

UNESCO-BREDA and EFA

BREDA Dakar
25th January 2007 Maputo - IAU





Role of BREDA in EFA goals and process

- Follow up for Dakar 2000
 - Annual Dakar report (last in production is Dakar +7)
 - Country education sector analysis through Pole Dakar team + GMR team
- Follow up and expertise for the AU education decade (the past and the new one, launched in Maputo in 2006)



Role of BREDA in EFA goals and process

- Regional involvement in quality of education and capacity building aspects (with IICBA)
- Regional responsibility (with Institutes and Field offices) for 3 major UNESCO Initiatives in Africa :
 - EDUCAIDS (Education against HIV/AIDS)
 - LIFE (Literacy for Empowerment)
 - TTISSA (Teacher Training Initiative)

Background

- Strategic Review of UNESCO's post-Dakar Role in EFA requested by 169th session of Executive Board held in April 2004
- As part of follow up to Strategic Review, decisions of the 170th Session of the UNESCO Executive Board held in Sept/Oct 2004 in Paris requesting DG to undertake the following activities:
 - to initiate consultations with all key EFA Stakeholders on their respective roles and contributions
 - to develop UNESCO's EFA Strategy for the period 2005-2015 and results-based yearly implementation plans

Strategic Review

Major Outcomes

- UNESCO concentrated efforts on 1st deadline set in Dakar for 2002: preparation of national EFA plans
- These plans have been progressively integrated into education sector plans and PRSPs
- Need to develop a strategy for 2005-2015 and an implementation plan
- Need to focus on “key niches” where UNESCO can make a difference in EFA action at country level and therefore recommendation to undertake three new Initiatives and enhance quality

Strategy implementation

- To assist countries in education sector planning for EFA;
- To coordinate the EFA coalition and maintain the EFA momentum;
- To advocate in all appropriate international forums for EFA;
- To lead the 3 International Core Initiatives;
- To promote and assist in development of quality education.

Strategy implementation (2)

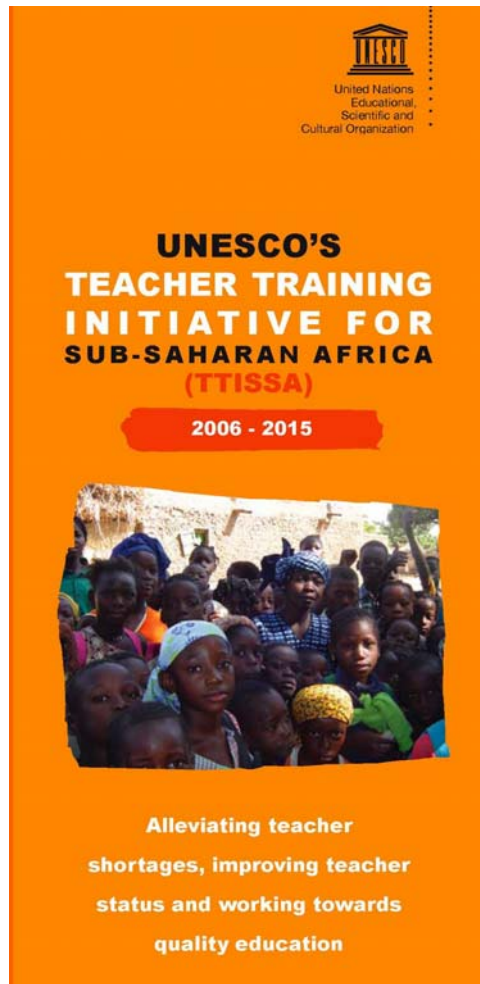
- a special focus on 3 core initiatives, and quality in education:
 - The Literacy Initiative for empowerment (LIFE);
 - The Teacher Training Initiative in Sub-Saharan Africa (TTISSA);
 - The Global Initiative on HIV/AIDS and Education (EDUCAIDS)

TTISSA



Teacher Training Initiative
in Sub Saharan Africa

UNESCO Teacher Training Initiative for Sub-Saharan Africa (TTISSA)



The challenge:

The acute shortage of qualified teachers has been identified as one of the biggest challenges to the realisation of the EFA goals by 2015

Why TTISSA?

