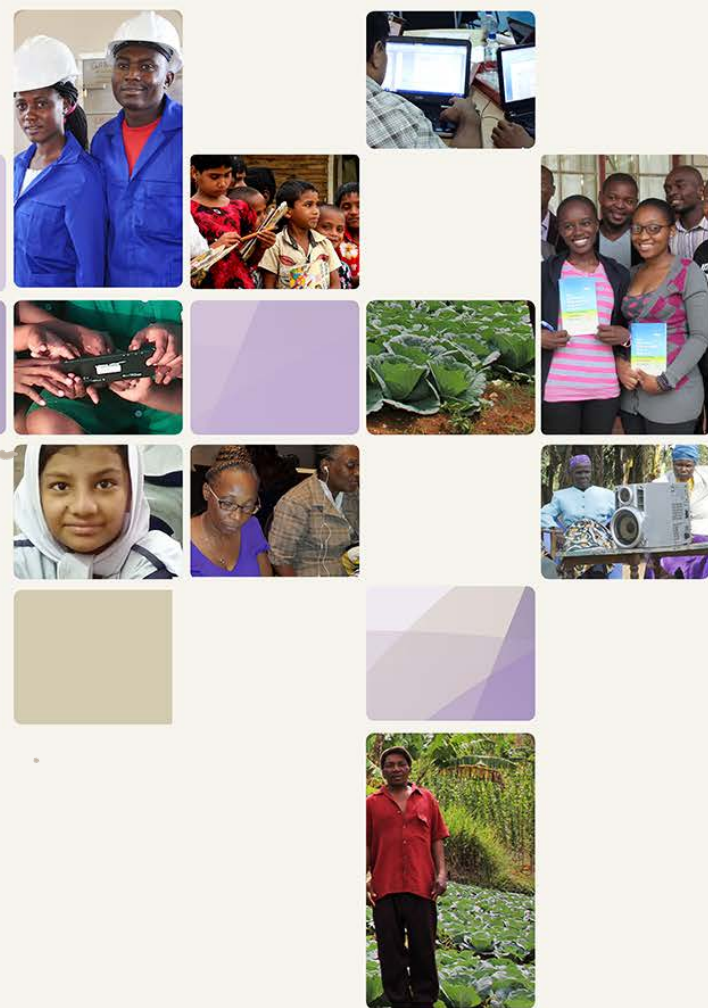


Getting Practical About SDG 4 in Teacher Education in Africa



COMMONWEALTH of LEARNING

Professor Asha Kanwar, President & CEO
Mr Ricky Cheng, Knowledge Services Manager

Conference, the Gambia – 21 June, 2018



Commonwealth Heads of Government Meeting
Vancouver, 1987



COMMONWEALTH *of* LEARNING

What is it For?



To help Commonwealth governments and institutions use distance education and technologies for education & training





ECONOMIC
GROWTH



SOCIAL
INCLUSION



ENVIRONMENTAL
CONSERVATION

Learning for Sustainable Development

Plan

1

CONTEXT

2

**TEACHER
EDUCATION IN
SSA**

3

**COL
CONTRIBUTION**

4

**GOOD
PRACTICES**

5

**GETTING
PRACTICAL**

1

CONTEXT

GOAL 4

A group of diverse young children, likely of African descent, are shown in a classroom setting. They are wearing blue and yellow school uniforms. The children are smiling and appear to be engaged in a learning activity. The background is slightly blurred, showing other children and a teacher.

