

OROS - Online RECI Open Space

SIGN UP!

Launch & Discussion of the Teacher Training for Quality Education (TTQE) Recommendations Report

29 February 2024
3:00pm to 5:00pm CET



Online



interactive
webinar



In English



Réseau Suisse Éducation
& Coopération Internationale

RECI TTQE
Working
Group



→ Recommendations

→ Report



RECI Teacher Training for Quality Education (TTQE) Recommendations

A study on RECI member's engagement with the recommendations on Teacher Training for Quality Education (TTQE)

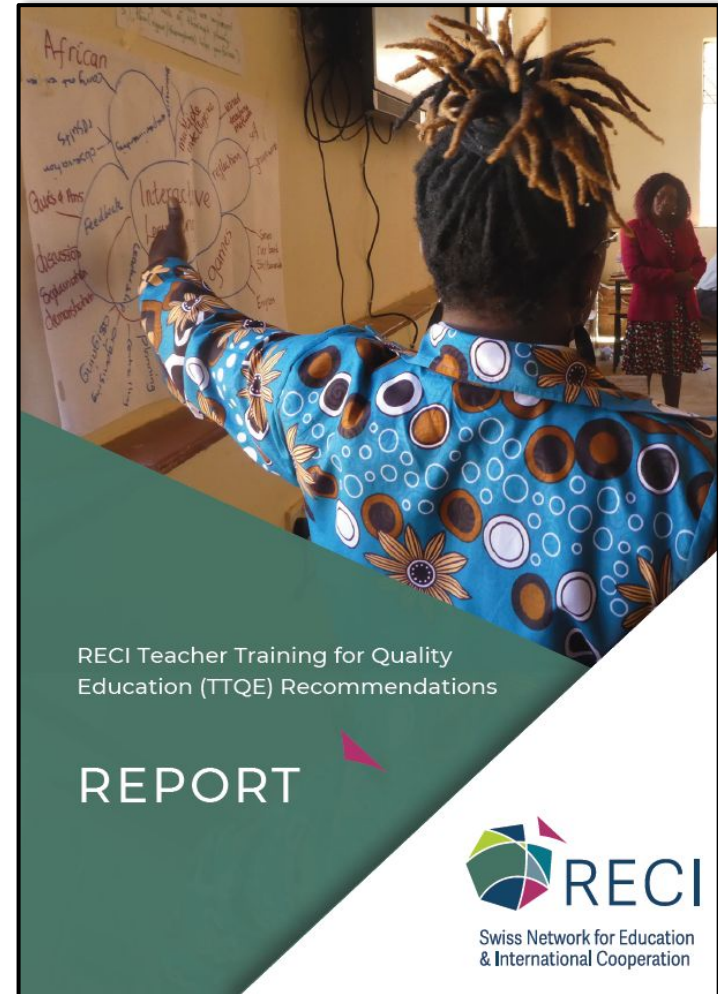
Thibaut Lauwerier, eduCoop

Andrea Wynistorf and Luise Schurian-Dabrowska, Swiss Academy for Development (SA4D)

With contributions from Sibylle Ganz-Koechlin, Triple T and Marion Panizzon, University of Berne



