ENSURING QUALITY EDUCATION THROUGH QUALITY TEACHERS

Report on the Southern Africa Regional Conference on Teachers

Maputo, Mozambique

26-28 August, 2015
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The UNESCO Regional Office for Southern Africa (ROSA) would like to extend its gratitude to all who gave strategic guidance and inputs during the Southern African Regional Conference on Teachers. In particular, ROSA would like to thank the Ministry of Education and Human Development of Mozambique which convened the conference and to our UNESCO Offices and Institutes for their technical and financial support that contributed to the success of the conference. The contributions at all levels were valuable and the depth of the debates confirmed the need for such a meeting towards an effective and coordinated response to teacher issues in the region.

"ROSA would like to thank the Ministry of Education and Human Development of Mozambique which convened the conference and to our UNESCO Offices and Institutes for their technical and financial support that contributed to the success of the conference"
In light of the new configuration of the UNESCO Field Network in Africa, the UNESCO Office in Harare was confirmed Regional Office for Southern Africa (ROSA) with a coverage of nine countries (Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe), and the SADC Secretariat. In accordance with the reform, the National Offices in Maputo and Windhoek as well all education projects antennas and Comprehensive Sexuality Education and HIV Desks in the ROSA countries are supervised by the Regional Office.

As an immediate result of the reform the interactions with and support to member states covered by the ROSA has been substantially strengthened. Within the UN system, the Regional Office also participates in the Regional UNDG, and scaled up its role as laboratory of ideas, standard-setter, clearing house, capacity-builder and catalyst for international cooperation.

It is, with this background in mind, that the UNESCO ROSA, the UNESCO Section of Learning and Teachers, the UNESCO Maputo Office and the UNESCO International Institute for Capacity Building in Africa (IICBA), in partnership with the government of Mozambique and in cooperation with the Southern Africa Development Community (SADC) organized a “Southern African Regional Conference on Teachers” in Maputo, Mozambique from 26-28 August 2015.

The conference came at a critical juncture as we advance toward the target dates for the MDGs and as we shape the new global development agenda post-2015. The conference came also at an opportune time in response to the UNESCO-AU Kigali Statement on Education post-2015, which recognised that for governments to provide quality educational opportunities to all children and young people, teachers play a central role. The quality of teachers has a major impact on equity and learning outcomes. However, there is a shortage of trained, qualified and motivated teachers in the region, which necessitates increased investment in teachers as a matter of urgency in most African countries. Another challenge is to restore the dignity of teachers and to improve their status in the community and society at large. Therefore, more attention must be paid to teacher training and well-being.

I would like to thank the participants from countries in the Southern African region and from Tanzania, Mauritius and South Sudan. My sincere gratitude also goes to the Ministry of Education and Human Development of Mozambique which convened the conference and to our UNESCO Offices and Institutes for their technical and financial supports that contributed to the success of the conference.

It is my fervent hope and trust that the outcome of the Southern African Regional Conference on Teachers will result in the development of a sound and effective Education Support Strategy and Regional Plan of Action for Southern Africa that will help craft motivated, creative and responsive teachers who are able to engage with a new generation of children and young people, help them transform their lives and enable them to realize their dreams.

Hubert Gijzen, PhD
Regional Director and Representative
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<tr>
<th>Acronym</th>
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<tr>
<td>ADA</td>
<td>African Disability Alliance</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immune-Deficiency Syndrome</td>
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<td>AU</td>
<td>African Union</td>
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<td>CFIT</td>
<td>China Funds in Trust</td>
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<td>CPD</td>
<td>Continuing Professional Development</td>
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<td>CSE</td>
<td>Comprehensive Sexuality Education</td>
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<td>ECE/ECD</td>
<td>Early Childhood Education/Early Childhood Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>EMIS</td>
<td>Education Management and Information System</td>
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<td>ESD</td>
<td>Education for Sustainable Development</td>
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<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
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<td>GER</td>
<td>General Educator Policy</td>
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<td>GM</td>
<td>Gender Mainstreaming</td>
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<td>HIV</td>
<td>Human Immune Deficiency Virus</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IFP</td>
<td>Instituto de Formação Professores</td>
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<td>IICBA</td>
<td>UNESCO International Institute for Capacity Building in Africa</td>
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<td>IE</td>
<td>Inclusive Education</td>
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<td>LDC</td>
<td>Low Developing Country</td>
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<td>LITTLE</td>
<td>Learning Improvements for Teachers and Lecturers for Early Education</td>
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<td>M &amp; E</td>
<td>Monitoring and Evaluation</td>
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<td>MoEDH</td>
<td>Ministry of Education and Human Development</td>
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<td>MoPSE</td>
<td>Ministry of Primary and Secondary Education</td>
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<td>MIET</td>
<td>Media in Education Trust</td>
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<td>NEP</td>
<td>Namibia Educator Policy</td>
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<td>NATCOM</td>
<td>National Commission</td>
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<td>NTP</td>
<td>National Teacher Policy</td>
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<td>OSISA</td>
<td>Open Society Initiative for Southern Africa</td>
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<td>OWG</td>
<td>Open Working Group</td>
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<td>PBTR</td>
<td>Professional Board for Teacher Recruitment</td>
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<td>PLAP</td>
<td>Performance Lag Address Program</td>
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<td>PTR</td>
<td>Pupil Teacher Ratio</td>
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<td>ROSA</td>
<td>Regional Office for Southern Africa</td>
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<td>RTP</td>
<td>Regional Teacher’s Policy</td>
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<td>SAAPEDD</td>
<td>Southern Africa Association for Learning and Educational Difficulties</td>
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<td>SADC</td>
<td>Southern Africa Development Community</td>
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<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<td>STEPP</td>
<td>Survey of Teachers in Pre-Primary</td>
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<td>TDC</td>
<td>Teacher Development Centre</td>
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<td>TIEEZ</td>
<td>Teachers of Inclusive Early Education in Zimbabwe</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
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<td>VVOB</td>
<td>Flemish Association for Development Cooperation and Technical Assistance</td>
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<td>WEF</td>
<td>World Education Forum</td>
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<td>ZOU</td>
<td>Zimbabwe Open University</td>
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The Southern Africa Regional Conference on Teachers was attended by policy makers, academics, practitioners and development partners in education from countries in Southern Africa, other countries in the African region and UNESCO offices. The conference was convened to craft policy and programmatic responses to the Kigali Statement on Education post-2015, which recognised that teachers play a central role in the provision of quality education and the need for comprehensive teacher policies which cover all levels of education.

The objectives of the conference were:
1. To share country policies, good practices and research results on improving teacher quality.
2. To develop a regional strategy towards the improvement of the quality of teachers.

The conference provided a platform for participants to share and reflect on experiences and good practices in strengthening teachers’ capacities and pedagogies in key elements of quality education and to develop recommendations on good practice in the region to improve the professional status of the teaching profession.

Globally, there has been an increase in access to education but this has not led to a commensurate increase in basic literacy and numeracy skills. The shift of focus to increasing the quality of education and the quality of teachers recognises this. Sub-Saharan Africa still needs millions of trained teachers to reach the UNESCO benchmark for Pupil-Teacher Ratios (PTR) and to address poor gender balance of teachers. These gaps are due to teaching being seen as a lower status profession with poor remuneration and conditions of service, which means the profession fails to attract and retain the best quality candidates.

The conference reflected on a number of initiatives in the region hoping that these will provide lessons on how to address these challenges by strengthening teachers’ policy, teacher recruitment, training and retention and strengthened continuing professional development.

The conference identified that there is a need for good policies to promote quality education and explored how countries in the region are approaching the implementation of a Teachers’ or Educators’ policy that covers the recruitment, training and remuneration of teachers. The current situation in the region is diverse and varied. Mozambique shared its experience of using data to inform policy development and to develop indicators to measure quality of education using tools developed and supported by UNESCO IICBA. Namibia outlined how they are in the final stages of developing a General Educator Policy that will promote the professionalization and enhance the status of educators and will unite all educators under one professional authority which will be responsible for the governance of the teaching profession. Both case studies shared at the conference demonstrate the good practice of using inclusive approaches to policy formulation by involving teachers and teaching unions from the outset. The conference also discussed the need for greater synergies across the region in policy issues for quality teachers and made the following recommendations:

- All countries should develop and implement a National Teacher Policy (NTP) that addresses a range of issues including recruitment, pre- and in-service training, equitable deployment, working conditions and motivation. These should cover all schools, including those in the private sector, and should be developed in an inclusive way involving teachers through teaching unions.
- The region should harmonize minimum teacher entry qualifications. In-service training should be provided for serving teachers who do not meet the minimum entry qualifications.
- Southern African Development Community (SADC) member country policies should be consolidated into a Regional Teachers’ Policy (RTP), which would harmonise standards and practice and facilitate teacher mobility in the region.

It is recognised that education should promote learners’ cognitive development, be inclusive and equitable and should also encourage learners’ creativity and emotional development to prepare them for a rapidly changing world. One session at the conference, therefore, focused on some of the elements of quality education. Good practice was shared in Gender Mainstreaming (GM), Early Childhood Education (ECE), Inclusive Education (IE), Comprehensive Sexuality Education (CSE) and Education for Sustainable Development (ESD), all of which were considered important contributors to a relevant education responsive to a rapidly changing world and an evolving classroom environment.
Recommendations regarding these various elements of quality education were:

- **UNESCO** should take a lead in disseminating the available good teaching and learning materials and facilitate sharing of learning in all the relevant elements.
- Strengthen school leadership and management of learning for quality education. UNESCO should facilitate exchange and experience sharing in aspects of quality education, including policy makers.
- Teachers need support to upgrade their skills and incorporate new approaches to remain relevant, especially in new aspects of quality education such as gender mainstreaming, ESD, IE and CSE.
- Countries should invest more in the recruitment and training of ECE teachers and there should be a forum for the regional exchange of good practice in ECE and training for ECE.
- New approaches, such as CSE, should be incorporated into the curriculum sensitively and in liaison with all stakeholders to foster community understanding and acceptance.

