



Evidence-based Policy on Teaching and Learning

Education International's
Experience

EI's Evidence-based policy

- Development of a global consultation process with the purpose of collecting members' views on issues including recruitment, career development, workload, class size, education and training, pedagogy, as well as other issues pertaining to employment and working conditions.

EI: Evidence-based advocacy

- Research is one of EI's core activities in advocating for free access to quality educational for all and fair working conditions for all teachers and education support personnel
- EI research includes such educational issues as privatization and commercialization of education; teacher education and training; inclusive practices; teacher professionalism and identity; professional standards; technology and teacher pedagogy, etc.
- **Research Network:** Affiliates co-ordinate their research activities
- **The EI Research Institute:** established in 2007



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale

Evidence in the Teaching and learning process: EI's Perspective

teaching is not an evidence based profession, but an evidence informed profession. "What works" in education is not an easy question to answer.

The role of the educational professional in this process is therefore not to translate general rules into particular lines of action. It is rather to use research findings to make one's problem solving more intelligent.

EI Quality Educators for All Project

A Joint Initiative by EI and Oxfam
Novib

Aim: to assist public authorities in
meeting their responsibility to
provide quality public education
by improving the quality of the
teaching force

STAGE ONE: laying the conceptual
groundwork by developing a
competence profile and
introducing contemporary skills,
attitudes, and knowledge into
teacher training curricula.

STAGE TWO: proving support to
local institutions for the education
of teachers and teacher educators
that is aligned with the
competence profiles and
curricula.

STAGE THREE: advocacy to
mainstream project outputs in
public services and institutions,
including support for civic
demands for quality education.

Quality Educators Project in Uganda

- Since its inception in 2007,
- Project conducted feasibility studies in Burkina Faso, Liberia, Mali, Niger, Tanzania, and Uganda leading to the setting up of two pilots in Uganda and Mali.
- In 2010, project partners in Uganda and Mali developed a national teacher competence profile.
- National consensus-building around a competence profile is the foundation of subsequent activities, alongside data collection and practical guidance for teachers on life skills.
- In 2019, project partners conducted a research on the efficiency of the project in Mali.
- 10 000 teachers have been trained since the project's inception. In Mali, nearly a thousand community teachers who benefitted from the programme have now been integrated into the public service.

ECE Competence Profile: Tanzania

- Developing Educators, Improving Early Learning In Rural Tanzania
- a four-year initiative aimed at improving the professional knowledge, skills and competences of early childhood teachers
- Mpwapwa and Chemba districts
- Need assessment
- The project activities outlined include development of consensus-based and government endorsed competence profile for early childhood teachers, training of ECE teachers through a competence-based approach
- engaging in advocacy with the government to implement the ECE policy and to integrate the lessons learnt from the project into the education system



End

Thanks for the attention