RECI TTQE
Working
Group



Study context

WHY

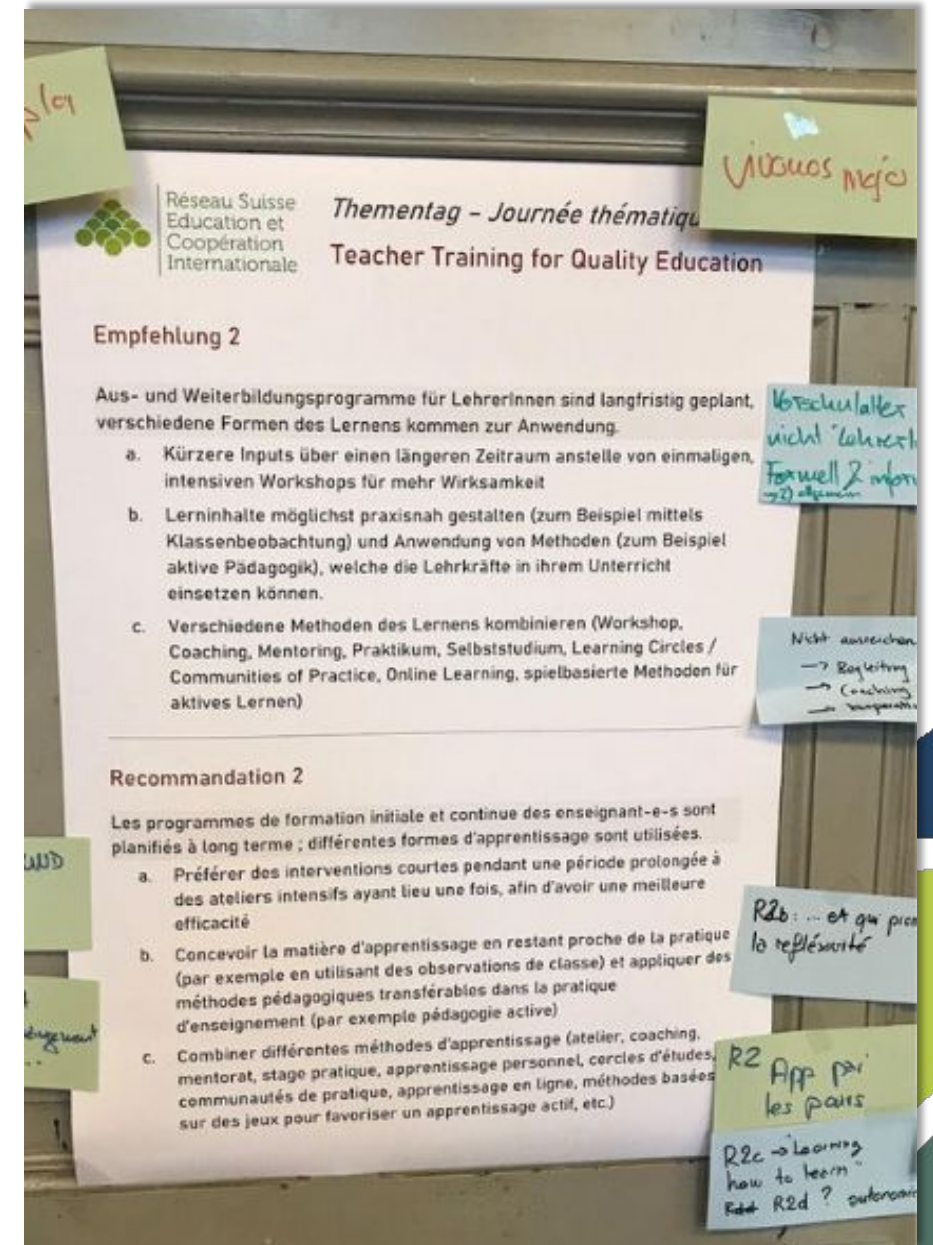
Teachers as determinants of learning outcomes (e.g. Hattie 2003, 2009)

RECI THEMATIC DAY 2019

Before, during and after: high-quality recommendations for professional education and further training of teachers developed by TTQE Working Group

AIM

- Provide a useful tool for organizations with programmes in these fields
- Orientation for the planning and implementation of educational offers for teachers



Study context



Réseau Suisse
Education et
Coopération
Internationale

Journée thématique
**Formation des enseignant-e-s pour
une éducation de qualité**

Thementag
**LehrerInnen-Ausbildung für gute
Bildungsqualität**



© Terre des Hommes Suisse
Fresque faite par des enfants dans une école au Pérou (2019)

19 novembre 2019, Berne
19. November, Bern



KEY QUESTIONS

- What are the factors that influence the quality of training of teachers?
- How can members of RECI strengthen the quality of teacher training in their partner countries?

