for Teachers in Crisis Contexts, The Lego Foundation</p>
<p><i>Session 3.3 – Fostering Digital Education Public Policies (ProFuturo & partners)</i></p>	<p>English</p>	
<p><i>Session 3.4 – Ensuring a systems' approach for teacher development and mentorship amidst emerging issues: Experiences and lessons learnt in Africa (GPE/IDRC KIX Africa 19 Hub)</i></p>	<p>English</p>	<p>PPT Ensuring a systems' approach in innovative teacher policymaking & education development</p>
<p>Plenary</p>		
<p>16.15-17.00 Closing ceremony Plenary</p>	<p>English</p>	

Links to the recordings in additional languages will be added soon.



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Plenary Panel 1: Innovations in Teaching and Learning

A Panel discussion reflecting on the current state of innovation in teaching and learning, lessons learned from past experiences, and how innovation in teaching and learning can be encouraged, recognized and sustained.

WHAT IS AIMSSEC



AIMSSEC is a non-profit organisation which trains under qualified Mathematics teachers and Mathematics subject leaders in disadvantaged communities of South Africa. Its aim is to introduce new teaching skills, produce innovative resources and teaching approaches that empowers teachers to equip today's learners with knowledge, understanding and skills needed in the 21st century.



OBJECTIVES OF AIMSSEC

- ▶ Developing and providing transformative teaching content for all.
- ▶ Equipping Teachers with IT skills to adapt their lessons to the 21st century needs.
- ▶ Promote Mathematics teaching that helps students to develop skills for life and work in a changing world.
- ▶ Providing a platform for professional discussions and sharing of ideas.
- ▶ Train teachers who in turn train their peers.

CHALLENGES OF COVID-19

Closure of schools and its impact.

- ▶ Introduction of school attendance on rotational basis.
- ▶ Reduced learning time.
- ▶ Inability to cover subject content.
- ▶ Increased workload for the teachers.
- ▶ Lack of resources and training for effective online learning.

AIMSSEC solutions to challenges of Covid-19

- ▶ At the start of COVID AIMSSEC designed fully online courses – when COVID is over they still want face to face contact as well
- ▶ The course was presented via Google Classroom and WhatsApp – this helped the teachers who were inexperienced in using the platforms – especially on their mobile phones.
- ▶ Data was provided to students to access material and submit assignments, tests, and questionnaires online
- ▶ Teachers could access material for free the AIMING HIGH Teacher Network on the Aiming High website <https://aiminghigh.aimssec.ac.za/> and App <https://aimssec.app/>

USE OF TECHNOLOGY

Online teaching platforms such as:

- ▶ google classroom – a free online platform that provides training and parents have access to updates on their children’s work.
- ▶ zoom – has a gallery view that allows users to view all participants and better resembles a live classroom.
- ▶ Use of technology during lessons:
- ▶ geogebra – a free tool for visualizing Mathematics that enhances conceptual understanding.
- ▶ kahoot and Quizizz – game based learning tools used to answers multiple choice questions and allows teachers to view learner progress.
- ▶ Padlets – allows learners to post notes on a common page enabling them to contribute to group activities like projects.





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Breakout sessions 1 – Teaching and Learning

Session 1.1 – Teacher Development through Digital Skills and Open Learning Opportunities in Africa (UNESCO-IICBA & Rwanda Basic Education Board)

This session will draw on best practices and country examples from Africa to discuss how digitization and openness of education and teacher development can transform the education sector landscape in three areas: teaching, learning and collaboration; gender responsive STEM e-content development and e-assessment; and accelerating teacher capacity development towards inclusive and equitable quality education.

Helping Teachers Conduct Assessment During the Pandemic

By Kaddy Bah -





outline



INTRODUCTION



CAPACITY BUILDING:
LESSON PREPARATION
AND DELIVERY



CAPACITY BUILDING:
ASSESSMENT



CHALLENGES



Introduction

During the Pandemic in 2020, The Gambia through the Ministry of Basic and Secondary Education was delivering online lesson through the radios and televisions.

All community radios and Televisions were contracted to deliver these lessons.

Some teachers were also using whatsapp group to deliver lesson to their students.

Some teachers were organizing students in their communities with limited smart phones to access the lessons on the radio.

The teachers selected during the distance learning were those who have attended trainings on the subject area on content and pedagogy.

Phase one includes subjects like mathematics, English Language, Biology, Physics and Chemistry at all levels

Phase two includes all the above plus Social and environmental studies, General Science, History, Financial Accounting, Economic, Arabic, French.

Phase three was on only worksheets development in Mathematics and English Language


Phase four, five and six, other subjects like Agricultural science, Geography and Home Science

Lesson Preparation

- Teachers capacity were built on how to use technology (PowerPoint and Smart notebook) to prepare their lesson.
- They were also supported by officers on how to prepare formative assessment questions using PowerPoint or smart notebook.
- Teachers were shown how to insert text, pictures, graphs and other features in the lesson..
- These lesson were edited before presentations.

Lesson Delivery

- Teacher were exposed to the use of the smart board facilities in delivering lessons.



Capacity
Building in
relation to:
Lesson
Preparation
And

Delivery

Capacity Building: Assessment

- Formative assessment is used as an integral part of lesson delivery.
- Students worksheets were developed, printed and also uploaded in ilearngambia platform for use to re-enforce further engagement on lessons that were presented through radio, television and online.
- Teachers were help on how to type text on spread sheet in preparation for development of the students worksheets.
- Teachers were trained/oriented on how to use the students' worksheets for further learning especially outside the classroom.

Challenges



The recording and editing usually take longer time because of limited space, available number of trained camera men and video editors.



It was observed that the lesson delivered through radio did not cater for appropriate spacing to allow learners to follow the lessons with much ease.



Video transcription did not concord with the audio.



Despite the excitement and willingness of some teachers to adapt to the new realities, it is still a challenge for the others to adjust to the new changes.



Unreliable electricity and poor internet services becomes a challenge for accessing distance learning materials



Finally, Radio and Television Signals in some part of rural Gambia is poor or no access to these platforms.

Blackboard®



Blackboard
Let's Advance learning

December 2nd 2021

Nicolas Albouze
Regional Vice-President Africa



**Global Education Software
Provider in the World**

3000

HigherEd Institutions
in NA

2000

Internationally

20+

Years of
Experience



Serving 20,000+ clients
over 90 countries

12300

K12 Schools and
Districts

26

Languages

1800

Corporate and
Government
Organizations

100M+
Users

UNESCO : Global Education Coalition



Member of
COVID-19
Global Education Coalition
Launched by UNESCO



Blackboard

#LearningNeverStops

UNESCO & Blackboard – Focused on the Caribbean

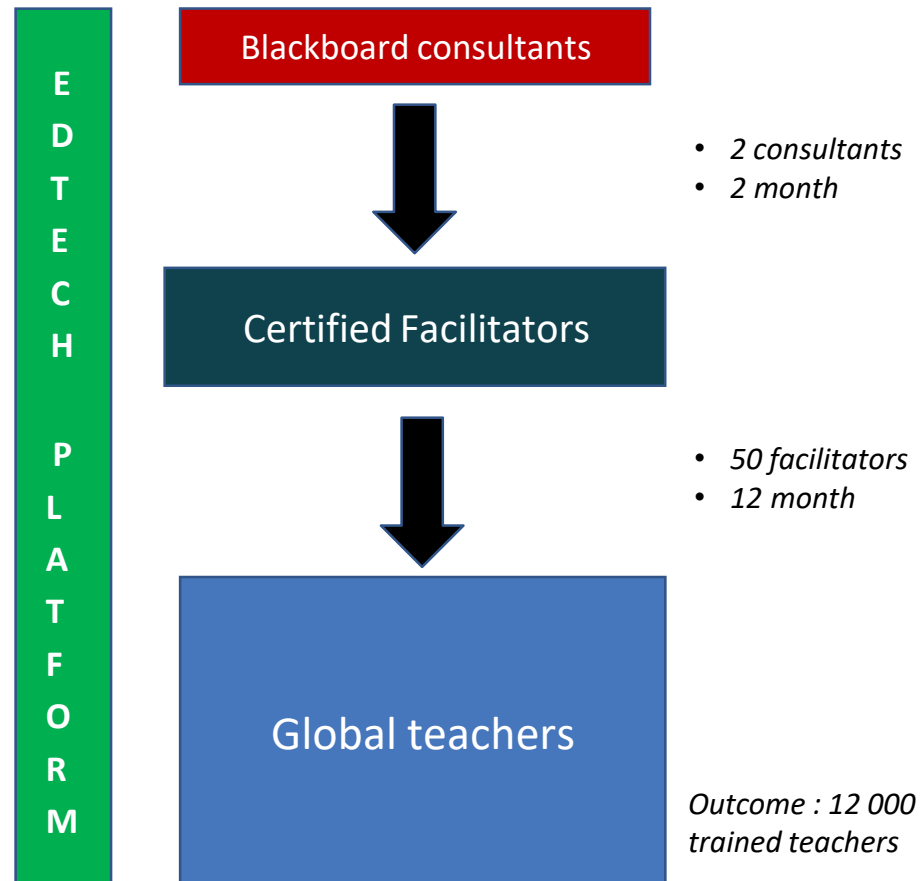


What made our program unique?

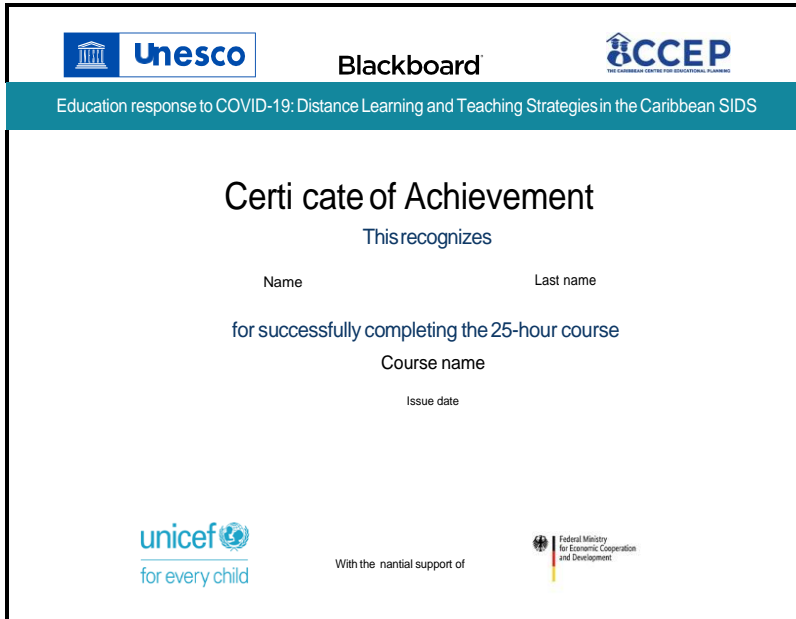
The design of the content

- No pre-requisites (aside from been a teacher)
- Focused on the fundamental principles
- Solution agnostic
- Short 20 hours duration
- All the material available online & offline
- Includes the certification process

The delivery methodology



Outcome

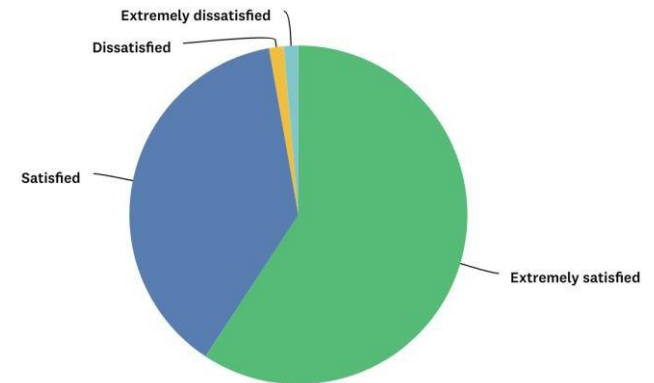


Key achievements :

- 12 000+ teachers trained under 12 month
- 77% of high engagement in the program
- Expectation to replicate in Africa early 2022

Overall, how satisfied are you with the course?

Respondidas: 216 Omitidas: 0



Overall, how likely are you to recommend Blackboard Academy Courses?

Respondidas: 216 Omitidas: 0

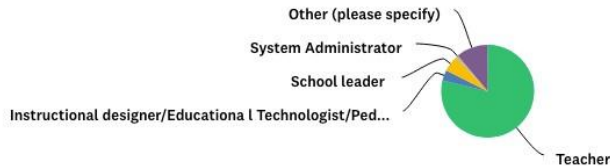
4,7★
valoración
promedio



Traceability : Survey post-training

Please select the role that best describes you

Answered: 216 Skipped: 0

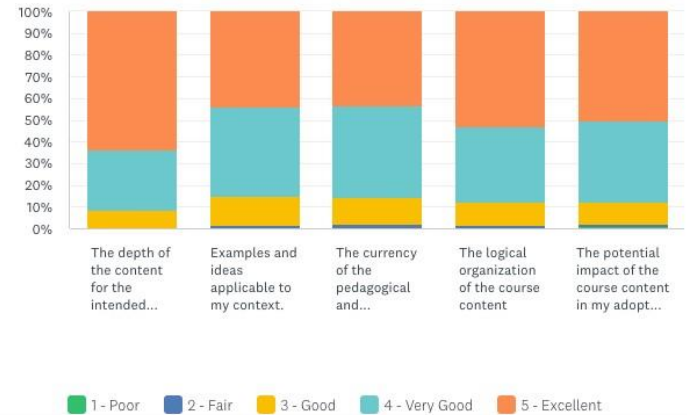


K12 Courses - Customer Survey

(1)

How would you rate the content?

Answered: 216 Skipped: 0

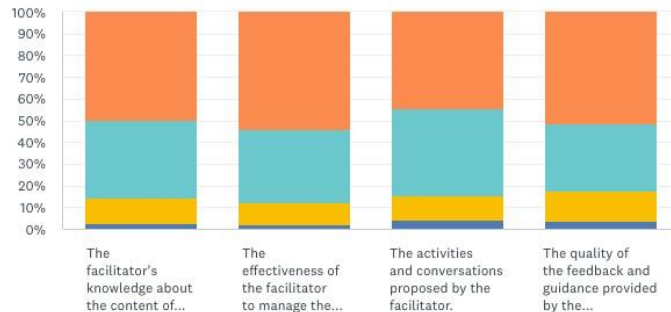


K12 Courses - Customer Survey

(1)

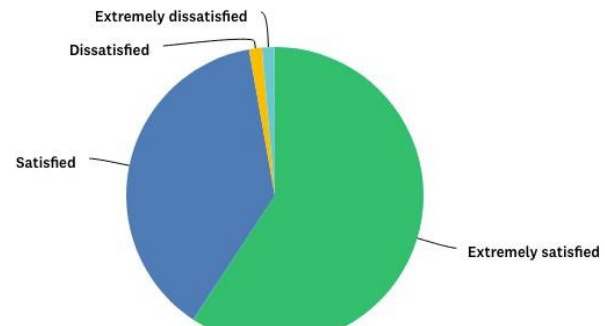
How would you rate the facilitation of the course?

Answered: 216 Skipped: 0



Overall, how satisfied are you with the course?

Answered: 216 Skipped: 0



Thank you!

Teacher Policy in Nigeria - Implementation Strategies, Challenges and Opportunities.

Presentation by

Prof. Josiah Ajiboye

Registrar/Chief Executive TRCN



Outline of Presentation

- Introduction
- Ministerial Strategic Plan
- Policy Sources
- The 10 Pillars
- National Teacher Education Policy
- Implementing Agencies/Roles
- Teachers Registration Council of Nigeria (TRCN)
- Role of TRCN
- Challenges
- Prospect
- Conclusion



INTRODUCTION

- ▶ Education is at the heart of all national development efforts.
- ▶ The development of the Education for Change: A Ministerial Strategic Plan is aimed at articulating a pathway to repositioning Nigeria's education sector to effectively play its central role in national reform and development.



MINISTERIAL STRATEGIC PLAN (MSP)

- MSP was developed in line with the Agenda 4 of the SDGs and the NTEP is particularly based on agenda 4c, the AU Continental Education Strategy, etc.
- The plan is built on ten pillars and around three result areas: access, quality, and systems strengthening.
- For each pillar, there are clear and well-defined objectives, together with the strategies to be employed in achieving them.



Sources of Policy Inputs

Government objectives for the education sector

Contributions from departments and parastatals of FME

Previous reports and plans

Interventions from development partners

HME's vision and thoughts

2030 Global education agenda: SDGs



10 Pillars of the Strategic Plan

- ▶ Out of school children
- ▶ Youth & Adult Literacy
- ▶ Science, Technology, Engineering & Mathematics (STEM) & Technical & Vocational Education & Training TVET
- ▶ Basic education
- ▶ Teacher education, capacity building & professional development
- ▶ Curriculum & Policy matters
- ▶ Tertiary education
- ▶ Education data and planning
- ▶ ICTs in education
- ▶ Library Services



National Teacher Education Policy (NTEP)

- ▶ Teacher education, capacity building & professional development Curriculum & Policy matters is one of the 10 pillars of the MSP
- ▶ The need for quality teacher education in Nigeria resulted in the development of the National Teacher Education Policy (NTEP)
- ▶ The policy objective is to produce highly knowledgeable, skilled and creative teachers who are capable of producing learners who can compete globally, while its goal is to ensure that teachers are adequately catered for and made adaptable to our changing world.



NTEP CONT'D

Major outlines of the policy include:

1. Situation of Teacher Education in Nigeria which highlights a number of significant areas of concern would have to be seriously addressed if teacher education is to contribute meaningfully to achieving the goals of the National policy on Education (NPE) e.g. the need for up-dating of recruitment, admissions and graduation requirements etc..
2. This Policy is premised on the overarching guiding principle of ensuring that knowledgeable and effective teachers are recruited, constantly re-tooled and reskilled, and most importantly, retrained to be able to teach to world-class standards
3. Policy Direction And Major Provision enumerates the vision, goal and objectives of the policy
4. Policy Focus Areas revolve around the statements of objectives and are each predicated on a key PRINCIPLE



NTEP CONT'D

Policy focus areas:

PRINCIPLE ONE: To attract first rated candidates into the teaching profession there must be adequate incentives (**ENROLMENT**).

PRINCIPLE TWO: To produce quality teachers, admission and graduation requirements for teachers education programmes need to be reviewed, to improve the calibre of both entrants and graduates (**ADMISSION REQUIREMENT**).

PRINCIPLE THREE: For student teachers to be able to learn well, teacher education institutions must be equipped to prepare them adequately (**GRADUATION REQUIREMENTS**).

PRINCIPLE FOUR: For teachers to be able to teach well, at their level , they must have sufficient mastery of content and subject-specific methods of teaching. (**CURRICULUM AND INSTRUCTION**).



