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TEACHERS: OUR SHARED FUTURE

THE GLOBAL STATUS OF TEACHERS IN THE ERA OF SDGs

By David Edwards, General Secretary, Education International

The Sustainable Development Goals (SDGs) are unprecedented in scope and level of ambition.

However, for teachers, are those ambitions matched by requisite investments in tools, time, and trust? The push for Education for All (EFA) and the ensuing massive recruitment contributed to the loss of status among teachers across the world as unqualified and untrained personnel were hired. In the era of the SDGs, are we

going to witness an acceleration of this, or is it a wake-up call for more resources to be devoted to this vital profession?

The declining status of the teaching profession has garnered much attention. Now for the first time, a global survey and new report from Education International (EI) takes stock. Entitled *The Global Status of Teachers and the Teaching Profession*, the report portrays the difficult circumstances teachers face worldwide today, while ...

EDITORIAL



HOW WILL WE FILL
THE GAP OF 68.8
MILLION TEACHERS?

FOCUS



REIMAGINING
TEACHER CAREERS
FOR THE 21ST
CENTURY

BREAKING BARRIERS



IMPROVING
EDUCATION IN
SINDH, PAKISTAN

HIGHLIGHTS



INCLUSIVE
EDUCATION

EDITORIAL



HOW WILL WE FILL THE GAP OF 68.8 MILLION TEACHERS?

By Suzanne Grant Lewis, Director, IIEP-UNESCO

By 2030, the world will need to recruit and train 68.8 million teachers to meet the Sustainable Development Goal of quality universal education at the primary and secondary level. In some countries, this will mean that more than half of all university graduates will have to choose the teaching profession, according to the Education Commission's *The Learning Generation* report. However, many young people today are shunning the profession amid growing headlines in all regions of the world reporting poor conditions, low pay, and few prospects for career advancement.

This issue of *The IIEP Letter* highlights some of the challenges and potential levers for change, such as teacher career reforms and policy options for countries hosting refugees. Education International, a global federation of some 400 unions in 170 countries, starts the issue with a stark look at what it means to be a teacher in today's world. Education Development Trust presents new research on the role of change agents in the 'middle tier' in driving reform. We also look at teacher allocation across Africa, as well as the role of teachers in promoting disability-inclusive education.

The common thread through all of these articles is that teachers are at a crossroads. Amid a global learning crisis where millions of young people are failing to master the basics and 262 million remain out of school, teachers are more important than ever before. The SDGs are an opportunity to pass the mantle to a future generation of global citizens who can all contribute to a more equal, just, and sustainable society. We know this is not possible without teachers and effective teacher management.

In this context, the discourse around the profession is changing. We are moving away from an accountability framework to one that recognizes that teachers need more support. Governments are investigating ways to diversify the teaching force. However, these reforms require robust education systems. Moreover, the quality of education must not only rest on the shoulders of teachers. Management levels have not undergone the same levels of scrutiny, often to the detriment of teacher motivation and the education system at large.

We need a reality check. The profession is losing appeal, management is still weak in a number of contexts, and basic conditions for teachers continue to lag in many countries. At the same time, we must be careful to not repeat the same mistakes as with Education for All goals. The bold ambitions of the SDGs call for a much larger supply of teachers, however, we cannot forgo quality and long-term investment for quick fixes.

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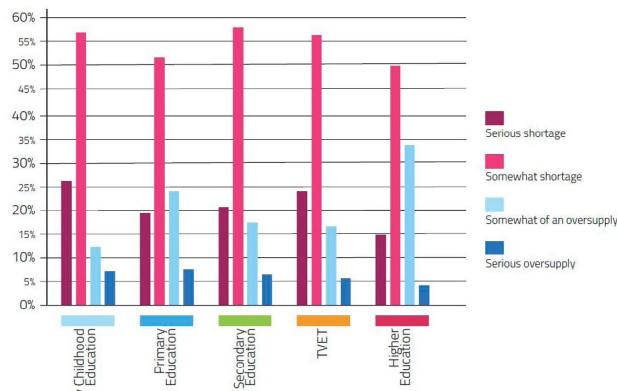
also presenting a path towards a more sustainable future. Written by Professor Nelly P. Stromquist from the University of Maryland, it is based on the results of a global survey of 114 responses from teacher organisations affiliated to EI, from early childhood through to higher education.

It reveals that in far too many parts of the world teachers are increasingly employed under precarious and shoddy conditions. Part-time contracts, which contribute to low teacher salaries and high job insecurity, are on the rise, and there is a growing lack of respect and support for one of the world's most essential professions. For example, in Mexico, over half of teachers in middle and secondary schools work on a per-hour basis, resulting in an income that is far from sufficient to live on. The practice of hiring teachers on a temporary basis is also proliferating throughout the world. While such positions have been able to help countries like India expand access to school, these contract teachers have little stability with no pension or benefits.

Overall, too many teachers are receiving insufficient salaries, inconsistent with their level of qualifications and experience. In 79% of the countries surveyed, teacher salaries are less than that of other professions with similar qualifications, and less than 17% of Technical and Vocational Education and Training and Early Childhood Education teachers think they earn fair salaries. In addition, 15% report delays in payments, especially in Latin America, and 79% of teachers in the African region report having to travel long distances to collect their pay.

The report also highlights the urgent need for improvement in professional training – only one in three teachers (30%) report having access to Continuous Professional Learning and Development (CPLD) and 77% see the CPLD they do receive as poor quality and little value. Respondents voiced the need for support particularly when it came to teaching students with special needs, followed by the development of their ICT skills and gender and sexuality training.

What is the perceived extent of teacher shortages?



Within the school environment, teachers worldwide say they face a shortage of teaching materials, substandard school facilities, and increasingly violent working environments. A lack of access to water, latrines, or other related infrastructure was reported by 64% of unions, creating problems especially for female teachers and students. Violence among students or targeting teachers has also contributed to unsafe conditions in schools, and has been reported by half of unions. Teacher burnout is also becoming a perennial problem, according to the findings. All of these factors exacerbate the burgeoning issue of teacher supply, precisely at a time when the demand across all sectors is rising steadily.

The precarisation of the teacher as a respected professional, in both pay and status, coupled with trends towards limiting teachers' rights to organise and act collectively, is an underlying attempt to replace the profession of teaching with an isolated, cheap and obedient workforce. Teachers' unions have a key role to play in stemming the increasing tide of attrition and fatigue, in fighting for decent pay and in inspiring a new generation to embrace the profession, which creates all other professions.

At the same time, governments need to engage unions proactively and in respect of national and international law. However, most are not consulting teachers and their

unions when it comes to policy and funding, and on the contrary are imposing mandates, such as high stakes testing, which undermine the creative and innovative force of the profession.

