

QUALITY EDUCATORS

FOR ALL

Education International
Internationale de l'Éducation
Internacional de la Educación

Oxfam Novib



No educational system
is better than its teachers

- Investment in quality educators has a very high multiplier effect: every good teacher benefits an entire class, year after year, and when those better-educated pupils become parents they will likely demand a good education for their children, further strengthening the educational system in general.

Why Quality Educators?

Why Uganda and Mali?

Uganda and Mali have been chosen as pilot sites for this project because they illustrate different key challenges found in other contexts. Mali requires an overall increase in the numbers of qualified teachers, starting with the need to strengthen trainers who educate teachers. In Northern Uganda, the goal is to equitably deploy and retain qualified teachers in hard-to-reach and post-conflict situations. Finding effective solutions to these problems will allow other locations to benefit from the experience.

Your support to this endeavour will provide primary schools with their most valuable asset: good quality educators.

Context: The Need for Quality-ED

Popular expectations about the right to education are no longer satisfied by increasing access to schooling. The public demands education that truly educates, and that requires quality educators.

Both Uganda and Mali have rapidly increased the numbers of children enrolled in primary school and the numbers of teachers recruited. But learning outcomes lag behind. Over half of girls aged 7-12 are not attending school in Mali¹, while in Uganda only 3% of children graduate from primary school without repeating at least one year. In both countries, only around half of children successfully complete primary school.

- **Uganda:** “There is nothing wrong with education that cannot be corrected with what is right for teachers”. Source from UNATU

The challenges in recruiting and retaining good quality educators differ between the two countries.

In **Mali**, more than half of all primary school teachers have had no teacher training at all, and nearly 90% did not complete secondary school. In community schools, only one in thirty teachers completed secondary school and a fifth had no schooling at all. 45,000 more qualified teachers are needed, more than double the number currently in service. An additional problem: only 25% of teachers are women.

In **Uganda**, more qualified teachers are available² – 68% are trained, and 40% are women – and the problem is more one of distribution. But there are differences between regions, illustrating UNESCO’s point that the greatest disparities exist not between countries but within them. The north of the country falls behind on most educational indicators because of the legacy of conflict: concerns about safety and security mean few teachers want to go there or stay there.



¹ 54% in 2006/7. Statistics for Mali come from Pearce, C., Fourmy, S. & Kovach, H. (June 2009) ‘Delivering Education for All in Mali’, Oxfam International Research Report together with COSC-EPT.
² Uganda sources: Desk Study commissioned by Oxfam Novib in 2008 to European External Policy Advisors and Altinyelken, H.K. (2009) in Heilige Huisjes. Anders kijken naar International Samenwerking, pp. 93-99, IS Academy and Ministry of Foreign Affairs, The Hague. GoU’s Joint Assessment Framework 2010.

... Objectives: Quality, Training and Sustainability

The overall objective of the Quality Educators for All Project is to assist public authorities in meeting their responsibilities to provide quality public education. Specifically, the project aims for:

1. **Quality:** To develop and/or enhance a gender-just teachers' competency profile based on a national consensus, as well as contemporary curriculum needed to teach life skills;
2. **Training:** To expand the provision of high-quality, in-service and initial education for primarily un(der)qualified teachers, drawing on innovative practices in formal and non-formal settings, with particular attention to gender balance in the profession.
3. **Sustainability:** To advocate that national and international institutions incorporate successful approaches developed in the project into education sector policies.



Strategies: A Synergistic Three-Stage Process

The Quality-ED project has three distinct stages, designed to follow a logical order and to build on each other in a synergistic way.

Stage One: laying the conceptual groundwork by developing a competency profile and introducing contemporary skills, attitudes and knowledge into teacher training curricula. This includes baseline studies on key indicators, stocktaking of existing instruments and innovations, data collection about the professional status of teachers, and studies into topics such as obstacles to women's participation in the profession.

Stage Two: providing support to local institutions for the education of teachers and teacher educators that is aligned with the competency profiles and curricula. The aim is to increase the numbers of professionally qualified teachers by upgrading educators who operate in either non-formal or public services.

Stage Three: advocacy to mainstream project outputs in public services and institutions, including support for civic demands for quality education. Sustained

improvement in the quality of educators depends on the ability of citizens to make claims on their elected representatives, and for governments to respond according to their national and international commitments to human rights

Progress to date

Since 2010, pilot activities on stage one have begun in Uganda and Mali. National consensus-building around a competency profile is the foundation of subsequent activities, alongside data collection and practical guidance for teachers on life skills. ON and EI are also supporting an international comparative study of competency profiles, highlighting the need for defining 'quality educators' through a democratic and participatory process among all those with an interest in the quality of education.

- ■ ■ **Mali:** "Free education is a slogan, that's all. If you have one teacher for six classes, then who actually gets an education? Nobody! If the state says education is free, they must make sure that there is a good teacher for every class". – Member of school management committee, Doro village, Gao – cited in OI (2009).

... The Partnership: Reaching Both Formal and Non-Formal Educators

Quality-ED is a collaboration spanning non-formal and formal education, representing key actors such as central and local government, teacher training colleges, trade unions, CSOs, etc. In Mali and Uganda, the initiative is led by:

Mali

- Coalition des Organisations de la Société Civile pour l'Éducation pour Tous (COSC-EPT)
- Le Syndicat National de l'Éducation et de la Culture
- Ministère de l'Éducation, de l'Alphabétisation et des Langues Nationales
- ... in close collaboration with **Oxfam Novib** (The Netherlands) and **Education International**.

Uganda

- Forum for African Women Educationalists
- Literacy and Adult Basic Education
- Uganda National Teachers Union
- Kyambogo University
- Directorate of Education Standards
- Ministry of Education and Sports
- National Curriculum Development Centre

This combination of actors has the potential to achieve systemic quality improvements in public services without leaving behind the hard-to-reach populations that NGOs generally serve. Together the partnership ensures that formal and non-formal teachers gain the support they need to perform well. These national partners ensure that the project is well aligned with policies and priorities in the education sector.

The project is led by two Project Leaders located at Oxfam Novib and **Education International**, and overseen by an international Steering Committee. Education International is a global federation of teachers' unions (including UNATU and SNEC). With a global membership of nearly 30 million teachers and formal education workers, EI is well positioned to mobilise large scale uptake of the quality inputs developed by the project



into the public sector workforce. **Oxfam Novib** has a track record of supporting non-formal education programmes among socially excluded populations that lead to and strengthen participation in public services. Increasing access to essential services is a fundamental plank of ON's agenda to promote human rights and social justice.

In Mali, **COSC-EPT** is a recently registered entity (2006) representing the most well-known civil institutions with a track record in education, either formal or non-formal. **SNEC** has more than 30 years of experience in teacher training, with modules and a pool of trainers at its disposal. It brings together teachers from across the professional and non-professional spectrum and is a critical partner within a complex landscape of teacher training initiatives and diverse professional qualifications.

In Uganda, **FAWE** is a prominent, Africa-wide forum with connections across social strata and a mandate to address the gender gap in education; the trade union partner, **UNATU**, covers the spectrum of the workforce from pre-school through tertiary education and advises the government on educational policies. **LABE's** work in Northern Uganda to promote adult literacy and basic education for children is particularly salient to Quality-ED.

In addition, each country has a broad multi-stakeholder group in place as well as a Steering Committee or Initiative Group which allows for streamlined functioning.

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