NTEP CONT'D

Policy focus areas:

PRINCIPLE FIVE: Successful student teaching is a result of structured, effective and supportive supervision provided to the student teacher by a variety of educators. (**TEACHING PRACTICE AND INDUCTION**)

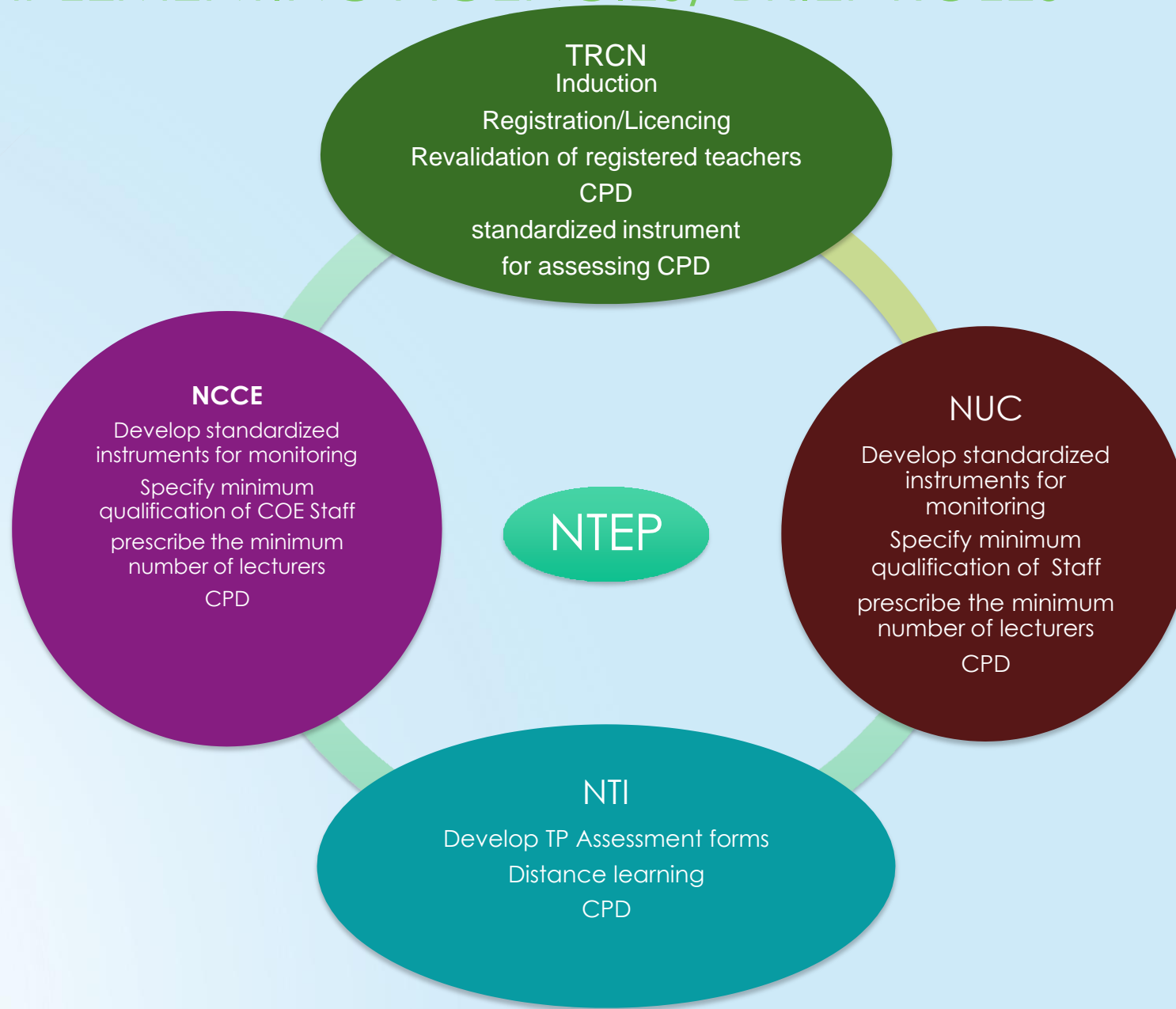
PRINCIPLE SIX: For teachers to learn well, teacher educators must be sufficiently trained and capable of imparting and modeling desired knowledge, skills and attitudes(**CERTIFICATION AND LICENSING**)

PRINCIPLE SEVEN: If teachers are to stay motivated, they must have opportunities for continuing professional development, advancement and improvement in their chosen career. (**IN-SERVICE TEACHER EDUCATION: CURRICULUM AND PROGRAMME**)

PRINCIPLE EIGHT: Like all professionals, teachers must constantly upgrade their knowledge and skills if they are to remain relevant in a rapidly changing world (**CONTINUING PROFESSIONAL DEVELOPMENT CPD**)



IMPLEMENTING AGENCIES/ BRIEF ROLES



Teachers Registration Council Nigeria (TRCN)

- ▶ Teachers Registration Council of Nigeria (TRCN) is a parastatal under Federal Ministry of Education, established by Act 31 of 1993 (Now TRCN Cap T3 of 2004) to control and regulate teaching profession at all levels and sectors of the Country's educational system in order to match teacher's quality, discipline, Professionalism, reward and dignity with international standard

- ▶ The Act that established the Council in Section 1 (1) charged the Council with the following responsibility: -
 1. Determining who are teachers for the purpose of this Act.

 2. Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstance may permit.



TRCN CON'D

3. Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons.
4. Classifying from time to time members of the teaching profession according to their level of training and qualification.
5. Regulation and controlling the teaching profession in all its aspects and ramifications.
6. Performing through the Council established under this Act the functions conferred on it by this Act.



TRCN SUCCESS STORIES

- Certification and licensing of over 2 million teachers
- Accreditation of Professional Diploma in Education (PDE) Programme
- Professional Qualifying Examination (PQE, PQEI & PQEO)
- Professional Standard for the Teaching Profession in Nigeria
- Code of Conduct for teachers
- Induction
- Developed the Career Path Policy for the Teaching Profession in Nigeria
- Teacher Information System (TIS)
- Online National Conference of Registered Teachers



TRCN SUCCESS STORIES

- ▶ TRCN ON THE GLOBAL SCENE- AFTRA, IFTRA
- ▶ TRCN mobilized 50,000 teachers for training on the New Normal by a global body Teach4Edu through Teach4Nigeria
- ▶ TRCN in its bid at repositioning teaching and learning organized Capacity Building of Teachers on Digital Literacy in the 6- geo – political zones using IC3 basic tools.
- ▶ Digital Literacy training for teachers across all geo-political zones
- ▶ Coordinated the GPE Teacher Training component on deployment of ICT to teaching and learning in sixteen states.



CHALLENGES

- ▶ Low quality of entrants into pre-service training
- ▶ Failure of the colleges and faculties of education to match Teacher Supply with Demand
- ▶ Inadequate funding of Teacher Education
- ▶ Poor quality of teachers
- ▶ Non-implementation of the National Teacher Education Policy (February 2014)
- ▶ Education on concurrent legislative list in Nigeria
- ▶ Low stakeholders acceptance and buy-in (especially Teacher unions)
- ▶ Inadequate funding



OPPORTUNITIES & PROSPECTS

- Reform teaching and teacher education to make it more attractive
- Launch the National Teacher Education Policy
- Teachers promotion
- Strong commitment to teaching practice
- Increase quality of life of teachers
- Career path established



Conclusion

- Educational development is what Nigeria craves for, but the achievement of this laudable task lies in teachers' education.
- The success of *all Teacher Policies* depends on successful implementation by all actors to achieve the policy objectives
- TRCN is a key player.



THANK YOU



Date

UNESCO International Institute for Capacity Building in Africa (IICBA)

Rwanda Basic Education Board (REB)



Credit: Kigali Today (November 15, 2012)

Teacher Development through Digital Skills and Open Learning Opportunities in Africa

Accelerating teacher capacity development, inclusive and equitable quality education for SDG4 Achievement: Lesson learned from the 'Programme de Candidat Libre' (External Candidate Programme)

Dr Bernard Nkuyubwatsi, UNESCO-IICBA

Mr Léon N. Mugenzi, REB

Dr Christine Niyizamwiyitira, REB

The Education challenge in African (CESA 16-25)

Competitive advantage: Africa is the world's youngest continent

- Access to education remains low:
 - Pre-primary (20%)
 - Primary education (79%, according to GMR, 2015)
 - Secondary (50%; according to GMR, 2015)
 - Tertiary: below 10% in SSA (World Bank, 2019)

Competitive disadvantage: most potentials are wasted and lost

Overview of the *programme de Candidat libre*

Mr Léon N. Mugenzi

Head of Teacher Development and Management

REB

Email: lmugenzi@reb.rw

Background

A programme that allows non-formal learners to enrol and sit for national examinations under the same conditions, and for the same award as formal students.

- **Start:** 1998
- **Funding:** self-funded through examination service fee paid by non-formal learners (a fraction of tuition fee paid by formal students)

Management

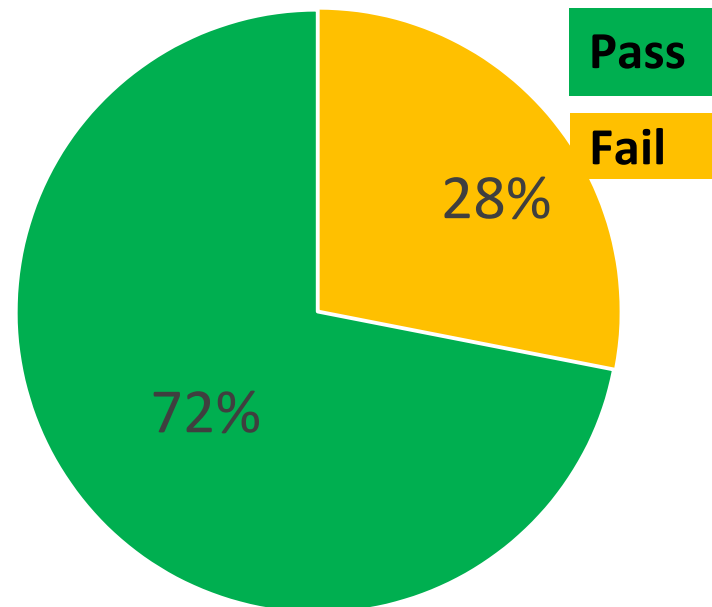
- Rwanda National Examination Council (RNEC): **1998-2011**
- Rwanda Education Board (REB): **2011-2020**
- National Examination and School Inspection Authority (NESIA): **2020 to present**

Programme data (NESA, 2021)

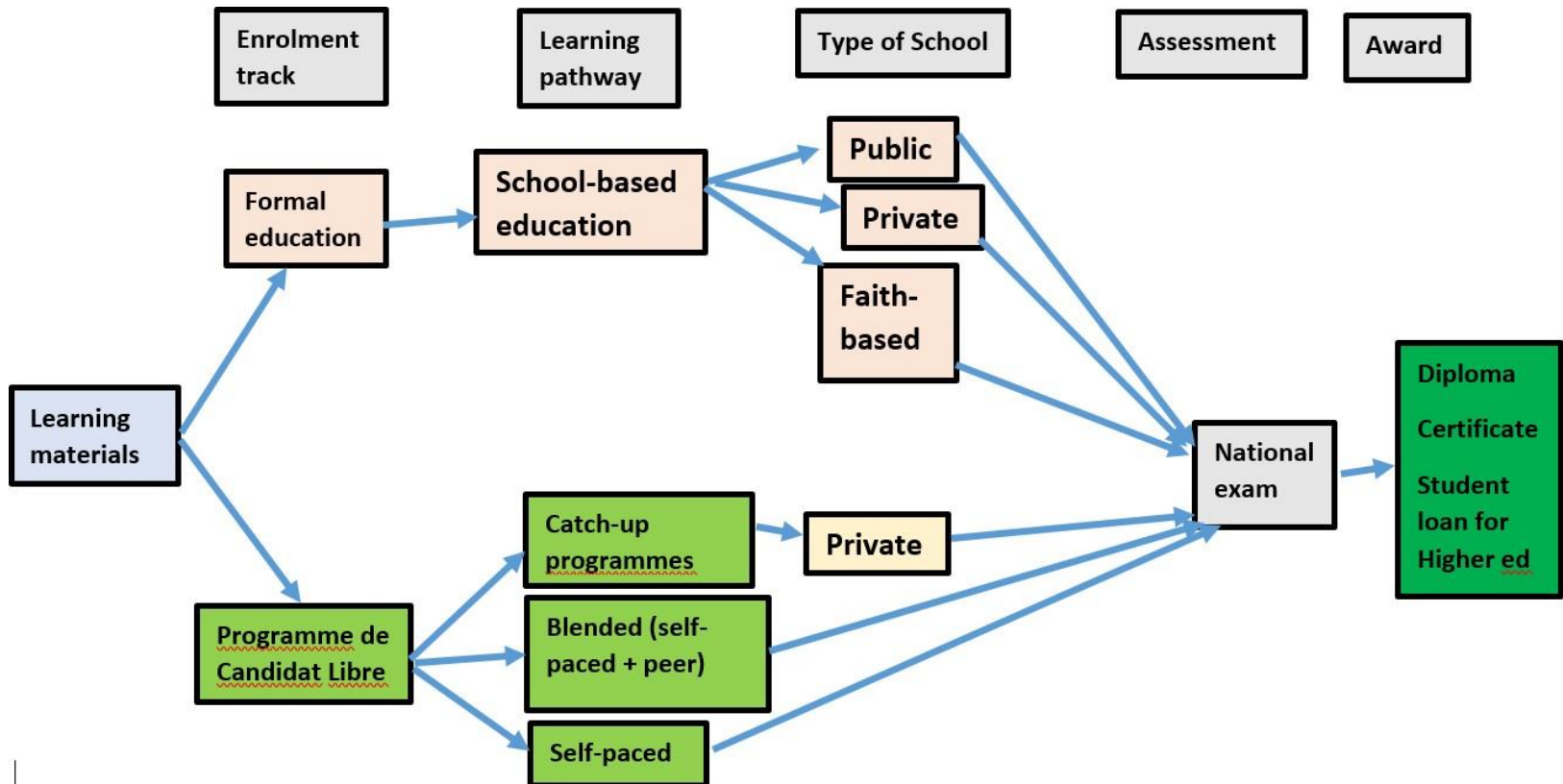
Data available: 2002-2020

Programme Contribution: **24,981 teachers**
with required qualified to teach at primary level

Category	N
Enrolment	34,733
Pass	24,981
Fail	9752



New learning pathways



Teachers led in:

- **Question bank development**
- **Examination invigilation**
- **Examination paper marking/grading**

Sustainability and value

Dr Bernard Nkuyubwatsi
Project Officer, UNESCO-IICBA
Email: b.nkuyubwatsi@unesco.org

Universal paradoxical challenge

- All individual and societies/governments share the same challenge: **Scarcity**



- Because of this scarcity, choices have to be made, i.e. sacrifice of alternatives has to be made: **opportunity cost**
- For any investment of time or resources to occur:

Benefit > Opportunity cost

Investment for sustainable education delivery

What is invested for sustainable education delivery?

- **Tangible assets**

- Capital (financial resources, ...)
- Learning technologies (e.g. text books, computers, etc.)

Limited, rivalrous and depletable: hence social economic exclusion

- **Intangible assets**

- Strong political will to develop enabling policies
- Willingness and determination to learn (including via non-formal learning pathways)

Non-rivalrous, replenish as utilised: hence socioeconomic inclusion

Sustainable combination of resources

Tangible assets + Intangible assets

Rivalry in education access diminishes or disappear

- ***Resulting education services***

Diverse learning pathways (face-to-face, online, open, self-paced, hybrid/blended, etc.).

- ***Enablers***

- Policies that enable related practices to emerge and flourish;
- Open/non-formal learning assessment and credentialing, etc.

- ***To whom are those services provided?***

Anyone who is willing to learn regardless of their socioeconomic status

Socioeconomic inclusion and equity increase

Value for teachers' and non-formal learners

- Why did some teachers across generations (20's -50's) travel from district to district to borrow notes and engage in non-formal learning?
- Why did they invest their scarce time in learning and pay from their limited income to enrol and sit for national exams?

Benefit

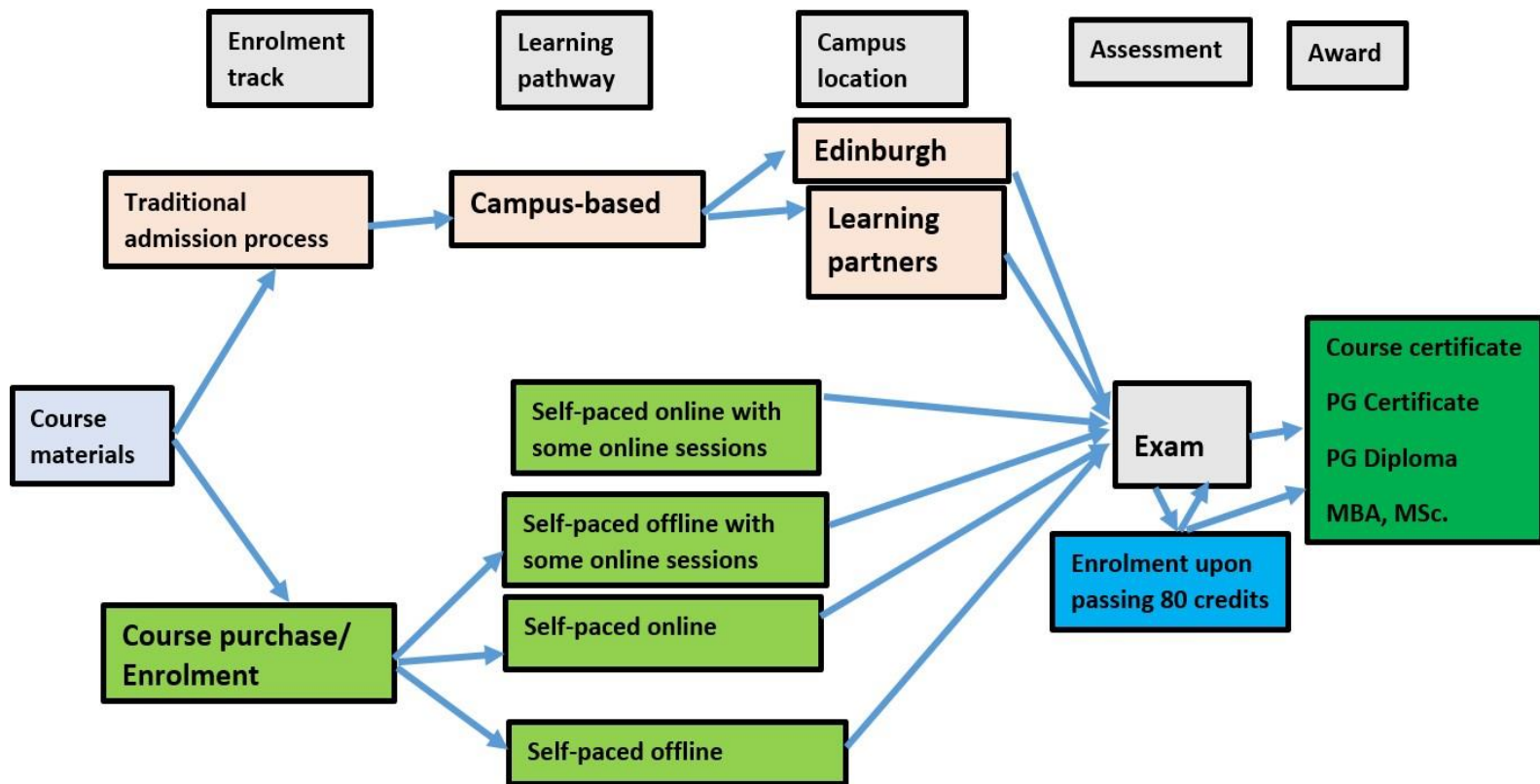
- Higher qualification
- Salary increase
- Job stability
- Career advancement
- Student loan for HE

> Opportunity cost

>

- Rest in free time
- Visiting relatives
- Socialising with friend
- Time with family
- Wedding ceremonies

Case: Edinburgh Business School



Opportunity: CESA 16-25

CESA 16-25: developed to provide each education stakeholder the opportunity to make his best contribution to education and training in Africa

- Mobilise financial, human and technical resources with **emphasis on domestic resources;**
- **Ensure free access to textbook and teaching tools**
- **Make education accessible to all students/learners regardless of their circumstances**
- Set up national and regional qualification frameworks to facilitate the **creation of multiple learning pathways**

African Union. (2016). Continental Education Strategy for Africa 2016-2025. Retrieved November 29, 2021, from https://au.int/sites/default/files/documents/29958-doc-cesa_-_english-v9.pdf

World Bank. (2019). School enrolment, tertiary (%gross)-Sub-saharan Africa. Retrieved November 29, 2021, from <https://data.worldbank.org/indicator/SE.TER.ENRR?locations=ZG>

Thank you!