THIS (FOLLOW UP) STUDY

- Examines RECI members' engagement with recommendations.

#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
- b. Analyses of educational systems, training chains and pedagogical approaches as well as orientation in relation to existing national / local competence frameworks or curricula.
- c. Coordination with other teacher education and training programmes (of NGOs, ministries, universities etc.).



#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. Once the professional education or further training of teachers ends, provide for their ongoing follow-up to support the practical application of the knowledge and skills acquired.

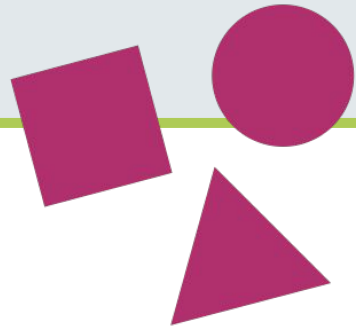


#3: Further training programmes use **diversified strategies and teaching methods** that are transferable to teaching practice and promote the **autonomy of teachers**.

- a. Designing learning content that promotes reflection and analysis of everyday work experience (e.g. by class observation).
- b. Using methods (e.g. active pedagogics) that teachers can apply in their lessons.
- c. Combining different methods of learning.
- d. Supporting personal and autonomous further education also outside of formal learning opportunities, e.g. through self-study or tools.

#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 (see also #1).
- b. At school and public administration level, involving those responsible for education.
- c. Strengthening of responsible persons in the education system (directors etc.) for long-term teacher and “on the job support”.
- d. Applying key methods of participatory planning (workshops, stakeholder analysis).



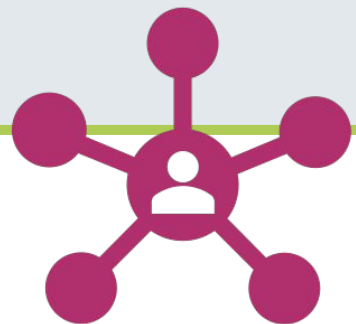
#5: The impact of education and training programmes and the individual achievements of participating teachers are systematically measured.

- a. Combining different monitoring and evaluation methods to measure the impact of programmes.
- b. Using context-relevant, conflict-and gender-sensitive monitoring and assessment methods.
- c. Methods measure progress in relation to context-relevant outcome indicators (e.g. national teacher competency framework).
- 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).



#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. infrastructure, DRM school governance, WASH, health + nutrition).
- b. Particularly in fragile contexts, interventions must be complemented by measures that strengthen 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.



#7: Lobbying and advocacy

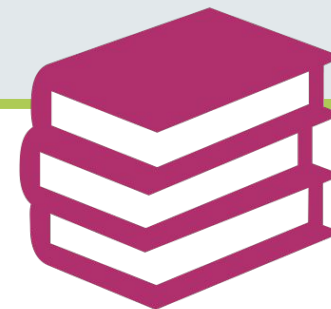
strengthen education systems and contribute to improvements in education policy.

- a. Commitment within the framework of IC towards improving teacher training and further education at the national level (e.g. scaling-up pilot projects).
- b. Requesting accreditation under national authorities for teacher education / training programmes.
- c. Lobbying at national and political bodies (e.g. MoE) for better teacher training and further education and for improved framework conditions in performing their profession.
- d. Coordination with other actors of international cooperation and promotion of the exchange of methods, tools etc. to support the work.



#8: Provide materials, tools, resources, and educational opportunities.