ENSURE INCLUSIVE AND EQUITABLE QUALITY
EDUCATION AND PROMOTE LIFELONG LEARNING
OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal

Targets



- Quality education leading to effective **learning outcomes**
- **Skills** for employment and entrepreneurship
- Knowledge and skills for peace and **global citizenship**
- Qualified **teachers**





By 2030, substantially **increase the supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Global context

By 2030,

3.2 million additional teachers to achieve UPE¹

5.1 million more teachers for lower secondary education¹



In **SSA** more than half of pre-primary and one quarter of secondary school teachers not trained²

Then and Now: 2000/2015



UPE



Lifelong Learning for All

Access



Learning Outcomes

Teaching



Learning

Broadband



Mobile

HIV/AIDS



Climate change



2

TEACHER
EDUCATION
IN SSA

Teachers Required in SSA, 2030

2.2
million
needed
to deal with
growing
demand



3.9
million **to**
replace
those
leaving the
profession

Percentage of Trained Teachers in Primary Education



Gambia

87.7% (2017)



Ghana

55.4% (2017)



Malawi

90.8% (2013)



Nigeria

66.1% (2010)



Uganda

89.4% (2011)

Status of Teachers: Gambia

Low content knowledge of qualified teachers,
Traditional mode of teacher training with insufficient
pedagogical skills

Weak school management systems

(Section 3.6)



