

## Teacher Training for Quality Education TTQE

# Recommendations

### Introduction

With this document, the RECI working group TTQE<sup>1</sup> presents its high-quality recommendations for the professional education and further training of teachers. The recommendations were presented to the members during the Theme Day in November 2019; the numerous feedbacks from this discussion were incorporated into the final editing.

The recommendations relate to the professional education and further training of teachers in the context of international cooperation, i.e. development cooperation DC and humanitarian aid HA in view of the link that exists between the two.

They are primarily dealing with the field of basic education in the formal as well as in the non-formal sector and mainly refer to the education of teachers, but also of caregivers in the pedagogical work.

With its recommendations, RECI aims to provide a useful tool for programmes in the field of professional education and further training of teachers. This tool is aimed at the providers of specific programmes and focuses on the conceptual framework and methodological aspects. The recommendations are intended as an orientation for the planning and implementation of educational offers; obviously, it is assumed that they are adapted to each individual context.

### **Recommendation 1: Teacher education and further training programmes are adapted to the individual needs of teachers and learners as well as to the specific context.**

- a. Identification of teachers' education and training needs (needs assessment), while incorporating their specific situation (prior education, gender, psychological well-being, knowledge about inclusion and specific needs of children, etc.).
- b. Analyses at the level of educational systems, training chains and pedagogical approaches as well as orientation in relation to existing national / local competence frameworks (e.g. teacher competency frameworks) or curricula.
- c. Coordination with other teacher education and training programmes (programmes of other NGOs, ministries of education, universities and colleges etc.). Identification of validated materials for teacher education and training and putting newly introduced materials into context.

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**Recommendation 2: Teacher education and training programmes are planned to last for a long period of time.**

- a. Delivering shorter inputs over a longer time period instead of one-off, intensive workshops to achieve greater effectiveness.
- b. After the professional education or further training of teachers, providing for their ongoing follow-up to support practical application of the knowledge and skills acquired.

**Recommendation 3: Further training programmes use diversified strategies and teaching methods that are transferable to teaching practice and promote the autonomy of teachers.**

- a. Designing learning content that promotes reflection and analysis of everyday work experience (e.g. by means of class observation).
- b. Using methods (for example active pedagogics) that teachers can apply in their lessons.
- c. Combining different methods of learning (workshop, coaching, mentoring, internship, self-study, learning circles / communities of practice, online learning, game-based methods for active learning).
- d. Supporting personal and autonomous further education also outside of formal learning opportunities; for example, through self-study, access to materials, tools, and exchange platforms (school clusters, teacher learning circles, etc.).

**Recommendation 4: In the interests of sustainability, those responsible for education at school and public administration level are involved in education and training programmes.**

- a. Cooperation and coordination with formal education authorities in the planning of further education programmes (see also recommendation 1).
- b. At school and public administration level, involving those responsible for education in the planning and implementation of teacher training and further education programmes; safeguarding common objectives.
- c. Strengthening of responsible persons in the education system (school directors, school inspectors etc.) and of their methodological and professional competences for long-term and improved support of teachers as well as strengthening "on the job support".
- d. Application of important methods of participatory planning (joint workshops for concept development or stakeholder analysis).

**Recommendation 5: The impact of education and training programmes and the individual achievements of participating teachers are systematically measured.**

- a. Combination of different monitoring and evaluation methods to measure the impact of education and training programmes (pre- and post-tests of trainings, teachers' competence assessments, class observation, student learning outcomes, etc.).
- b. Using context-relevant, conflict-and gender-sensitive monitoring and assessment methods.
- c. Monitoring and assessment methods measure progress in relation to context-relevant outcome indicators (e.g. national teacher competency framework, or any adjustments thereof).
- d. Including the results of other national and international education and training programmes.
- e. Reflecting assessment results back to target groups, responsible bodies, and other pedagogical actors (national and international).

**Recommendation 6: Professional education and further training schemes for teachers are designed as part of systemic programmes to improve the quality of education.**

- a. Complementing education and further training measures with other interventions in the field of educational quality (e.g. in the areas of infrastructure, teaching materials, curriculum development, school governance, involvement of children, parents and community, WASH, health and nutrition, disaster prevention DRR).
- b. Particularly in fragile contexts, interventions must be complemented by measures that, for example, strengthen the protection and security as well as the well-being of students and teachers.
- c. Ensuring coherence between teacher education and training and didactic material or planning of teaching sessions.

**Recommendation 7: Lobbying and advocacy strengthen education systems and contribute to improvements in education policy.**

- a. Commitment within the framework of IC to improving teacher training and further education at the national level (e.g. scaling-up local pilot projects, involving civil society in national education planning, lobbying for nationally and internationally standardised measurement of the teaching quality and progress in relation to SDG 4).
- b. Requesting accreditation under national authorities for teacher education and training programmes.
- c. Lobbying national and political bodies (Ministry of Education, other relevant ministries, education planning sector, education clusters, etc.) for better teacher training and further education and for improved framework conditions in performing their profession (appropriate remuneration and employment conditions, consideration of the well-being of teachers, promotion of gender equality, etc.).
- d. Coordination with other actors of international cooperation and promotion of the exchange of methods, tools etc. to support the work.

**Recommendation 8: Provide materials, tools, resources, and educational opportunities.**

- a. All stakeholders in education must have access to the relevant materials and offers of further education, so that to be able to use or develop them. Access to these resources is facilitated, for example, through e-learning or blended learning.
- b. The offers should promote the exchange on international level as well as the South-South exchange.