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



Cross-cutting issues

Methodology

RESEARCH DESIGN

- Based on a survey among RECI members (confidential).
- Structured questionnaire with open questions and single/multiple choice questions

PARTICIPANTS

- 11 organisations responded, almost all involved in teacher training, most of them in primary education
- Most have long-held experiences in the field of organisational training
- Local Partners, as well as geographical contexts vary

R1

- Does your institution analyse the needs of teachers in terms of pre- and in-service training before implementing activities?
 - Single Answer: yes/no/don't know (if not to R2)
- If yes: how does your institution assess teachers's needs:
 - Open question: text
- Are your training activities aligned with national training frameworks?
 - Single Answer: yes/no/don't know
- If yes, please explain how:
 - Open question: text
- Are your training activities coordinated with other similar programs at the national and local levels?
 - Single Answer: yes/no/don't know
- If yes, please explain how:
 - Open question: text
- Do training activities take into account contextual realities (material, local languages, etc.)?
 - Single Answer: yes/no/don't know
- If yes, please explain how:

R7

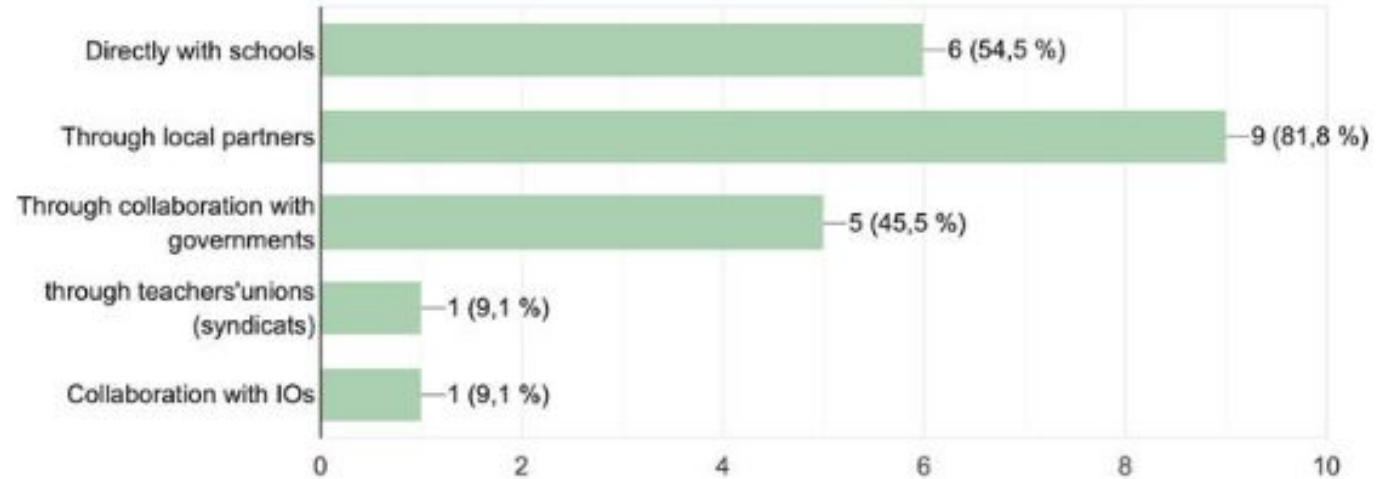
- Does your institution implement advocacy actions at the national level to improve the quality of pre- and/or in-service education?
 - Single question: yes/ no/ don't know
- If yes, please explain:
 - Open question: text
- Does your institution have procedures in place to accredit training programs?
 - Single question: yes/ no/ don't know
- If yes, please explain:
 - Open question: text

