

Teacher Development for SDG 4 and AUC CESA 2016-25: The role of Private Higher Education in Continuous Professional Development for Teachers in Africa

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1. About UNESCO-IICBA

UNESCO-International Institute for Capacity Building in Africa (IICBA) was established by the General Conference of UNESCO in 1999.

IICBA focus in 2017

- Qualification standards-setting and curriculum harmonization
- Continuous professional development of teachers
- Teacher motivation studies
- Quality and relevance of learning for girls and women
- Teacher development and support in emergencies and peace/resilience building including PVE
- ICT integration in teaching learning and assessment
- STEM and girls education
- Regional partnership building

2. Why CPD?

School systems today are charged with addressing ever-increasing demands:

- Reducing the achievement gap,
- Adopting evidence-based practices,
- Meeting adequate yearly progress goals (including the sustainable development goals),
- Managing the requirements of special-needs students,
- and remaining current on the increasing amount of pedagogical and content area research.

Thus,

- Educators must keep abreast of the important advances that are occurring in education.
- This is where continuous professional development comes in.
- It is thus critical for veteran teachers to have ongoing and regular opportunities to learn from each other.
- Continuous professional development keeps teachers up-to-date on new research on how children learn, and on emerging technology tools for the classroom, new curriculum resources, and more.
- The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

- According to CESA, “Virtually all development players now concur that for any meaningful and sustainable economic growth to be realized and sustained; tertiary education must be centrally placed in the development agenda of nations.”
- In relation to teachers, CESA formulated a standalone SO 1: Revitalize the teaching profession to ensure quality and relevance at all levels and specifically states under 1a: Recruit, train, and deploy well qualified teachers as well as promote their continuous professional development with emphasis on instilling core values, results and accountability to learners.

3. Teacher Development and SDGs

- The 2030 Agenda and its centerpiece, the Sustainable Development Goals (SDGs), also call for a transformation in how societies interact with the planet and each other. This transformation will need new technologies, new knowledge and new ways of structuring societies and economies.
- The SDGs have 17 Goals and 169 targets.

2. Nature of Sustainable Development



4. Teacher Development and SDGs

- Teachers play critical role in helping countries achieve the SDGs, but they need to be prepared and supported to embrace and play this role. More specifically, they need to embrace SDG Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.
- In order to achieve SDG-4, teacher development needs a greater commitment to practical implementation of national plans and policies; and a higher degree of creativity and innovation in the training of teachers and in the classrooms.
- In the 21st century Africa, in particular, transformation in teacher development will be vital at the levels of teacher preparation and continuous professional development (CPD).
- According to UNESCO (2014), the challenge of training existing teachers is worse than that of recruiting and training new teachers in nearly a third of the countries in the world.
- This means that for teachers to support students acquire the growing demand for a new set of skills such as critical thinking, creativity, problem solving, innovation and adaptability so that the students live as the 21st century citizens, the teachers must also have the same skills.

- This is so because new skills require new teaching styles and this needs to be addressed for both pre-service and in-service teachers.
- Greater attention to teacher preparation and development is one way of working towards addressing the challenge of poor learning outcomes and hence accelerating the achievement of the SDGs.

5. Challenges of CPD in Selected African Countries

Ghana

- The inability to attract high-caliber candidates to teacher training and also retain those who train to teach.
- Imbalance in the ratio of male to female teachers has persisted; in the 2007/2008 academic year, males represented 57% of candidates admitted into the colleges of education.
- Also, with the new tertiary status of the colleges of education comes the challenge of upgrading the qualifications and updating the competencies of the tutors to meet the requirements for tertiary teaching, as well as expanding and improving the infrastructural and instructional facilities of the colleges.

<http://www.sussex.ac.uk/cie/projects/completed/tpa/ghana>

Nigeria

- Attitudinal problems: Despite the activities embarked upon by the Local, State and Federal Government of Nigeria to expose teachers to frequent training and re-training, there are sizeable number of teachers who are resistant to change due to their negative attitudes to introduce new innovations and techniques to teach their students. This could lead to student's failure.
- The weak correlation between school enrolments and the number of teachers employed in each school is the most obvious indicator of poor deployment. Variations in pupil – teacher ratio between schools are typically very large in Nigeria; they range from 50 to 70 pupils to one teacher.
- Teachers' inability to teach with Information and Communications Technology (ICT): Nigerian teachers are yet to be developed professionally of ICT skills, competencies and capabilities which are required for the effective implementation of ICT education. With this problem, Nigeria as a country cannot join the global competition of the information super highway.
- Teachers rarely enjoy the same work environment as other professions. The government schools are with poor furniture for students and teachers, dilapidated staff rooms and classrooms; and these could inhibit teaching-learning process.
- Nigerian teachers do not receive good salaries as other professionals do. As a result, commitment to the growth of the profession is affected. (Dorcas Oluremi Fareo, 2013)

Kenya

- Although Kenya has an elaborate CPD infrastructure, there is no coherent policy on CPD and no national CPD program.
- Of the little CPD there is in the country, the majority consists of small, usually one-shot, projects provided by a variety of local and international NGOs, and development partners with or without the collaboration of the MOE.