Quality education is dependent on having quality teachers at all levels of education. Considerable discussion took place on how good practice in the recruitment, pre-service training and continuing professional development of teachers played a crucial role in this process. It was noted that the current disconnection between politicians and education practitioners and between quality and inclusion meant that the policies were failing to address how to recruit and retain good quality teachers. The recruitment of suitable, motivated teachers of quality is especially relevant when many countries have a shortage of qualified teachers and struggle to attract the best people into teaching. The Namibian Educator Policy (NEP) makes provision for a Professional Board for Teacher Recruitment (PBTR), which will develop clear criteria for teacher recruitment. Currently, in Namibia, the entry level qualifications for teaching are equivalent to University entrance requirements and the Government sponsors good students to access teacher-training with grants and bursaries.

The difficulty in attracting and retaining teachers means that unqualified teachers are found in virtually all countries in the region. Although not ideal, unqualified teachers are necessary to fill gaps in the teaching force and therefore Ministries of Education are looking at the best way to ensure unqualified teachers are fit for purpose. The conference shared good experiences of in service training for
unqualified teachers to give them professional skills using teachers’ centres, in-school coaching and mentoring and distance education options.

Considerable discussion at the conference centred on how to motivate teachers and prevent absenteeism and teacher wastage. Across the region, teaching is held in low esteem, remuneration is low and conditions of service are poor, which has a negative impact on motivation. Teachers find intrinsic motivation from doing a good job and this feeling of worth can be built by the school leadership and by the community. How Governments can address this challenge - by providing motivating, well-rewarded career structures and quality Continuing Professional Development (CPD) - which enables teachers to upgrade and update their skills was discussed. The rapidly changing context and curriculum requires reflective teachers who are able to adapt to new challenges and adopt new approaches and pedagogies. Good practices in CPD were shared in how teacher participation and self-assessment can make CPD more contextually relevant.

Recommendations by the conference on these various issues were:

- Government should allocate adequate resources to education, ensuring that funding goes to teacher remuneration and improving teacher well-being. Governments should aim to attract the best students to teaching by having attractive conditions of service.
- Take a regional approach to teacher deployment, perhaps through a SADC protocol, to enable surplus trained teachers in one country to be deployed across the region.
- Use in-school coaching and mentoring to build the professional skills of unqualified teachers. Ministries should train mentors and also provide structured short training for unqualified teachers. Prioritise unqualified teachers for formal training programmes in colleges and university.
- A national and regional framework should be developed for teacher education and quality CPD for a rapidly changing environment. Coordinate CPD amongst all service providers and base it on the systematic identification of teachers’ needs, including the use of self-assessment.
- Promote genuine teacher participation in all aspects of professional development and policy. Ensure that teachers’ voices are heard. Address absenteeism using positive strategies.

UNESCO’s key role in promoting quality education was reflected in several Action Points for UNESCO:

1. Share these recommendations with SADC secretariat and advocate for the regional responses including developing a regional framework for teacher training and a comprehensive regional teacher policy framework.

2. Report to the EFA Task Force on the conference outcomes and advocate with donors for resources to implement recommendations. Use World Teachers’ Day (WTD) to disseminate recommendations of the meeting.

3. Provide technical assistance to facilitate country level discussions on quality teachers. Support national conferences covering the priority issues identified in this conference.

4. Facilitate more learning visits to share good practice in the development of policies, quality education and CPD.

5. Develop a regional Educational Management Information System (EMIS) to provide evidence for policy formulation and CPD.

6. Have a clearing house on the documents shared and discussed in the conference.

7. Provide resource persons for national capacity building.

The rapidly changing context and curriculum requires reflective teachers who are able to adapt to new challenges and adopt new approaches and pedagogies
1. Background
The Southern Africa Regional Conference on Teachers was attended by 88 policy makers, academics and practitioners and development partners in education from 9 countries in Southern Africa, 3 other countries in the African region and UNESCO offices. The conference was convened by the UNESCO Regional Office for Southern Africa (ROSA), the UNESCO Office in Maputo and the Ministry of Education and Human Development (MoEHD) of Mozambique to help craft policy and programmatic responses to the Kigali Statement on Education post-2015, which recognised that for governments to provide quality educational opportunities to all children and young people, teachers play a central role. The Kigali Statement acknowledged the need for comprehensive teacher policies and called for action to increase investment in the recruitment, training, deployment, continued professional development and improved welfare of teachers across all levels of education.
1.1 Objectives of the Regional Conference

The objectives of the conference were:

- To share country policies, good practices and research results on improving teacher quality.
- To develop a regional strategy towards the improvement of the quality of teachers.

The conference provided a platform for participants to share and reflect on experiences and good practices in strengthening teachers’ capacities and pedagogies in key elements of quality education and to develop action points to take back to their respective countries on good practice in the region to improve the professional status of the teaching profession in the region. The three-day programme anticipated and achieved the following outcomes:

- A shared understanding of the critical issues related to the quality of teachers
- A dossier of effective policies, good practices, tools and data that can be disseminated adapted and scaled up.
- A consensus on recommendations for actions at country and regional levels with regard to teachers.
- Partnerships formed to work towards a regional strategy for the improvement of the quality of teachers.

1.2 The Opening Session

Mr Moussa-Elkadhum B. Djaffar, UNESCO Head of Office, Maputo welcomed the participants from countries in the Southern African region and from Tanzania, Mauritius and South Sudan. He said that Mozambique, like other countries in Southern Africa, is striving to improve the quality of education and recognizes that teachers play a vital role in this process. As the host country, there is a large contingent of participants from Mozambique who are taking the opportunity to learn from other countries in the region on how to improve the quality of education in the country.

Professor Hubert Gijzen, Director UNESCO Regional Office for Southern Africa, in the Keynote Speech, emphasized that the conference came at a critical juncture as we advance toward the target dates for the MDGs and as we shape the new global development agenda post-2015. He outlined that education for a sustainable future is at the core of the post 2015 agenda and is key to poverty eradication and the strengthening of resilience. He highlighted that the quality of teachers had a major impact on equity and learning outcomes and that there is a shortage of trained, qualified and motivated teachers in the region, which necessitates increased investment in teachers. He emphasized that this is a matter of urgency in most African countries.

His Excellency Mr Jorge Ferrão, Minister of Education and Human Development, officially opened the conference. The conference was held in the 40th year of Mozambican Independence and in a new cycle of governance, which places teachers at the centre of the development process. He emphasized the need for committed, creative and responsive teachers who are able to engage with a new generation of children and young people, to help them transform their lives and to enable them to realize their dreams. He stated that more attention must be paid to teacher training and well-being. There is a challenge to restore the dignity of teachers and to improve their status.

1.3 Report structure

This report is not a chronological account of each session as it took place but focuses on the key issues that were identified as a priority by the conference participants. The report, therefore, contains the following sections:

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See the full Conference Programme: Annex 1
2. The Global and Regional Context

The Dakar Framework on Education for All (EFA) 15 years ago recognized the crucial role of teachers in providing quality basic education and stressed that to achieve EFA, governments need to enhance the status, morale and professionalism of teachers. Despite this recognition that teachers are central to the achievement of quality and equitable education and sustainable development, major gaps remain in the provision of this teaching force.

In the post-2015 agenda, there are two proposals for teachers: the Muscat Agreement adopted at the Global EFA Meeting in Oman (May 2014), which is education-focused, and the Open Working Group proposal (OWG, July 2014), which comprise 17 Sustainable Development Goals including one for education. The Muscat agreement proposes a target that by 2030 all governments ensure that “all learners are taught by qualified, professionally trained, motivated and well-supported teachers”. The OWG proposes that by 2030 there should be an increase in the supply of qualified teachers in LDCs and Small Island Developing States.

At the World Education Forum (WEF) held in May 2015, delegates from 160 member states adopted the Incheon Declaration which makes a commitment to: ‘ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and well-supported within well-resourced, efficient and effectively governed systems’. In considering “the teachers we want for the future” there was strong consensus that teacher quality (not just teacher supply) is the most significant condition for learning and that teacher empowerment should be a top priority in all education and development strategies. Hence, it is important to have a common understanding of what we mean by a ‘good teacher’, how to nurture good teachers and how to ensure that all learners are served by good teachers.

It was noted that Southern African governments, with UNESCO support, have been addressing these challenges. A number are in the process of developing a teacher policy. There are a number of specific initiatives to strengthen teacher education to make it relevant and appropriate to current situations. This conference will facilitate the sharing of some of this good practice and discuss strategies to address the challenges at a regional level.

The presentation by UNESCO on “Global trends, challenges and commitments regarding teachers” gave an overview of global trends and challenges regarding teachers and outlined key strategies to address these challenges. How teacher issues are positioned in the post-2015 agenda was also discussed.

Globally there is a learning crisis, with an estimated 250 million children failing to learn the basics of reading. This is particularly true in Sub-Saharan Africa where much less than 40% children reach Grade 4 and learn the basics of reading. Many of the remainder reach Grade 4 without acquiring those basics. Hence, there needs to be a shift in emphasis from access to education to quality of education.