Dr Bernard Nkuyubwatsi, Project Officer, UNESCO-IICBA

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Breakout sessions 1 – Teaching and Learning

Session 1.2 – The Value of Play Based Learning for Education Recovery (UNICEF and the ECCE Thematic Group)

A growing body of evidence shows the effectiveness of learning through play for child development, learning and well-being. In this session, organizations that have developed play-based learning programmes will explore key common themes in implementation in the pandemic context, and consider system-level approaches to integrating learning through play.



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Republic of Rwanda
Ministry of Education



13th
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The value of play-based learning for education recovery

Thursday, 2nd December 13.30 - 15.00

Register: bit.ly/3n kBDHq

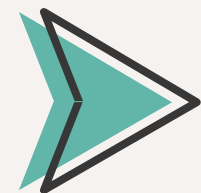
Instructions



Please mute your microphone if you are not speaking. However, please do put on your video and microphone when you are given the floor.



Interpretation in English and French is available so please chose your channel using the “Globe” icon at the bottom of your screen.



Please use the chat function to add additional comments or to ask for the floor. Please also use the “Raise Hand” function, or raise your hand physically if you are in the room, to request to take the floor.



Please speak slowly to allow the interpreters to correctly translate your intervention.

Panelists



Emmanuel Murenzi
IEE



Clement Kabiligi
Imbuto Foundation



Lieve Leroy
VVOB

Teachers



Eric Ndayishimiye



Elizabeth Ruhumuriza

Moderators



Hugh Delaney
UNICEF



Sarah Challoner
VSO



Rokhaya Diawara
UNESCO



Ruth Mbabazi
VSO



David Rugaaju
Right to play

Themes

01

The importance of the teacher's interaction with parents on play-based learning approaches, in particular during this period of COVID 19.

02

How play-based approaches are important in developing a welcoming environment for children, which can contribute to their wellbeing and re-integration back to school following school closures.

03

How the use of technology, including play-based learning Apps have played a role in creating demand and interest among students for learning and remedial education classes.

04

Policy/system-level processes including teacher development systems and curriculum development/alignment to support play-based learning.

Theme 1

The importance of the teacher's interaction with parents on play-based learning approaches, in particular during this period of COVID 19.

Theme 2

How play-based approaches are important in developing a welcoming environment for children, which can contribute to their wellbeing and re-integration back to school following school closures.

Theme 3

How the use of technology, including play-based learning Apps have played a role in creating demand and interest among students for learning and remedial education classes.



Theme 4

Policy/system-level processes including teacher development systems and curriculum development/alignment to support play-based learning.

Thank you for your Participation

Contact Us

- Emmanuel Murenzi – IEE- ieerwanda.directorate.org@gmail.com
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Plenary Panel 2: Innovations in Teacher Education

A Panel discussion reflecting on the current state of innovation in teacher education, lessons learned from past experiences, and how innovation in teacher education can be encouraged and supported.

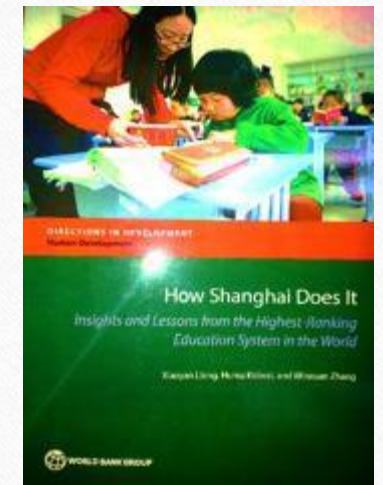
TPD Innovations in Shanghai

ZHANG Minoxuan

*UNESCO Teacher Education Centre
RIICE, Shanghai Normal University*

I. A Shanghai Snapshot

- Shanghai is the largest city/province in China with a population of 24 million of people (+ 3 million floating people).
- Education is crucial both for growth & happiness of every residents and for development & flourishing of the whole metropolis.
- There are 1.55 million primary and secondary students, and 0.58 million kindergarten children in Shanghai, while 126,000 full-time school teachers and 41,400 kindergarten teachers with 30,000 assistants.
- Since 2009, Shanghai students were always at the top 1st in PISA (reading, mathematics and science)
- Shanghai teachers kept very high performance in TALIS by OECD & SABER (Systematic Approach for Bettering Education Result) by World Bank.



I. A Shanghai Snapshot

□ Delegations from the World to visit Shanghai Basic Education



British Minister



USA Minister



Prime Minister of Aus.



Prime Minister of Malaysia



II. A Triangle System for TPD

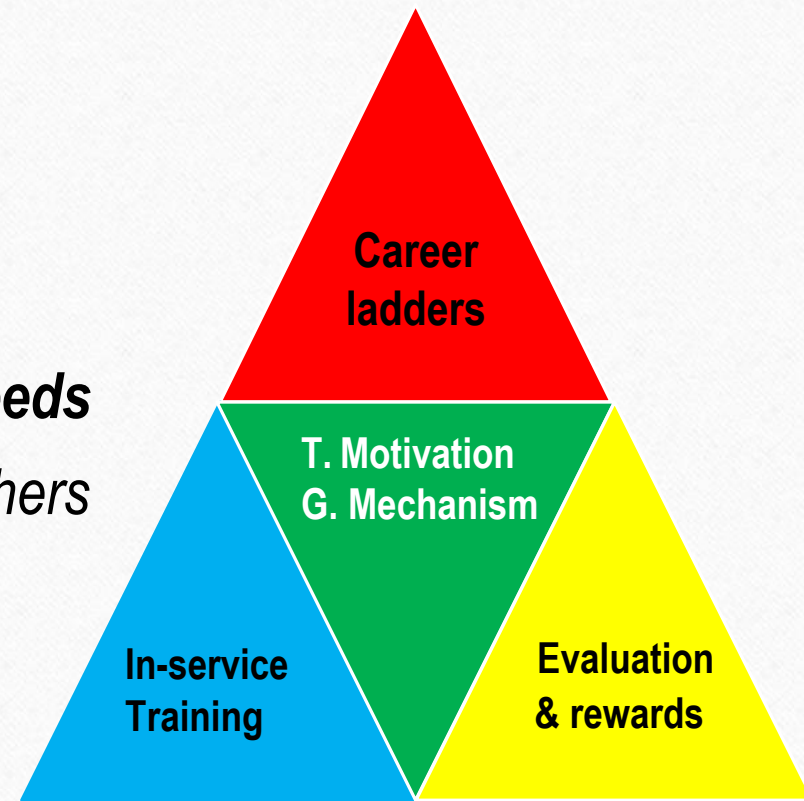
□ Teacher Professional Development Innovation System in Shanghai:

□ A triangle interrelated system with

- 1) *teachers' career development ladders,*
- 2) *performance evaluation & rewards and,*
- 3) *in-service training.*

□ The system is **suitable to teachers' personal needs**

□ **Designed carefully** by the government with teachers union and other stakeholders



III. Innovations in TPD Ladders

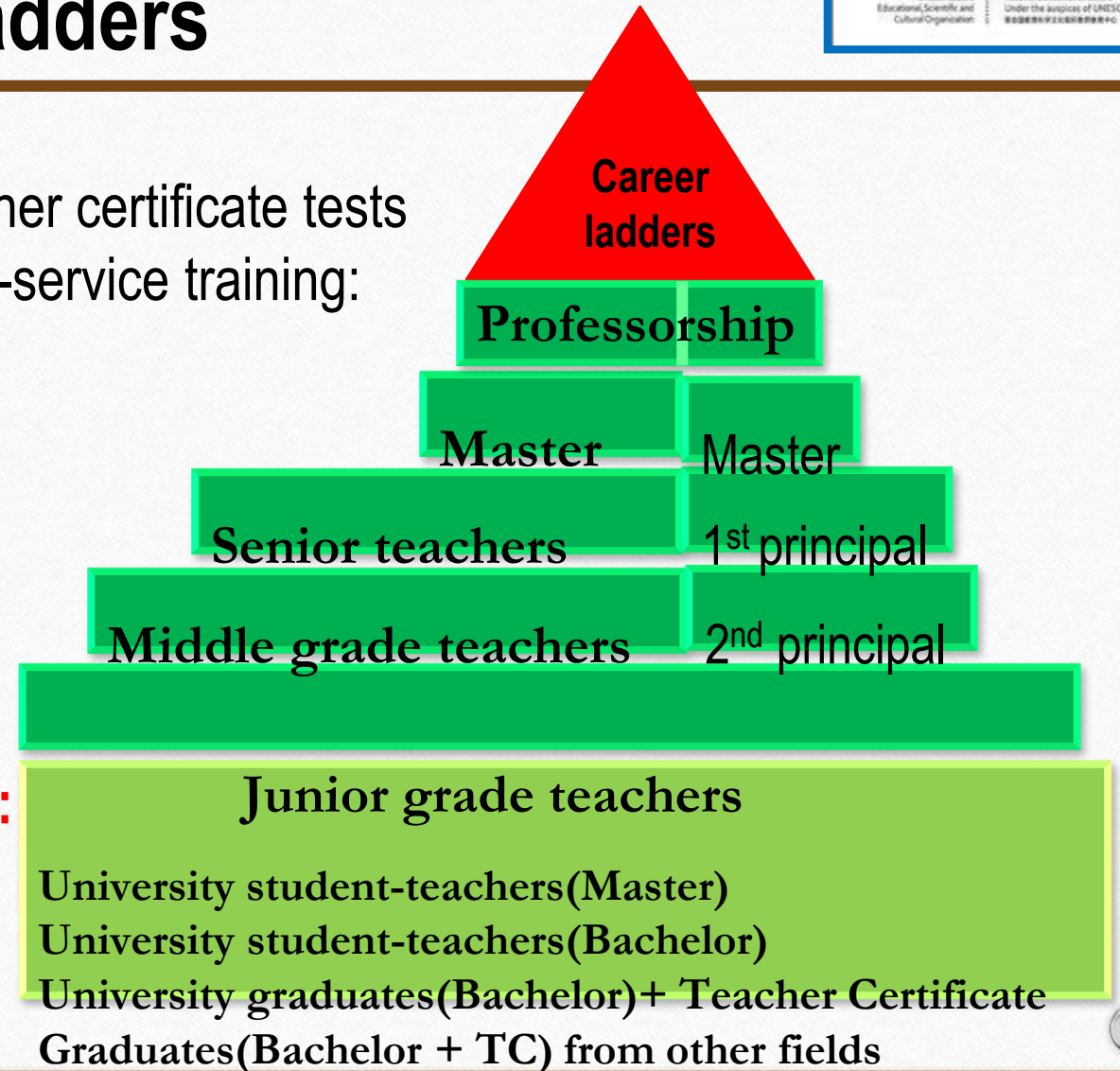
□ Teachers professional ladders

- After student-teachers passed the teacher certificate tests and accomplished the induction year in-service training:

- 1) Junior grade teachers (1--3 years)
- 2) Middle grade teachers (3—10 years)
- 3) Senior grade teachers (8—30 years)
- 4) Mastery Teachers (Special award)
- 5) **Professorship grade teachers**

- **A special ladder for school principals:**

- 1) Second-grade school principal
- 2) First-grade school principal
- 3) Mastery School Principal
- 4) **Professorship grade school principal**



IV. Innovations in Performance Evaluation

□ Performance Appraisal

- 1) Registration evaluation (new teacher & 5 every years)
- 2) Term and annual review (for every teacher)
- 3) Promotion appraisal (for every teacher at every time)
- 4) **Collective evaluation (for TRGs, Schools, etc.)**

□ Various contests and awards:

Levels: at school level, local, municipal, national **Units :** individual, teacher group, school and local bureau **Aspects:** for young, middle and senior teachers in teaching, project-based lesson design, homework design, ICT skills,

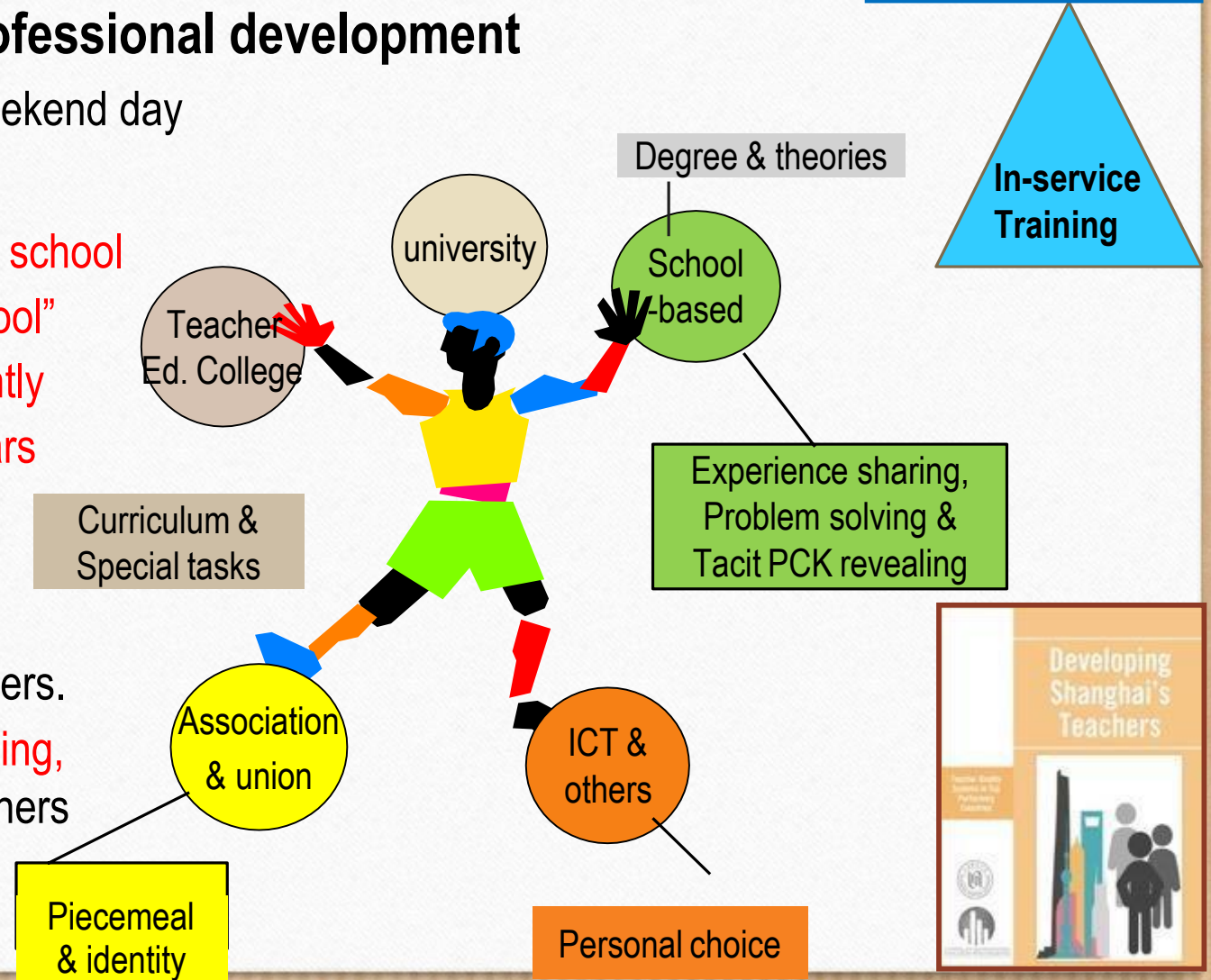


Evaluation
& rewards

V. Innovations in In-service Training & TPD

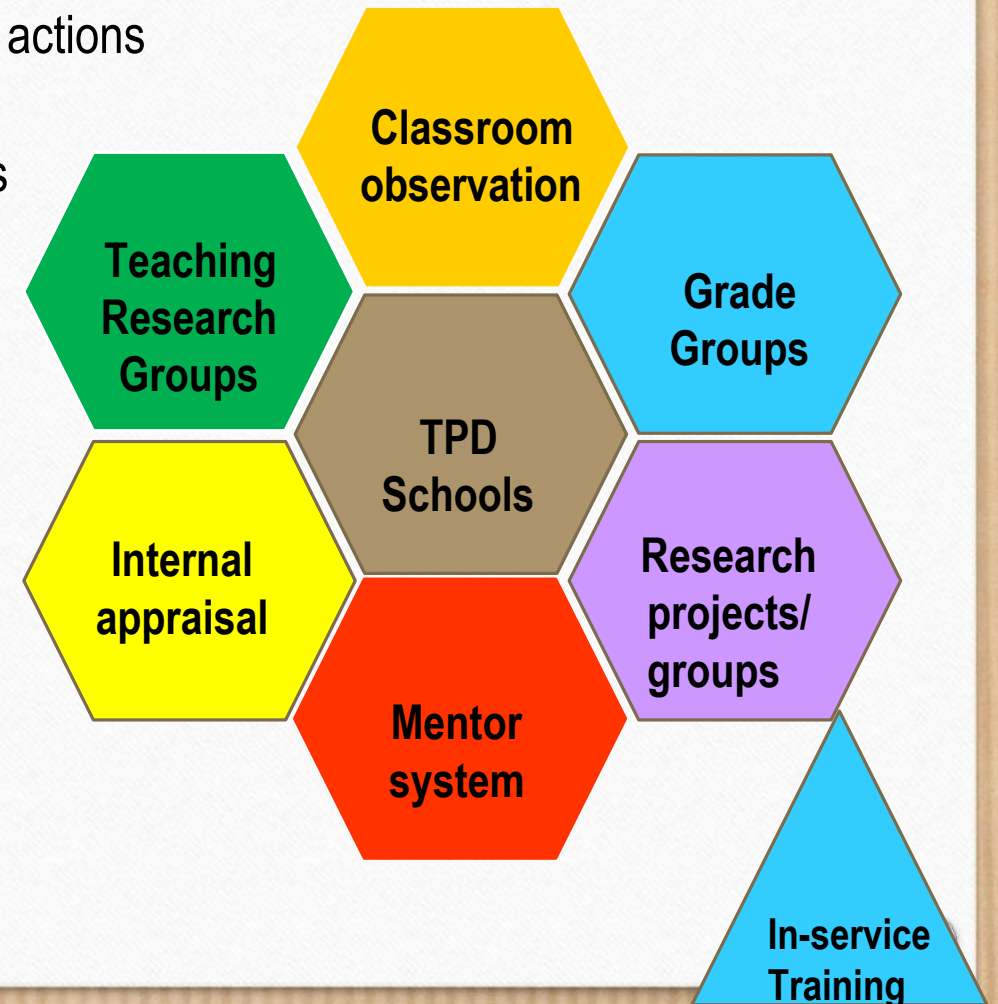
□ In-service training and teacher professional development

- Time arrangement: **half working day** + 1 weekend day
- Time for school based: 2-3 hours a week
- Financial support: 1) **School-based paid by school**
2) **High degree fees: “pay first, return by school”**
3) **Most programs paid by government or jointly**
- Requirement: **at least 540 hours for five years**
- Requirement for **Mastery teachers**: Join in in-service training while provide guidance and training programs for other teachers, as mentors or experts, and program developers.
- From “arranged training” to “self-driven **learning, researching & developing**” materials by teachers



V. Innovations in School-based Training & TPD

- 1) **Mentor system for younger teachers**
To help teachers master teaching and improving educational actions
- 2) **Teaching research groups (subject based)**
To sharing experience for subject instruction among teachers
- 3) **Grade groups (form and grade based)**
To solve problems for similar aged students among teachers
- 4) **Classroom observation -- Lesson study -- Video study**
To improving teaching by mutual learning
- 5) **Teachers' research project and research groups**
To do some study/research projects beyond routine work
- 6) **Internal appraisal (in TRGs, GGs & schools)**
To find advantages and self-evaluation among colleagues
- 7) **Teacher Professional Development Schools (over 250)**
To help teachers in or nearby schools for their development





上海师范大学
SHANGHAI NORMAL UNIVERSITY

教育大计 教师为本

Better Teacher Better Education

Thank you !

mxzhang@shnu.edu.cn

The Question

How does teacher education curriculum, forms of learning and learning environments need to be rethought to enable teachers to continuously develop the competencies needed to adapt to changing contexts and student needs?