The report ends with clear advice to governments about things they must do if they are going to honour their commitments to quality education and ensure students have the trained, qualified, and empowered teachers they deserve. For example, governments should provide fully funded and continuous professional learning and development. They could share statistics on the minimum qualifications that are required to teach to ensure joint planning between unions and ministries on teacher qualifications. This relates to the UNESCO goal for qualified teachers for every student, and the joint work EI is doing with UNESCO on professional standards. Too many countries are looking for unacceptable measures, such as employing untrained teachers. As teacher unions, we are the guardians of the profession.

Addressing the legal status of teachers is also an imperative as the reduction in permanent employment status and the proliferation of temporary and part-time employment is profoundly contributing to the vulnerability of the profession throughout the world.

The unbridled expansion of private education should also be addressed as it continues to undermine a basic tenet of the right to education: free equitable access for all. Lastly, governments must consider increasing the funding for public education and re-evaluate resource distribution to enable teachers to teach in diverse and complex learning environments, and to fulfil SDG 4 and its multiple targets. *

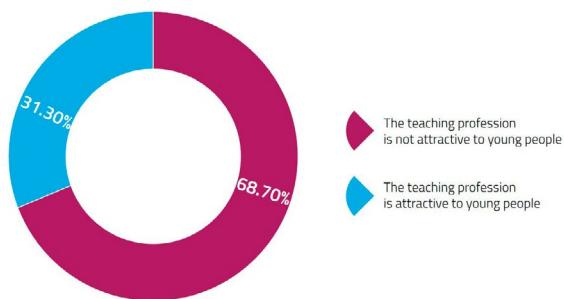
Read the full report:

English: <http://go.ei-ie.org/2018StatusTeachersEN>

French: <http://go.ei-ie.org/2018StatusTeachersFR>

Spanish: <http://go.ei-ie.org/2018StatusTeachersES>

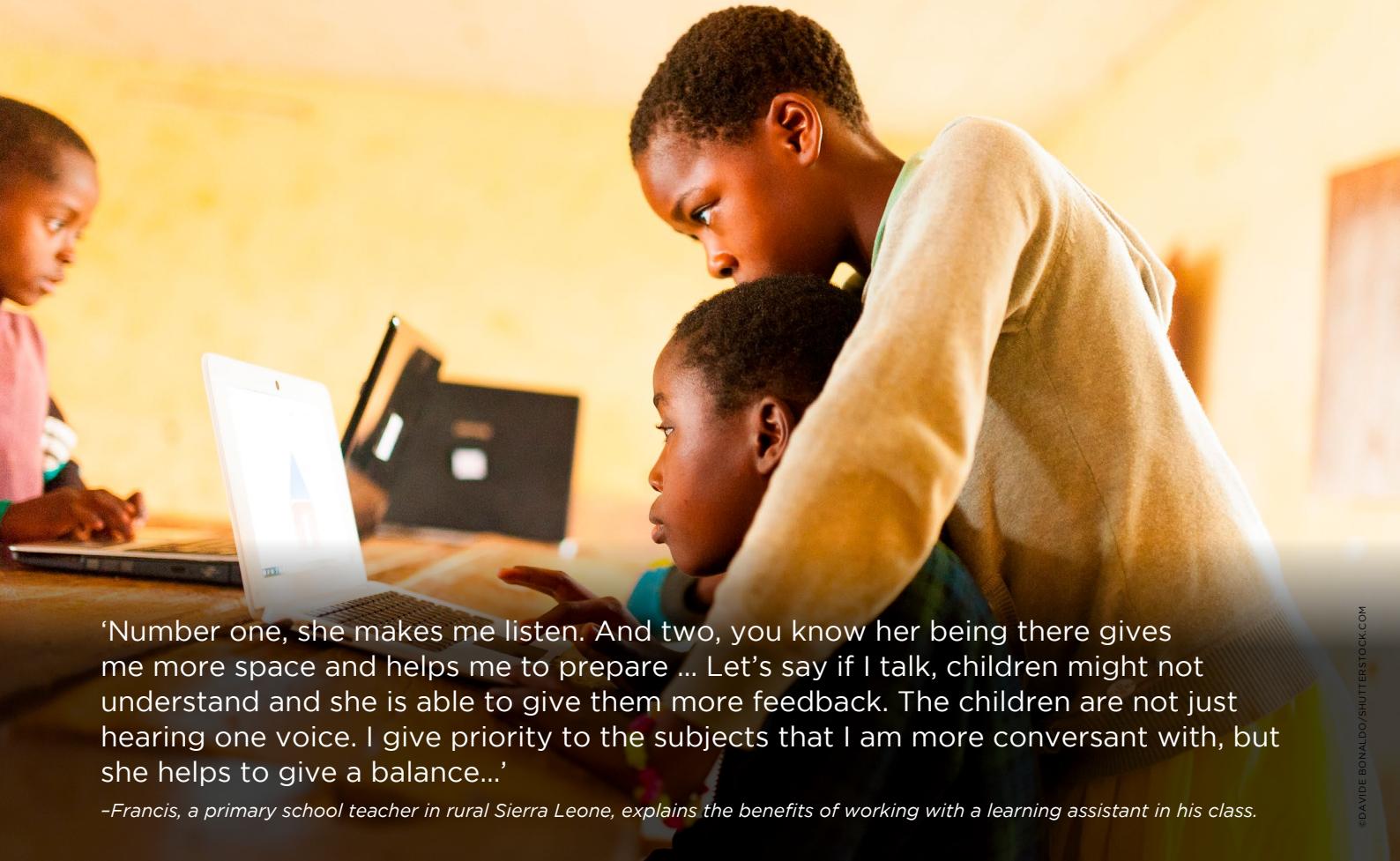
How attractive is teaching to young people?



SUPPORTING TEACHERS SO THEY CAN TEACH

By Freda Wolfenden, Professor of Education and International Development, the Open University

School children in Bafoussam, Cameroon use a computer in class.



'Number one, she makes me listen. And two, you know her being there gives me more space and helps me to prepare ... Let's say if I talk, children might not understand and she is able to give them more feedback. The children are not just hearing one voice. I give priority to the subjects that I am more conversant with, but she helps to give a balance...'

-Francis, a primary school teacher in rural Sierra Leone, explains the benefits of working with a learning assistant in his class.

©DAVIDE BONALDO/SHUTTERSTOCK.COM

Learning assistants are young women participating in a community-based programme to become qualified teachers. As Francis described how the learning assistant adeptly undertook a range of tasks – rearranging children so everyone could see, taking attendance, and distributing materials – I was reminded of the isolation, complexity, and demands of teaching. Too rarely do we engage in creative, holistic thinking about how educator roles could be redesigned to reflect evolving conceptions of professional practice, as well as how the practice can be taught in today's schools.