Pupil/Teacher Ratio for SSA

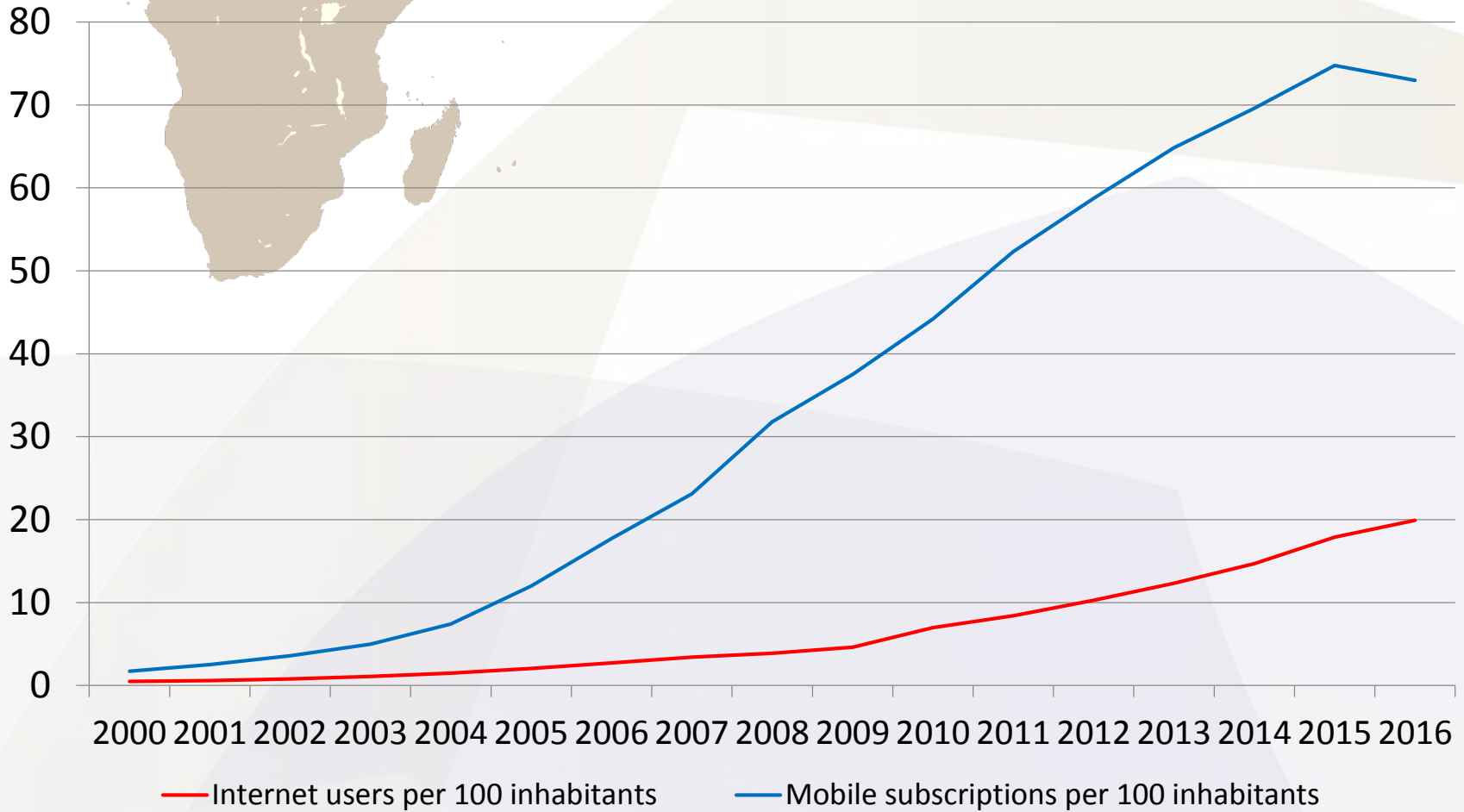
Pre-primary: 28

Primary: 42

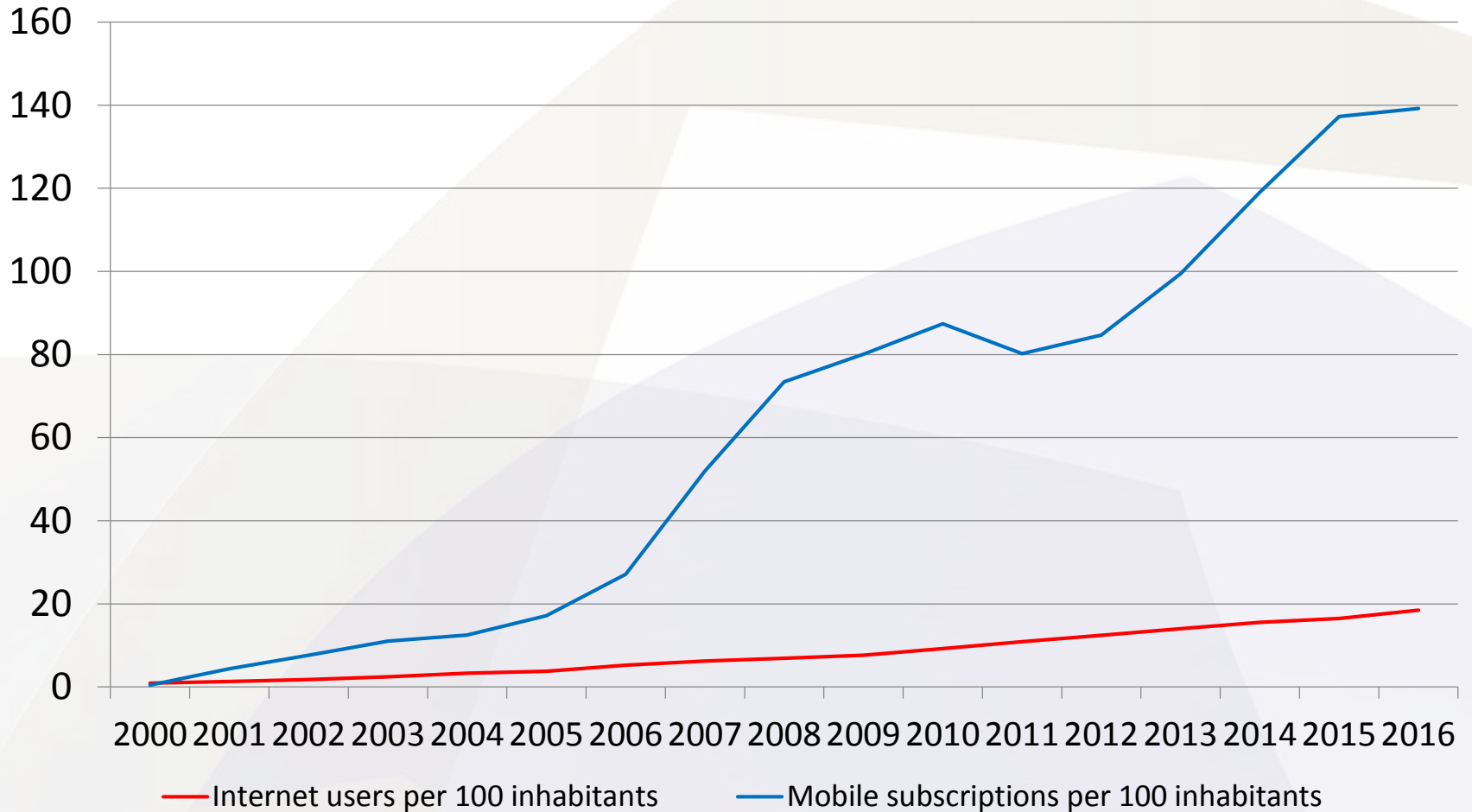
Secondary: 25

	Pre-primary education				Primary education				Secondary education			
	Teaching staff		Pupil/teacher ratio		Teaching staff		Pupil/teacher ratio		Teaching staff		Pupil/teacher ratio	
	2012 (000)	Change since 1999 (%)	1999	2012	2012 (000)	Change since 1999 (%)	1999	2012	2012 (000)	Change since 1999 (%)	1999	2012
World	8 900	62	20	21	29 091	17	26	24	32 296	32	18	17
Low income countries	367	64	27	26	3 134	80	43	42	1 953	101	28	26
Lower middle income countries	...	...	25	...	9 865	28	31	30	9 455	65	23	22
Upper middle income countries	3 097	57	23	21	10 596	3	24	19	12 974	33	17	15
High income countries	2 826	38	15	13	5 495	7	16	15	7 913	-1	13	12
Sub-Saharan Africa	507	122	28	28	3 433	75	42	42	1 912	130	26	25
Arab States	215	83	20	20	2 267	49	23	19	...	...	16	m
Central Asia	174	36	10	11	340	4	21	16	838	6	12	12
East Asia and the Pacific	2 418	72	26	22	9 635	4	24	19	10 029	31	17	16
South and West Asia	...	...	32	m	5 470	26	36	35	6 017	100	32	25
Latin America and the Caribbean	1 193	59	21	18	3 099	14	26	21	3 863	36	19	16
North America and Western Europe	1 698	60	18	13	3 667	7	15	14	4 781	6	14	13
Central and Eastern Europe	1 158	3	8	11	1 179	-14	18	17	2 741	-22	12	11

SSA: ICT Statistics 2000-2016



Gambia: ICT Statistics 2000-2016



What is being done?

- Integrating digital technologies
- Move towards portfolios
- School-based practice
- Communities of practice



3 Phases in Digital Reforms

- Integrate some online digital course elements into CPD
- Universal access to online provision with digital observations and digital collaboration with school mentors
- Incorporate future range of technologies for TE

*Moon & Villet, 2016, Digital Learning:
Reforming Teacher Education to Promote Access,
Equity and Quality in SSA, pp.25-26*



Cost Per Unit Effectiveness

Training modes	Cost per completing participant	Total effectiveness points per completing participant (total 300 points)	Cost per unit Effectiveness
Face-to Face	US\$1,614	244	US\$6.7
Online	US\$ 901	242	US\$3.7

3

COL

CONTRIBUTION

Commonwealth Certificate for Teacher ICT Integration (CCTI)



QA Toolkits



Open Resources for English Language Teaching



“Initially the learners would not speak in class...This has changed with the introduction of the ORELT... The modules are very effective, the learners are motivated.”

'Importance of ICT in Teaching and Learning in the 21st Century'