Regarding teachers, there has been progress at the global level in terms of numbers. Between 1999 and 2012, the number of primary teachers increased by 17% (4 million) with the highest increase in Sub-Saharan Africa (SSA) and the Arab States. At secondary level, the number of teachers increased by 8 million doubling that of the primary level. However, the Pupil-Teacher Ratio (PTR) has barely changed since 1999. In SSA in 2012 the PTR was 42 (benchmark 40.1). Of the 161 countries that exceeded the benchmark, 24 were in SSA. For lower secondary, 18 countries in SSA had PTRs above the 30.1 benchmark. For upper secondary, however, only 5 countries in the region exceed the benchmark. However, the world needs an additional 27.3 million teachers to achieve universal primary education by 2030 and the biggest challenge is in SSA, which requires 67% of this total. Giving the current trends, many countries in the region will not have achieved this by 2030, even with the use of untrained teachers.

The UNESCO Institute for Statistics (UIS) in its presentation on the “Global database on education (teachers)”, elaborated on the role of the UIS to produce internationally comparable statistics on education, including those on school resources and teaching conditions. The presentation depicted indicators...
on teachers for countries represented at the conference and informed the conference of on-going UIS initiatives on statistics on teachers.

Data produced by the UIS for academic years 2012 or 2013 were presented and indicated that while all countries in the region have made substantive progress to recruit more teachers into the profession since the year 2000, congestion in primary schools in some countries remains problematic. For example, in 2013, primary PTRs above 1:50 were noted in Malawi (1:69), Mozambique (1:55) and Zambia (1:48). In 2013, Tanzania registered a higher teacher pupil ratio in pre-primary (1:83) whereas Botswana and Mauritius registered some of the lowest PTRs in pre-primary in the region in 2012 (1:12 and 1:13 respectively).

Data on gender in the teaching profession indicates that few countries in the region have a proportion of female secondary school teachers that exceeds 50% of the teaching force. For example, in 2012, 56% of secondary school teachers in Lesotho and 59% in Mauritius are female, while less than 30% of secondary school teachers in Malawi and Tanzania and 19% in Mozambique are female. In 2013, Lesotho’s tertiary teaching force was almost one half female, while less than 40% of teachers engaged in tertiary education in Mozambique, Swaziland and Zimbabwe were female. There is also an inequitable deployment of teachers within countries associated with ethnicity, gender and the subject taught, with a bias towards urban areas. In addition, societies do not value teachers. In general teacher salaries globally are lower than other professions that require similar qualifications. In some countries teacher earnings are even below the poverty line.

Other global challenges include the proportion of women in teaching. The overall proportion has increased from 58% to 63% since 1999, but the women are found mainly in pre- and lower-primary which tends to have lower pay, lower status and is less professionalised. UIS data on the quality of teachers in Botswana, Malawi, Tanzania, Zambia and Zimbabwe in 2012 indicates that over 90% of female teachers employed in primary schools were trained. In 2013, in Lesotho, less than 80% of female primary school teachers and in Swaziland 69% were trained. In the secondary sector numbers of trained female teachers are lower (Swaziland and Zimbabwe 2012, less than 80%, in Malawi 78% and Mozambique 89%). In UNESCO’s 2014 Global Monitoring Report for SSA, UIS states that the ratio of graduates of teacher training programmes to teachers in service in primary education in 2012 was as high as 17% in countries such as Malawi, and lower than 5% in Lesotho, Swaziland and Zambia. UIS data shows that in 2012, 55% of female pre-primary teachers in Botswana were trained and 100% in Mauritius. In Tanzania, however, only 37% of pre-primary female teachers were trained.

It was noted that Southern African governments, with UNESCO support, have been addressing these challenges. A number are in the process of developing a teacher policy. There are a number of initiatives to strengthen teacher education, to make it relevant and appropriate to current situations. It is evident, however, that over the past decade expansion of pre-primary education in the region has not kept pace with the growth of the population of pre-primary school-aged children.

It was suggested that the anticipated Survey of Teachers in Pre-primary Education (STEPPE) under preparation by UNESCO was an initiative to improve the scope of data reported globally. Also, the UIS launched the Supplementary Questionnaire on Teachers in 2015, to expand its existing global database on internationally comparable statistics on the quality of teachers. The questionnaire covers themes including the demographic characteristics of teachers, contractual arrangements, recruitment, remuneration, educational attainment, teaching experience and attrition.

During the plenary discussions, a number of strategies were suggested to address these challenges including:

- Attract and retain good candidates with diverse backgrounds to the teaching profession and place them where they are most needed. This will require a

Source: UNESCO Institute for Statistics (UIS) Data Centre as at August 2015. Data depicted refer to academic years 2012 or 2013, where available. All figures in the report refer to Tanzania mainland only. "Trained teachers" refers to teachers trained by national standards or policies.
3. Policy issues for promoting quality teaching

The conference explored the current situation in the region regarding a teachers’ policy and the country specific status for teachers’ policies. Group work on the first day revealed that the current situation in countries in the region is diverse and varied. Only one country in the region, Namibia, is close to the implementation of a comprehensive Teachers’ Policy that covers the recruitment, training and remuneration of teachers. This policy is in the final stages of development. Malawi has a National Strategy, which is currently being reviewed and formulated into a policy. Several other countries, including Botswana, Zambia and Mozambique, are in the process of reviewing the country situation and are developing a policy. Others, including Mauritius and Zimbabwe, do not currently have a comprehensive Teachers’ Policy instead having a range of separate policies for specific aspects of teacher recruitment, training and remuneration.

A number of countries shared their practice in policy development. Mozambique has, as a first step to the development of a comprehensive Teachers’ Policy, undertaken a holistic survey on the situation of teachers in the country (see Case Study 1 below). Mozambique is an example of good practice from the region in the use of evidence to inform teacher policy.

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**Case Study 1:**

**Outcomes of the holistic survey on the situation of teachers in Mozambique**

The survey, carried out at the end of March 2015, looked at the status of teachers, teachers’ remuneration, training needs and teacher professional development. The report used the UNESCO guidelines using work teams comprising tertiary level teachers, Education Officers and officers from other ministries (Health, Labour, Statistics Office) who reviewed and consolidated data from a range of existing studies to give an overview of the situation of teachers in Mozambique. The document, currently being finalized, will give an overview of the education system, structure and context, the current situation regarding education quality and budgetary issues.

The study found that there has been a gradual increase in access to education, particularly for girls, but that the number of teachers being recruited has not grown to match this. As a result the Pupil Teacher Ratio has increased overall which is having a negative impact on the overall quality of education and is affecting the teaching environment. In addition, the growth in access has put a strain on the existing education facilities.

The study has identified a number of challenges to education in Mozambique, especially at the primary level. There are not enough teachers and not enough classrooms. This has led to the dropout rate at primary level remaining too high and made teacher retention challenging. Teachers that have remained in the system are mobile and tend to gravitate towards the less isolated schools and those with the best teaching environment.

The study recommends that a comprehensive review be carried out of the whole situation of teachers in the country encompassing the pre-service training, salaries and conditions and the career development path for teachers. It also recommends that there should be improved teacher assessment and performance review to encourage quality teaching and learning.
On a global level, UNESCO is in the process of implementing a Survey of Teachers in Pre-Primary (STEPP). Launched in May 2015, the STEPP project seeks to contribute to filling the data and evidence gap in order to facilitate evidence-informed policy interventions in support of pre-primary education personnel. In its first phase (May 2015-December 2017), STEPP will develop and pilot an instrument to survey teachers and managers in 5 or 6 countries from different parts of the world and will compile and disseminate national and cross-national findings from the pilot. In the next phase it is intended that the instrument will be refined and be rolled out to a number of interested countries. Details of the content of the questionnaires and the implementation structure can be found in Annex 4.

UNESCO International Institute for Capacity Building in Africa (IICBA) has been supporting several countries in national consultations and studies. Aside from Mozambique, IICBA has supported Lesotho in the almost completed comprehensive study of the teacher policy, has worked with Zambia supporting the development of a guide to mainstream gender in teacher training institutions and is finalizing a teacher’s guide on facilitating discussions on ESD. Namibia is in the second year of strengthening the quality of pre-primary teachers and exploring ICT in training teachers through the China Funds in Trust (CFIT) initiative.

A number of countries shared their practice in policy development. Mozambique has, as a first step to the development of a comprehensive Teachers’ Policy, undertaken a holistic survey on the situation of teachers in the country (see Case Study 1 below). Mozambique is an example of good practice from the region in the use of evidence to inform teacher policy.

Case Study 2: Namibia General Education Educator Policy: National Institute for Education Development

The Educator Policy was developed as a coherent and harmonised way to address the gaps in existing policies and their implementation. The purposes of the policy are to promote the professionalization and enhance the status of educators, make provisions for the education and training of educators from initial pre-service training to continuing professional development (CPD) and ensure that educators engage in the creation of learning communities. The policy will unite all educators under one professional authority which will be responsible for the governance of the teaching profession. The policy covers all pre-primary, primary and secondary education institutions encompassing teachers, school managers, education officers and inspectors of education.

