

Event **2023-10**

Promoting the Professionalization of Teaching through Competencies and Standards Frameworks: Workshop for Sierra Leone



In partnership with:

- Shanghai Municipal Government of the People's Republic of China
- Ministry of Basic and Secondary Education of Sierra Leone
- Teaching Service Commission of Sierra Leone

About IICBA

The International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform education policies, strengthen teacher professional development, and build capacity in education institutions, including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits. IICBA's strategic plan for 2023-25 is built around three main lines of action: (i) Research and knowledge; (ii) Policy dialogue and advocacy; and (iii) Capacity enhancement.

About the Executive Education and Policy Academy

Education systems in Africa are in crisis. Learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. Teachers are key to improve educational outcomes, but many lack the training they need to ensure that children learn. Beyond the current learning crisis, education systems face a range of medium- and long-term challenges, including changing labor markets that require individuals to acquire new skills, climate change, and conflicts. Education systems have a fundamental role to play for sustainable development, but often fall short. IICBA's aim is to empower teachers for all learners to thrive. Through a range of courses of various lengths, the Executive Education and Policy Academy targets officials in Ministries of Education and other education and civil society leaders to equip them with the knowledge they need to improve teacher policies and education systems in Africa.

About this Event

This one-day event is organized with funding from the Shanghai Municipal Government of the People's Republic of China (Shanghai Fund-in-Trust) and in collaboration with the Ministry of Basic and Senior Secondary Education and the Teacher Service Commission. With support from the Shanghai Fund-in-Trust, a situational analysis was conducted for Sierra Leone on the state of professional standards and competencies for teachers and school leaders. The study will be shared and discussed at the event. In addition, the event will also include sessions on the benefits of educating girls in Sierra Leone and the essential role of teachers in doing so, and issues related to EMIS data and pre-service education.



Structure of the event

The event will be held in Freetown on September 28, 2023. It will include three main components.

Component 1: Professional standards and competencies for teachers and school leaders.

The first session of the workshop will focus on professional standards and competencies for teachers. This will include a presentation and discussion of a situational analysis study conducted against the backdrop of guidance from international best practice. Specifically, the study considers (1) the national framework of professional standards and competencies and its implementation; (2) teacher education, both pre-service and in-service; (3) the working conditions of teachers and school leaders; and (4) how Sierra Leone is doing in comparative perspective with findings for other West African countries.

Component 1:

Professional standards and competencies for teachers and school leaders

Component 2: Educating girls – Investment case and role of teachers. This component will consider three topics: (1) the benefits of improving girls' education and ending child marriage in multiple domains, including labor market earnings, the demographic transition, health, women's agency, etc.; (2) an analysis of some of the factors that may lead girls to drop out of school, including the importance of improving learning; and (3) the essential role of teachers for both girls' schooling and learning, and the role of various interventions including gender-responsive pedagogy in improving educational opportunities for girls.

Component 2:

Educating girls and the essential role of teachers

Component 3: EMIS data, Pre-service Education, and Other Topics. This component will include discussions among others on (1) the EMIS data system in Sierra Leone and illustrative examples of how the data could be more systematically used to inform policy; (2) a discussion of pre-service education, including aspects related to STEM education; and (3) other topics including example of low cost interventions for inclusive education such as school eye health. Other topics may also be discussed based on the preferences of participants at the event.

Component 3:

EMIS data, pre-service education and other topics

Broader context and next steps. The event and the situational analysis on professional standards and competencies for teachers and school leaders are part of a broader program of work supported by the Shanghai Fund-in-Trust. The project aims to ensure that qualified teachers enter the profession in the Asia-Pacific and Africa regions, thereby contributing to achieving access to quality education. The project is to develop regional 'Technical Guidance for Developing and Operationalizing National Teacher Competencies and Teaching Standards Frameworks' and use them as entry points and tools to inform and improve teacher policy and teacher training. Work will continue over the next year or two to support Sierra Leone as one of the focus countries for this project for the professionalization of the teaching profession in the Asia-Pacific and Africa regions.

Broader context and next steps:

The Shanghai FIT Project

Event Leads

Mr. Sorie I. Turay



Sorie Ibrahim Turay is the Executive Secretary of the Sierra Leone Teaching Service Commission since its establishment in 2017. Before that he was a Director of Administration, Human Resources, and Procurement at the National Commission for Social Action (NaCSA), a Government of Sierra Leone development agency. He is a human resources specialist, university administrator, lecturer, and teacher. He has previously served as the Head of Academic Affairs and Admissions, IPAM, USL and Teacher Supervisor with the Education Department of the City Council of Freetown. He holds a Master of Arts in Educational Administration, USL; a Bachelor of Education, Njala University, and a Higher Teachers Certificate as well as several long- and short-term professional certificates. He won the Best Academic Staff of the Year Award at the University of Sierra Leone.

Dr. Steve Nwokeocha



Steve is a Professor of Sociology of Education at the University of Calabar in Nigeria. He holds multiple positions in Africa and globally in the regulation of teaching, including as Executive Director of the Africa Federation of Teaching Regulatory Authorities. He is also co-Chair of the African Union Teacher Development Cluster, a branch of the AU Continental Education Strategy for Africa. At IICBA, he is a Lead Consultant on teacher policies, teaching standards, teacher qualification frameworks, and teacher education programs. Previously, he was Nigeria's Director of Operations, Teachers Registration Council of Nigeria, an agency of the Federal Ministry of Education with the statutory responsibility for regulating teaching from Basic Education to the University level. During his 12-year tenure, he laid the foundation for the professionalization of teaching in Nigeria and registered and licensed over a million teachers at all levels of the education system.

Dr. Quentin Wodon



Quentin Wodon is Director of UNESCO's International Institute for Capacity Building in Africa. Previously, he worked at the World Bank, including as Lead Economist, Lead Poverty Specialist, and manager of the unit on values and development. Before that, he taught with tenure at the University of Namur. He has also taught at Addis Ababa University, American University, and Georgetown University. A business engineering graduate, after an assignment in Asia as Laureate of a Prize, he worked in brand management for Procter & Gamble. He then shifted career to join a nonprofit working with the extreme poor. This led him to pursue a career in international development. Quentin holds four PhDs, has over 700 publications, and has worked on policy issues in more than 60 countries. He has held multiple leadership positions with nonprofits. His research has been covered by leading news media globally.

Mr. Saliou Sall



Saliou is a Senior Program Coordinator at UNESCO IICBA. An expert on teacher professional development and policy, he joined IICBA in 2019 where he supervises technical assistance to AU Member States to build the capacities of teachers and develop national teacher policies. Before joining IICBA, he oversaw teacher professional development at the Education Personnel Training Institute in Senegal - as a trainer and Director of Studies for 12 years, and as the Director for 4 years. He has more than 30 years of experience in teaching and teacher training, having worked as a schoolteacher (both primary and secondary), an education quality and standards assurance officer, and a teacher educator. He also has experience engaging with senior government officials on education policy matters. He holds a Master's in English literature, a post-graduate degree in English civilization and various certificates including in Results-based Management and leadership.