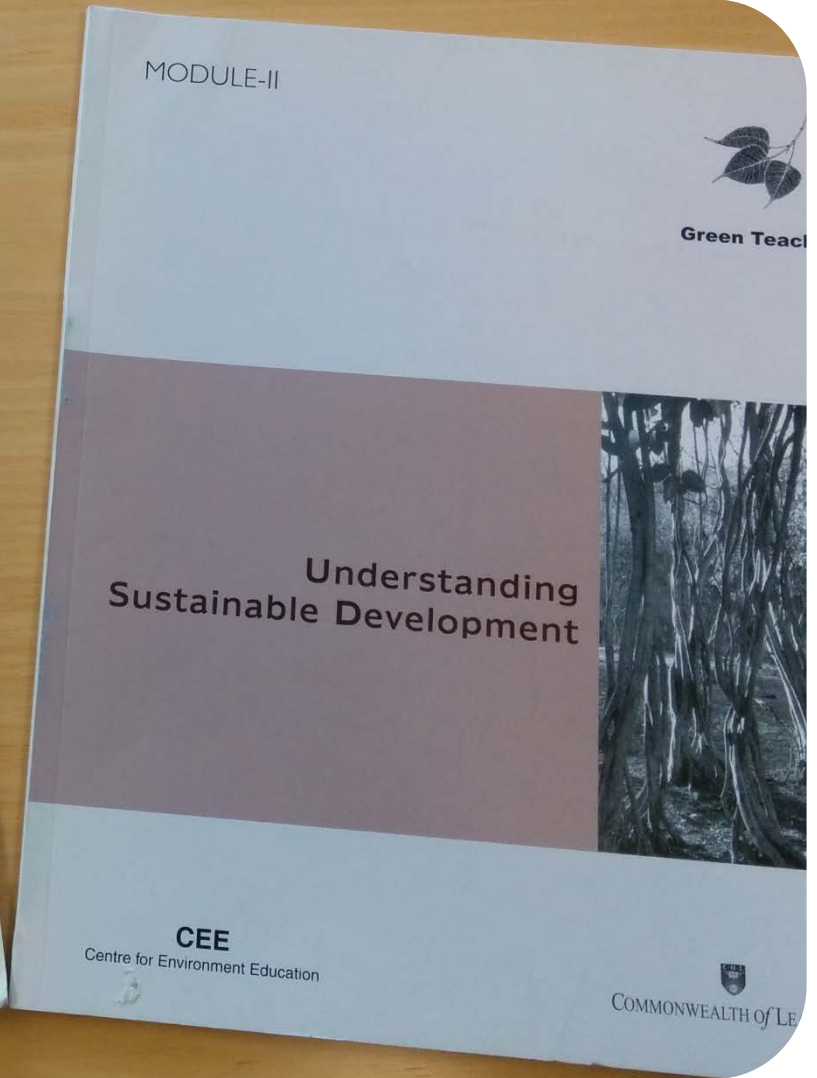
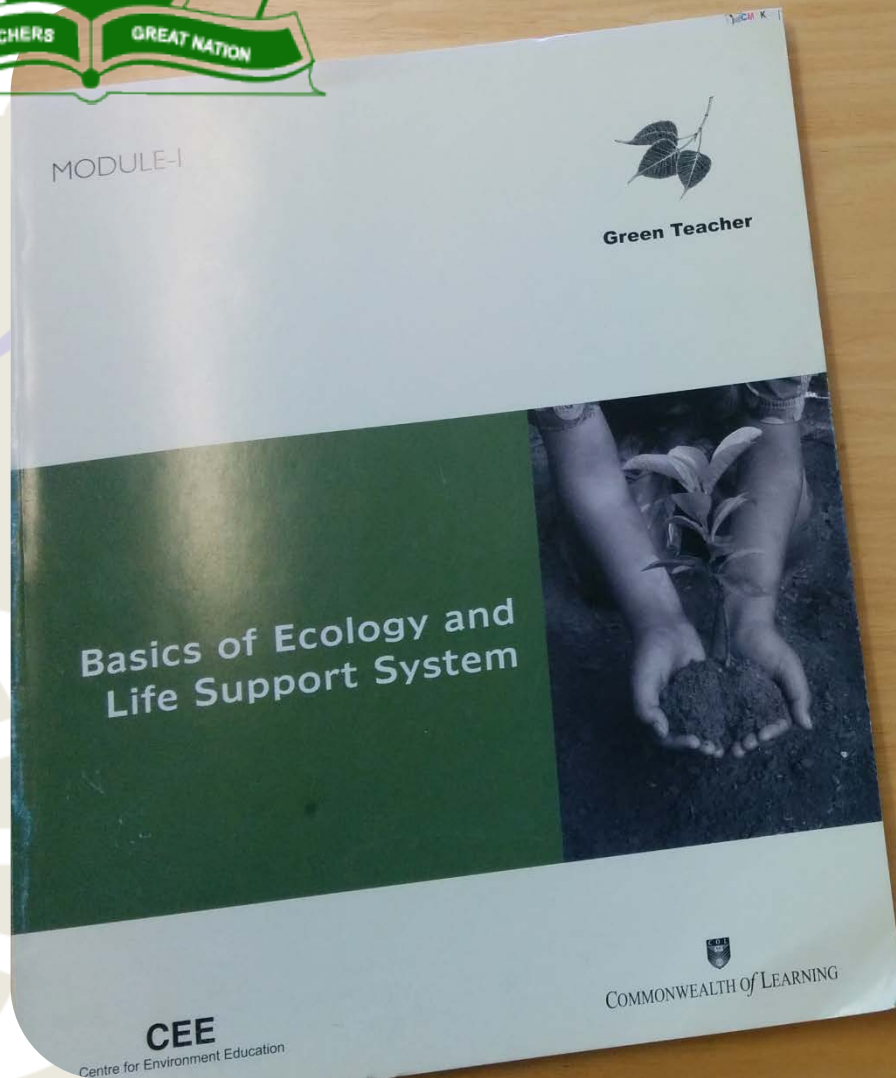
NIE, Singapore May 2015