A recent research assignment for the Education Commission's *Education*

Workforce Initiative (EWI) was an exceptional opportunity for our team at the Open University to explore such new thinking. Our brief was to understand the opportunities and challenges for education workforce redesign and identify promising education workforce innovations from across the world. However, finding such innovations was much more difficult than anticipated. We scoured numerous databases, but almost all examples were small-scale, highly experimental, and had yet to be fully evaluated. Outside high-income contexts, there is an absence of system-level workforce redesign, and no parallel exists to the redesign undertaken in the global health workforce, which has

helped create well-established roles to support medical professionals.

School classrooms have remained remarkably consistent over time and geographical space: the teacher works relatively autonomously in an enclosed space with a group of students. The need to challenge this entrenched model of the school classroom is crucial when population, education systems, and budget projections are considered. Merely expanding current systems will not be adequate to meet increasing demand. In some sub-Saharan African countries, for example, more than half of all graduates would need to become teachers to fulfill demand, according to the *Learning Generation* report.

We highlighted interventions involving modified or new workforce roles in different contexts. Unsurprisingly, almost all of these exploit the increasing availability and affordability of digital technologies – particularly mobiles and visual media, either directly with students or to support professional learning and development of teachers. One powerful set of examples involves students interacting remotely with specialist teachers (or other experts). Use of this approach to teach science in far-flung secondary schools in the Amazon has been much discussed, but there is also sustained use in Africa (Ghana – MG Cubed) and Asia (Bangladesh – JAAGO). Initial evaluations are promising, and there is exciting potential to combine this approach with independent or peer-supported study of materials (as in a flipped classroom approach), and online interactive science labs to enrich students' learning experiences.

Other interesting innovations involve support from beyond the immediate education community, responding to local needs with local resources. Examples include business leaders mentoring school leaders in South Africa, community volunteers supporting school readiness in

Tanzania, and female high school graduates acting as role models for students in lower secondary school classes.

Synthesising learning from across these initiatives, we are struck that many conceptualize teaching as a collective endeavor undertaken by teachers and other practitioners collaborating in teams and that digital technologies provide tools, which are mediated and leveraged by good teaching but do not replace teachers. Of course, in many systems support roles already exist and are taken for granted, which is perhaps why there is so little analysis of them. But there is a case for configuring these roles to more effectively meet the demands of contemporary education goals and utilize new ideas on the collective nature of professional practice and the availability of technological tools.

The next stage of the EWI research will be an empirical look at the roles associated with schools in the EWI focus countries. We will examine not only the vision for these roles in the system but also how these roles – teachers, school leaders, district officials, and teaching support staff – are enacted and experienced. Equipped with this analysis, policy-makers, educators,

and their communities can visualize new ways of organizing learning appropriate to the context. This is critical for teachers to have the space to develop the technical sophistication and wisdom required to be effective, and ensure every child learns the skills and knowledge they need to live fulfilled, healthy, and productive lives.

*This piece has been adapted from the original blog: <http://educationcommission.org/updates/supporting-teachers-so-they-can-teach/> **

Questions for our readers!

1. Do you know of any promising education workforce innovations from around the world that you think could be replicated at scale?
2. What are the greatest opportunities for education workforce redesign in your country?

Please send your answers and/or comments to: info@educationcommission.org



From the planner's desk



Dr May San Yee is the Deputy Director General of the Department of Higher Education in Myanmar's Ministry of Education. She is also the focal point person working closely with UNESCO Myanmar in the realization of the country's pre-service teacher education reform.

What are the main challenges teachers in Myanmar face today?

I think teachers need to develop their pedagogical content knowledge, make their classes more interactive, and focus more on project-based activities to increase their students' participation.

What is being done to create a supportive environment for teachers in Myanmar today?

There is a capacity-building programme for teachers, training programmes on how to teach new basic education curriculum, as well as how to provide for children with special needs.

What are the key steps to be taken in view of achieving SDG 4?

Qualified teachers are needed to achieve SDG 4. Steps to be taken are: continuing professional development of in-service teachers needs to be promoted; competency-based curriculums need to be developed; and a new assessment system needs to be undertaken.

How is Myanmar organizing recruitment for teachers at the primary and secondary level?

Teachers at the primary and secondary level are being recruited at universities of education and education colleges. Currently, 24 education colleges offer a two-year diploma in teacher education to students who passed matriculation. After two years, they become primary education teachers. Moreover, these education colleges have also been offering six-month pre-service primary teacher training to those who have graduated from higher education institutions. After that they are appointed as primary education teachers. Two universities of education have five-year bachelor of education degree programmes for students who passed matriculation. After five years, they are appointed as upper secondary teachers. To become a lower secondary teacher, in-service primary teachers can join a one-year correspondent course.



REIMAGINING TEACHER CAREERS FOR THE 21ST CENTURY

By Barbara Tournier, Project Coordinator, IIEP-UNESCO

Are teacher career reforms the key to improved teacher motivation, attraction, and retention? IIEP is on a global quest to learn about new practices.

A major question for governments is how to reshape and elevate teaching as an attractive career choice for today's youth. Countries in all corners of the world are also grappling with the interlinked challenges of poor working conditions and dwindling retention rates. In this context, teacher career reforms have been identified as a potentially powerful lever. To better understand what models are being implemented, the related challenges, as well as their effects, IIEP looked into the organization and management of teacher careers

in Colombia, Ethiopia, Lithuania, Mexico, Peru, Scotland, South Africa, Thailand, and New York City.

The research has shown that countries are moving away from the traditional single salary schedule, which corresponded to the rise of the Welfare State and offered teachers job security, basic wage structures, and salary increases or promotions based on seniority and certifications rather than performance. Countries are now implementing second-generation teacher careers (a concept developed by [Ricardo Cuenca](#), a specialist in Teacher Professional



Development) based on meritocracy. In Peru, for example, a series of laws since 1984 have geared the country away from a system of seniority to one of performance. The salary spine – accompanied by mandatory evaluations – has also increased from five to eight levels.

However, the shift towards second-generation teacher careers does not imply a panacea to the demise of the teaching profession. Both generational models have advantages and disadvantages related to teacher motivation, financing, and teacher management.

What we have observed is that countries tend to mix and match between both models. In our sample, half have kept the single salary schedule, combined with at least one other model, such as a career ladder or salary progression based on appraisal, albeit with varying weight attached. Countries are trying to keep aspects of first-generation career structures (such as respect for degrees and years in the career), but are complimenting them with second-generation features that recognize strong performance. This can help teachers feel more appreciated for the work they do while also motivate them to improve.

For example, one senior official with the Department of Education in New York City, in the United States said: 'In an age of accountability, we need peer support for teachers who are getting all this feedback about how they're doing in their classroom...and we need options for those who have been made aware that they are doing well in their practice and want more career opportunities.'