Focus on inquiry to
prepare teachers for
lifelong professional
learning



Strong inquiry skills allow teachers to study their own classrooms and create inclusive and equitable practices in the classroom



Number and Type of Reform

Reforms by framework

Region	Country	# of Policies (P)*	# of Codes (C)*						
			Recruit & Educate		Hire & Distribute		Support & Retain		
			Recruit	TE & Certf.	Hire	Distrb.	Work Cond.	PD	Eval & Career
Nordic Europe	Denmark	8	3	7	1	0	0	1	0
	Finland	2	0	0	0	0	0	2	0
	Norway	9	1	5	3	0	1	4	0
	Sweden	12	0	5	2	1	4	6	2
	Subtotal	31	4	17	6	1	5	13	2
East Asia	Japan	9	0	1	0	0	6	2	3
	Korea	9	0	2	1	0	6	5	3
	Singapore	4	0	1	0	0	1	1	3
	Taiwan	3	0	1	0	0	1	2	1
	Subtotal	25	0	5	1	0	14	10	10
Total		56	4	22	7	1	19	23	12

Notes:

0%

0-20%

20-40%

> 40%

The ratio of 'the number of each code' to 'the number of policies:' (C)/(P)*

(C)* One policy might be coded in more than one theme



Teacher Education Policy Must Be Coherent

- Nations typically pick teacher education when they want to improve the national teaching force.
- Rarely do they consider how this effects other aspects of a comprehensive policy.
- Often there are problems with entrenched institutional arrangements.
- Integration with teacher professional development policy is key



Comprehensive Policy



Source: <https://www.amazon.com/Improving-Teacher-Quality-Teaching-Context/dp/0807749885>



Inquiry Reforms

Lesson Study (<https://www.walsnet.org/>)

iSTEP/PED

(<https://ed.stanford.edu/step/istep>)

<https://pedbr.org/>



PED Brasil

Programa de Especialização Docente

<https://pedbr.org/>

- 194 faculty members in 15 higher education institutions
- Curriculum consists of eight sequential modules/courses that include 12 lessons each (including PCK).
- Uses *mentors*, who alongside university-based faculty, support each teacher's *in their own classrooms*
- Professional learning experiences discussions based on real examples of student work.



Students as True Object of Teacher Professional Learning

- Curriculum focuses on social conditions of classroom (<https://pedbr.org/curriculo/>)
- Each teacher is asked to choose a student that she would like to know more about.
- The teacher interviews the student family and looks at details of student relationships in the classroom.
- the teacher improves her capacity to understand the student holistically.





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Session 2.1 – Innovative practices in teacher preparation for inclusive classrooms (VSO, ICET & GEM Report team)

Teacher education in inclusion is at present under-implemented – but demand for it is high and many professional development initiatives to address diversity come from teachers themselves. This session highlights teacher-led innovations during COVID-19 to help build inclusive education systems, and shows how peer learning and networks can bridge the gap between initial teacher training and classroom realities.

Inquiry: Preparing for Lifelong Professional Learning

**Innovation in Teacher Policy and Practice for Educational Recovery
Kigali, Rwanda**

**Gerald K. LeTendre
Harry Lawrence Batschelet II Chair of Educational Administration**

letendre@psu.edu



**Jean-Claude
Sabato, Special
Needs Education
Coordinator and
VSO volunteer**



Role of Special Needs Education Coordinators (SNECOs) in promoting Inclusion and equity in teaching practices?



- Inclusive teaching practice: effective inclusion of all children in lessons
- Equitable teaching practice: adapted and additional support for children who need the most support, including those with disabilities

- SNECOs' strategic capacity-building of teachers for inclusive and equitable teaching practices:
 - Implementing policy by building capacity of Inclusive Education Focal Teachers
 - Inclusive Education Focal Teachers build capacity of colleague teachers at school level
 - Focus on support on schools with head teachers who support colleague school leaders to spread good practice

- Importance of developing confidence of teachers and being responsive to them

Changes in teachers' capacity in adapting teaching practices since the provision of the SNECO role? What can be scaled up?



- Increasing children's readiness to learn; feeling included, valued, safe
- Teaching methods for inclusive practice – eg use of teaching and learning materials, and differentiation
- Identification, assessment and support for children with learning difficulties for equitable practice
- Supporting educational recovery: getting children back to school and government remedial learning programmes

To Scale-up:

- Embed SNECOs fully in educational system
- Scale-up selection and training of Inclusive Education Focal Teachers by SNECOs
- Use knowledge and practices of current Inclusive Education Focal Teachers and their head teachers to support scale-up



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Session 2.2 - Innovative Leadership for Teaching and Learning Continuity (Mastercard Foundation)

Organized by the Mastercard Foundation in partnership with VVOB, IEE Rwanda and Eneza Education, this session will focus on how each partner weathered the COVID-19 pandemic and share best practices on ensuring teaching and learning continuity through distributed and agile leadership as well as leveraging low-cost technology.

Session Title: Innovative Leadership for Teaching and Learning Continuity

December 3, 2021



Our speakers:



Father Joseph Ukundayezu
Head Teacher
Groupe Scolaire Bruno Gihundwe



Mrs. Betty Kabera
Deputy Country Director
IEE Rwanda



Justine Manishimwe
A-Level STEM Teacher
Maranyundo Girls School



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Session 2.3 - Digital Teaching Innovations and the Teaching Profession (ENABEL, ILO & GIZ)

During the COVID-19 pandemic, the Teacher Training Education project co-created an Open Distance e-Learning strategy, the Sandbox, which introduced new technologies into National Teachers' Colleges in Uganda to ensure learning continuity. This session will discuss the achievements and future of the programme, as well as teachers' role in preparing learners for a digitally-enhanced society.



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DIGITAL TEACHING INNOVATIONS AND THE TEACHING PROFESSION

Enabel 



vyob
education for development

3rd December 2021

9:30 -11:00am

Register: bit.ly/3nk8DHq



giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

2-3 December 2021 | Kigali, Rwanda, and on-line | bit.ly/2ZqPZVI | @TeachersFor2030 | #2021TeachersForum

DIGITAL TEACHING INNOVATIONS & THE TEACHING PROFESSION



Margaret Mbabazi

Intervention Officer Pedagogy
Enabel




Welcome to our virtual meeting room

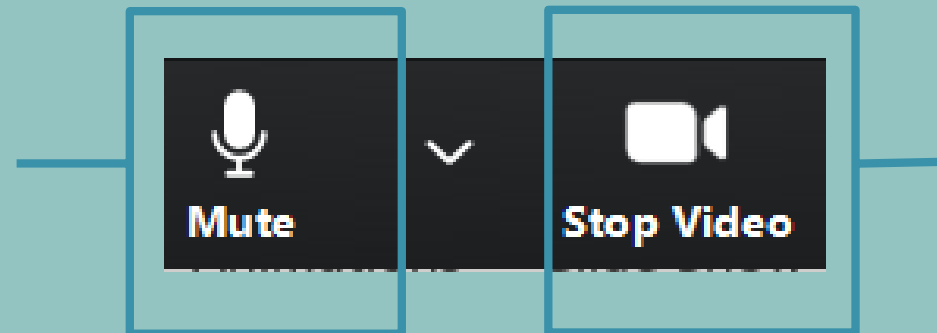
Reminders



ZOOM

- Mute your microphone unless you are presenting 
- Rename your device such that it reads your name (*participants > more > rename*)

Unmute/mute your
microphone



Turn on/off your camera



Open the chat box by clicking on the chat box icon

DIGITAL AGENDA & COVID-19 RESPONSE PLAN



Dr Jane Egau

Director Higher Education
Ministry of Education and Sports
Uganda



THE TTE SANDBOX

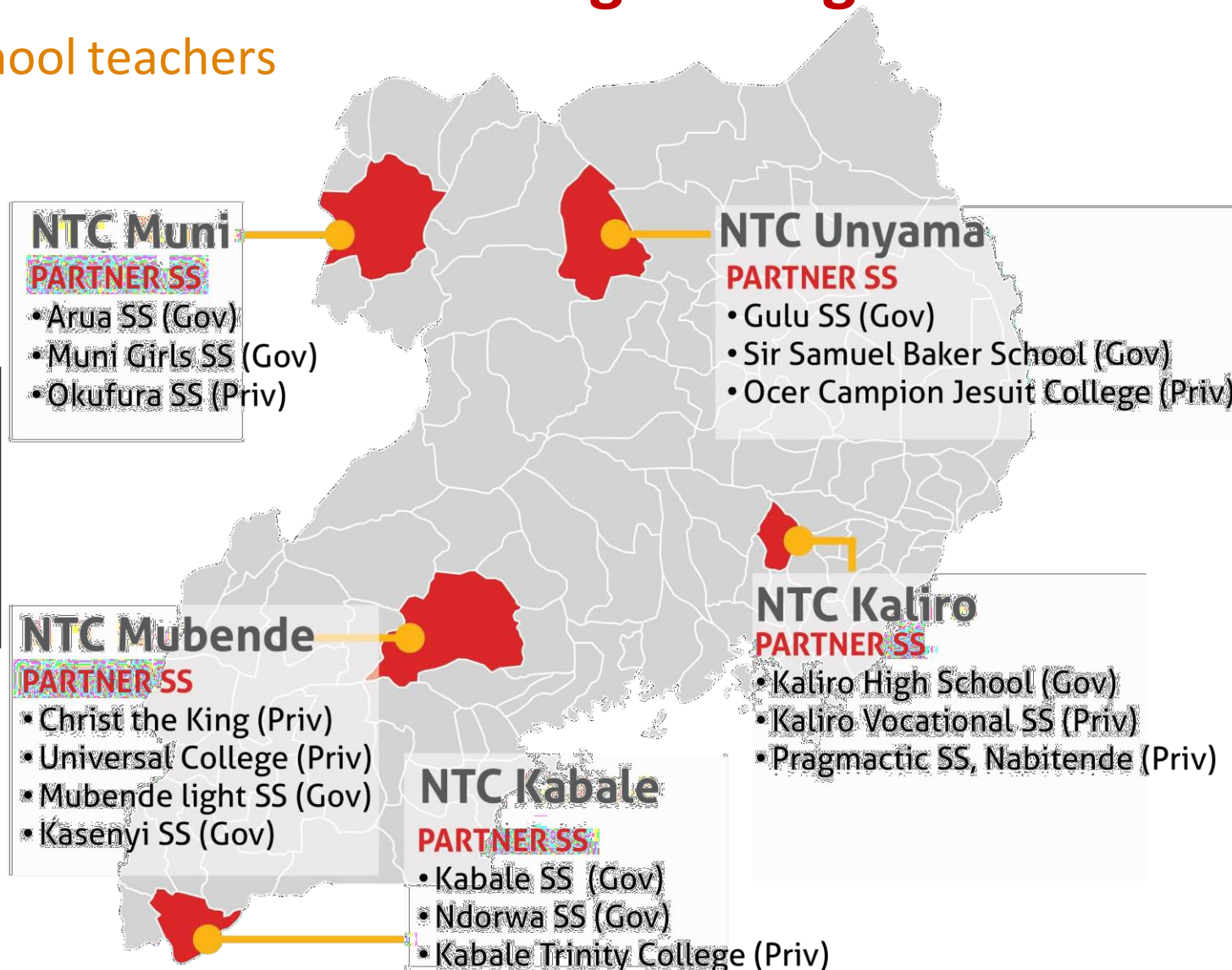
OUR IMPACTFUL DISTANCE LEARNING STRATEGY



TTE Project - National Teacher's Colleges in Uganda

| Training secondary school teachers

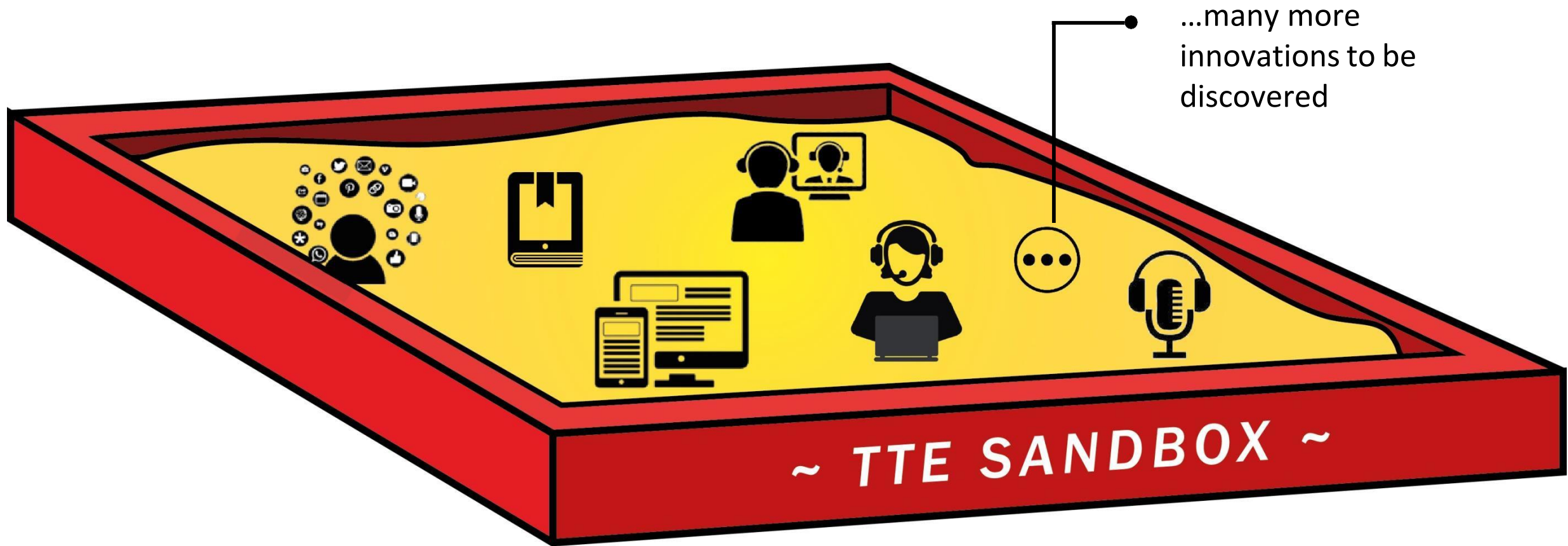
Teacher Training Education project is implemented in the 5 NTCs and in 16 Partner Secondary Schools



Strategy for distance learning - TTE Sandbox

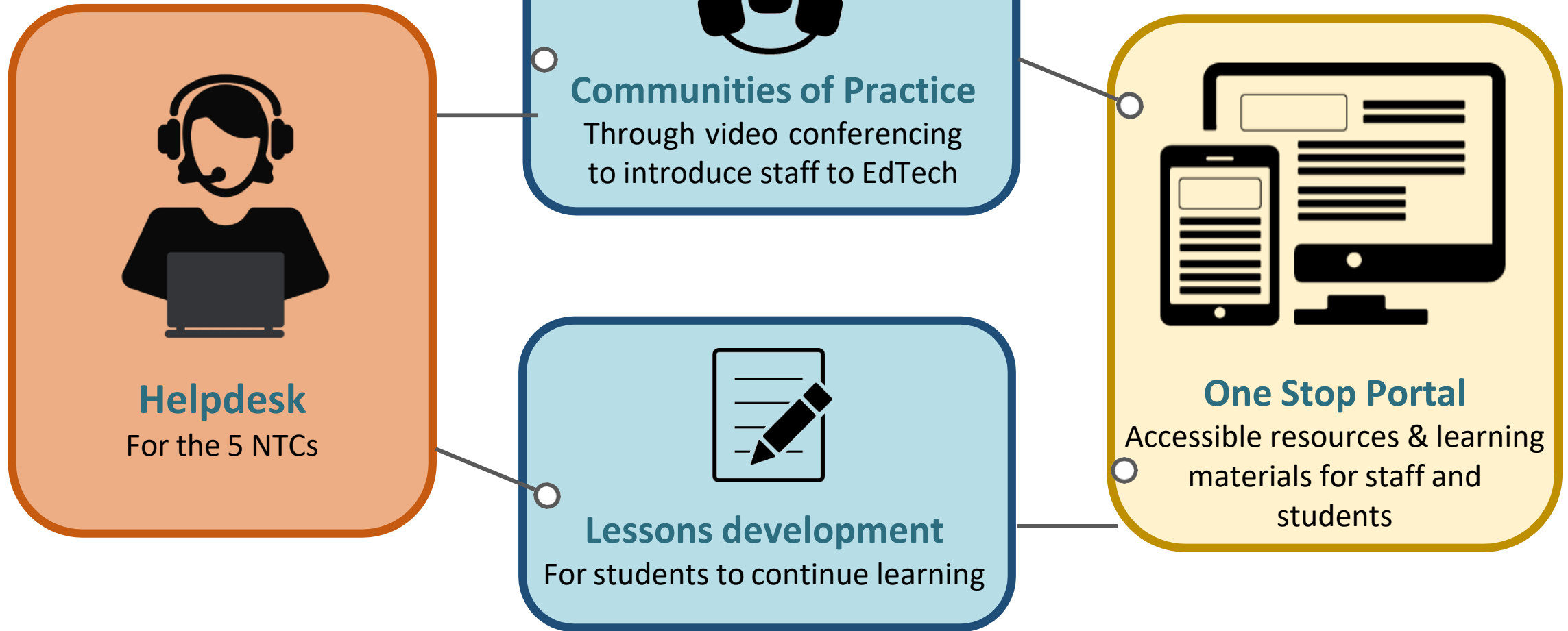
A buffet approach

With the **TTE Sandbox**, we aim to improve 21st century skills of lecturers and ensure the continuity of learning by introducing different **EdTech** (Education Technologies) in Teacher Colleges



KEY SANDCASTLES OF THE TTE SANDBOX

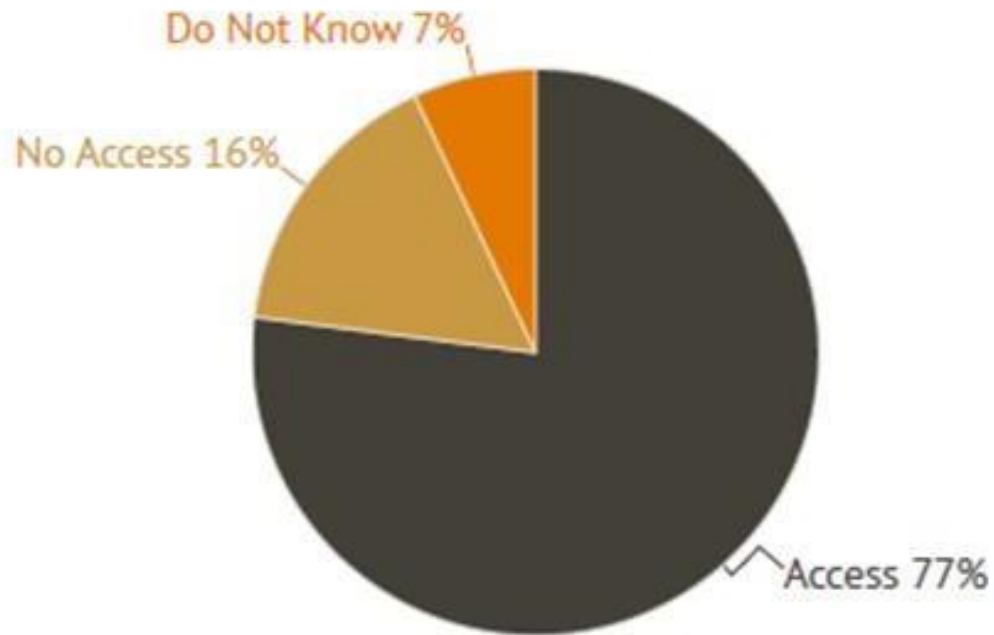
To ensure the continuity of learning in the NTCs



IMPACT OF THE TTE SANDBOX



LECTURERS' ACCESS OF THE ONE-STOP PORTAL



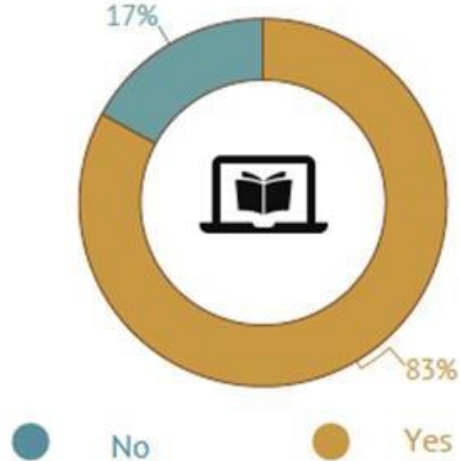
77% of the lecturers accessed the One-Stop portal.