29 Teacher Educators: 11 countries in Africa

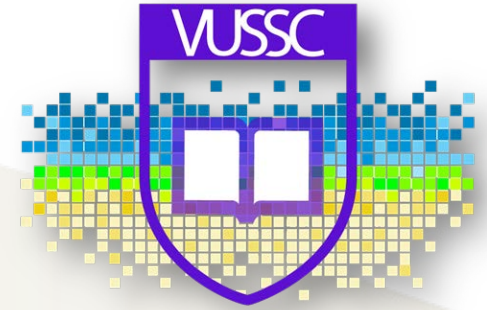




NTI, Kaduna



Master in Educational Leadership



- Available in print and online
- Seven modules and dissertation
 1. Curriculum Leadership
 2. Research Methods
 3. Leading Educational Systems
 4. Leading Educational Change
 5. Future of Education
 6. Foundation of Educational Leadership
 7. Culture of Leadership



Special Needs Assessment Instruments

**Caribbean
Assessment Battery
– NUMERACY
(CAB- N)
Form B**

	Year	Month	Day
Date of Test			
Date of Birth			
Chronological Age			

Last name: _____ First name _____

Grade: _____ School: _____

Sex: _____ Teacher/Examiner: _____

Raw Score (Number Correct)

Part 1 Mathematics Raw Score	/ 12
Part 2 Mathematics Raw Score	/ 42
Total Mathematics Raw Score	/ 54

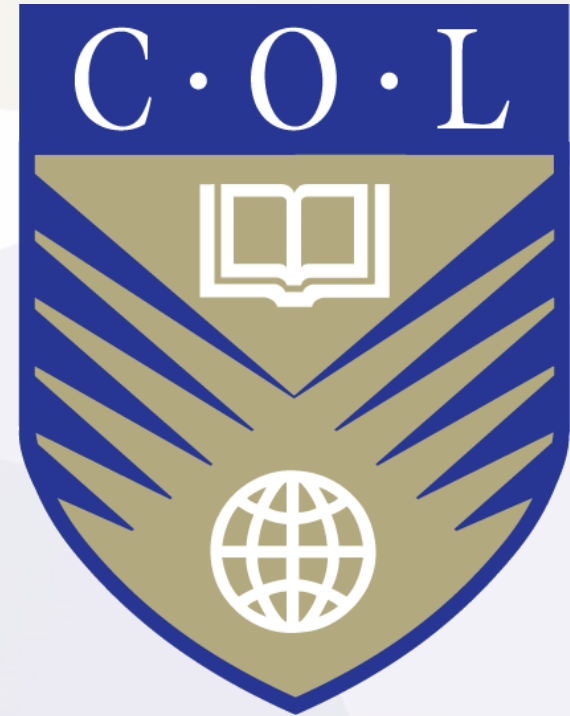
Convert Raw Score (Number Correct) to Standard Scores