The policy covers four distinct themes:
- **Educator Development:** pre-service strategies to attract and select the best candidates to teaching and ensure the quality of training, induction and mentoring. CPD will involve the on-going updating and upgrading of educators’ skills & competences.
- **Educator Management:** The policy allows for the establishment of a Professional Board which will oversee recruitment, deployment and retention, the code of conduct and accountability. This board will also manage the career path of educators.
- **Learning Communities** to add value to education institutions and ensure continual updating and upgrading of teacher skills.
- **Monitoring and Evaluation** (M&E) of classroom practice to promote shared norms and vision and provide feedback to teachers to strengthen their practice. Undertaken by the Directorate of Planning and Development in the Ministry of Education, who will develop a set of indicators and provide sub-sector reports on progress.

Namibia was identified as an example of good practice in the field of policy development as the only country in the region to be in the process of implementing a comprehensive Educator Policy. An overview of the purpose and content of the policy was presented (see Case Study 2 above).

The plenary discussion on policy issues looked at how countries can develop a national policy. UNESCO has produced a guide for the process, which gives a methodology for identifying and analysing teacher issues and shows how to build a vision for teachers that can be shaped into policy measures. This guide can help governments to develop a Teachers’ Policy.

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8Details of the full presentation by Geoffrey Shakwa of The Institute for Education Development, Namibia: Annex 6
and has been used in a number of countries in Africa such as Mozambique (see Case Study 1). Uganda has also used the methodology to develop its Teachers’ Policy.

For many countries in the region, resources were identified as a major challenge in implementing a Teacher or Educator Policy. Resources are needed for a genuinely consultative process and to provide the expertise for a rigorous development and review process. It was noted that there is a need for resources at the global level to narrow teacher gaps, as well as within individual countries. At the national level resource mobilization is needed and recognition by governments that investment in teachers is important. This investment is possible if it is made a national priority and can be enhanced with the involvement of a range of stakeholders, including teachers.

Once national teachers’ policies are in place, it is crucial that they are monitored in order to ensure that they remain responsive to the context and to promote a quality teaching force. Mozambique has embarked on such a process and is identifying indicators for this monitoring (See Case Study 3 below).

UNESCO IICBA⁷ has 3 sub-programmes in Teacher Policy Development and Capacity Building that can support countries to build a strong policy framework. These cover research on teacher issues and policy formulation, standard setting in the teaching profession and institutional, organizational and individual capacity development. IICBA also has interventions on promoting experience sharing and contextualisation for dynamic, forward looking policy formulation and development processes which are evidence-based. It is also building national and regional networks as well as reinforcing capacity and stakeholder engagement including the voices of teachers, learners and communities.

Teachers are at the core of the process of improving the quality of education for all citizens in Mozambique and it is recognized that any policy needs to be centred on teachers. The National Strategic Plan 2012-16 includes the intention that all pupils should be taught by trained teachers. Consequently, it is necessary to improve the teacher education infrastructure and also to create additional opportunities for teacher training through distance education. This plan identified the need for increased pre-service training as well as in-service training and capacity building of serving teachers to increase their motivation and skills. A policy on the monitoring of teacher performance is needed which can increase teacher motivation and identify training needs.

The model being adopted for the monitoring of teacher performance is to produce a tool, which can be applied in a decentralized way at the province and district level. The Ministry is currently working to produce a series of indicators on major aspects of teacher education for all levels and specific indicators for teachers in service. These indicators will be contained in a Teachers’ Policy, which is not yet in place but is being developed. These will cover factors such as salary levels and receipt of in-service training and will be gender disaggregated. This data will be compared with dropout rates of teachers in rural, urban and in particularly disadvantaged areas as well as transference rates from disadvantaged areas. As a result the policy will contain strategic actions that will be taken to address the issues identified. It is intended that monitoring of teachers will be a tool to strengthen the education system by guiding teacher capacity development and in-service training, informing materials design and the quality assessment approach.

Case Study 3:

Feedback and analysis of the development of indicators to implement and monitor national teacher policies. Pedagogical University, Mozambique

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—Details of the full presentation by Daniel Nivagara of the Pedagogical University, Mozambique: Annex 7
4. What is quality education and quality teaching?

Much of the discussion in the conference focused on the need for quality education and quality teaching. "Quality Education" is a concept that generates a lot of debate, yet it is widely accepted that education should promote learners’ cognitive development, be inclusive and equitable and should also encourage learners’ creativity and emotional development to prepare them for a rapidly changing world. One session at the conference, therefore, focused on some of the key elements of quality education.

4.1 Gender mainstreaming

The presentation on "The Rationale and Approach to Gender Mainstreaming in Teacher Education: Lesotho" outlined that, after Grade 5, the number of girls in education exceeds the number of boys in Lesotho. However, when one looks at the number of women employed in institutions of higher education, men outnumber women in most areas except those that are traditionally female (nursing and education). As a result, The Lesotho Education Sector Strategic Plan (ESSP) for 2010–2015 set out commitments to:

- Mainstream gender and HIV and AIDS in education decision-making and planning processes,
- Attain gender equity and gender parity in the secondary school system both in enrolments of males and females and in revising curricula to be gender responsive,
- Fully mainstream gender in higher education programmes by reviewing curricula to ensure that they are responsive to gender, designing interventions that minimise gender stereotypes and ensuring gender parity in enrolment and ensuring that both males and females receive equal opportunities.

Lesotho College of Education is currently developing a strategic plan for 2015–2018 to cover access, quality and equity. More specific strategies include:

- To continuously review curricula for access and relevance and to ensure that emerging issues such as gender and Education for Sustainable Development (ESD) are included.
- To improve the gender balance in the education programme and in particular to improve the gender balance across subject areas including technical subjects, Home Economics etc.
An ongoing institutional analysis of enrolment statistics is being undertaken to identify gender gaps and to facilitate gender equality in the Social Studies courses for primary students and in Development Studies for the secondary students. The college has used the UNESCO Gender Mainstreaming Guide as a resource. This guide has modules on formulating a gender policy, gender sensitive curriculum and pedagogy, the role of administration and management in gender mainstreaming and how research, M&E and advocacy can be used as tools in gender mainstreaming.

4.2 Early Childhood Education (ECE)

There is recognition that the early years are crucial to a child’s development and that Early Childhood Education (ECE) has a strong impact on educational achievement in later levels of education. Hence, a strong ECE sector is important to a quality education system. Most of the education systems in the region have an ECE sector, but the scope and quality of the early childhood level varies greatly across countries in the region.

There was a general consensus that ECE covers children aged 3-6 years old. In some countries (Zimbabwe and Namibia) early childhood education is part of the national curriculum. In other countries (Zambia and Tanzania) the scale up and national roll out of quality ECE with a modern curriculum is being implemented (see Case study 4 below). In other countries (e.g. Swaziland) there is no ECE service regulation by the Ministry of Education but moves are being taken to set up as system to regulate and monitor the quality of ECE education.

The conference felt that there was greater presence of the private sector at the ECE level with less regulation and less quality control. In Zambia the ECE Directorate is only newly established and is still in the early stages of its mandate. The aim is, however, that this Directorate will set quality standards and it will monitor both government and private institutions. In Zimbabwe all privately run institutions are required to be registered with the Ministry of Primary and Secondary Education and this Ministry oversees quality control in the sector.

In Zambia, The Ministry of Education and VVOB are partnering to address the gaps in the provision. Zambia is aiming to scale up ECE nationally but there are a number of gaps in ECE provision that need to be addressed including capacity gaps within the Ministry, the proliferation of private institutions, misconceptions over the new ECE curriculum and play-based learning. Also, there is a lack of resources and learning materials for teachers and a lack of capacity of in-service training providers. Case Study 4, below, outlines the project (see full presentation: Annex 9).

Case Study 4:

Learning Improvements for Teachers and Lecturers for Early Education (LITLE) in Zambia

Teacher education is key to the national provision of quality ECE but more training and guidance is needed for lecturers and more reference materials are required for ECE. In Zambia, very few lecturers have a practical ECE background and there are big capacity gaps. The shortage of ECE trained teachers means that inappropriate teaching practices are often used in ECE.

The LITLE programme has been introduced to address some of these gaps. VVOB is working with the Zambian Ministry of Education to address the challenges at three levels. The project is working at Ministry level to strengthen policy development and the monitoring of ECE Teacher Training, supporting in-service training to increase the capacity of teachers and Local Education Authorities and in Colleges of Education. This is aimed at increasing the capacity of lecturers in teachers’ colleges and teachers in demonstration schools linked to the colleges. LITLE is demonstrating good practices and developing teacher skills for ECE by focusing on the wholistic approach to the child, on the use of learning corners and of art in ECE, developing key early skills and concepts, pre-mathematic teaching and the production of low cost learning materials. LITLE is also involved in strengthening school management through the development of reference materials and building skills in how to manage ECE departments and ECE classrooms.

A variety of methodologies are used for capacity building. For lecturers LITLE is using workshops, coaching, mentoring, educational visits/exchanges and learning links to sister institutions (e.g. in Zimbabwe, Malawi and Belgium) and promoting action research by lecturers. The programme is also developing capacity in ECE through the establishment of a network of school mentors aimed at institutionalizing mentorship within teacher training using experienced practitioners.

Currently, only 6 out of 14 Teachers’ Colleges offer ECE training but the planned national increase of access to ECE requires many more ECE teachers. More colleges will therefore be needed to train in ECE, which will require an upgrading of current facilities at colleges and the intense capacity building of lecturers and in-service providers in the fundamentals of ECE.