R8

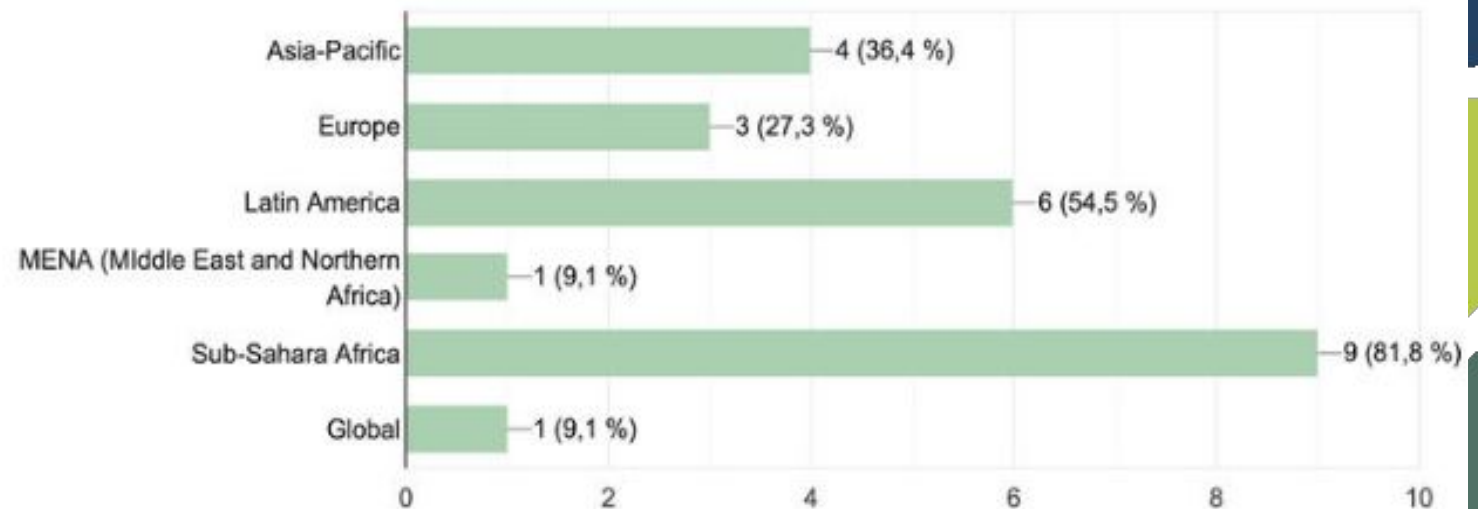
- Does your institution facilitate access to training resources (and self-training)?
 - Single question: yes/ no/ don't know
- If yes, please explain:

Methodology

HOW do the organisations work with partners who engage in teacher training activities?



WHERE: In what geographical contexts do their interventions take place?



Main results

RECI member organisations generally align with the TTQE recommendations and they apply the recommendations. They:

- Take the time to understand the field well and consult with stakeholders at different levels.
- Diversify training strategies.
- Cooperate and coordinate training activities with those responsible
- Use more than one tool/methods to monitor and evaluate the effectiveness of their services

Main results

However, the following recommendations are not yet taken into consideration across the RECI member organisations:

- Advocacy at the national level to improve the quality of pre- and/or in- service education is not widespread
- Lack of capacity building programmes
- Lack of explicit procedures to accredit training programmes

Main results: case studies

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.

- All organisations analyse the needs of teachers in terms of pre-and in-service training before implementing activities through questionnaires, interviews, focus groups and school visits

"In education projects, this is part of the general needs assessment whenever starting a new project. It is generally done in close cooperation with the local partner organisation. It includes teachers and other school staff, using different kinds of assessment methods from background research, pre-training-assessments to focus group discussions."

Main results: case studies

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.

- For all institutions (except one that did not know), their training activities take into account gender aspects.

"Images/illustrations, examples, situations pay attention to gender parity as well as local gender sensitivities; materials are produced in epicene language; the choice of trainers as well as the teachers also give importance to this aspect."

"We know that issues affect different people differently and try to accommodate the needs of ALL genders. We also consider safety, e.g., girls getting to and from schools; we try to keep other issues such as corruption and bribery as well as (sexual) blackmail on the table and in the discussion."

Main results: case studies

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

- Most organisations prefer to implement short courses several times in regular intervals.
- All organisations (except one that did not know) plan to follow up/support the teachers after the training is completed.

"The teacher trainers and supervisors accompany the teachers (pedagogical support): observations and formative exchanges. And my training devices occupy a central place in our programmes, and the training is carried out annually. According to the needs identified, the contents evolve, and the training is rarely replicated in the same way (new and/or revised training modules every year)."