Total Raw Score	Standard Score (T-Score)	Percentile Rank	Confidence Interval _99% _ 95%	Grade Equivalent

- Diagnostic instruments for Reading and Mathematics which are culturally appropriate for students in the English-speaking Caribbean countries
- Pilot tests to be administered in schools in Belize, Jamaica and Trinidad and Tobago

The COL Approach

- Advocacy
- Resources
- Capacity-building

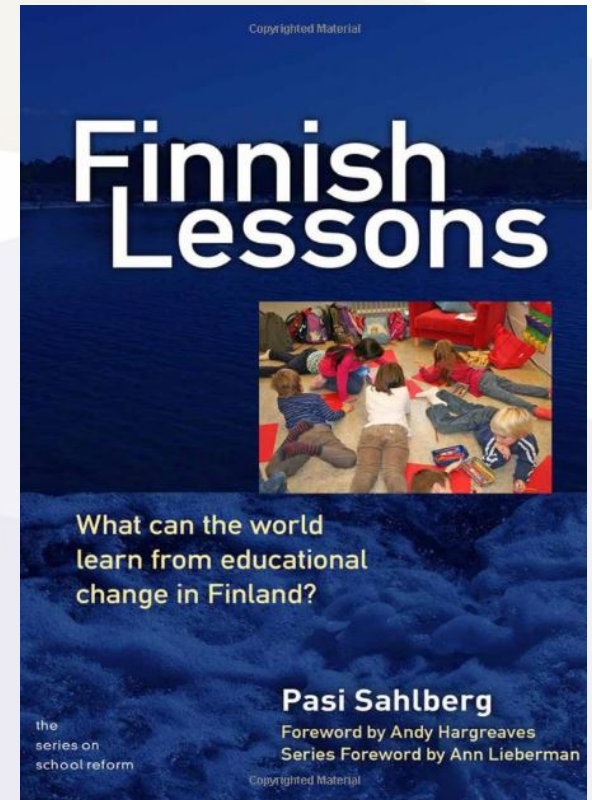


4

GOOD
PRACTICES

Learning from what works

- well trained teachers, with **strong academic qualifications**
- teachers' collectively responsible for developing curriculum and diagnostic assessment



*Andy Hargreaves, in Pasi Sahlberg, Finnish Lessons
Columbia: TeachersCollege Press, 2010*



The Asian Experience



Singapore

- ‘Teach less, learn more’

“I don’t teach physics;
I teach my pupils how to learn physics”

Charles Chew



Teacher Education

SOUTH KOREA

- Only 5% of hopefuls accepted into the elementary school teacher-training program
- Teachers enjoy **high social status**, competitive **salaries, job security**.



Train teachers?

‘the states leading the nation in student achievement ...are the states that have the most **highly qualified teachers** and have made consistent investments in **teachers’ professional development**’

Russell & McPherson, 2001: 8



5

GETTING
PRACTICAL

Why Invest in Teachers?

- Each teacher valued at EUR450,000 a year



Research Shows

- Class sizes; Uniforms; Streaming of ability in schools make no difference
- What matters is **teacher expertise** and what the teacher does in the classroom

John Hattie, University of Melbourne, 2015

Cited in The Economist, Vol 419, No 8993, July 11-17, 2016, p. 24



1. What kind of training?

‘New evidence shows that the proportion of certified teachers and professional development have a weak impact on student performance’

Montserrat Gomendio, (2017) ‘Empowering and Enabling Teachers to improve equity and outcomes for all’, OECD, p.13



'Managed Professional Development'

- Teachers receive precise instructions
- Regular feedback
- Mentorship of a lead teacher