Second generation teacher careers encompass a diversity of reform options. Some, like career ladders – which was the focus of IIEP's research – are positively associated with teacher professional autonomy and growth, while others, such as bonus pay systems, are more controversial. Teacher career ladders also make the profession more dynamic. Teachers can progress, gradually taking on additional responsibilities (e.g. by becoming master teachers or education specialists) or even change career tracks (e.g. management positions). This can change the public's perception of the profession from one that is stagnant to one that gives teachers the chance to advance just like in any other reputable field.

A representative from the Ministry of Education in Peru noted that there has been a historical mistreatment of teachers, but that the devaluation is reversing: 'I think there is a consensus on the need to revalue the profession and there are growing policy measures that are advancing in this sense.'

IIEP's research has also shown that well designed and implemented reforms can have a positive impact on regulating entry into the profession, tackling corruption, diversifying career tracks to help improve retention, and encouraging teacher support roles that help promote greater collaboration. For example, in Colombia, the new teacher career structure has helped improve the caliber of professionals recruited thanks to the public competitive examination required to enter the profession. However, these reforms are complex and resource-intensive. The mass teacher evaluations implemented in some Latin American countries may be unprecedented in reach, but to be operational, governments need to mobilize immense human, technical, and financial resources.

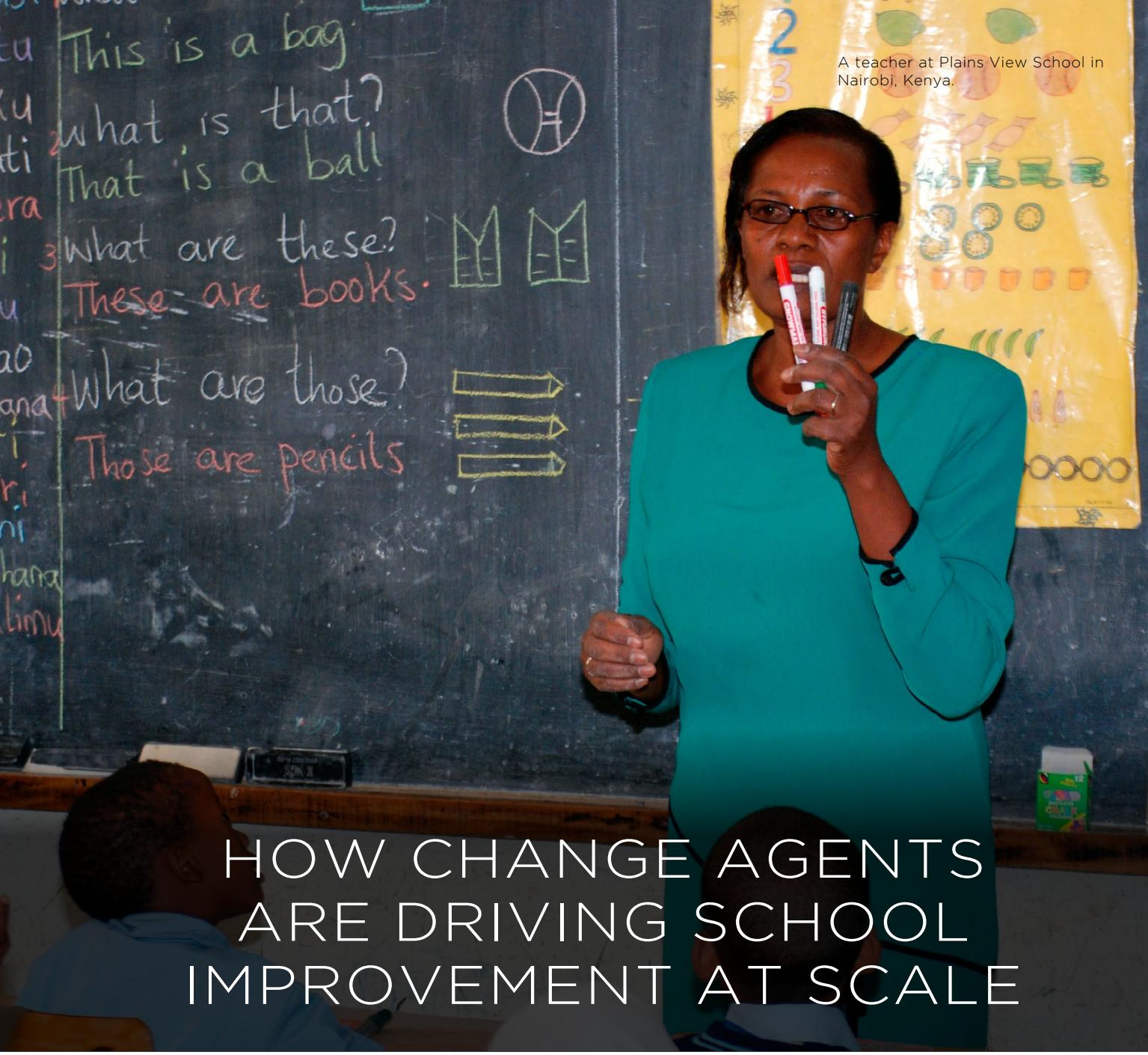
In some contexts, the reforms have been mired by implementation challenges to such an extent that it is difficult to be conclusive. Common challenges include striking a balance between support and accountability structures, defining clear roles and professional standards at each level of the career ladder, and setting fair and attainable minimum standards of evaluation.

The debate between first and second-generation teacher careers is not clear-cut. A number of countries have deliberately not implemented second-generation teacher careers. In countries, such as Finland, which have continuously invested in teachers and where the profession has not lost its status, education systems have been able to be selective about who becomes a teacher and have sustained a virtuous cycle of quality. But in other settings, where massive expansion of education and/or financial constraints and worsening conditions have tarnished the profession, providing career perspectives and more attractive remuneration packages to prospective teachers can be a part of the answer.

A key takeaway for governments is thus to carefully evaluate their administrative capacity before launching into major reforms. Failure to deliver on reform promises due to technical, financial or human resources constraints will result in lost trust and risk, jeopardizing the process. Moreover, attempts at improving the status of the profession will be pointless unless wages increase. As mentioned in the case study on Ecuador, 'as long as teachers and society perceive that remuneration is lower than for health workers or security forces (socially undervalued in Ecuador), any effort to reposition this profession will be futile.'

Whatever governments decide to do, their efforts will need to be incremental and sustained over several decades to be successful. The issue of cost is critical, yet investing in teachers is investing in our future. *

Look out for the case studies and the upcoming synthesis 'Reforming teacher careers: learning from experience,' available soon on the IIEP website.



HOW CHANGE AGENTS ARE DRIVING SCHOOL IMPROVEMENT AT SCALE

By Charlotte Jones, Global Head of R&D, and Matt Davis, UK Regional Director, Education Development Trust

What drives behaviour change in education systems? New analysis from Education Development Trust looks at the role of change agents in the ‘middle tier’.