Main results: case studies

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

- All organisations (except one that did not know) cooperate and coordinate their training activities with those responsible for education at the school and public administration level
- NGOs undertake training activities in consultation with local partners; depending on the case they work on the national, regional or local level
- Planning is participatory for all organisations and involves school staff and other stakeholders

Main results: case studies

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

"The production of all the training elements (study plan, training sequences, didactic material, etc.) is co-constructed with the partners."

"Our partner organisations involve the beneficiaries in the planning of interventions through needs assessment and the participatory implementation of the intervention."

Main results: case studies

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

- All organisations (except one that did not know) use more than one tool/method to monitor and evaluate the effectiveness of their services.
- 80% use classroom observation; 70% student learning outcomes; 60% teachers' competence assessment 60% focus groups or interviews; 40% pre-and post tests
- Most organisations reflect their assessment results back to the actors concerned

Main results: case studies

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

"Assessments are always reflected together with the partner organisations and, depending on the context, other relevant stakeholders, often further shared/discussed via the partner (e.g. beneficiaries, ministries, etc.). We also participate in knowledge-sharing events and network in Switzerland and internationally and publicise certain studies."

Main results: case studies

Recommendation #6: The impact of education and training programmes and the individual achievements of participating teachers are systematically measured.

- All organisations except one declare that their training activities are part of a larger framework of actions to improve the overall quality of education in order to ensure coherence between teacher education, instructional materials and instructional planning.

"We complement with infrastructure, food programme (depending on the context), teaching/learning material, school management training, empowerment of students (clubs, councils), parents and community."

Limitations/considerations for the future

- Small study that only included eleven respondents out of 23 RECI member organisations
- Methodological limitations; additional interviews might have provided more insights
- The TTQE recommendations were developed before the COVID-19 pandemic, with other aspects some organisations might have included further information

Implementation of TTQE Recommendations

RECI TTQE Recommendations

By clicking on the "+" button, you can add an example from your institution for each sub-recommendation (blue cards). In "Subject", enter the name of your institution / a title. In "Write something beautiful...", enter a description. You can then upload a source (file, video link...). Added cards can be moved. // En cliquant sur le bouton "+", vous pouvez ajouter un exemple issu de votre institution pour chaque sous-recommandation (cartes bleues). Dans "Objet", mettre le nom de votre institution / un titre. Dans "Écrivez quelque chose de fantastique...", mettre une description. Vous pouvez ensuite charger une source (fichier, lien vidéo...). Les cartes ajoutées sont déplaçables. More information: <https://reci-education.ch/en/themes/ttqe/>

Recommendation #1	Recommendation #2	Recommendation #3	Recommendation #4	Recommendation #5
<p><i>Teacher education and further training programmes are adapted to the individual needs of teachers and learners as well as to the specific context.</i></p>	<p><i>Teacher education and training programmes are planned to last for a long period of time.</i></p>	<p><i>Further training programmes use diversified strategies and teaching methods that are transferable to teaching practice and promote the autonomy of teachers.</i></p>	<p><i>In the interests of sustainability, those responsible for education at school and public administration level are involved in education and training programmes.</i></p>	<p><i>The impact of education and training programmes on the individual achievement of participating teachers is systematically measured.</i></p>
<p>1.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.).</p>	<p>2.a. Delivering shorter inputs over a longer time period instead of one-off, intensive workshops to achieve greater effectiveness.</p> <p>2.b. Once the professional education or further training of teachers ends, provide for their ongoing follow-up to support the practical</p>	<p>3.a. Designing learning content that promotes reflection and analysis of everyday work experience (e.g. by means of class observation).</p> <p>3.b. Using methods (for example active pedagogics) that teachers</p>	<p>4.a. Cooperation and coordination with formal education authorities in the planning of further education programmes (see also recommendation 1).</p> <p>4.b.</p>	<p>5.a. Combining different measurement and evaluation methods to measure the impact of education and training programmes and post-tests of training teachers' competence assessments, class observation, student learning outcomes</p> <p>5.b.</p>

→ Padlet :

https://padlet.com/international_geneva_education/reci-ttqe-recommendations

THANK YOU!
Merci!
Gracias!
Danke!

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