Roland Fryer, Harvard, 2016



2. The Need to Collaborate

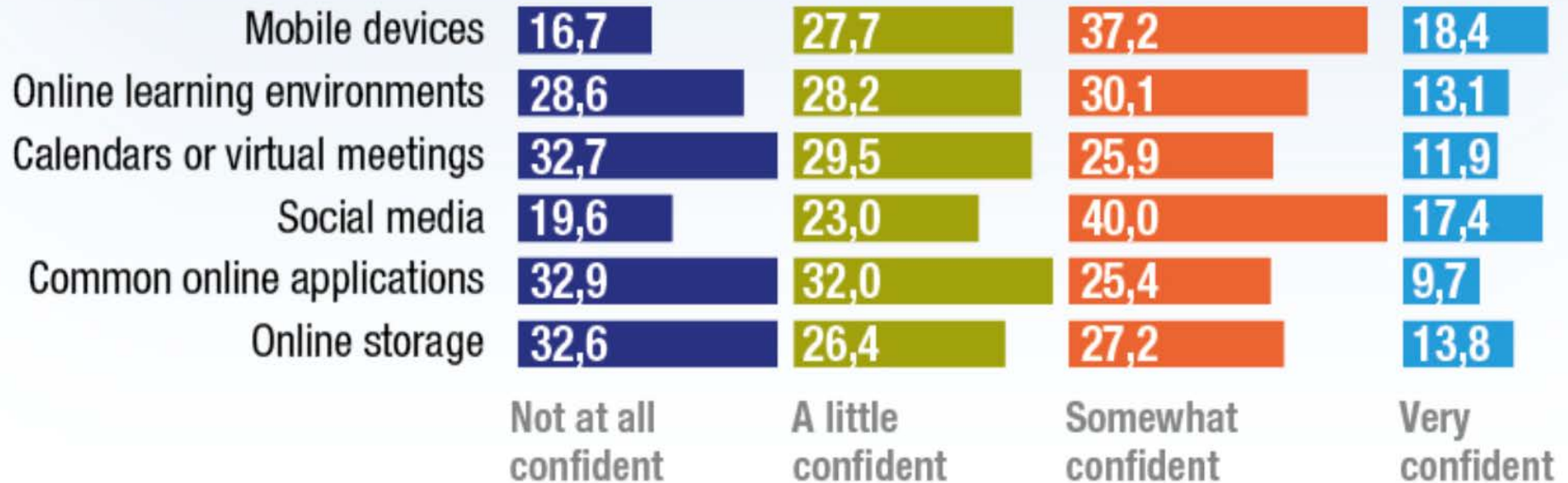
- ‘culture of collaboration’

Pasi Sahlberg

- In Shanghai teachers will not be promoted unless they give evidence of collaboration



Can technology help? Teacher Confidence with Online Collaborative Tools

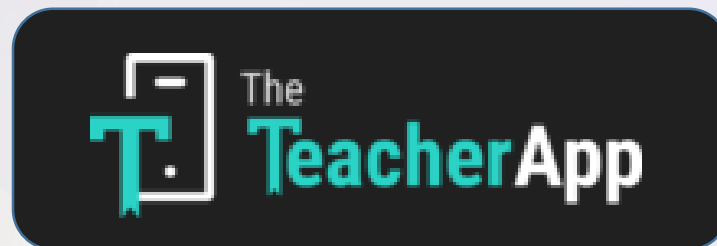


- A study in 5 countries in Europe
- Confidence levels established before being introduced to online collaboration methods and tools
- On average, total of about 40% were not at all confident or only a little confident
- There is a gap in skills and confidence relating to the use of online collaborative tools

Content Development and Community of Practice

95% of the users reported that they will implement the strategies and examples present in the course in their classrooms

96% of the users reported that they will share TheTeacherApp with their colleagues



Towards SDG 4

Teaching a skill that can be learned

Trainers as coaches

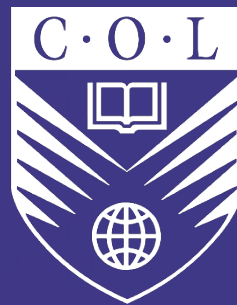
Technologies for scale and speed



Thank You



Professor Asha S. Kanwar
President & CEO



Mr Ricky Cheng
Knowledge Services Manager

www.col.org