*See the full presentation by Dr John Oliphant: Annex 8


http://unesdoc.unesco.org/images/0023/002316/231646E.pdf
4.3 Inclusive Education (IE)

There is common agreement regionally that quality education is inclusive of all children and that teachers and school managers need to be trained and supported to provide inclusive learning environments. Mozambique has taken steps to mainstream inclusion in teacher capacity development (See Case Study 5 below).

Inclusive education in Mozambique stems from the need to increase access to education and to eliminate the discriminatory policies of the past. The aim is to promote new behaviours in teachers and build skills in dealing with diversity issues linked to race, class, religion and ethnic origin. Inclusive education in Mozambique has a number of perspectives including addressing disabilities through Special Education, supporting vulnerable groups, dealing with difficult pupil behaviours, promoting schools for all and education for all. These different perspectives need to be looked at in an integrated way to ensure genuine inclusion.

The curriculum is very important in the light of the challenge of moving from policy to practice. Including citizenship training in the curriculum promotes behaviour that is respectful to all. Teachers need to be role models in this.

There are various training programmes for teachers in Mozambique depending on the student’s level of education. Inclusion is incorporated as a cross cutting issue in all of the various curricula and all forms of teacher-training and in-service training are promoting an inclusive classroom environment.

Case Study 5:

Capacity Development of Teachers (Teacher Training Experiences in Inclusive Education. Pedagogical University, Mozambique)

Inclusive education in Mozambique stems from the need to increase access to education and to eliminate the discriminatory policies of the past. The aim is to promote new behaviours in teachers and build skills in dealing with diversity issues linked to race, class, religion and ethnic origin. Inclusive education in Mozambique has a number of perspectives including addressing disabilities through Special Education, supporting vulnerable groups, dealing with difficult pupil behaviours, promoting schools for all and education for all. These different perspectives need to be looked at in an integrated way to ensure genuine inclusion.

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source - UNESCO ROSA

See the full presentation by Adriano Niquice, Pedagogical University of Mozambique: Annex 10
The Africa Disability Alliance (ADA) works in partnership with the African Union (AU), governments, academic institutions and civil society in the field of disability. ADA presented their work in *Promoting Inclusive Education through Teacher Training in the SADC Region*,⁴ which is supported by OSISA. The project aims to promote access to quality inclusive education for learners with disabilities in the region. Key features of the project are:

- A *Research study on education for children with disabilities in Southern Africa⁵* that challenges the barriers to IE including the unreliable and unavailable data on children with disabilities, lack of awareness and negative attitudes towards disability, inaccessible and inflexible curricula, inadequate financial resources and the limited human capacity to support development and implementation of IE.

- The *Development of Southern Africa IE Strategy* for learners with disabilities. In 2013, the SADC Education Ministers recommended the development of an IE Strategy and ADA established a consortium with MIET-Africa & SAALED to lead the drafting of the strategy. This consortium also drafted data collection tools⁶ on learners with disabilities and an IE orientation manual for teachers.

The IE orientation manual for teachers aims to equip teachers with skills to deal with key issues related to inclusive education. It is not prescriptive and aims to enhance teachers’ understanding of inclusive education in complementarity with the existing specific training manuals on specific disabilities at different levels. The project is supporting teacher training using short courses, seminars and symposiums in:

- In-service training and pre-service courses in regular or special teacher training institutions
- Training in the development of manuals and other materials so that countries can produce their own situational specific materials.
- Peer learning and teachers’ advisors to provide continuous support
- Training in skills for individual support and classroom management.

ADA believes that teacher education is the key to effective IE. Teachers need skills in how to harmonise education to the learners’ abilities. They also need to know enough to understand when to seek assistance. Teachers cannot do it alone and support in and out of the classroom is vital for teacher motivation.

SADC priorities include the development and harmonization of policies and programmes on access and participation in quality education for learners with disabilities,

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⁴See the full presentation by Mrs Palesa Mphole (ADA): Annex 11
UNESCO Regional Office
For Southern Africa

in pictures...
the development of a relevant, accessible and diversified curricula for all and the facilitation of stronger regional and local sharing of good practices. SADC is also promoting and strengthening evidence-based programme planning, delivery, monitoring and evaluation and strengthening member states’ capacity to mainstream education of learners with disabilities in all relevant sectors of education. The IE Strategy will be presented for approval by SADC Education Ministers and ADA will raise funds for the piloting of the orientation manual and data collection tools in selected countries. After the evaluation of the pilot, the good practices and experiences will be used to roll out the strategy in all SADC countries.

VVOB presented their experience in Early Childhood Education (ECE) in Zimbabwe through the Teachers of Inclusive Early Education in Zimbabwe (TIEEZ)⁶ project. The overall aim of TIEEZ is that all learners have equal opportunities to quality education. This is supported through equipping early education teachers and school leaders with the knowledge and skills to provide all learners with equality of opportunity to enhance their future education.

The project works with relevant education Ministries and the Department of Teacher Education of the University of Zimbabwe to facilitate strategic support to teacher development and school leadership strengthening for Inclusive Early Education. Primary Teacher Education Colleges are supported to prepare Early Childhood Development (ECD) teachers for an inclusive learning environment ensuring they have attitudes, knowledge and skills to manage diversity in the classroom. The Infant Department at the Ministry of Education and Provincial Education offices provide similar support to school leaders and teachers in ECD and early primary grades for an inclusive learning environment that promotes diversity in the classroom and in the school as a whole.

The project has a number of interventions including early identification and planning for diverse learning needs, classroom management and differentiated teaching strategies, the development and use of learning materials. The project also supports effective mentoring of pre-service students and the coaching of serving teachers.

The main challenges that the project has experienced are:

- Building a shared understanding of Inclusive Education. TIEEZ has created spaces for strategic partners to share their views and come up with a national policy.
- The translation of policies into practice. There is need for reflection on how to enhance the use of mother tongue and bilingualism in ECD classes and the deployment of teachers according to their language proficiency.
- The lack of history of collaboration between the Ministries of Primary and Secondary Education and Higher and Tertiary Education, which has been addressed with recent collaboration in the development of an ECD teacher competence framework for the preparation of in-service training of ECD.
- Most school-based mentors are not qualified ECD teachers and this has also required enhanced collaboration between the two ministries for in-service training of ECD teachers.
- The limited budget of the programme means that currently the project is only in 4 provinces. The project is searching for other funding sources to scale up.

Discussion of the issue of IE by the conference highlighted that for all elements of inclusivity (race, disability, gender, all marginalised groups) the focus should be on training teachers to manage and implement IE. In many contexts, due to high PTRs, more classroom support is needed for teachers if genuine IE is to be implemented without exacerbating the situation through isolation of learners with special needs. There is also a need to engage with policy makers on the issue. UNESCO has developed policy briefs entitled “What is Inclusive Education?” and “Policy Guidelines for Inclusion in Education”⁷ which will support this process.

“ The overall aim of TIEEZ is that all learners have equal opportunities to quality education “

Narie-Pierre GOOLA - VOB/ZIM

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⁶See the full presentation of TIEEZ by Marie-Pierre Ngoma (VVOB): Annex 12
IE also involves making the learning environment accessible and relevant to all learners. Zimbabwe has piloted an innovative approach for classrooms with learners of different levels (see case study 6 below).

Case Study 6: Performance Lag Address Programme (PLAP) in Zimbabwe: Ministry of Primary and Secondary Education (MoPSE), Zimbabwe.

The economic meltdown in Zimbabwe in 2007/2008 seriously affected the education system. It meant that pupils missed long periods of school and the performances in the 2008 and 2009 public examinations were very poor. When schools normalised it was apparent that schools could not simply return to the normal curriculum. In response, the Performance Lag Address Programme (PLAP) was introduced in one province of the country with the objectives of addressing the declining levels of achievement and improving learning outcomes, unlocking the potential in learners largely untapped by conventional methods and equipping teachers and education managers with the capacity to conduct effective teaching and learning processes for learners in classes with varying levels of learning skills.

PLAP adopts child-friendly approaches in which the learners’ level of performance is assessed and used as a starting point. Teaching and learning is organized in groups of pupils of the same level and begins from the last point of success. The teacher uses different materials at varying levels of complexity and content for differentiated groups in one class. This means that learners can graduate upwards as they master one level. As confidence increases the learners progress rapidly through the learning levels.

A specific training manual was developed and training was done in clusters of schools involving teachers, Heads and other managers. Cluster Resource Teachers, who had a high level of competence in PLAP, were identified to support other teachers in the cluster. Important aspects of the approach were:

- Awareness raising and involvement of the parents and the community was actively fostered.
- Learner motivation levels increased as the rate of progress accelerated over time and the drop-out rate fell.
- The programme also increased teacher commitment and built closer relationships with the learners. Peer support of teachers, sharing of good practices and problem solving were structured through the cluster.

Some of the challenges of PLAP are:

- Resource limitations meant that local resources had to be developed.
- An increased workload for Cluster Resource Teachers.
- A few teachers felt PLAP is too time consuming. Ways to provide further teacher support are being assessed.
- PLAP training has not yet been spread to Teachers Colleges but this is planned for the future.

Source - UNESCO ROSA

See the full presentation of PLAP by Peter Muzawazi (Zimbabwe Ministry of Primary and Secondary Education: Annex 13)
**4.4 Comprehensive Sexuality Education (CSE)**

The Zambian Ministry of Education shared their experience of **Integrating CSE in the classroom context**. Comprehensive Sexuality Education (CSE) can be challenging because of the cultural barriers and lack of training in the specific CSE methodologies. But, in Zambia, many girls drop out of school due to pregnancy and less than 50% of those return to school, a situation that further exacerbates inequalities between girls and boys and potentially has an impact on future generations because these girls do not acquire the skills and knowledge for good motherhood. Culturally there is a gap in the education for life of young people. A baseline survey for the CSE project in Zambia revealed that schools believe that families talk to children about sexuality and families think that schools do. In fact, neither does. Hence, it is vital that schools fill this gap to ensure that young people have the knowledge and skills to protect themselves from disease and unwanted pregnancy and to protect their future.