What would you do if your doctor told you that you were at risk of a fatal disease if you didn’t change your diet? Surprisingly, the usual answer is ‘not much’. Studies consistently show that up to 80% of us fail to comply with doctors’ orders. Behaviour change is hard: even when it’s potentially life and death, we struggle to change our habits.

Public policy-makers know this all too well. As the global education policy debate shifts to focus on quality and transforming teacher instruction, the key issue is not

finding effective practices – ‘bright spots’ are often easy to find – but working out how to spread and scale these practices to every classroom.

Education Development Trust has recently been addressing this challenge through our research and programme delivery. One of the most exciting developments we see is the emergence of a new kind of education professional: a cadre of change agents at the system’s middle tier who are working directly with schools and teachers, and who are dedicated to instructional change.

For example, in Jordan, we have helped deploy specialist Subject Supervisors to work across schools to spark change: they broker the latest international evidence on high impact pedagogy, tailoring it to meet teacher needs. In Kenya, our Instructional Coaches are transforming teaching practices across schools in the slums of Nairobi. In Rwanda, policy-makers are reconfiguring instructional oversight by creating a new group of system leaders. In England, outstanding maths teachers act as Core Maths Leads, coaching their peers in new pedagogical techniques.

The key issue is not finding effective practices – ‘bright spots’ are often easy to find – but working out how to spread and scale these practices to every classroom.

GETTING RESULTS FROM CHANGE AGENTS

In all cases, these change agents are selected from the very best local practitioners. But this alone is not enough to get results. Our research finds that the most impactful change agents have a distinctive set of skills. In driving change they:

- **Bring a sense of energy and commitment to making change happen** – they build a strong vision for change; inculcate a sense of possibility and passion for improvement; and positively challenge the status quo.
- **Build capacity and create a learning culture** – they support and inspire others to

improve and share their practice; excel in coaching; dispel teachers’ fears, and build confidence.

- **Broker evidence and mobilise knowledge** – they sensitively assess local knowledge gaps, and translate the evidence base in a way that makes it most likely to be useful to the particular local context.

Why are these competencies so important? Because change only happens in a climate of trust. We’ve seen again and again that successful change is created by this combination of deep expertise, credibility as a peer who has taught in the same context, and the skill and disposition to bring this expertise to bear in a way

which empowers rather than controls or overwhelms. It means teachers own and trust new ideas, feel motivated by new possibilities, and are supported to interpret new techniques for their context. As Atul Gawande, a leading thinker in health system change, reminds us:

People follow the lead of other people they know and trust when they decide whether to take up [a new idea]. Every change requires effort, and the decision to make that effort is a social process (The New Yorker, Slow Ideas, July 29, 2013).

So the lesson for policy-makers? Invest in the social process. Highly skilled change agents such as these can be lynchpin roles. It is these professionals who will make sure that new practices both reach and are sustained within every classroom. *

Visit www.educationdevelopmenttrust.com for more information!

Breaking barriers in education



Mariela Buonomo Zabaleta, Programme Specialist, IIEP-UNESCO, shares the latest on IIEP's technical cooperation work in Pakistan, where the Government of Sindh is working on a new education sector plan.

After a constitutional amendment in 2010, the central government in Pakistan largely devolved the responsibility for education to the provincial government. In this context, the southeastern province of Sindh prepared its first four-year education sector plan in 2014 (SESP 2014-2018) with the aim of increasing access to education, improving learning outcomes, and strengthening governance and accountability.

As this first sector plan comes to an end, the Government of Sindh has requested technical support from IIEP-UNESCO to review the plan’s achievements, and prepare a new SESP for the period 2019 to 2023 that builds upon the lessons learned. This support is part of the Global Partnership of Education Sector Plan Development Grant (ESPDG), for which the World Bank is the grant agent and UNICEF is the coordinating agency.

Over the past five years, the Ministry of Education and Literacy of Sindh’s School Education & Literacy Department has undertaken a number of initiatives, including an improvement plan for 4,560 high-priority schools, the recruitment of teachers and head-teachers through a merit-based mechanism, and the placement of a monitoring system to ensure that teachers attend school. However, an estimated six million children in Sindh remain out of school.

As part of IIEP’s technical support, the government of Sindh is currently finalizing an Education Sector

Analysis. Two strategic planning workshops also took place in Karachi with 60 staff from the School Education and Literacy Department, associated departments and wings, members of civil society, and development partners. The first workshop, in August, focused on identifying priorities for the education sector and formulating objectives for the new plan. The second workshop, in October, focused on designing priority programmes and defining targets to be reached by 2023.

Priorities of the new plan will include:

- Increasing enrolment and ensuring retention at all levels and for all children and adolescents,
- Increasing access through alternative modalities,
- Improving capacity of all quality delivery systems at provincial and district levels,
- Improving quality inputs and processes to enhance student learning outcomes,
- Improving coordination and alignment of all aspects of planning and monitoring at provincial and district levels of administration,
- Establishing a dedicated professional educational leadership and management cadre, as well as mechanisms to strengthen accountability,
- Improving allocation and efficiency in the use of resources for long-term sustainability.

HOW TO ALLOCATE TEACHERS EQUITABLY?

By Patrick Nkengne, Education Policy Analyst, and Léonie Marin, Communications Expert, IIEP Pôle de Dakar

IIEP Pôle de Dakar has published a new study to help countries improve the allocation of teaching staff in sub-Saharan Africa.

The inequitable allocation of teachers – this is a common observation made in several recent education sector diagnoses in sub-Saharan Africa by IIEP Pôle de Dakar. A 2016-2017 IIEP study on teaching resources in 31 countries in the region, based on pupil/teacher ratio and the degree of randomness*, has further backed this up. It found that only a few countries are equitably allocating teachers across schools.

The pupil/teacher ratio varies widely across the 31 countries. For example, in the Seychelles, Mauritius, and Cape Verde, the ratio is less than 25 while in Rwanda, Mozambique, Uganda, and Cameroon it is above 50 (see the graph on the left). This reflects different teacher allocation policies, and above all, the varying abilities to recruit a sufficient number of teachers. To help guide countries, the indicative framework for the Global Partnership for Education suggests that countries that are lacking teachers should strive for a pupil/teacher ratio of 40:1.

Within an education system, some decentralized services allocate their teaching staff to schools on an equitable basis, while others make an inequitable distribution of their resources. The degree of randomness captures the magnitude of the problem. In the case of Benin, which has the highest degree of randomness, large variations are observed, in terms of both the pupil/teacher ratio and teacher allocation per school district. For example, Block A illustrates school districts that have more teachers than average, but allocates them to schools in an inequitable and inconsistent way (see scatter chart on the right).