IMPACT OF THE TTE SANDBOX



LECTURERS' PARTICIPATION

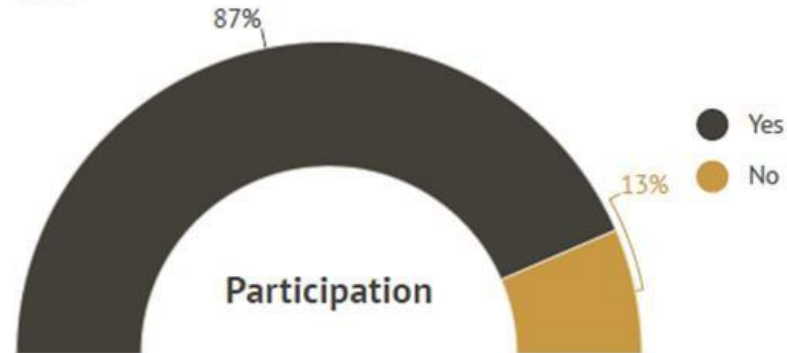
83% of the lecturers took part in e-learning.



Participation in distance learning was found to be higher among female lecturers (**86%**) than male lecturers (**81%**).



PARTICIPATION IN COMMUNITIES OF PRACTICE



Communities of Practice (CoP) sessions are conducted as virtual training sessions among lecturers on the use of ICT for teaching and learning.

87% of the lecturers participated in the Communities of Practice.

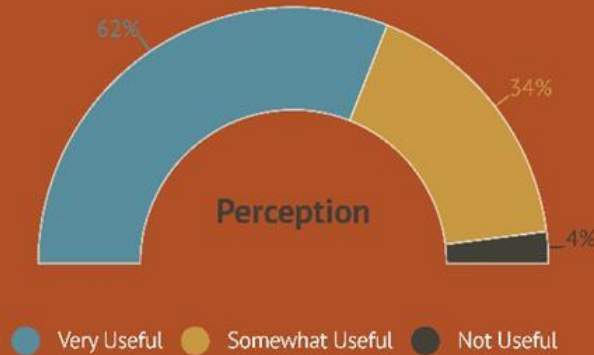
IMPACT OF THE TTE SANDBOX

STUDENTS' PERCEPTION OF THE ONE-STOP PORTAL

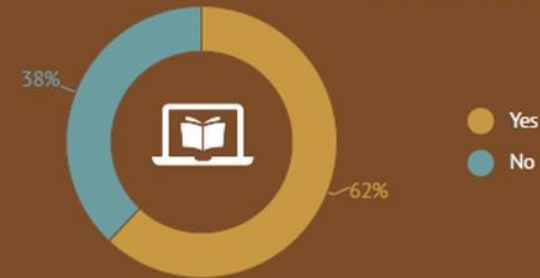
Those that have access to the One-Stop portal find it very useful.

Students find the one-stop portal useful in:

- Accessing learning materials.
- Downloading learning material for revision.
- Learning during the pandemic.
- Obtaining information about the pandemic.



STUDENTS' PARTICIPATION IN DISTANCE LEARNING DURING NTC CLOSING



62% of the students participated in distance learning while 38% did not.



Participation in distance learning was found to be higher among female students (65%) than male students (60%).

62%

Found the One-Stop portal very useful

62%

Of students participated in distance learning

THE TTE SANDBOX

A phased approach to Open, Distance and e-Learning (ODeL)

FAST TRACK

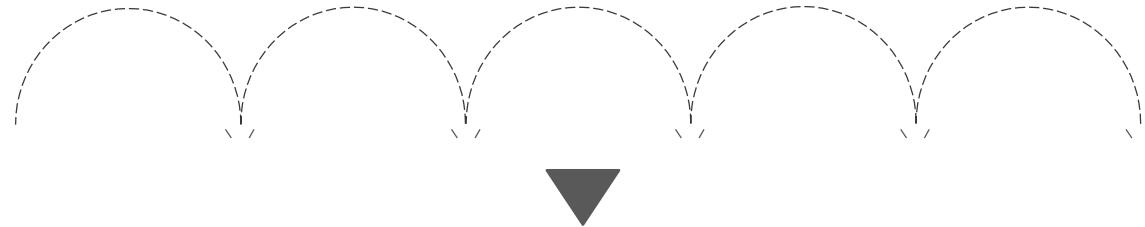


To ensure the
continuity of learning
in NTCs

LONG TERM



To develop
E - learning content
for the NTCs

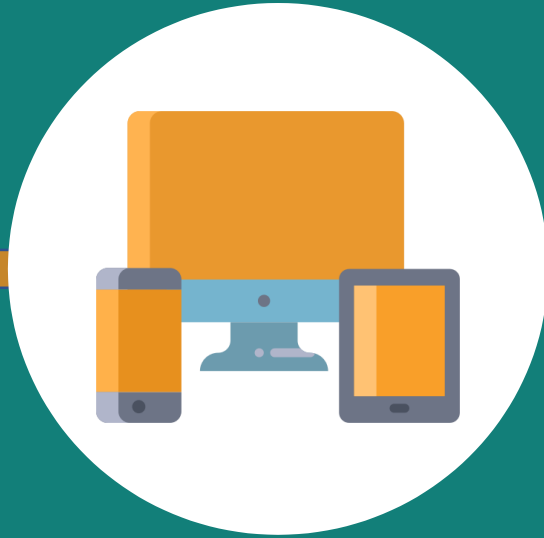


Evaluation

THE NEXT STEPS



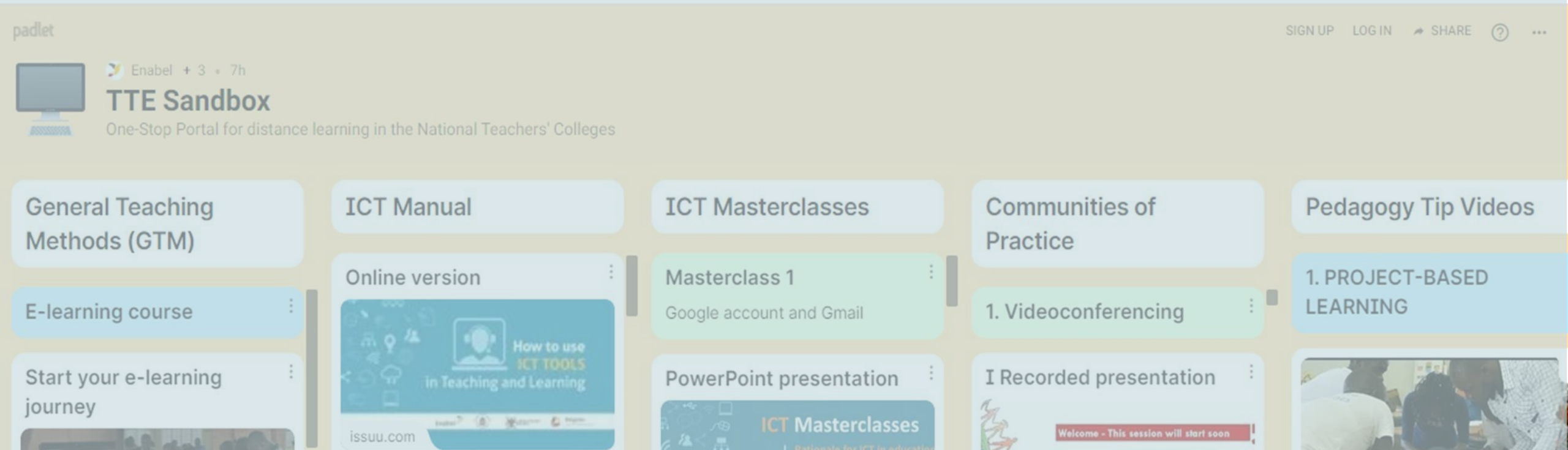
MOODLE



LEASING SCHEME



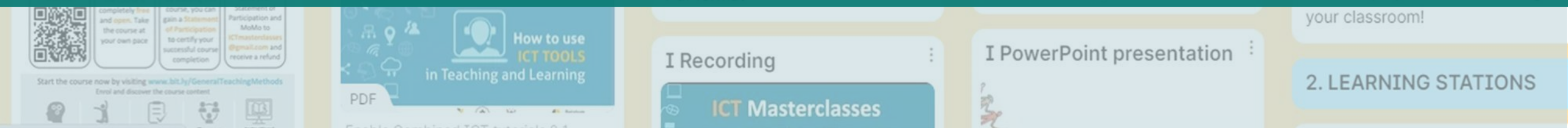
DIGITAL HUB



A TEACHERS' PERSPECTIVE



Ahumuza Emmanuel Akiiki Lecturer National Teachers' College Kaliro



TOOLS USED IN THE TTE SANDBOX...

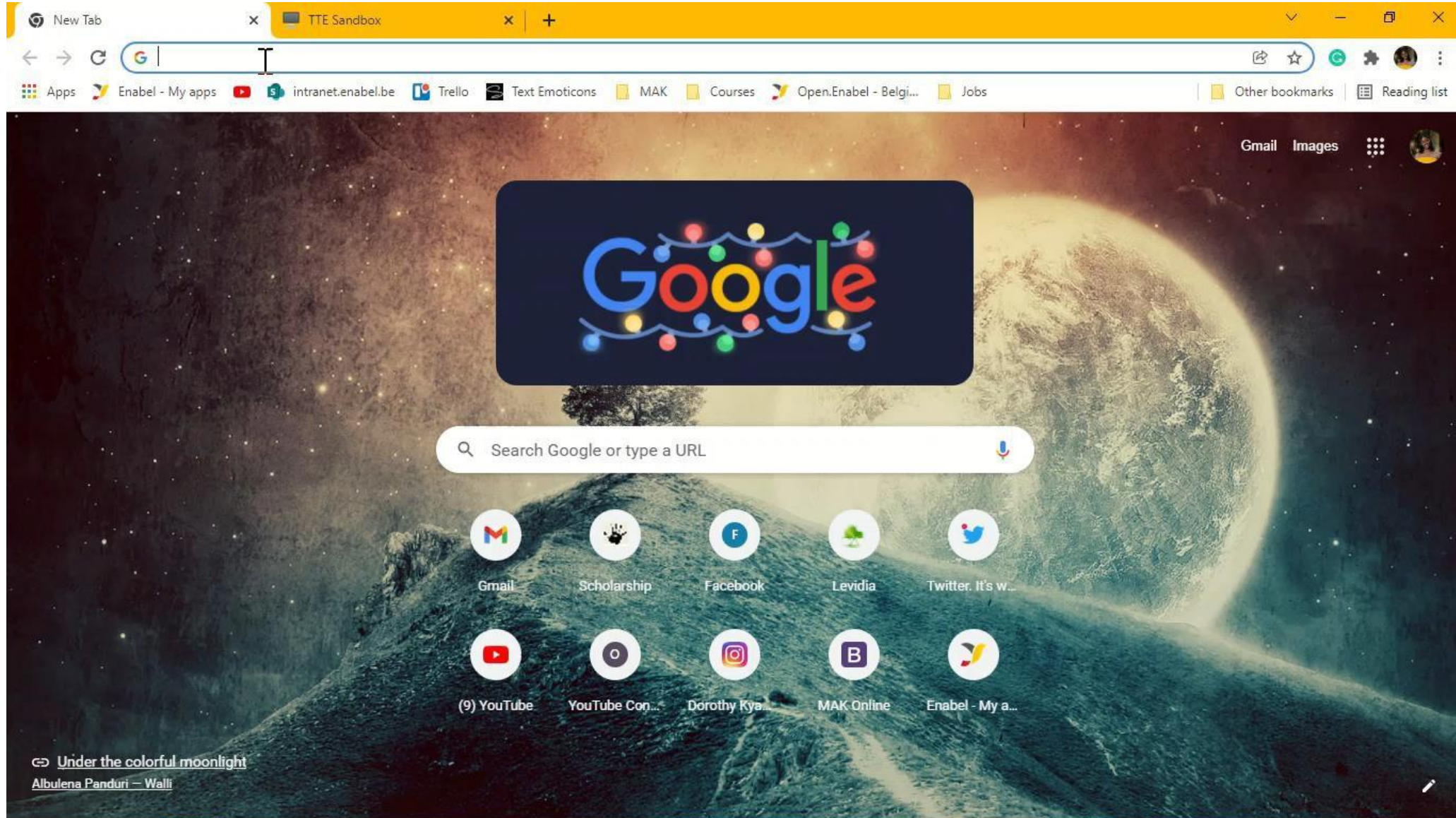


POWTOON



One Stop Portal

| General resources for distance learning



The image shows a Google search page with a custom background of a landscape under a large moon. The page features a search bar with the text "Search Google or type a URL" and a microphone icon. Below the search bar are two rows of shortcuts: Gmail, Scholarship, Facebook, Levidia, and Twitter. It's w...; (9) YouTube, YouTube Con..., Dorothy Kya..., MAK Online, and Enabel - My a... The top of the page shows a browser window with tabs for "New Tab" and "TTE Sandbox". The address bar contains "G |" and the page title is "New Tab". The browser's bookmark bar includes "Apps", "Enabel - My apps", "intranet.enabel.be", "Trello", "Text Emoticons", "MAK", "Courses", "Open.Enabel - Belgi...", "Jobs", "Other bookmarks", and "Reading list". The top right corner of the page shows "Gmail Images" and a user profile icon. At the bottom left, there is a music player for "Under the colorful moonlight" by Albulena Panduri - Walli.

THANK YOU

COMPREHENSIVE NATIONAL TEACHER POLICY FOR GHANA

3rd December, 2021

Presented by:

Professor Yaw A. Ankumah

Introduction

□ Background

- Norwegian Teachers Initiative (NTI) - Strengthening multi-partner Cooperation
- Ghana, one of four African countries benefitting
- Assigned Lead Partner was UNICEF (Ghana)
- Initially led by Ghana Commission for UNESCO
- Minister informed and consent and backing received
- UNICEF Ghana consulted and invited to play assigned leadership role
- National Teaching Council (NTC) identified, and through Minister's advice, to partner UNICEF to lead the process from the onset; served as centre
- Core team set to execute Project
- Country mapping for baseline situation on teachers in Ghana, as required in the project, identified gaps relating to teacher policies
- Need for a Comprehensive Teacher Policy in line with the ITTF Teacher Policy Guidelines became obvious

Main Task in NTI Project in Ghana

- ❑ Development of Comprehensive National Teacher Policy (CNTP)
 - Why CNTP? To provide *vision* and *direction* for the recruitment, training, engagement, development and welfare of teachers, among others, towards improved learning outcomes among students
 - Need for broader consultations and engagement of all key partners and stakeholders for task execution

- ❑ **Governance Structure in executing NTI Project**
 - Leadership/representatives of all identified key Stakeholder Groups brought together to constitute the Ghana Teacher Task Force (GTTF) [Teacher Unions, GES, UTAG, Development Partners, NGOs, etc.]
 - Steering Committee
 - Technical Committee



Core Values

Dignity

Integrity

Inspiration

Continuous Self Learning

Fairness

Respect

Inclusiveness

Excellence

Dimensions of CNTP

1

**Teacher Standards
and Professionalism**

2

**Teacher Education &
Continuous
Professional Devt.**

3

**Teacher Recruitment
and Retention**

4

Teacher Deployment

5

**Teacher Career
Structure and
Progression**

6

**Teacher Working
Conditions**

7

**Teacher Recognition
& Rewards System**

8

**Teacher
Accountability**

9

School Governance

10

Social Inclusion

11

Social Dialogue

Structure of Policy Presentation

1. Preamble

Background
to the
Issues

Problem
statement

Definition
of terms

2. The Policy Goal

3. The Policy Statements

Policy Statements on Social Inclusion

To
promote
a culture
of social
inclusion
for
teachers

1. There shall be a framework to prioritise inclusion concerns on matters relating to teachers in Ghana.
2. Teachers shall be abreast with the operational syllabus and national curricula content on diversity issues that are specifically designed for schools and for learners' well-being.
3. Teachers shall be supported to develop the requisite teaching methods, assessment processes, benchmarks and methods through designated CPDs and other institutional provisions to ensure equity in the provision of learning opportunities to include, where possible, gaining proficiencies in:
 - I. sign language
 - II. braille writing

Policy Statements on Social Inclusion *cont'd*

To
promote
a culture
of social
inclusion
for
teachers

4. There shall be national priority arrangements to empower gender, disability, and other minority and/or disadvantaged groups and to protect their rights.
5. There shall be minimum standards for school buildings, facilities and tools to present opportunities for promoting inclusion in line with national requirements.
6. Teachers shall be equipped with psycho-social skills to address the wellbeing and protection of learners

Policy Statements on Social Dialogue

To make teachers' voices relevant in all issues relating to education delivery

1. There shall be a national, regional and local social dialogue mechanisms for teachers and their representatives.
2. There shall be a framework for institutionalizing the process of inclusive social dialogue in policy formulation, development, implementation and evaluation.
3. There shall be an agreed grievance management mechanisms and processes for teachers.

Policy Statements on Social Dialogue *cont'd*

To make teachers' voices relevant in all issues relating to education delivery

4. There shall be a comprehensive periodic review of social dialogue mechanisms to assess their effectiveness and institute measures to improve them.
5. Teachers shall be consulted and involved in education reforms aimed at attracting children who were previously out of school.
6. Teachers and their representatives shall be consulted and involved in communication campaigns and social mobilization efforts to ensure that the most vulnerable and at risk of dropping out children are mobilized to enrol or re-enrol in schools.