CSE focuses on increasing the self-esteem and knowledge of young people and providing them with skills to deal with challenges with regard to their sexuality. CSE gives students the freedom to talk about their experiences and enables the teacher to correct misconceptions and change their mind-set. It also enables young people to be more informed when encountering negative influences from peers and in the media. The project has been implemented through the Ministry of Education but has also been supported by complementary radio and TV programmes aimed at the family and community to promote a common understanding.

Discussion of the presentation focused on the barriers to CSE, with some negative cultural practices being embedded for generations and therefore difficult to address. It was noted that education needs to remain relevant to the situation of students in today’s world. In one school in Zambia where CSE was introduced the number of young pregnancies reduced from 60 in 2014 to only 14 in the first 7 months of 2015. Schools implementing CSE had ensured that they communicated with parents and the gatekeepers in the community to increase awareness of the purpose of the CSE and address any issues that arise. It was also felt that CSE should be incorporated in a wider framework of life-skills and communication skills so that the learning is transferable to other contexts.

**4.5 Education for Sustainable Development (ESD)**

Africa is facing a myriad economic, environmental, social and cultural challenges and relevant quality education needs to find strategies to mitigate poverty, disease, risks such as climate change, deforestation, and desertification, HIV/AIDS, Malaria and Ebola. The Copperbelt University presentation on the “**Scope and Rationale of the ESD Guide for Educators: Effective Teaching and Learning in Teacher Education Institutions in Africa**” advocated for a re-orientation of education policies and practices in Africa with an ESD lens to tackle these challenges. ESD could serve as an effective guiding philosophy and framework for education but today, it is ill-understood and poorly implemented by teachers and teacher educators, who are the most vital change agents in society in Africa.

Quality education systems need teachers with the tools to enhance the quality of their work. Therefore, ESD tools and resources are required that can enable teachers to fully understand ESD principles and values and to understand how to apply them in their professional work. With this in mind, UNESCO has supported the collaborative, multi-disciplinary research and writing project involving ESD practitioners from the Africa region supported by practitioners from the Caribbean, Asia-Pacific and Europe. The purpose is to produce a **Guide for Teacher Education for Sustainable Development** for use in educational institutions. This process has involved writers and reviewers from across the continent. The draft guide is currently being reviewed at UNESCO Head Quarters.

The Guide is intended as a resource for teacher educators and teachers to use, with creativity and reflection, to improve quality in teacher education and reorient their work for ESD learning. It seeks to contribute towards:

- Increasing capacity, in teacher educators and teachers, to integrate ESD concepts and principles in the curriculum and in teaching and learning.
- Illustrating pedagogical principles and processes that should be integrated into teaching and learning for ESD.
- Strengthening the integration of ESD in curricula and in teaching and learning by teacher educators and teachers who are already ESD practitioners.

The guide aims to facilitate flexible and creative teaching for an ever-changing context. ESD can be successfully integrated with science and technology education. These are important carrier subjects for ESD concepts and are central to issues such as climate change, biodiversity, environmental degradation, health and nutrition, energy. ESD provides a framework for

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⁹See the full presentation on CSE by Mbita Mubita (Ministry of Education, Zambia): Annex 14

⁰See full presentation on ESD by Prof. Overson Shumba (Copperbelt University): Annex 15
Ensuring quality education through quality teachers

Science education that has relevance for learners, contributing to better achievement and improved attitudes towards science. Values such as open-mindedness, objectivity, criticalness and questioning are important and developed in both science education and ESD.

There are challenges for the adoption of the ESD guide, including ensuring that the language levels match the language proficiency of teachers and educators in diverse teacher training institutions in different levels of the education system. It is vital that all teachers have confidence with the basic scientific facts relating to ESD topics.31

Distribution of the materials needs consideration because many teachers in Africa cannot access electronic versions but there may not be adequate funds to produce and distribute hard copies to all institutions across Africa. It was noted that it is necessary to go beyond solely the production of manuals and focus on good implementation of the practices, which has policy implication, so it is important to train policy makers as well as implementers. One example of this is in Mauritius, where the policy on education for climate change will be launched in September.

When discussing all the various elements of quality education, a participant said “I am a highly qualified and trained teacher with a lot of experience. But when I am faced with a new curriculum topic or a new methodology I am effectively an untrained teacher”. Pre-service teacher education can never cover all knowledge that a teacher will need throughout a teaching career. Hence, teachers need to be flexible and adaptable and teacher education needs to provide the capacity and confidence to adopt new pedagogies. Focusing on participatory teaching methodologies, reflective teaching and action research in pre-service training is key to this.

Discussion on these various aspects and elements of quality education led to a number of Recommendations:

- A lot of good materials are being developed and duplication is a risk. UNESCO should take a lead in sharing good materials within the region.
- Countries should invest more in the recruitment and training of ECE teachers.
- There should be a forum for the regional exchange of good practice in the ECE and training for ECE. UNESCO should facilitate exchange and experience sharing in other aspects of quality education, including policy makers.
- Structured mentoring should be used for the upgrading of teacher skills, especially in new aspects of quality education such as ESD, IE and CSE.
- CSE should be incorporated into the curriculum sensitively and in liaison with all stakeholders to foster community acceptance and so that negative cultural practices can be addressed.

5. Recruitment, Pre-service Training, Retention and Continuing Professional Development

Recognition that quality education is dependent on having teachers at all levels of education was a central theme of the conference and led to considerable discussion on how teachers are recruited, trained, developed and retained.

The head of the International Teacher Task Force, made a presentation on “Articulating Global, Regional and National Strategies for the Improvement of Teaching and Learning”22 where he emphasized that good quality education, provided by trained and supported teachers, is the right of all, not the privilege of the few. To guarantee this right, the disconnection between politicians and practitioners and researchers, purpose and process, quality and inclusion, holistic policies and fragmented policies needs to be broken. The Indicative Framework for Education Quality outlined in the EFA Oslo summit, could also be used as a framework for quality teacher education. It has 4 elements covering the learners themselves, the education system, the school and classroom and outcomes for learners. This framework (see below) outlines what Teacher Education should comprise and sets the vision for 2030:

| WHY to train? | Teaching is a profession and a teacher is a professional. Catering for learners’ diverse needs |
| WHO to train? | Attract the best men & women from all socio-economic and cultural backgrounds /groups in society |
| WHO should train? | Educators at accredited institutions with subject and pedagogical knowledge, aware of school contexts and education goals. |
| WHAT to train for? | Knowledge, skills, values/ethics of the profession. Training for learning; learning to live and work together, to care for people and the environment |
| HOW to train? | Context-oriented (family, community, school and classroom environment) with a world view. |
| WHERE to train? | In a safe and conducive environment, mirroring school and classroom contexts, well equipped & resourceful |
| WHEN to train? | Pre-/in-service training (CPD): A trained teacher is a life-long learner, garnering all opportunities. |

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31 Such as global warming, climate change, biodiversity changes, HIV and AIDS and Ebola.
22 The International Task Force on Teachers for EFA is a voluntary international network of partners to address the teacher gap. It coordinates, advocates, creates and shares knowledge to fill policy, capacity and financing gaps. See the full presentation by Edem Adubura (UNESCO): Annex 16
5.1 Teacher recruitment and retention

The issue of how to recruit suitable, motivated teachers of quality is especially relevant when many countries have a shortage of qualified teachers and struggle to attract the best people into teaching. The challenge is to avoid recruiting those who see teaching as a last resort or are teaching only until they find a more attractive alternative.

In Namibia, the Educator Policy makes provision for a Professional Board for the teaching profession, which among other things will develop clear criteria for teacher recruitment. Currently, in Namibia, to be considered suitable for teaching one needs points equivalent to University entrance requirements. The Government of Namibia also sponsors good students to access teacher-training with grants and bursaries.

Unqualified teachers are found in virtually all countries in the region, with the exception of Botswana. Although undesirable, unqualified teachers are necessary to fill gaps in the teaching force. In Namibia approximately 4.75% of teachers are untrained. In other countries in the region the percentage is higher.

The necessity of plugging gaps in the provision of teachers means that Ministries of Education are looking at the best way to ensure unqualified teachers are fit for purpose. All countries with untrained teachers offer in-service training, some for example (Tanzania and South Sudan) run a “fast track” programme for unqualified teachers to give them professional skills. In South Sudan the training is delivered at the end of each term, coordinated by Teachers Centres. In Mozambique, unqualified teachers are present in the government system but there are higher numbers in the private sector, where many have tertiary education. In the government sector the Ministry has responded by organising schools in “pedagogical zones” for training by Ministry institutions.

Often the largest proportion of unqualified teachers is found in ECE. UNESCO encourages involvement of the community to recruit locally, where they are best placed to identify unqualified teachers with the right qualities. It is necessary to build the capacity of the community to do this effectively. An example of good practice is the Aga Khan Foundation, Pakistan, which is building the capacity of Madrasas to locally recruit and support ECE teachers.