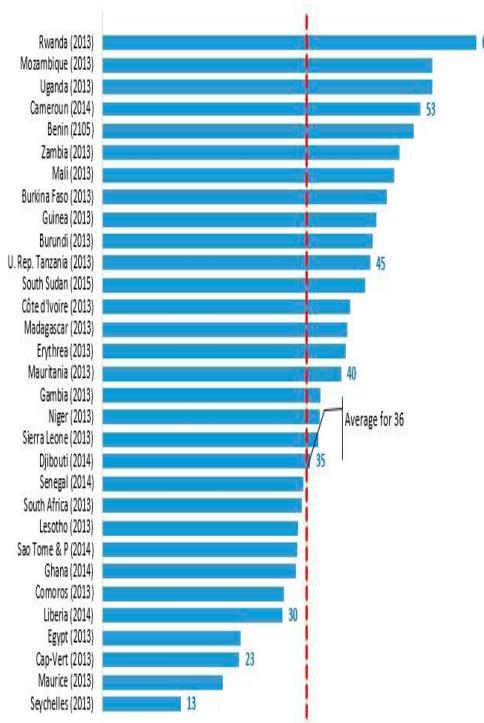
Using the results of a questionnaire sent to key actors from the Ministries of Education in all 31 countries, the study also identified two actions that could help improve the allocation of teaching staff. The first is the recruitment of teachers on post. This would limit the movement of teachers for personal reasons and would guarantee that these posts would not be left vacant by ministry appointed teachers, who can be moved without notice.

The second is the use of information and communication technologies to provide the actors responsible for teacher deployment with tools to automate certain aspects of the decision-making chain, therefore making the overall process more efficient.

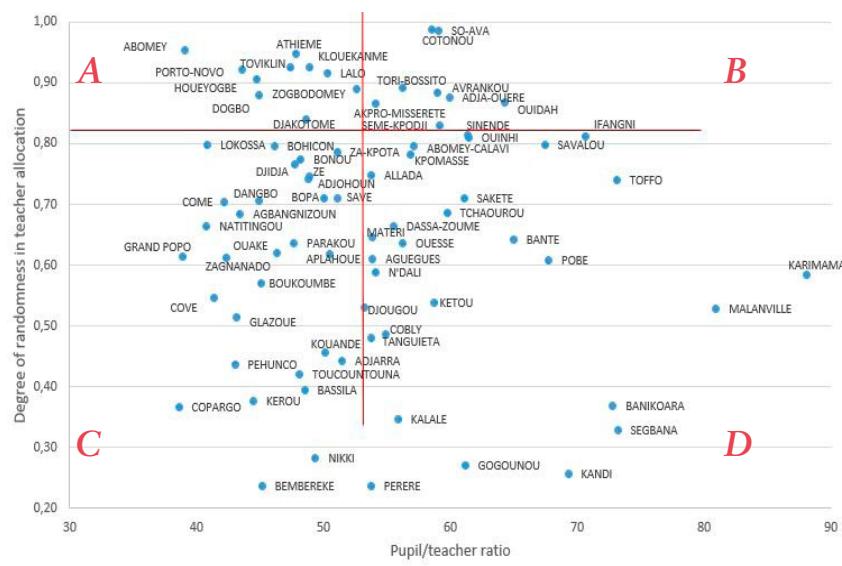
In short, the challenge ahead is to identify emerging practices and overall trends in the distribution of teachers in Africa to find solutions that work. Through studies on piloting and the allocation of teacher resources to schools, countries and the international community will be able to target mechanisms that best fit their context, with the aim of achieving better results in the future and quality education for all. *

**The degree of randomness provides a measure of the level of system inequity in the allocation of teachers to schools. The closer it is to one, the more equitable and rational allocation is in relation to the number of students. In contrast, the closer it is to zero, the greater level of unfairness.*

Access the study and more information on the [IIEP Learning Portal](#).



The graph on the left shows the teacher/pupil ratio in 31 countries in sub-Saharan Africa. The graph below shows the degree of randomness and the pupil/teacher ratio per municipality in Benin (for public primary schools, 2015).



Source: IIEP Pôle de Dakar indicator database (2016/2017)

Source: Education Sector Diagnosis of Benin (2015).



WHO TEACHES REFUGEES?

By Stephanie Bengtsson, Programme Specialist, IIEP-UNESCO

Most refugee children will spend their entire childhood in exile. Responding to their educational needs will require innovative policy solutions that put teachers at the centre.

Research has shown that the quality of teachers and teaching are the most important factors affecting student outcomes among those that are open to policy influence. Presumably, this also applies in refugee situations, especially given that teachers themselves are often the only educational resource available to students in times of crisis.

However, a literature review conducted earlier this year by IIEP-UNESCO and Education Development Trust (EdDevTrust) found that relatively few data are available about teachers of refugees, other than limited statistical data suggesting that qualified teachers are in short supply. The review also concluded that, with the exception of some research exploring certification and compensation in refugee contexts, there are few studies on teachers' perspectives on key policy issues, including recruitment, deployment, professional development, and motivation.

To begin to address this evidence gap, IIEP partnered with EdDevTrust, with support from UNICEF, Open Society Foundations, and other stakeholders, to launch a multi-country policy study on the management of teachers of refugees. It aims to answer what effective and promising policies and implementation strategies exist for the management of teachers in refugee contexts, and where potential space for further policy development and successful

implementation exists. Ethiopia has been selected as the pilot country for this research because, not only is it home to one of the largest refugee populations in Africa, but it is one of the first countries to attempt to roll out the global Comprehensive Refugee Response Framework, which builds on the idea that refugees should be included in host communities. As part of this, Ethiopia has come up with a set of nine pledges for policy reform, a number of which directly affect education. These include the proposed issuing of work permits to refugees, which would apply to teachers, efforts to expand enrolment of refugee children at all levels of the school system, and attempts to build and improve essential services for refugees more broadly.

While these policy developments hold promise for improved quality and greater access to education for refugees in Ethiopia, there are often significant differences between how policies are developed and implemented. This study uses a multi-phase, mixed methods research design to explore how the proposed policy reforms are being interpreted, mediated, and struggled over at the national, regional, district, and school level.

So far, the research has included an initial analysis of policy documents, in collaboration with a group of students from the McCourt School of Public Policy at Georgetown University in the United States.

In October, the first field visits took place with support from local researchers from PRIN International. The preliminary results of this first data collection mission stressed the importance of responding to context, as there are significant variations across the different regions of Ethiopia and the refugee population is far from homogeneous. A variety of policy options are required to respond to the education needs of the millions of young people who call Ethiopia home today.

Later this year, a teacher survey tool will be refined and implemented in various parts of the country. A follow up mission to Ethiopia will take place in early 2019, which will include in-depth case studies and interviews with key stakeholders.