Implementation

- Cabinet consent being sought through Minister of Education
- Aspects of the policy being implemented in existing practices
- Awareness creation for ownership, full scale implementation by teachers and stakeholders

☐ **Identified key players in implementation:**

- Ministry of Education and its Agencies
- Ministry of Finance
- National Teaching Council
- Teacher Unions
- Coalition of non-state actors
- Proprietors of Private Educational institutions
- Teachers
- Etc.

Lessons Learnt

- ❖ **Two major lessons:**
 - Collaboration counts a lot in dealing with teacher issues
 - Use of Social Dialogue facilitates collaboration



Thank You!!

Kitts and Nevis National Teachers Council - a starting point



- **Need to raise the bar with respect to requirements for entry into teaching - lack of accredited programme of initial preparation + minimum academic qualifications**
- **Review salaries and benefits aligned with high-prestige professions**
- **Introduce and support CPD aligned with advancement through career stages**
- **Target recruitment at men as well as teachers in science, maths and other shortage subjects**
- **Establish a policy of school-based teacher performance management to support CPD**
- **Establish a NTC to manage the teaching profession: quality assurance and accountability**

The NTC functions

- determination and implementation of the professional teaching standards and teacher career path
- establishment of a Register of Teachers, registration and licensing of teachers and school leaders
- accreditation of teacher education and continuing professional development programmes
- conduct of research and conferences to promote the teaching profession and advising the Minister of Education on ways to advance the teaching profession.

Kitts and Nevis National Teachers Council - regulatory powers



❑ SKN Government to enact an Act of Parliament to legalize teaching as a profession and establish the NTC as an independent professional regulatory organization for the teaching profession.

❑ The Act to empower the NTC to regulate the public and private education sector teaching/teachers, from pre-primary to secondary education level and inclusive of the teacher educators.

❑ Next step: operationalizing the NTC

- Determination, implementation, and periodic review of national teaching standards
- Determination, implementation, and periodic review of school leadership standards
- Implementation of the teacher career path
- Fix national minimum teaching qualification
- Categorisation of teachers
- Establishment and regular updating of the Teachers' Register
- Registration and licensing of teachers and school leaders
- Administration of teacher licensure tests
- Induction of registered teachers
- Investigation and prosecution of breach of the professional teaching standards and codes of conduct.
- Accreditation of pre-service teacher education programmes
- Regulation of teacher continuous professional development programmes
- Overall professionalization of the teaching force.

MALAWIAN EXPERIENCES ON THE USE OF TEACHER POLICY DEVELOPMENT GUIDE (TPDG)

BY MARY C. PHIRI



INTRODUCTION

Malawi is one of the countries that benefitted from the Norwegian Teacher Initiative(NTI) Project. NTI project had two objectives :

- Strengthen multi-partner collaboration
- Enhance teacher policies

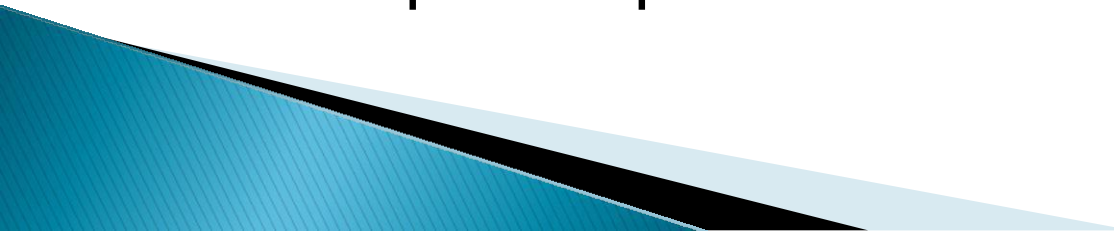
NTI's ultimate goal was the development of National Teacher Policy(NTP) that addresses teacher issues comprehensively

The TPDG was used to guide the development process of the NTP

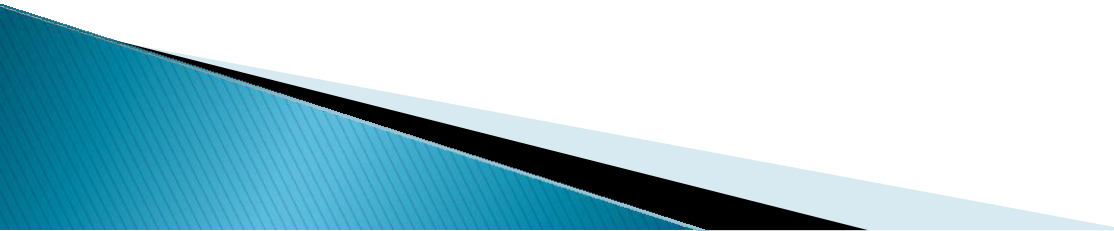


EXPERIENCES

The TPDG has generally been very instrumental in the development of NTP for Malawi because:

- It provided a readily available framework for the process as it indicates the steps that the process needed to follow
 - The dimensions ensured that the NTP was comprehensive and holistic enough
 - Language used in The TPDG is clear and user friendly
 - THE GUIDE prepared all players for the process and further guidance in the course of the development process of the NTP for Malawi
- 

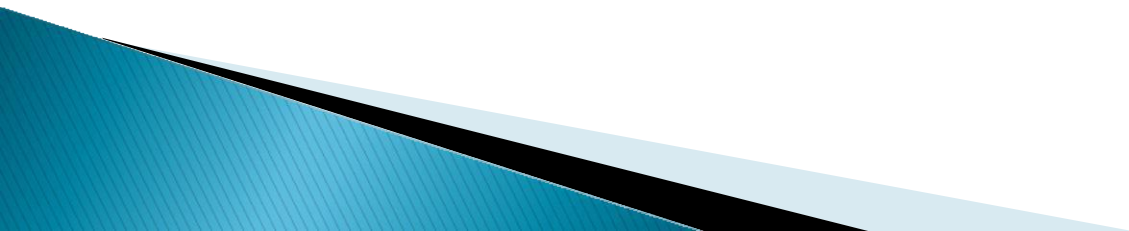
EXPERIENCES Cont.

- Being a big undertaking, one can not be fully prepared because different stakeholders with different interests came into play and their views needed to be considered. It is nice to note that suggestions to deal with such situations were already included in the guide.
 - it is also worth noting that the format of the NTP for Malawi is a departure from available format provided in the TPDG. This was done to contextualize and domesticate the NTP to ensure that it is aligned to the existing policies.
- 

Conclusion

TPDG made the process for development of NTP easy as it provided the direction on the next steps to take. It is worth mentioning that apart from the TPDG IICBA technically supported Malawi with capacity building of the core team.

THANKS FOR YOUR
ATTENTION!!!





United Nations
Educational, Scientific and
Cultural Organization

Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning



International
Task Force on Teachers
for Education 2030

*Module : Avantages des politiques
d'évaluation des coûts pour les
enseignants*



13th
Policy Dialogue Forum



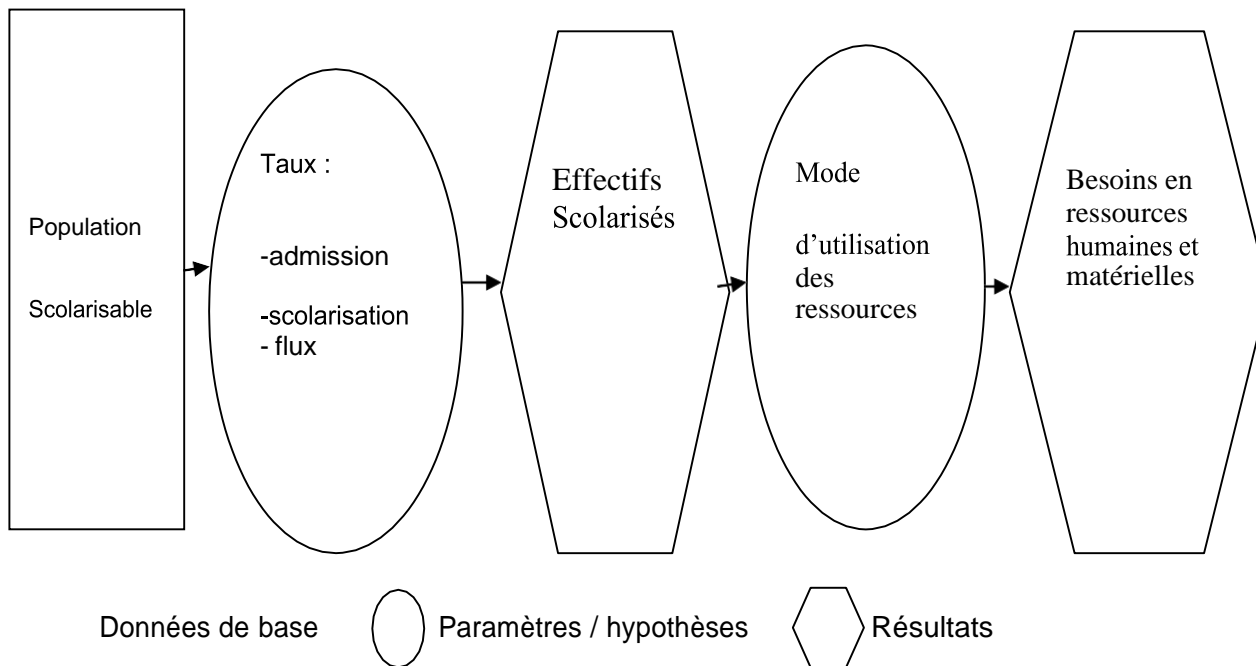
1. Qu'est ce qui a justifié l'élaboration du nouveau module par le projet NTI?

- le recours au guide d'élaboration des politiques enseignantes a **amélioré le processus de diagnostic** de la question enseignante et révèle de gros défis pour toutes les dimensions
- les **ambitions** en matière de politique enseignante nécessitent des coûts qui sont généralement au-delà des capacités des pays impliquant des choix difficiles à faire.
- l'estimation des coûts manque aux politiques enseignantes qui deviennent parfois **de simples listing d'actions** sans possibilité pour l'Etat et les partenaires de mesurer les efforts à déployer pour la mise en œuvre: problème de **soutenabilité physique et financière**

Cette situation a fait l'objet de plusieurs échanges; ce qui a conduit le projet à proposer le recours à un **modèle de simulation financière** de la politique enseignante comme innovation dans l'élaboration des politiques enseignantes

2. Qu'est ce que le modèle de simulation financière de la politique enseignante?

Un **modèle de simulation** est un outil qui permet de prévoir l'évolution probable d'un système éducatif dans un avenir plus ou moins lointain au moyen d'un nombre de **données de base** et d'**hypothèses** de développement. Il en existe plusieurs types qui sont utilisés pour élaborer les politiques sectorielles



Logique du modèle démographique
selon G.-C. Chang et M. Radi

Quelle est la valeur ajoutée du nouveau module élaboré par le projet NTI?

Ce modèle de simulation financière utilise **la même logique** que le modèle mais fait **un zoom** sur les actions de la politique enseignante:

- il clarifie la **pertinence** de recourir à un modèle de simulation financière pour mieux estimer les coûts en tenant compte de toutes dimensions (modèle sectoriel parfois peu détaillé, nécessité d'avoir un outil d'aide à la décision au moment d'élaborer la politique enseignante)
- il identifie des **variables** indicatives à utiliser pour chaque dimension
- Il fournit des **exemples** de pays ayant eu recours à un modèle de simulation tout en décrivant quelques enjeux y afférents
- Il présente quelques enjeux liés à l'utilisation d'un modèle de simulation: relation avec le modèle sectoriel, mise à jour, utilisation comme vecteur de dialogue
- Il fait un aperçu sur le modèle **SimED** de l'UNESCO qui a un module sur les enseignants



**MERCI POUR
VOTRE ATTENTION**



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Ministry of Education



13th
Policy Dialogue Forum

Session 3.1 – Innovations in the implementation of the Teacher Policy Development Guide (TTF & partners)

The Teacher Policy Development Guide (TPDG) takes a holistic and comprehensive approach to teacher policy, presupposing policy implementation strategies will be individually customized to work in a variety of national contexts. This session will showcase innovations in TPDG implementation in sub-Saharan Africa and the Caribbean that resulted from adapting TPDG principles and guidelines to meet local needs.



Introduction

Development partners

Informed by a consultative process with contributions from:

- Teacher policy experts
- Academics
- Education partners
- UNESCO TED section
- TTF Steering Committee

Editions and language versions

- Summary: 6 UN languages and Portuguese (2015)
- Full Guide: English (2019); Arabic, French and Spanish (2020)



Online course – UK Open University



Editions and Language versions

- Online version available in English:
<https://www.open.edu/openlearncreate/course/index.php?categoryid=144>
- Online versions of the course in Arabic, French and Spanish are also recently released.

Structure of the Guide

1. Background

2. Contextualization

3. Dimensions

4. Phases

5. Implementation



1. Background

TPDG Rationale

- Teachers at the heart of learning and quality education (ILO/UNESCO Recommendation concerning the Status of Teachers (1966))
- Fragmentation of teacher policy as a source of several challenges

Purpose for the TPDG

- To assist Member States develop holistic, comprehensive teacher policies aligned to national vision and education sector plans

Scope

- Teachers, public and private, school heads, pre-primary to upper secondary levels

Audience

- Public education authorities
- Private education providers
- Education Stakeholders

2. Contextualization

2.1. Aligning teacher policy with education and other national policies

- Planning and coordination are critical
- Teacher policy to be aligned with:
 - Wider education policy and sector plans
 - Across education levels and national priorities (e.g. ICT, STEM)
 - With other national policies (health, youth, etc.)
- Defining and coordinating policy in different education systems and contexts (federal, decentralised, localised);
- Teacher policy should not result in further fragmentation

COVID 19: The TPDG makes reference to various teacher policy considerations and their application to emergency and fragile contexts, based on Guiding principles developed by INEE. **Teacher policies should also take into consideration on the ongoing COVID-19 pandemic plan and other emergency plans and strategies.**

2. Contextualization

2.2. Guiding principles

- A vision or mission statement and objectives;
- Assessing the environment: difficulties/challenges/ gaps;
- Comprehensive coverage of key dimensions;
- Targets, benchmarks and timelines;
- Relevant data and management;
- Funding needs and sources;
- Participation and stakeholder commitment; and
- Evaluation and revision.



9 Key Dimensions to Cover in a National Teacher Policy

3. Dimensions



**TEACHER
RECRUITMENT
AND RETENTION**



**TEACHER
EDUCATION
(INITIAL AND
CONTINUING)**



DEPLOYMENT



**CAREER
STRUCTURES/
PATHS**



**TEACHER
EMPLOYMENT
AND WORKING
CONDITIONS**



**TEACHER
REWARD AND
REMUNERATION**



**TEACHER
STANDARDS**



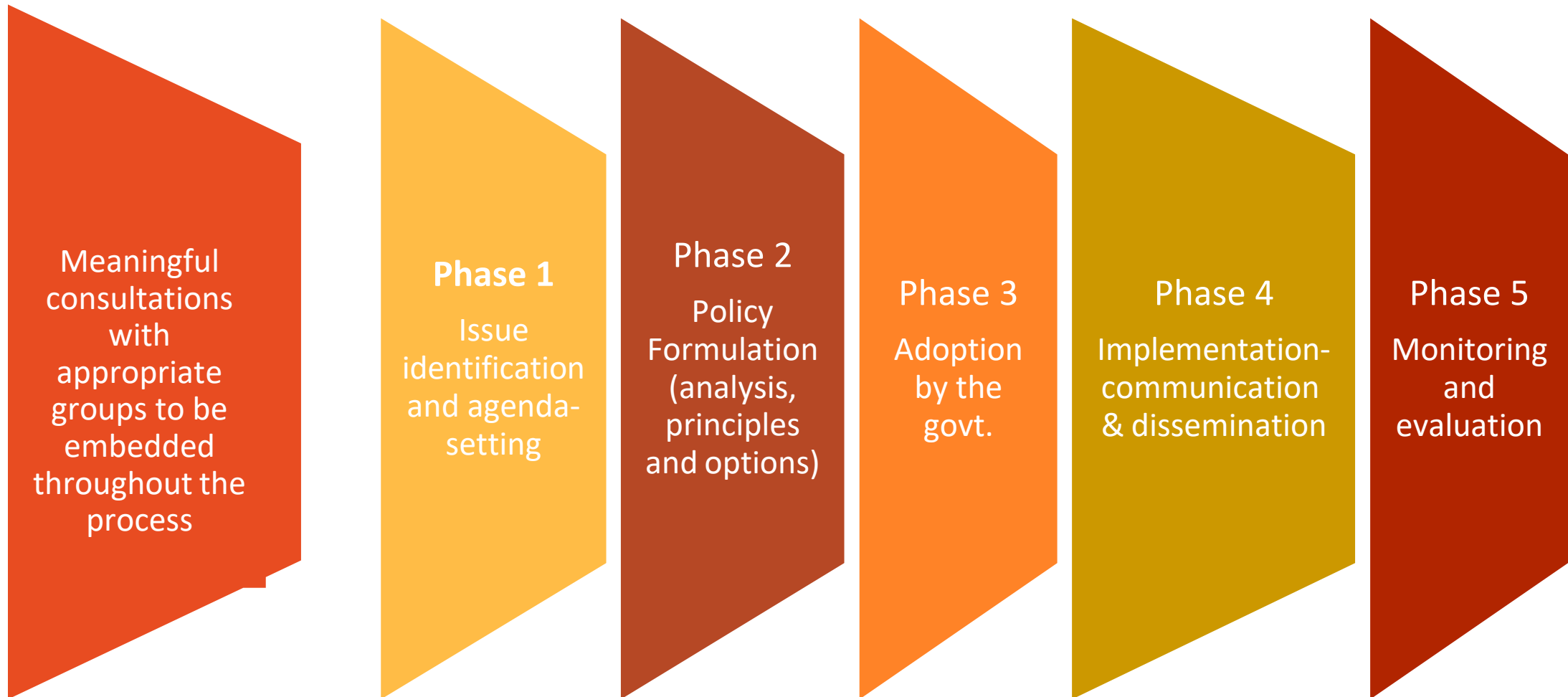
**TEACHER
ACCOUNTABILITY**



**SCHOOL
GOVERNANCE**

4. Phases

Key Phases



Other considerations

- Identify **roles and responsibilities**, including the identification and inclusion of all relevant stakeholders
- **Costing** and financial dimensions should be examined in the early stages of policy development and aligned to the national budget
- Considerations for successful policy development
 - High level commitment
 - Country ownership and leadership
 - Consistency across policies and structures
 - Comprehensive strategic planning
 - Engaging teachers – role of social dialogue
 - Evidence-based
 - Capacity of MOEs

4. Phases

- Developing a **roadmap** and **timeline**



5. Implementation

Implementation

While country specific, different possibilities of implementation include:

- Legislative approval process
- Executive or administrative decisions
- Tools and schedule of work:
 - Action plans
 - Frameworks
 - Guidelines
- Monitoring and evaluation: must be periodic
- Organizational arrangements:
 - Establish roles
 - Adequate capacity
 - Structures
- Costing: established and clear

Countries where the TPDG was implemented: Review

- Benin
- Burkina Faso
- Ghana
- Guinea
- Lesotho
- Madagascar
- Malawi
- Togo
- Uganda



Summary of Key Findings: Processes

1. National government commitment is essential.
2. More involvement of teachers is required as they are frontline in policy implementation.
3. While there are robust structures and procedures, there are concerns about effectiveness of social dialogue.
4. Development partners play a key role in policy processes.
5. Few countries included teachers' pedagogical autonomy for quality teaching.