- Over 30 million teachers needed / EFA worldwide
- At least 4 million Universal Primary Education teachers needed for Sub-Saharan Africa (SSA) by 2015
- Majority of SSA countries are in a teacher education crisis
- National budgets in SSA are generally unable to keep pace with the demand for education
- Some factors affecting teacher education in SSA:
 - HIV/AIDS,
 - teacher flight,
 - standards for certification,
 - salaries and working conditions,
 - models for professionalization,
 - impact of conflicts and post conflicts situations on educational systems

What are TTISSA's objectives?

- to relate more closely teacher policy and teacher education to national development goals
- to improve quality of teacher education
- to improve skills and professional conditions of teachers and educational professionals
- to improve teacher recruitment and retention

Expected generic results

- A comprehensive teacher education plan, including both formal and non-formal education, integrated into national education plans and other sectoral plans;
- The quality of training in teacher education institutions improved, based upon upgraded curricula and pedagogy, especially in priority subjects such as HIV/AIDS prevention, literacy and ICTs;
- The severe teacher shortage and status of teachers recognized as key national development issues, addressed by governments and supported by donors; and
- Internationally prescribed standards and national policy regarding HIV/AIDS prevention integrated and implemented in curricula of teacher education institutions and university teacher education programmes

How TTISSA is implemented?

- The initiative is country driven, based on country needs and priorities
- A national focal point in each country is designated
- Assist countries in analyzing their teacher shortages and in implementing policies and strategies to increase the numbers of qualified teachers
- Integration of teacher issues into national plans

How TTISSA is implemented? (cont)

- Relevant research to guide policies
- Mobilization of universities and other organizations and networks to support the Government in its teacher education priorities
- Share and distribute good teacher policy and practices for adaptations by ALL countries the Region
- Regular monitoring and reporting: a 2-year midterm assessment and a summative assessment at the end of the 4-year cycle

Identified priorities during the pilot phase

- Need for a global strategic plan on 10 years
- Reinforcement of the coordination between actors
- Curricula and pedagogical approaches to be revisited and adapted to new contexts
- New pedagogical contents and new training approaches, including ODL and ICT
- Consider both initial AND continuous training of teachers as a priority
- Teacher status, idea of a global package including financial, social and training aspects
- Need of external evaluation of educational systems and training programs
- Better management for teacher retention and mobility
- Regional cooperation and synergy

Some tools and results after 1 year

- Web portal, offering a set of services
- Homogeneous data and statistics for each country (with Pole Dakar team, GMR team, UIS)
- Set of documents and reports (annual Dakar EFA Report, Global Monitoring Report,...)
- Log Frame, action plan, global mapping, list of priorities for the 17 countries
- A network of national coordinators linked with national institutions and external partners
- ...

By whom?

- UNESCO HQ- Division of Higher Education
- BREDA, Dakar
- IICBA, Addis Ababa
- Other FO's and UNESCO Institutes and Chairs
- Partners – ILO, EI, ADEA, CoL, AUF, ...and F.T.Partners
- Above all, the Governments themselves

Who will benefit?

- Governments
- Teacher education institutions and teacher educators
- Teachers and other key educational personnel: school heads, trainers of trainers, schools inspectors, etc.
- Non-formal education teachers
- ...And finally children and development...

Countries involved

- Over the 10 years, all (46) SSA countries will be involved in the initiative
- 17 countries as the first reference group (2006-2009)
 - Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Congo, Democratic Republic of Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, United Republic of Tanzania, and Zambia
- 2008-2011: 7 new countries
- 2010-2013: 15 new countries
- 2012-2015: 8 new countries



For more information

TTISSA Website:

<http://www.unesco.org/education/TTISSA> (English)

<http://www.unesco.org/education/fr/TTISSA> (French)

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