Teachers are more than just providers of essential services. They are themselves members of affected communities and potentially powerful agents of positive policy reform. Through this initiative, we aim to contribute to the burgeoning research that focuses on teachers in refugee contexts and to provide evidence-based policy solutions to support UNESCO Member States in responding to the call set out in the Incheon Declaration to: 'ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient, and effectively governed systems.'*

STRENGTHENING HUMAN RESOURCES MANAGEMENT IN BURKINA FASO

By Diane Coury and Barbara Tournier, Project Coordinators, IIEP-UNESCO

IIEP-UNESCO embarked on an ambitious three-year project with the Ministry of Education and Literacy of Burkina Faso in November 2018 to strengthen their human resources management. Financed by the Agence Française de Développement, the project's first phase will lead to the consolidation of a new human resources manual, the development of job descriptions and the Ministry's staffing plans, as well as the development of a guide on teacher allocation and transfer criteria. The project's second phase will focus on the development of an integrated computerized application, which will guarantee information on the Ministry's staff is up-to-date and reliable, as well as facilitate the assignment and

mobility process for staff with greater speed and transparency.

The project will help address a number of challenges the human resources department currently faces, including the absence of a human resources management (HRM) manual. The new document will help clarify all HRM procedures, as well as the roles and responsibilities of the various stakeholders at different levels. While HRM procedures currently exist, there are information gaps within the different levels of the system. The second phase will also help the Ministry overcome the constraints of its current computerized management and budgeting system for teachers and other staff, which will contribute to improved management and payroll.

The project will build on a south-south cooperation approach, using the experience of Senegal, which has undergone the same process and established a functioning application called **MIRADOR**. This tool has enabled teachers to update their contact details and express their posting preferences across the country. For Burkina Faso, the potential benefits of this type of application are vast. However, one major obstacle is poor internet connectivity. Solutions will have to be found, as was the case in Senegal. Throughout the project, IIEP will ensure the strengthening of staff capacities and structures, a key element of all of its interventions, and will build on what is already in place in the country.*

New on the IIEP Learning Portal

By Joshua Muskin, Senior Programme Director, Geneva Global

In a new IIEP Learning Portal blog, *Strengthening teacher capacity: What do we really mean?*, Joshua Muskin, of Geneva Global, identifies teachers as crucial to most system efforts to improve education quality. No matter the brilliance of an innovation or other change a system might introduce to improve classroom learning, success will usually depend on the capacity of teachers to employ it effectively. As a result, systems tend to accompany the launch of an innovation with widespread training and supervision.

Yet, education innovations too often fall way short of expectations. There may be many reasons for this, including insufficient or poor-quality training. Certainly, high-quality training matters. However, Muskin challenges education planners, decision-makers, and other leaders to think more broadly about what we truly mean by *teacher capacity*.

He asserts that the strategies upon which systems and their partners tend to rely to strengthen teacher capacity fail due to *an egregious oversight*. This is a nearly exclusive focus on what he calls *intrinsic capacities*. These are easily recognizable, he says,

comprising a conceptual and practical understanding of a new technique, tool, or other innovation judged necessary for teachers to improve classroom instruction and learning.

Missing are what Muskin refers to as *extrinsic capacities*. Most simply, these are the decisions, actions, and conditions a teacher needs to be able to use her/his intrinsic capacities effectively, or at all. Included are things like adequate training and support, leadership, materials, and the basic authority to summon one's intrinsic capacities.

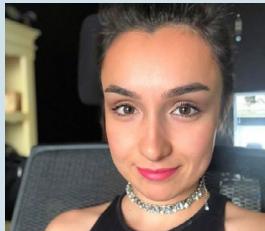
Muskin appeals to education leaders and agents from government, donors, and others to keep teachers at the centre of system improvements, but to do so by supporting both their intrinsic and extrinsic capacities.

Read the full blog here: at.iiep.unesco.org/JoshuaMuskinblog



WHAT WILL TEACHING IN 2030 BE LIKE?

Join the conversation on Twitter @IIEP_UNESCO



Nesrin Yenice
English as a
Second Language
Teacher

FROM TURKEY

To make education more inclusive, there are four core areas of study: critical thinking, emotion management, effective communication, and how to overcome xenophobia. Policy-makers ought to build a new curriculum so that children learn to develop these skills from pre-school years. Issues like gender inequality, violence, crime, and many others stem from the lack of understanding of these four topics, and raising awareness will create generations of respectable, responsible freethinkers that have high leadership potential. Obviously, to create a culture distinctly different from the existing one will take more than 11 years, it will take generations of consistent effort.



James Kadyouga
School In-service co-ordinator, Munana
Primary School, Chisamba District



Marouane Faouzi
Former math teacher, current educational planner

FROM MOROCCO

To teach in 2030 means being an example for future generations, with a personality characterized by the values of peace, science, global citizenship, freedom of expression, effective criticism, and creativity, as well as being proficient in using new technology in education. To overcome the major gap of 69 million teachers, the teaching profession should be given great value, especially in developing countries, and we need to encourage the hiring of qualified professors and young people to achieve the SDGs.

FROM ZAMBIA

In Zambia, the revised school curriculum focuses on knowledge, skills, and values. To be productive participants in our country in 2030, our children will need to be creative, resourceful, inquisitive, and critical team players. We are using TESSA OER (www.tessafrica.net) as part of the school-based CPD programme in Central Province in Zambia (funded by the Scottish Government) to ensure that our children are well-prepared for the future. Through collaboration, and a structured programme, teachers use TESSA to develop engaging activities.



TECHNICAL ROUND TABLE

TEACHER EDUCATION AND INCLUSIVE EDUCATION

By Jim Ackers, Head of Training, IIEP-UNESCO

Children with disabilities are one of the most excluded groups in education. Universal school design, adapted learning materials, and better data are all crucial. However, the key to effective learning lies especially with teachers.

As far as possible, every child should be able to learn in his or her local school regardless of the child's individual characteristics. 'Segregated' and 'integrated' approaches to disability should be avoided, or phased out. However, many countries are so far from this ideal that we need to approach the challenge through the progressive realisation of every child's right to inclusive education, as described in Article 4 of the Convention of the Rights of People with Disabilities (CRPD). One key strategy also mentioned in Article 4 of the CRPD is to 'promote the training of professionals and staff working with persons with disabilities ... so as to better provide the assistance and services guaranteed by those rights.'

Teacher education is key to making inclusive education systems possible. However, as highlighted in the recent July 2018 IIEP and UNICEF [technical Round Table](#) on disability-inclusive educational planning, teacher education around inclusive education remains a major obstacle at the country level. Adding to this challenge is the bleak assessment of the impact of teacher education in enhancing education outcomes in some recent global reports. However, this should only be an argument for doing teacher education better.

Some research has indicated that teacher education in developing countries lacks impact because both the quality and reach are inadequate. Consequently, many teachers are unable to address the learning needs of individuals within their classes, especially when faced with large class numbers. In many countries, there is a lack of linkage between initial teacher training, which

can be didactic and theoretical, and classroom realities. To enhance effectiveness, teacher education needs to be addressed through a Continuous Professional Development approach, with school-based practice and mentoring components. A key starting point must be to ensure that initial teacher education equips teachers to understand and address the different needs of children, including those with disabilities.