Summary of Key Findings: Resources



1. Guide was considered very useful and was complemented by other resources
2. Use of 9 dimensions clustered differently across national themes
3. Prioritisation of certain dimensions
4. Addition of new dimensions e.g. Teacher autonomy in Benin; Social dialogue in Benin, Guinea, Togo; inclusivity in Ghana.
5. Support was provided by development partners including financial and human resources

Recommendations while developing teacher policies through enhanced policy dialogue

1. Ensure a **well-planned process of embedding structures and mechanisms of social dialogue, clearly defined roles and** anchoring within existing institutional structures.
2. Inclusion of **teachers' voices** to be prioritized
3. **Strategic roles played by development partners** to support and advocate for meaningful stakeholder dialogue
4. **National ownership** of the teacher policy process is crucial, but **international development partners** should also provide support within **a clear collaboration framework** aligned to the vision of the national government.
5. **Inter-sectoral cooperation** and dialogue between and within departments in developing feasible and implementable national teacher policies with the **Ministry of Education as the lead agency.**
6. **Developing and strengthening structures for managing the development** of national teacher policies and social dialogue is vital.
7. **Financial support** from different partners is crucial.

Thank you

For more information, visit:

www.teachertaskforce.org



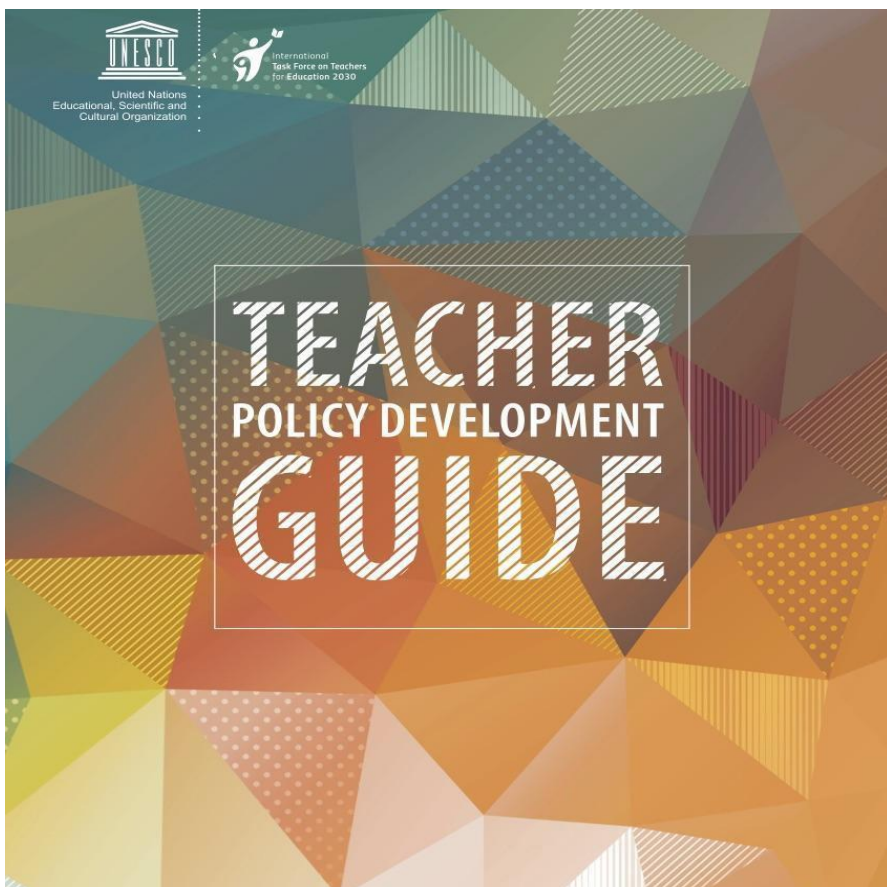
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International Task Force on Teachers
@teacherstaskforce



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Education
2030

Module on crisis-sensitive teacher policy and planning

New dimensions of the TPDG on emergency and crisis education

Innovations in the implementation of the Teacher Policy Development Guide

Breakout session, Friday, 3 December 2021

**International Task Force on Teachers for Education 2030 (TTF)
13th Policy Dialogue Forum**



unicef



UNHCR
The UN Refugee Agency



THE WORLD BANK
IBRD - IDA | WORLD BANK GROUP



Impact of crises on education

- **Burkina Faso:** 1.4 million internally displaced persons, more than 2,200 schools closed due to insecurity, affecting more than 304,000 students and 11,000 teachers
- **Uganda:** 1.5 million refugees - 860,000 are children
- **Malawi:** natural hazards – 50,000 refugees



What is crisis-sensitive planning?

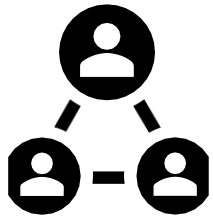
Crisis-sensitive educational planning (CSP) involves identifying and analysing the risks to education posed by conflict and natural hazards.

This means understanding:

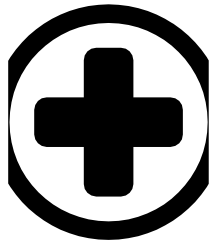
1. how these risks impact education systems, and
2. how education systems can reduce their impact and occurrence.



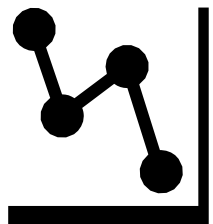
How do crises impact teachers and teacher management?



Teacher shortages, absenteeism,
high turnover



Teachers' job security, wellbeing,
and safety severely affected



Lower teaching quality

Why a crisis-sensitive teacher policy ?

- ➔ Increasing prevalence of **threats to education continuity and quality** worldwide resulting in a growing number of forcibly displaced people
- ➔ **Under-preparation** of education systems to **prevent** and **respond** to crises
- ➔ **Harmful effects** on children and youth: emotional, social, physical wellbeing and learning outcomes

➔ Teachers = critical agents of support and protection

IF

Appropriate response to teachers'
unique needs



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13th
Policy Dialogue Forum

Session 3.2 - Strengthening Policies for Teachers in Crisis Contexts: Promising Practices and Lessons Learned in Refugee Hosting Contexts (INEE TICC)

This session will examine the challenges, opportunities and lessons learned from successful examples of supporting teachers in crisis contexts throughout the policy process. Speakers from different refugee hosting contexts and regional initiatives will engage in constructive dialogue about what is – and what is not – working well.

2021 Policy Dialogue Forum:
Innovation in teacher policy and practice for educational
recovery

Strengthening Policies for Teachers in Crisis Contexts

Promising Practices and Lessons Learned in
Refugee Settings

3 DECEMBER 2021
14:00-15:30 (Kigali, GMT+2)



The LEGO Foundation



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Internacional de la Educación
Bildungsinternationale



OXFAM



“

*Just like the children I teach,
I have experienced the loss of my
home and know what it is like to flee
war I did not have any part in.
Perhaps, that is the reason why I
wanted to come work here and make
a difference for these children.”*

*-Francis Ocaya, a refugee teacher working
in Uganda*

”



“ *Ce que j'aimerais que le reste du monde sache c'est que les enseignants que nous sommes travaillons dans des conditions souvent difficiles au regard du nouveau contexte dans la zone Sahélienne qui est le terrorisme, c'est d'abord de savoir que les enseignants travaillent souvent dans un contexte sécuritaire qui n'est pas du tout favorable, c'est également aussi savoir qu'ils font des efforts louables pour pouvoir transmettre le savoir aux élèves dont ils ont la charge.*

-Ouoba Leopold, un enseignant de la communauté d'accueil dans le camp de réfugiés de Goudebou au Burkina Faso

”

“

It is not easy for me to do things with them because they have different behaviors. So we are just managing it. But if we get another training, at least it will help us know how to stay with them. - Grace, an internally displaced teacher working in northern Nigeria

”



“

*I am proud to be a teacher.
I will always be a teacher.*

*-Fatsuma Gulani, head teacher at primary
school in Northeast Nigeria*

”



Session Housekeeping



Interpretation in English and French is available so please choose your channel using the “Globe” icon at the bottom of your screen.



Please mute your microphone when you are not speaking.



Post questions using the chat at any time if attending online.



This session is being recorded.



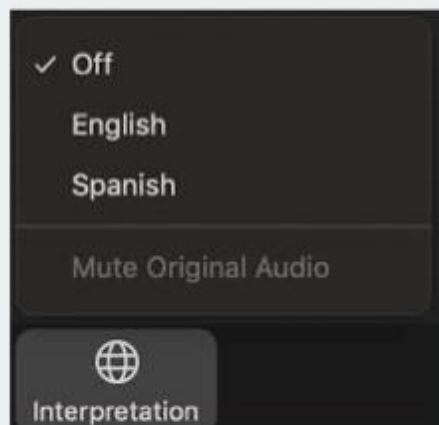
The recording and presentations will be shared on the INEE website – <https://inee.org/ticc-event-series>

SIMULTANEOUS INTERPRETATION

1. Click on the symbol  at the bottom of your screen.



2. Click on the language that you want to listen to and **mute original audio**.

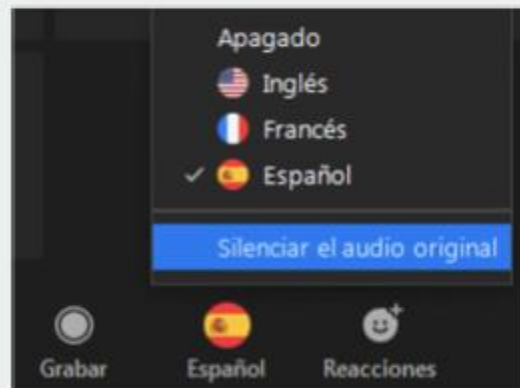
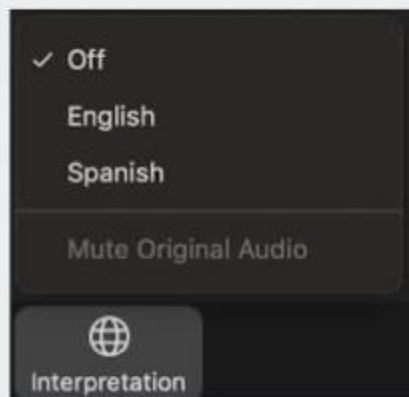


INTERPRÉTATION SIMULTANÉE

1. Cliquez sur l'icône  dans la partie inférieure de votre écran.



2. Cliquez sur la langue que vous souhaitez entendre et **coupez la version audio originale.**



Agenda

- ❖ Welcome & Session Objectives
- ❖ Opening Remarks
 - Peter Tabichi (Kenya)
- ❖ Moderated Panel Discussion
 - Constance Alezuyo (Uganda)
 - Yousouf Tahir Ahmat (Chad)
 - George Mogga Benjamin Kei (South Sudan)
 - Clara van Praag (Regional, East Africa)
- ❖ Questions & Answers
- ❖ Closing Statements



A photograph of Peter Tabichi, a smiling man with short dark hair, wearing a light blue patterned button-down shirt. He is standing on a balcony or walkway with a wooden roof and a stone wall behind him. The background is slightly blurred, showing some greenery and buildings.

Opening Remarks

Peter Tabichi, Global Teacher Prize Recipient



Inter-agency Network for
Education in Emergencies

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Moderated Discussion

Panelists: Constance Alezuyo ~ Yousouf Tahir Ahmat ~ George Mogga Benjamin Kei ~ Clara van Praag

Moderator: Caseley Olabode Stephens



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Questions & Answers



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Closing Statements



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TiCC Event Series Forthcoming Activities 2021-2022

- Teacher Consultations
- Case Study Publications & Webinars
- Interactive Pedagogies Quick Sessions
- Strategic Meetings with Key Humanitarian and Development Actors

Sign-up to receive updates: <https://bit.ly/3ikBgkq>

TiCC Event Series website: <https://inee.org/ticc-event-series>



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Thank you for joining us!



Sign-up to receive updates: <https://bit.ly/3ikBgka>
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13th
Policy Dialogue Forum

Session 3.4 – Ensuring a systems’ approach for teacher development and mentorship amidst emerging issues: Experiences and lessons learnt in Africa (GPE/IDRC KIX Africa 19 Hub)

The Knowledge and Innovation Exchange (KIX) Africa 19 Hub collects, generates, exchanges and facilitates the effective use of data, knowledge and innovation for education policy formulation and implementation among 18 anglophone African countries. This session will describe lessons learned and share critical knowledge on innovative strategies in systems’ approaches for teacher professional development and lifelong learning for all.

THE GLOBAL PARTNERSHIP FOR EDUCATION KNOWLEDGE AND INNOVATION EXCHANGE (KIX)



13th Policy Dialogue Forum

Innovation in teacher policy and practice for educational recovery

2-3 December 2021
Kigali, Rwanda, and on-line

bit.ly/2ZqPZVL

@TeachersFor2030 | #2021TeachersForum



Please join us for our session on:

"ENSURING A SYSTEMS' APPROACH IN INNOVATIVE TEACHER POLICYMAKING & EDUCATION DEVELOPMENT
AMIDST EMERGING ISSUES: EXPERIENCES AND LESSONS LEARNT IN AFRICA"

Dec 3, 2021 | 3:00PM-4:30PM East African Time



POLICY DIALOGUE

Encouraging and sustaining innovation and experimentation across the educational system through teacher policies and coalitions in the COVID-19 era in Kenya



Dr. Nancy Njeri Macharia, CBS
Commission Secretary/Chief Executive
Teachers Service Commission- Kenya

The context

3

- To reduce the spread of the virus, the Government of Kenya closed all schools on March 15, 2020, the Kenyan government.
- Following the closure learning institutions were expected to come up with innovative way for learning continuity.
- The option was to turn either community based learning(CBL) or and online instruction using technology and the Internet, however there were no established structure to create equitable learning environment for all learners and teachers.
- Teachers were advised to prepare work for the learners to do at home.
- However, the lack of broadband Internet and the cost of Wi-Fi in some remote areas limited the amount of e-learning available to learners neither was there a framework CBL.



The challenge

4

- ❑ COVID-19 led to an unanticipated prolonged closure of schools throughout the country in response to the first positive test of Covid-19.
- ❑ This led to throwing into disarray learning programmes countrywide which affected over 12 Million learners and 330,000 teachers under TSC payroll stayed out of duty while the Kenyan child missed classes.
- ❑ During this time, some private schools closed down completely since they could not afford the rental premises. consequently, many teachers and staff lost their jobs. It was a confused and desperate situation.
- ❑ Other challenges on economic and social issues including interrupted and loss of learning, financial constraints on households, homelessness, poor childcare and sexual exploitation especially to the underprivileged in the urban centres.



The innovation

5

- The Commission adopted remote learning methodologies and virtual learning as alternative methods of curriculum implementation
- All teachers on all levels all were encouraged to conduct classes online and use Radio and TV lessons.



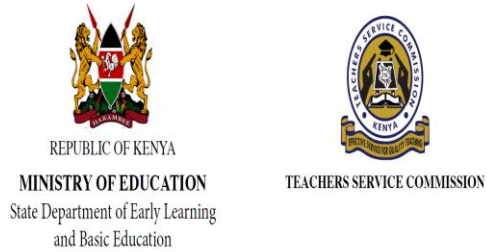
REMOTE LEARNING METHODOLOGIES

MANUAL FOR TEACHERS



The innovation

6



TRAINING MODULE FOR
STAFF OF LEARNING
INSTITUTIONS ON COVID-19
GUIDELINES AND HEALTH
PROTOCOLS

SEPTEMBER, 2020

Table 1: Shows the Summary of the Teachers Trained per School Type

	Primary Regular	Primary SNE	Secondary Regular	Secondary SNE	Total
Male	54,243 (33%)	443 (0.3%)	13,958 (8.5%)	28 (0.02%)	68,672 (42%)
Female	69,854 (43%)	371 (0.2%)	25,014 (15.3%)	27 (0.02%)	95,266 (58%)
Total	124,097 (76%)	814 (0.5%)	38,972 (23.8%)	55 (0.04%)	163,938 (100%)

The TSC trained 163,938 teachers (female-95,266 & male-68,672) in remote learning methodologies with support from Global Partnership for Education(GPE). The training also included COVID-19 sessions to assist teachers support their peers and also offer psychosocial-support to learners and parents.

The impact

7

- ❑ Loss of learning due to prolonged lack of teacher/learner contact hours was eminent;
- ❑ School dropout especially among the girls due early marriages/pregnancy and boys due to engagement to economic activities.
- ❑ On positive side teachers adapted new teaching methodologies including; Team Teaching, Cooperative or Collaborative learning process; while learner got opportunity to explore and discover as they took online lessons.
- ❑ Improved radio & TV learning increased from 30% in 2019 to 43.3% in 2021;
- ❑ This is likely to influence the government policies on eLearning and provision of digital content;
- ❑ In particular TSC is in the processes of implementing TPD programmes to ensure teachers professional skills including ICT integration and remote learning methodologies are sharpened.



Takeaways and recommendations

8

- Innovative teaching may be developed through interventions targeted at teaching efficacy and ICT efficacy.
- The support for informal learning should focus on building teacher online communities, providing alternative opportunity for teachers' reflective exchange of teaching experiences, and inputting enough novel and challenging teacher' learning resources
- Experiments can be introduced in the following forms:
 - Written descriptions assisted with photos
 - Video-recorded demonstrations
 - Live interactive demonstrations
 - Live demonstrations of experiments with data logging systems
 - Simple “linear” simulations
 - Virtual laboratories in the form of advanced multithread simulations
 - Remote laboratories in the form of remote-controlled real laboratory equipment



Conclusion

9

- My rallying call for Kenya and Africa as a continent is to focus on ensuring continuity of learning, a safety of learners, closing equity gaps and harnessing resources to support quality teaching and resilience of our education systems beyond COVID-19 Pandemic Era.
- Accepting and adapting to a New Normal is the fast step to getting back to Normalcy.

TSC House, Kilimanjaro Avenue,
Private Bag 00100, Nairobi

Tel: (020) 289-2000,
0722 208 552/0777 208 552

Email: ceo@tsc.go.ke

Email: info@tsc.go.ke



Reforming Teacher Education in Uganda

Experience from Uganda National Institute for Teacher
Education

Betty Ezati, Makerere University and Chair Taskforce

Teacher Education in Uganda: Context and challenges

Strategy to implement NTP –
UNITE and Teacher Council



National Teacher Policy
(2019) minimum
qualification for
teachers bachelors



Training in different institutions
Quality issues
Teacher management – registration,
licensing, code of conduct, condition
of service



Goal of UNITE

- The overall goal of UNITE is to improve the quality of education and teachers through producing competent, innovative, effective and professional teachers as informed by the TISSA Report (2014) and SDG4. How?

01

Providing competence based niche academic +programs continuous school practice & One year (Internship & Mentorship)

02

Implementing Continuous Professional Development (CPD) programmes in collaboration with NTC

03

Providing professional and technical support services to TTIs and MoES in all aspects of teacher education and accreditation



Program writing process – identifying characteristics of the teacher in Uganda

Teacher with knowledge, skills and values relevant to the 21st Century.

Hands-on practitioner practicing what they teach



Content expert, Pedagogical leader, ICT literate, innovative, problem solver.

Researcher and reflective practitioner, networker

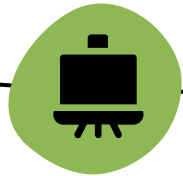


UNITE Program Writing – Issues considered



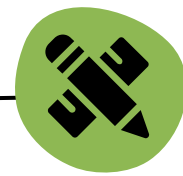
Alignment

Alignment with
TE philosophy,
NTP



Researcher

Inclusion of
research in all
courses and as
a stand alone



Awareness

Integration of cross
cutting issues
(gender, ICT,
environmental issues,
special needs, etc.)