- More often than not, the focus of such projects is usually dictated by the area of interest to the particular NGO. As a result, there has been little CPD focus on key curriculum areas such as lower primary reading and mathematics (Grace W. Bunyi, Joyce Wangia, Charles M. Magoma and Charity M. Limboro, 2013)

Egypt

- Survey results have shown that 80% of tutors thought that the CPD was not linked (to a great extent) to their teaching activities.
- More recently, a study listed some potential barriers of CPD such as:
 - Lack of knowledge about online technology
 - Affordability of online technology.
 - Lack of support from administrators.
 - Teachers' beliefs and practices about the lack of effectiveness of online technology in learning. (Nashwa Ismail, Gary Kinchin, and Julie-Ann Edwards, 2016)

South Africa

- Throughout the history of modern South Africa, responsibility for teacher education provision has been shared by both national and provincial authorities. For most of this time, provincial colleges typically trained primary school teachers, whereas universities trained secondary school teachers.
- Compared with the business and IT sectors, the number of people in the education sector who choose to improve their qualifications at private higher education institutions is very small. The same report suggests that not-for-profit institutions are funded by the state in order to create a pool of skilled persons for a range of sectors, including Early Childhood Development for learners with barriers to learning.
- The DHET register of private higher education institutions (last updated on 3 May 2010) indicates that five of the 78 registered institutions, and two of the 22 provisionally registered institutions, offer teacher education programs. (The Departments of Basic Education and Higher Education and Training, 2011).

6. Roles of PHEIs

- Within the comprehensive 2030 SDG agenda, education is articulated as a stand-alone goal as SDG 4 with its seven outcome targets and three means of implementation.
- One of the means of implementation states, “Substantially increasing the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States”.
- It can be further argued that teachers are the key to achieving all the SDG targets. Teachers at all levels of the educational system play a critical role in the overall development of any nation.
- Continuous professional development (CPD) of teachers has, therefore, become a major focal point of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

- While public higher educational institutions carry out the majority of teacher training, the increasing demand for CPD calls for the cooperation of private higher education institutions.
- The private institutions should concentrate on courses that can address the challenges of the time (like lack of qualified teaching forces) and also be leading in innovative programs.
- Training in both subject content and pedagogy is essential for high quality teaching and learning in secondary education. With increasing demand for secondary education, there is a concern to provide a sufficient number of teachers with adequate training to meet the needs of teaching secondary students.
- PHEIs need to be the lead in transforming education through digital learning.
- One way of achieving this is through engagement of PHEIs in disruptive innovation in education.
- According to Michael Horn (2016), one can use disruptive innovation in education to transform teaching and learning to better serve each individual student within each educational institution by personalizing and humanizing learning—and undo the factory-model assumptions that dominate our schools and treat students uniformly in the process.
- Because online learning is inherently modular, it can help the education system customize for each trainee's distinct needs and create opportunities for more meaningful collaborative work between teachers and their (CPD) trainers.
- Disruptive innovation in the form of online learning is also the catalyst to bring about more equitable access to high-quality education.
- Far too many in-service teachers are required to attend colleges that don't offer the full suite of classes they will need in life to be successful, but through online learning, we can deliver high-quality teaching and learning experiences regardless of where the trainees live.
- Many people in the world cannot take advantage of traditional higher colleges and universities for any number of reasons having to do with convenience and accessibility, simplicity, and cost.
- But they would be glad to consume education if it were delivered in a way that fit their real life. Convenience, accessibility, simplicity, and affordability are the classic benefits that disruptions extend when they emerge in higher education.
- Through disruption, we have the opportunity to make a quality higher education fundamentally affordable, and, thereby, allow many more people access to its benefits.
- According to Tanya Roscorla (2016), higher education in general and PHEIs in particular should know three things about disruptive innovation:
 - Disruption presents a great opportunity for higher education
 - Products or services that disrupt a market typically target people who don't already consume technology in that market. And that's why disruption is a great opportunity for universities.
 - Modularization will change the way universities make money
- Technology typically follows two paths: closed proprietary or open modular.

- And higher education is increasingly moving toward the modularization model, which breaks down education into different components and results in the outsourcing of certain functions.
- Modern-day examples include a shift toward online certificates for chunks of knowledge and standards for these short online courses.
- Odds are against high-end online classes beating traditional education
- Experts in the field of disruptive innovation caution higher education to start with disruption from the bottom rather than developing better products and services to compete head-on against traditional education methods.
- People are at a point where they won't attend college because the cost is so high, so universities must figure out a way to reach these non-consumers at a lower price point.

It is believed that through such strategies PHEIs greatly contribute to CPD of teachers in Africa. Governments need also to put in place policies that recognize teachers trained through such system