

## Promoting the Professionalization of Teaching through Competencies and Standards Frameworks: Workshop for The Gambia



In partnership with

- Shanghai Municipal Government of the People's Republic of China
- Ministry of Basic and Secondary Education of The Gambia

# 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:

## 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 two-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 Ministry of Higher Education, Research, Science and Technology. With support from the Shanghai Fund-in-Trust, a situational analysis was conducted for The Gambia 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 an overview of key aspects of the 2018 Education Act, the benefits of educating girls in The Gambia and the essential role of teachers in doing so, The Gambia EMIS data systems and its use to inform policy, and The Gambia 2020 Teacher Competency Framework, and the possibility of creating a National Best Teacher Award.



# Structure of the event

The event will be held in Banjul on August 28-29, 2023. It will include three main components.

**Component 1: Professional standards and competencies for teachers and school leaders and the 2018 Education Act.** The first day of the workshop will focus on professional standards and competencies for teachers and the 2018 Education Act. 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 The Gambia is doing in comparative perspective with findings for other West African countries. Aspects related to the 2018 Education Act will also be discussed.

**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, Teacher Competency Framework, and National Teacher Award.** This component will include three sessions with (1) a discussion of the EMIS data system in The Gambia and illustrative examples of use the data could be more systematically used to inform policy; (2) a discussion of the 2020 teacher competency framework in The Gambia; and (3) a discussion of the feasibility and usefulness of creating a National Best Teacher Award. Other topics may also be discussed based on the preferences of participants at the event.

**Component 3:**  
EMIS data, Teacher  
Competencies, and  
Awards

**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 The Gambia 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. Momodou Jeng



Mr. Momodou Jeng is Director for Curriculum Research Evaluation and Development at the Ministry of Basic and Secondary Education of the Republic of The Gambia. Among other responsibilities, he also serves as Chairman of the National Technical Working Group, Shanghai Funds-in-Trust [Shanghai-FIT] Project. He holds a MA in International Education from the University of Sussex, a BA in English Language and Development Studies from the University Extension Programme, Halifax, Canada, and a Higher Diploma in Education from The Gambia College. Before joining the Ministry, he served among others as Junior Secondary School Teacher and Senior School Inspector. At the Ministry, he has served as Head of the INSET Unit and Director for Science and Technology. He holds his current position as Director for Curriculum since 2021.

## 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.

## Dr. Njora Hungi



Hungi is a Senior Project Officer at UNESCO-IICBA where he leads research in a range of areas including most recently burnout among university lecturers, the impact of the COVID-19 pandemic on school leadership, and how to deliver distance learning on e-platforms. He joined IICBA in 2019 from the APHRC where he provided leadership on education projects – including evaluating the impact of a preschool intervention; assessing 21-century skills among youth; examining schooling and learning among children in rural settlements; evaluating the impact of fee-funding on school participation; and assessing the effects of community-based interventions. Before joining APHRC, he oversaw technical aspects of SACMEQ in 14 countries in SSA. Hungi has also worked as a consultant in various international projects. He holds a Ph.D. in Education Measurement from Flinders University, Australia.