In some countries like Zimbabwe and South Sudan, many untrained teachers have high-level qualifications in other sectors and are found in shortage in subjects in the secondary sector. Zimbabwe uses distance education to build the professional skills of these teachers through a two-year diploma course delivered by the Zimbabwe Open University (ZOU).

Mozambique made a presentation on perspectives on teacher recruitment and retention and perceptions on absenteeism (see Case Study 7 below). The conference acknowledged that absenteeism is a problem in all countries in the region. It is seldom talked about or recorded and data on absenteeism is rarely made public. Mozambique was commended for the courage to openly discuss the issue, help frame it for discussion and suggest ways to address it.

Considerable discussion at the conference centred on how to sustain the motivation of teachers and prevent them from leaving the profession. Staff compensation is just one of several factors linked to motivation and job satisfaction. Across the region it was noted that teacher remuneration is low, conditions of service are poor and the profession is held in low esteem. However, teachers also find intrinsic motivation from doing a good job and this feeling of worth can be built by the school leadership and by the community. Rewards for good teaching should be strengthened and teachers’ involvement in decision-making enhanced. Governments should show their appreciation of teachers’ contribution to development by providing motivating, well-rewarded career structures.

Plenary and group discussion on these various issues in teacher recruitment led to a number of recommendations:

- Government should allocate adequate resources to education, at least 20% of the national budget, ensuring that funding goes to teacher remuneration and improving teacher well-being and conditions of service.
- Develop a strategy for attracting the best students to teaching by having attractive conditions of service.
- Take a regional approach to teacher deployment, perhaps through a SADC protocol? This would enable countries with a surplus of trained teachers to be deployed across the region. Zimbabwe and Botswana already have an agreement to exchange teachers.
- Use in-school coaching and mentoring to build the professional skills of unqualified teachers. Ministries should train mentors and also provide structured short training for unqualified teachers. Prioritise unqualified teachers for formal training programmes in colleges and university.
- Address absenteeism using positive strategies. Work with teachers on this through teachers’ unions.
The recruitment of teachers in Mozambique is centralized at the Ministry of Education but the deployment is undertaken at a provincial level. Teacher deployment can be either temporary or permanent. A new teacher is initially temporarily deployed and then has the option to become substantive after two years. The drawback of this system is that the teacher may opt not to become substantive for a number of reasons (completion of their studies or looking for better opportunities in other professions).

Teacher absenteeism has considerable impact on the quality of education. Three types of absence have been recognized:

- **Total absence** – the teacher is completely absent from the school for long periods.
- **Partial absence** – the teacher is at school but does not deliver some or all lessons or leaves for short periods.
- **Virtual absence** – the teacher is physically present in the classroom but not doing their job properly.

All types of absenteeism negatively affect the quality of education and academic standards. Absenteeism of teachers has several causes: teacher-related, school-related, administrative or social (for example attending funerals and domestic commitments that require the teacher to be at home). Virtual absence is probably the most common form and affects the quality of learning that takes place.

Mozambique has systems to control the physical absenteeism. Each school has a registration book for teachers where the presence is recorded on a daily basis and individual teachers keep a classroom book where they record the lessons they taught. However, these systems can be circumvented and are often not well applied in schools.

Some causes of absence, particularly ill health, are often a result of the stresses of teaching or the poor teaching environment. Other studies have shown that one contributory factor to absenteeism, especially in rural areas, is delayed or non-payment of salaries.

The recruitment and retention of teachers in Mozambique has many challenges:

- Reaching the necessary number of teachers in the system to meet the increasing demand.
- Many teachers opt for temporary contracts so they can pursue other opportunities.
- The monitoring of teachers is flawed. The control systems need to be strengthened.

But it is also very important to find positive ways to address the challenges of recruitment and retention of teachers. We need to find.

### Case Study 7: Improving the professional status of teachers (recruitment, deployment, absenteeism, retention) Pedagogical University of Mozambique

(See Annex 17 for the full presentation)

5.2 In-service and Continuing Professional Development (CPD)

Another way to motivate teachers is to offer well structured, quality CPD. Provision of CPD recognises quality education needs to be responsive to the rapidly changing nature of the world and the changing context in which children and young people are growing up. Developments in technology and the impacts of climate change, socio-economic change and evolving gender roles mean that the curriculum and classroom climate is ever changing. Knowledge rapidly becomes out-dated and teachers can no longer rely on the knowledge and skills they acquired in pre-service training to address new situations in their classrooms. Teachers need to be constantly updating knowledge and skills. This rapidly changing context and the evolving curriculum more than ever requires reflective teachers who are able to adapt to new challenges and adopt new approaches and pedagogies. Therefore, it is critical that pre-service training of teachers is appropriate and that all teachers have opportunities for quality and relevant CPD.

The conference made a learning visit to Matola Teachers’ Centre (see Case Study 8 below) to experience first-hand the environment in which pre-service training is undertaken.

**Teachers need to be constantly updating knowledge and skills. This rapidly changing context and the evolving curriculum more than ever requires reflective teachers who are able to adapt to new challenges and adopt new approaches and pedagogies**
Matola Teachers College offers a 3-year primary course for students who have completed 10 years of general education. The college aims to produce teachers of quality who can contribute to the strategic plan for education and to the country as a whole. The mission of the college is to train quality teachers who are creative and flexible. The college does not want to produce mere recipients of information but to produce teachers who can use knowledge and experience to address any problems they will face in the future. The college uses methodologies which focus on pupil-centred teaching strategies, which involve individual learners in the learning process. The training is competency-based and aims to integrate theory and practice. These methodologies aim at the creation of opportunities for all teachers to integrate theory and practice in teaching processes.

Another major focus of the college is the capacity building of the lecturing staff by creating space for debate, offering in-house lectures and exchange visits. In-service training is important to the college because this leads to an improvement in the quality of training, which will impact the development of competencies by the students. There is one primary school attached to the college but the college also works with other schools in the district and provides services and in-service training of teachers to improve the quality of education in all schools in Matola.

The college does not concentrate simply on what is happening in the classroom, but also on the whole learning environment. It has topic centres to develop other competencies (e.g., IT skills) and for action research.

Case Study 8: Visit to Matola Teachers College / Instituto de Formação Professores (IFP)

A number of other countries in the region are also reflecting on how the training of teachers can be best framed to improve quality. The key learning points from the visit to Matola IFP were identified as:

- **The integration of theory and practice.** The College curriculum gives the students opportunities to combine theory and practice. The college has an on-site primary school where students can implement what they learn and which enables student teachers to build on their practical experience through engagement with theory.

- **The use of competency-based training** to give students transferable skills, which they can adapt to their specific situation. The lack of specific materials for use in competency-based training is a challenge, but the college has been innovative in developing its own materials. Lecturers have worked together and supported each other to develop learning materials and in the development of teaching strategies.

- **Links with community:** The College provides services and in-service training in areas identified by the schools and by the Ministry of Education district officers to all schools in Matola district.

Namibia is an example of good practice in the Continuing Professional Development (CPD) of teachers. Dr Nyambe of the University of Namibia in his presentation "Improving the quality of education through quality teachers" outlined how Namibia has recognised that pre-service teacher education and the traditional "front-loading" approach to teacher training is no longer fit for purpose. CPD is playing an increasingly important role in ensuring that teachers have the necessary knowledge and skills and that they feel equipped to deliver quality education. As a result Namibia has reviewed the way in which in-service training and CPD is structured. The country is moving away from the old uncoordinated, often fragmented, provision of CPD to a more coordinated provision through structures that are clearly thought-out. These actively incorporate the various agencies that deliver CPD, including NGOs. CPD is being structured to enable teachers to upgrade their qualifications as well as to update their knowledge and skills.

The model has been decentralised and is becoming more localised and based at sites within the working environment. There is increasing consultation with teachers based on local needs. Educators are having a voice in determining their own professional development and there is an acknowledgement that training should be tailored to address the unique and specific contexts in which teachers operate. There is a move away from the "expert-driven" approach where the content and learning process is externally delivered and teachers are considered as recipients, to a process, which is locally-driven and places responsibility with the teachers. Collaboration between schools is also being encouraged to avoid pedagogical isolation and to encourage peer learning and support.

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See the full presentation by P.K. Dikomo (Department of Basic Education, South Africa): Annex 20
As a result, the “one-off” superficial training of the past is being replaced with longer term, deeper learning which is sustained, monitored and evaluated. The training offered through CPD, because of the enhanced quality and relevance, is also being accredited so that teachers can feel motivated and rewarded for participating in the process. The project has also promoted the integration of ICT in teaching and learning and has acknowledged that teachers need to upgrade their skills in IT and that the hardware for classroom implementation is required.

UNESCO IICBA⁷ has been supporting multi-country CPD programmes in the region such as Cap EFA in Mali, Lesotho, Uganda, Burundi, Burkina Faso and Guinea and is working with Namibia in the Chinese Funds in Trust (CFIT) programme also involving Cote d’Ivoire and Ethiopia in phase 1 and Congo, Democratic Republic of Congo, Liberia, Tanzania and Uganda in phase 2. Study tours took place in Cote d’Ivoire and Ethiopia in 2015 and another study visit to China took place in September. The CFIT project is focusing on capacity development in the teaching of numeracy and literacy in early childhood and lower primary education, improved supply of learning materials and the integration of Information and Communication Technology (ICT) in teaching. The CFIT project is also working to advocate for improved systems to manage the recruitment and deployment of teachers and facilitating learning forums for teachers and teacher educators. Action Research forms a major element of the CFIT project. Namibia is focusing on 5 key areas of classroom practice: questioning strategies, reading and the use of children’s literature, use of teaching aids, managing the learning environment and formative assessment in the classroom. The aim is to produce a tool kit of strategies that teachers can use to strengthen their practice. (More details of CFIT in Annex 19).