At IIEP, the key challenge is to identify and address the implications of making schools more inclusive across the whole education system. We need to ensure that sector plans address issues like teacher supply through an inclusive lens and respond to questions, such as: 'are there sufficient classroom support assistants and special needs teachers, and are they distributed effectively?' We also need to look at the role of other key actors, such as district officials, including the relationships inspectors and advisers have with their communities.

The challenges are significant, but the Round Table, which developed a framework for mainstreaming inclusive education that will inform new IIEP training courses, found that several countries were making progress. Co-organised with UNICEF, the Round Table explored successes and challenges in inclusive education in eight countries from across Anglophone Africa and Asia Pacific (a Round Table for Francophone countries will follow in July 2019).

Finally, we must remember that differentiation in the classroom is critical if we are to address the learning needs of all children, including those with disabilities. Accommodating diverse learning needs lies at the heart of inclusive education, and indeed learning for all. *

TRAINING ON TEACHER POLICIES IN LATIN AMERICA

By Laura Fumagalli, Project Coordinator, IIEP Buenos Aires

In recent years, teacher policies have come into the spotlight in Latin America. The region is facing challenges in terms of both securing a sufficient supply of teachers and maintaining the quality of teacher training. Concurrently, the targets of the Education 2030 Agenda are calling for more and better teachers.

Consequently, many Latin American countries are implementing professional career reforms and introducing changes in initial and continuous teacher training. However, few initiatives are proposing expansive innovations and are rather opting for traditional training formats. When innovative proposals are brought forward, they are translated into small-scale initiatives with low impact for the teaching profession as a whole. Therefore, analyzing the proposed innovations, monitoring them, and evaluating their impact is of great importance for Latin America.

To address this issue, IIEP Buenos Aires has introduced a Short Online Training

Programme (SOTP) focused on teacher policies. This SOTP uses case studies of teacher reforms from various countries in the region to provide guidance on how to design, monitor, and evaluate large-scale teacher reforms that effectively address the challenges of the sector.

The programme lasts five months, which translates into 380 training hours structured into four thematic courses. The participants access the training through the IIEP Buenos Aires' Virtual Campus. The activities are done both individually and in workgroups, with a methodology that encompasses discussion forums, practical exercises, case studies, literature reviews, participation in collaborative networks, and written essays. There are four main goals of this SOTP:

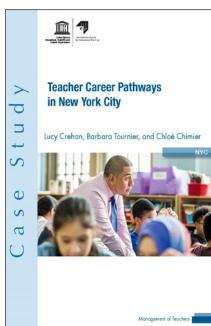
1. Provide knowledge of trends in teacher policies at a regional and global level, as well as the theories that support them;
2. Develop analysis capabilities based on the identification of conceptual

and management issues related to teacher policies;

3. Foster knowledge and the ability to design, manage, and assess teacher policy programmes;
4. Advocate the construction of networks and communities of practice that address teacher policies in the region.

IIEP Buenos Aires launched the SOTP as a new training format in 2018. They are part of the regular training offer from IIEP Buenos Aires and will be offered every year. The purpose of the SOTP is to provide updated information on specific current issues in educational policy in Latin America and to develop the technical capabilities of its participants. In 2018, IIEP Buenos Aires offered three programmes, training 69 participants in evaluation policies, ICT policies, and teacher policies. *



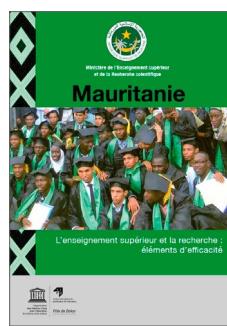


Case Study

COMING SOON!
CASE STUDIES ON
TEACHER CAREER
REFORMS

Various authors

Three upcoming case studies look at teacher career reforms in Ecuador, New York City (USA), and the Western Cape (South Africa).



HIGHER EDUCATION AND RESEARCH IN MAURITANIA: ELEMENTS FOR EFFICIENCY_(IN FRENCH)

Islamic Republic of Mauritania and IIEP-Pôle de Dakar

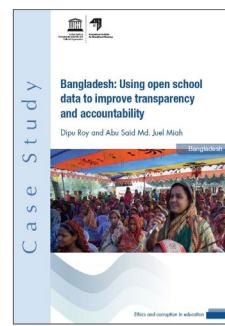
This report sheds light on the main challenges facing the development of Mauritania's higher education and research sector, as well as how to overcome obstacles to improve its performance.



MAKE PUBLIC-PRIVATE PARTNERSHIPS IN VOCATIONAL TRAINING A STRONG LEVER OF ECONOMIC EMERGENCE IN AFRICA (IN FRENCH)

IIEP, LuxDev, IIEP-Pôle de Dakar

Building productive public-private partnerships is a major point of concern for strengthening the vocational training system across Africa. This is a summary report from an event held by the three organizations in March 2018.



Case Study

OPEN SCHOOL DATA CASE STUDIES FROM ASIA AND THE PACIFIC

Various authors

From Australia, Bangladesh, India, Indonesia, Pakistan, and the Philippines, the case studies look at school report card initiatives to create a new evidence base for more informed policy-making on how to use school-related data for greater transparency and accountability.

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A talk with the author

IIEP recently released six case studies on the use of open school data to improve transparency and accountability in education. Muriel Poisson, the co-ordinator of the research, talks about the implications of open school data for teachers.

How could these case studies from Asia and the Pacific impact open school data policies?

Open school data policies have flourished in recent years, but little is known about their usefulness and impact from the perspective of users. This is why IIEP launched a research project that aimed to explore the views of principals, teachers, parents, students, and community leaders on such initiatives. The cases documented show that under certain conditions, in particular related to the type of data, the accessibility, and also the 'usability' of open school data policies can help ensure that resources actually get to the schools, and that these resources are used to improve quality.

What role can teachers play in using open school data?

Teachers play an important role in countries such as Indonesia in the collection of data and in the preparation of school report cards. Teachers also play a key role in sharing the information with communities – for example, during mothers' gatherings, as in Bangladesh. School data can also help teachers change their behaviour and adapt their own practice. In Indonesia, one teacher said: 'Not only outsiders, but we, as insiders of this school, need to understand and use data more effectively.'

What impact could this have on the teaching profession at large?

Our research suggests that open

school data can help strengthen teachers' position, including in relation to school principals and public authorities – they are among the most 'active action-takers' on the basis of open school data. In the Philippines, for instance, one-third of the teachers interviewed reported actions that they had undertaken to pressure authorities to reduce fund leakage and reduce corruption in the purchase of school equipment and textbooks. Finally, the case studies provide examples where open school data help promote trust between teachers and the school community, by reducing the information gap between governments and the public.