Sensitivity

Promoting
Afrocentric
cultural values



Nature and character of UNITE prog

Philosophy
Vocationalisation
Learn- Believe-Teach –
hands-on, Practice

Learner focused
Competence Based
Interactive Lectures,
Tutorials, Practical
hours

Alignment
Linkage with primary
and secondary
school curriculum

Blended
Face-to-face and
online

Dynamic
Regular reviews and
enrichment

Assessment
40% examination &
60% Continuous
Assessment

Achievements and impact

- 01 Science programme completed and awaiting approval 
- 02 Some requisite policies ready 
- 03 Universities beginning to review their programmes 
- 04 High expectations (But also anxiety) among stakeholders 

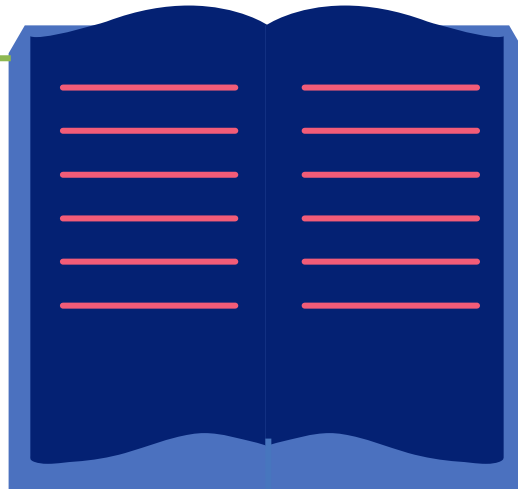


Lessons learned and recommendations

Stakeholders' engagement

Developing competence based curriculum requires stakeholders participation from the start

NTP guidelines eased the process of program development



Writer's skills

Writers have to be trained on writing competence based curriculum as well as profile of the expected teacher. The Taskforce received training from KIX (UNESCO). This helped to guide curriculum writers

Awareness/education

Continuous training and sensitization of current teacher educators in the former certificate and diploma awarding institutions for buy in but also adjust their pedagogical practices

Conclusions

- Reforming teacher education requires concerted efforts of everyone
- Clear teacher policy important

Thank you for
listening



Ensuring quality in education systems while embracing innovations at scale in The Gambia

Mr. Alpha Bah, Head of EMIS and ICT, Units
Ministry of Basic and Secondary Education,
The Gambia



How EMIS data drive education reforms? The case of The Gambia

- Policy makers are under pressure to respond to new policy demands and it is important that they have the appropriate information to make informed decisions.
 - ▣ From EFA-MDGs to SDGs EMIS is primarily providing information on education inputs; Access and participation such as the number of schools, enrolment levels and the number of teachers.
 - ▣ EMIS processes centralized and data collection, processing and reporting focus on Annual Education Statistics and publication of annual Statistical Yearbooks.
 - ▣ Consequently, data for inclusive education and learning data continues to be challenge.
 - ▣ SDG4 demands some new indicators that are somewhat basic; However, cannot still be reported. **4.1.0** *Proportion of children/young people prepared for the future, by sex and* **4.5.2** *children that have their first or home language as language of instruction.*
 - ▣ *The advent of COVID19 Pandemic – exacerbated this data challenge as EMIS data was barely not resilience enough.*



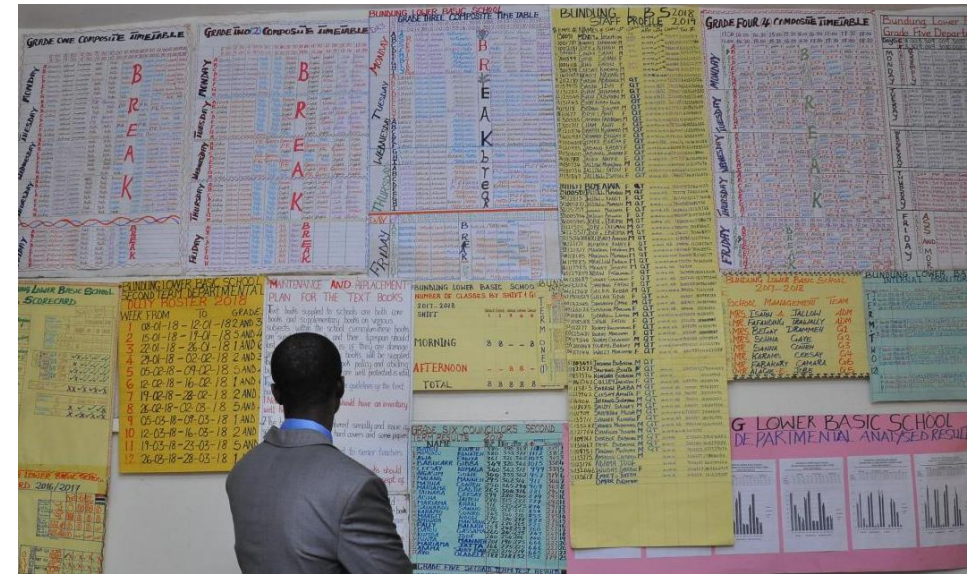
Low level of data use and data literacy challenge

- EMIS provided information to support planning processes at the national and subnational levels
 - ▣ The availability of data in itself is not sufficient to highlight what works and does not work and inform policy reforms.
 - ▣ Lack of data use by actors such as head teachers was blocking EMIS improvement efforts and the overall reform agenda.
 - ▣ Low level of data literacy amongst critical stakeholders (SMT, Local Education Group and partners) is weakens data demands.



School improvement planning

- ❑ School managers put together a plan to address the developmental needs of the school, in order to improve outcomes for pupils. The planning process allows schools to identify priorities and targets over a three-year period.
- ❑ Established Minimum Standards for Schools
 - ❑ Outlined some requirements that every school should address to be in compliance with policies and procedures.
 - ❑ Linking EMIS data around the Minimum standards was a quick win.
 - Head teachers saw EMIS efforts as an incentive to participate particularly the Private Schools.



School report cards: A tool for information sharing, policy dialogue and community engagement

- the school report card is similar to the student report card in that it provides a picture of the school’s performance and is a means by which to benchmarking. – based on the School Management Manual.
 - ▣ EMIS data are used to help increase accountability for school feeding programs and for the payment of school improvement grants (SIG), influenced by the ‘school report cards’ sent to schools.
 - ▣ Parents and the wider community also use school report cards to inform their decisions for selecting schools for their children
- Better data integration and utilization
 - ▣ the school and community report cards have helped in the appreciation of EMIS and offered a good example of data integration from various databases and datasets (enrolment, assessment and exams, teacher, budgeting and poverty-HHS).

Ministry of Basic & Secondary Education
Directorate of Planning

Based on the information collected during the annual school census, 2020/21

Region4

District: Jarra East
Local Management: Government

Context-Resources

Hardship: No Multigrade: No Double Shift: Yes Electricity: Yes

Indicator Items	School
Number of seats	208
Number of desks	208
Number of classrooms	6
Of which are permanent	6
Number of teachers	16
Of which are qualified	16
Number of Maths textbooks	101
Number of English textbooks	107

School Report Card
2020/21

School Code: 40009
School Type: UBS
No. of Students: 128
School Name: Bureng-(UBS)

Performance

Indicator Ratios	School	Average Public Schools		
		District	Region	Gambia
Nb of students per seat	1	1	2	2
Nb of students per desk	1	1	2	2
% of permanent classrooms	100%	100%	98%	96%
Student teacher ratio	8	34	28	30
% of qualified teachers	100%	94%	99%	97%
Nb of students per Maths textbook	1.2	1.5	2.1	2.2
Nb of students per English textbook	1.3	1.4	1.9	2.2

GABECE Scores (Core Subjects)	School	Average Public Schools		
		District	Region	Gambia
Aggregate	30.8	24	28	28
English	8.2	6	7	7
Maths	8.4	7	8	8
Sciences	7.7	6	7	7
SES	6.5	6	6	6

NAT (% of Correct Answers)	School	Average Public Schools		
		District	Region	Gambia
G3 English	NA	4094%	4641%	4024%
G3 Maths	NA	3840%	4449%	3872%
G5 English	NA	4603%	5298%	4891%
G5 Maths	NA	3593%	4149%	3816%

Drop-out rate G1 - 6	School	Average Public Schools		
		District	Region	Gambia
Drop-out rate G1 - 6	NA	46%	42%	32%

Drop-out rate G7 - 9	School	Average Public Schools		
		District	Region	Gambia
Drop-out rate G7 - 9	15%	27%	31%	21%

Indices

Performance Index

Resources Index

Efficiency Index Performance/Resources

Note: NA: Not Applicable M: missing information 580/697

Community Report Card

Heavy data-enabled Participatory performance monitoring



- Resources
 - ▣ Student teacher ratio
 - ▣ % of qualified teachers
 - ▣ Nb of students per Maths textbook
 - ▣ Nb of students per English textbook
- Performance
 - ▣ Assessment and Examination results as well as Dropout rate
- Efficiency
 - ▣ Resource Index
 - ▣ Performance index
 - ▣ Efficiency index



Based on the information collected during the annual school census, 2020/21

Region	Region5
District	Lower_Fuladu_West
School	Sinchu Aliou-(LBS)
No. of Students	125
Number of classroom	2
Of which are perman	M
Number of teachers	3
Of which are qualifie	3
No. of Maths textbook	28
No. of English textbc	31

Student teacher ratio				
% of qualified teachers				
Nb of students per Maths textbook				
Nb of students per English textbook				

A C D	NAT G3 English		✓	✗	✗	✓
	NAT G3 Maths		✓	✗	✗	✓
	NAT G5 English		?	✗	✗	✓
	NAT G5 Maths		?	✗	✓	✓

Drop-out rate G1-6		?	✗	✗	✓
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A C D E	GABECE Aggregate		✗	✗	✓	✓
	GABECE English		✗	✗	✓	✓
	GABECE Maths		✗	✗	✓	✓
	GABECE Sciences		✗	✗	✓	✓
	GABECE SES		✗	✗	✓	✓

Drop-out rate G7 - 9		✗	✓	✗	✓
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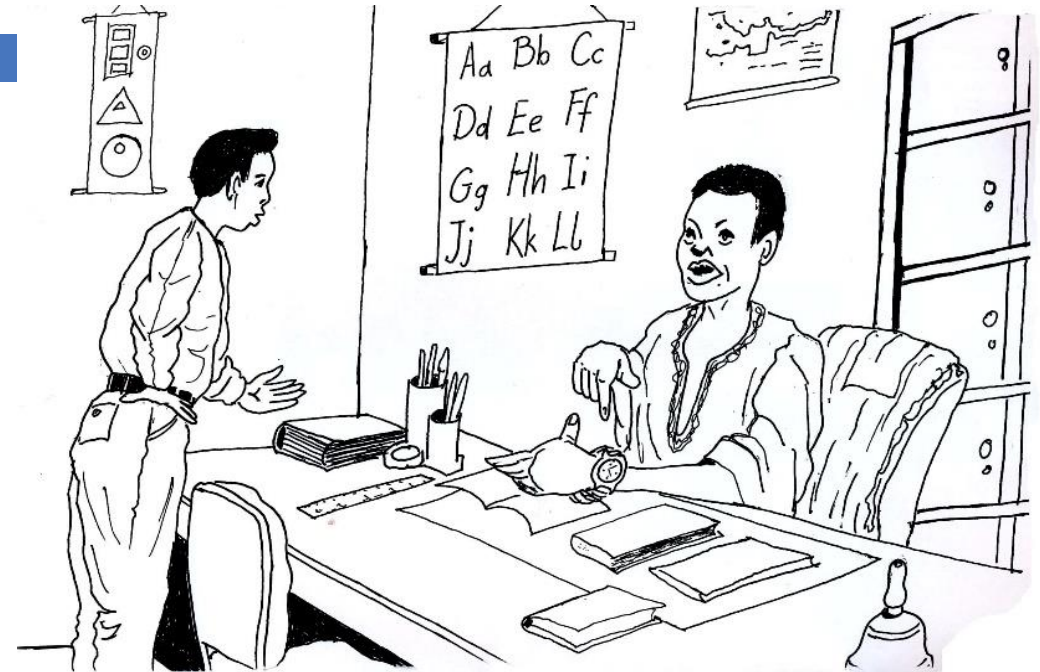
Resources Index					
Performance Index		✓	✗	✗	✓
Efficiency Index		✓	✗	✗	✓

Classroom Observation Tools



- Linking Student information with
 - ▣ Learning Outcomes
 - ▣ Demography
 - ▣ Socio Economic variables

Teacher and Learner Attendance



- Using Mobile Phone
- Teacher Deployment by SMS



Takeaways and recommendations

- Better data for better policies
- School level data can only be driven by the teachers themselves
- Education Planning and Policy makers for the education system should built on the school level data use?
- Increase data literacy of teachers to increase the use of data at school and national level.
- Encourage data champions in schools.
- Link data collection with the digital revolution



Conclusion

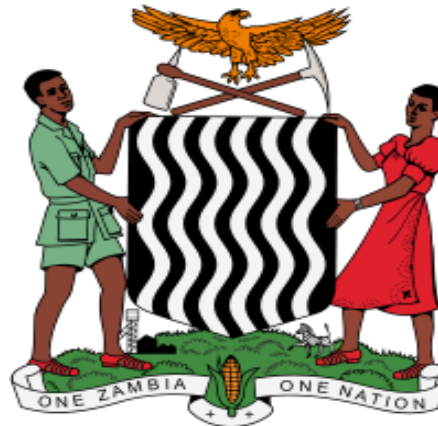
- To meet the data challenge and ensure data is resilience for education in emergencies the role of the teachers need to be reimagine
- Building an integrated data system require the involvement of other sectors; health, finance and the private sector.



The role of civil society organisations and funding agencies in supporting innovation in teacher education and mentorship to accelerate learning in Zambia

Alfred Chilala

Primary School Class Teacher and Zonal In-service Coordinator (ZIC)
under Teacher Education Department (TED), Ministry of Education



The context

- Low literacy levels in the country which was seen to be both in curriculum and policy direction.
- The affected were teachers due to:
 1. Inadequate pre-service training in literacy and numeracy instruction.
- Curriculum not sufficiently focused on literacy and numeracy instruction in early grades.
- Inadequate provision of In-service training in literacy and numeracy teaching methodology.
- Inadequate provision of appropriate reading materials.
- Half-hearted attempts at developing primary language skills & literacy.



The challenge

- Low reading levels in early childhood education.
- Evident from the literacy situation in Zambia survey findings of baseline study for PRP (Primary Reading Program) conducted in 1999.
- Noted that among grade 1 to 6 learners tested, majority who attempted to read, read at two grades below grade level in both English and their own Zambian languages.
- Grade 5 National Assessment survey of 2006, 2008, 2010 and Early Grade Reading Assessment (EGRA) survey reflected stagnating low learning achievements below 40% with 35.3% in English and 39.4% in Zambian languages.
- Southern African Consortium for Monitoring Education Quality (SACMEQ) of 2010 conducted, noted that among grade 6 learners that were tested, only 27.4% read at a basic competency level.



The innovation

- Clearly a wake up call for the Ministry Of Education to realise drastic measures that were needed to be put in place to create an environment necessary to improving learning achievements in both literacy and numeracy.
- Resulted in the revision of the curriculum by the ministry in 2013 from Primary Reading Program (PRP) to Primary Literacy Program (PLP) to address the noted challenges of low literacy levels.
- However, learning achievements in literacy and numeracy were still not quite impressive.
- Government resolved to come up with other programs that would supplement the revised curriculum needs as interventions.
- Coming on board was J-PAL, working with PRATHAM foundation from India as partners, whose Catch Up program conformed with the Zambian National revised curriculum, hence, signing a MoU in 2015 with the ministry thereby creating a Catch Up working group.
- This brought about a paradigm shift in the manner in which literacy and numeracy teaching was to be done more importantly in terms of offering remediation to reaching all learners of different abilities.



The innovation

- ❑ The curriculum Innovation boards on four key result area for effective lesson delivery which conforms with four core principles in the Cutch Up implementation process.
- ❑ These are: Planning, Teaching, Assessment and Remediation.
- ❑ This makes the Innovation responsive to the challenge.
- ❑ The Innovation take care of the results obtained from assessments as the basis of helping learners in needy areas.
- ❑ The Innovation is structured and formalised with specific concrete locally produced materials and activities aimed at addressing challenges learners are faced with in conceptualising the content.
- ❑ Learning is maximised through different approaches such as play and peer interaction.
- ❑ Assessment results analysis sets as the basis of mentorship.
- ❑ Uses individual learner progression tracking.



Catch Up Results by Year as evidence showing the innovation's promising signs

Pilot	Model and Scale	Results			
		Students who can read at least a simple paragraph		Students who can do subtraction	
		Baseline	Endline	Baseline	Endline
November 2016 – July 2017	<ul style="list-style-type: none"> 40 schools in Eastern Province (1 month, 3 hours per day) 40 schools in Southern Province (1 hour per day, Terms 1 and 2) 	40%	➔ 47%	37%	➔ 50%
Scale Up	1 hour a day, Terms 1 and 2				
January – July 2018	<ul style="list-style-type: none"> 230 schools in Southern Province 240 schools in Eastern Province 	40%	➔ 55%	35%	➔ 51%
January – July 2019	<ul style="list-style-type: none"> 550 schools in Southern Province 564 schools in Eastern Province 	35%	➔ 56%	27%	➔ 51%
January – July 2020	~ 1,800 schools	37%	➔ Midline 48%	29%	➔ Midline 42%

Role of civil society organisations/funding agencies in supporting innovations in teacher education and mentorship

- Instrumental in coordinating with Ministry of Education in supplementing government's effort by providing services such as:
 - ▣ Material printing and distribution from central to grassroot level by VVOB.
 - ▣ Capacity building of teachers and other stakeholders with the Catch Up innovation methodology (TaRL) at local (SCHOOL) and central levels of education systems for policy recommendations.
 - ▣ Assessment data collection, data analysis and data management to help in coming up with informed decision about which schools, zones or districts needed mentorship support most.
 - ▣ Providing coaching and mentorship skills to school mentors and managers.
 - ▣ Plan, budget, organise and process logistics for all the trainings undertaken.
 - ▣ Provide services to hard to reach and marginalised groups in ways government cannot. E.G UNICEF through GPE funding and procurement of ICT gadgets such as radios and internet services to implement distance learning to accerelate learning in mitigating learning lose occured during COVID-19 period.




Takeaways and recommendations

- Teaching is **dynamic**, hence the need to change the manner of doing things in order to move together with the rest of the world in meeting the demands of the changing world.
- Focus must be on **learners learning to read** right in early childhood before **reading to learn** in their higher progressive levels of education.
- The need for educators **to unlearn** certain old teaching habits seen not to be helping learners in achieving specific learning outcomes in order for them **to learn** new innovations that would be of help to learners.

RECOMMENDATIONS

- Governments to have **clear** policy directions on school curricula.
- Governments to ensure **embedding** the innovation (Catch up) in all schools' CPD strategic and action plans by way of making it a school remedial work policy.





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THANK YOU

THE GLOBAL PARTNERSHIP FOR EDUCATION KNOWLEDGE AND INNOVATION EXCHANGE (KIX)



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AMIDST EMERGING ISSUES: EXPERIENCES AND LESSONS LEARNT IN AFRICA"**

Dec 3, 2021 | 3:00PM-4:30PM East African Time