The conference was presented with another example of an approach to CPD which actively promotes teacher participation and is in response to local needs is South Africa. In a presentation on “Towards Effective Professional Development and Support for Teachers” the Department of Basic Education outlined how CPD fitted into the Integrated Strategic Planning Framework for Teacher Education and Development (2011-2025) for South Africa. This Framework aims to improve the quality of teacher education and development to promote quality teachers and teaching. The strategy is to identify individual and systemic teacher development needs and address these at the local level, which it is hoped, will make teaching more attractive to high-achieving school-leavers.

Teacher development will be delivered through National and Provincial institutions and through Teacher Development Centres (TDCs) at district level. Teacher Development Centres are located close to where the teachers are and will serve as hubs for teacher development and support, as a repository of the resources that teachers need and will host a range of teacher programmes and ICT platforms. It is intended that these centres will develop and deliver high-quality, content-rich, pedagogically sound CPD courses for teachers.

One highly innovative tool for CPD being implemented in TDCs is how they identify and address immediate to medium-term systemic teacher development needs through diagnostic self-assessment. This process assesses teacher curriculum competence on an individual basis, using an on-line tool.⁴ The teacher logs into the self-assessment and privately takes the test. The system gives immediate, confidential, feedback on levels of competence and an Administrator, with access to the assessment of performance, uses the results to design appropriate training based on the teacher’s specific needs, from a pool of topics. Currently the self-assessment is being implemented in Mathematics and English. This approach has challenges because it requires users to have a basic level of Information Communication Technology (ICT) competence, which is not the case for many teachers. It also requires a large number of eLearning specialists based at the centres and there is a shortage of such skills. However, Mathematics Subject Advisors are using the consolidated results to hold more regular meetings with teachers to address identified needs.

Recommendations around the key issues identified during discussion were:

- A national and regional framework should be developed for teacher education and quality CPD for a rapidly changing environment.
- Coordinate CPD amongst all service providers and base it on the systematic identification of teachers’ needs.
- Genuine teacher participation in all aspects of professional development and policy is important to ensure that teacher’s voices are heard. This can be coordinated through the teachers’ unions.
- Universal implementation of self-assessment in guiding CPD, to build teacher confidence and motivation.

⁴ The assessment can also be done in hard copy off-line, but the feedback is not immediate because it is marked manually.
6. Recommendations and action points

In the final session the participants, in groups, identified what they considered as priority areas for action emerging from the conference and outlined action points for themselves and for UNESCO. All participants committed to sharing the workshop report with Senior Managers and policy makers in their respective Ministries and to follow up on the specific action points in their own countries.

The main priority areas and action points are summarised in the table below:

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<td><strong>ON NATIONAL TEACHERS’ POLICY</strong></td>
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| Teachers’ policy and Guidelines on Teachers   | • All states to review/develop a comprehensive Teacher Policy covering selection and recruitment criteria, salary structure, working conditions, pre-service and in-service training, equitable deployment. The policy should be based on evidence.  
  • Policy implementation plans should be developed and carried out.  
  • All countries to set up a professional body regulating the teaching profession |
| Resources                                      | • Prioritize national resources for development and implementation of a Teachers’ Policy  
  • Resource participatory data collection and research before the policy is developed.  
  • Provide incentives for shortage subjects (science and mathematics) |
| **ON REGIONAL POLICY**                         |                                                                                                                                               |
| Harmonised regional policy                     | • Develop, review and consolidate national policies into a regional policy on teachers  
  • Harmonise teaching qualifications across the region. All levels of education should have the same/similar professional qualifications.  
  • Recognize and accept teaching qualification from all countries across the region (because of standardized minimum entry).  
  • Ensure that member states implement harmonized policy |
| Regional standards for training (pre-service and in-service teachers) | • Develop regional guidelines on educator training and capacity building.  
  • Form a regional task team to work on the regional standards for teacher education supported by the International Task Team on teachers.  
  • Encourage regional training in key aspects of quality education. |
| Regional teacher information system            | • Capacity development for governments to collect, analyse and use the data at different levels which will improve teaching and learning and also be used to follow up on CPD. |
| **ON QUALITY EDUCATION**                       |                                                                                                                                               |
| Content of quality education                   | • Integrate all crosscutting issues in the school curriculum. Provide training & materials  
  • Organise for the exchange of good practices in ECE, ICT, ESD, CSE and all other relevant competences |
| Inclusive Education                            | • Undertake a study to ascertain how IE can best be mainstreamed in teaching and learning. Use inclusive, participatory approaches to the study.  
  • Provide training for all teachers in IE in pre- and in service – training |
| Management of learning                        | • Strengthen school leadership through capacity building.  
  • Strengthen community and stakeholder involvement in school management  
  • Use assessment of and data on, learning outcomes to improve teaching.  
  • Involve teachers in decisions regarding curriculum and strategies. |
| **ON TEACHER RECRUITMENT AND RETENTION**       |                                                                                                                                               |
| Strengthened recruitment of teachers           | • Develop strategy to attract the best candidates to teaching through Improved working conditions to make the profession more attractive  
  • Have a well-structured career path. Ensure representation and the voice of teachers in all stages of policy making and programme implementation  
  • Equitable policies for the recruitment and deployment of teachers |
| Teacher Motivation and Professionalization     | • Conduct a study into teacher motivation and retention  
  • Raise entry standard for teaching to improve status  
  • Set up a Teachers’ Professional Body  
  • Improve social status of teachers.  
  • Raise salaries to at least equal to those in other similar professions.  
  • Recognise teachers who excel  
  • Ensure representation of teachers in all stages of policy making and implementation |

Source: UNESCO ROSA
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<td><strong>ON TEACHER RECRUITMENT AND RETENTION</strong></td>
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| Motivate teachers through improved conditions of service | • Improve transport to rural schools, build and electrify teachers' houses in rural areas. Rural hardship allowances  
• Provide rural hardship allowances for teachers in remote, isolated schools  
• Provide adequate quality teaching and learning materials to all schools.  
• Improve teacher remuneration and ensure timely salary payments to teachers.  
• Conduct and strengthen CPD to update and upgrade teachers.  
• Advocacy in communities to improve on teachers’ professional status. |
| Qualified Teacher unemployment | • Undertake study to understand why some qualified teachers are not employed  
• Use data to decide subject quotas for training colleges – fill gaps in some subjects, reduce over supply in other areas |
| Reduce absenteeism | • Improve monitoring of teachers |
| Resources inclusive of teacher salaries. | • Governments increase budget allocated to education at all levels, including teacher remuneration and training  
• Advocacy on investing in teacher quality, investing in education. |
| **ON TEACHER TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT** | |
| Capacity Development of teachers and lecturers | • Supporting mechanisms for the transfer of learning  
• Setting a Country / Regional Framework for teacher education  
• Formal training for ECD lecturers, especially those with no ECD experience |
| Capacity building to enhance teaching and learning | • Countries should budget for ICT programmes in all institutions. And integrate it into all subject areas.  
• Include the ICT in pre-service and in-service training.  
• Organise training in good practices in all relevant competences (ECD, ESD, CSE, IE etc).  
• Organise regional capacity building in ICT |
| Teacher education curriculum | • Develop a transformative, dynamic and responsive teacher education curricula which addresses ethics and lifelong learning  
• Promote reflective teaching in all levels of teacher education  
• Content of teacher education to be unified across region |
| Quality CPD | • Harmonised and coordinated CPD amongst all providers  
• CPD curriculum based on the systematically identified needs of teachers  
• Encourage and support reflective teaching  
• Strong partnerships between schools and universities and colleges  
• Learning visit to Namibia to learn from their good practice |
| Teacher Participation in CPD | • Ensure all teachers participate in CPD, ensure access for every teacher  
• Base CPD on self-assessments and on reflective teaching. Locate in-service in schools  
• Encourage peer learning and mentoring |
| Untrained Teachers | • Recognise that most untrained teachers are a resource and need development – remove stigma  
• Identify and provide training for all unqualified teachers. Prioritise unqualified teachers for college places  
• Design specific training programmes for graduate unqualified teachers |

Specific Action Points for UNESCO were:

1. Share the recommendations with SADC secretariat and advocate for the regional recommendations including developing a regional framework for teacher training and a comprehensive regional teacher policy framework.
2. Report to the EFA Task Force on the conference outcomes and advocate with donors for resources to implement recommendations.
3. Provide technical assistance to facilitate country level discussions on quality teachers. Support national conferences covering the priority issues identified in this conference.
4. Facilitate more learning visits between countries to share good practices in the development/review of policies, quality teaching and learning and CPD.
5. Develop a regional EMIS system to provide evidence for policy formulation and CPD.
6. Use World Teachers’ Day to disseminate recommendations of the meeting.
7. Have a clearing house on the documents shared and discussed in the conference. Provide resource persons for national capacity building.
UNESCO agreed to review these action points and provide timelines for them.

In the closing session Dr Malambe, on behalf of the Honourable Minister for Education and Human Development, thanked all the participants for their active participation and urged them to go back to their respective countries and promote implementation of the action points. Dr Malambe also thanked UNESCO for the support they offer to the region in general and specifically for organising this informative meeting, which addressed many crucial issues for quality education and quality teaching.
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