

Guidelines Towards

A National Competence Profile

For Primary Teachers

Informed by the research study
Quality Educators: An International Study
of Teacher Competences and Standards



Education International
Internationale de l'Éducation
Internacional de la Educación



Oxfam Novib

Oxfam Novib and Education International are glad to share with you the attached 'Guidelines Towards a National Competence Profile for Primary Teachers', informed by the research *Quality Educators: An International Study of Teachers Competences and Standards*. Initiated in 2010, the research was published in 2011. Drawing from a literature review and eight case studies across four continents involving a spectrum of stakeholders in education, the study provides useful conclusions for policy makers, practitioners and activists in the education sector.

By linking theory and practice, the Guidelines aim to guide stakeholders involved in competence-based education policies. They are particularly relevant for those who seek to develop competence profiles and standards at a national level across the primary teaching profession. It is hoped that the Guidelines will help users to avoid some of the mistakes of the past and to share the 'state of the art' as defined by those who have worked to realise quality education in their own countries.

The literature study and the case studies both support a comprehensive approach to the development of teacher competence profiles and subsequent competence-based teacher education policies, taking into account context and collective action. The study cannot emphasise enough the importance of a common perspective about the aims of education in order to guide the formulation of competences and the need for a participatory, inclusive process. The call for a consistent approach across the spectrum of teacher education and professional development (initial and continuous training, professional development, evaluation and follow up ...) is another issue that repeatedly came up, especially in the case studies.

Noteworthy in both the literature review and the case studies is that virtually no attention is given to the specific situations of female teachers and the impact this may have on their competences.

Guidelines in general are not intended as a set of principles written in stone. These guidelines are conceived as a dynamic tool that will be continually tested and discussed based on concrete experience. Education International and Oxfam Novib will promote feedback and cross-fertilisation of ideas starting from the grassroots where competences are manifest in the classroom.

Those who use these Guidelines - especially teacher unions, civil society organisations and policy makers - are therefore kindly invited to share their experiences from daily practice. This will enable us to update and improve the Guidelines over time and better meet the needs of all those who aspire to raise the quality of teaching and education in their diverse functions.

The Project Group of this joint EI/ON initiative commits itself to accompanying the Guidelines as an evolving instrument for the successful promotion of competence-based teacher education policies.

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Introduction: About these guidelines

These guidelines on developing, implementing and evaluating teacher competence¹ -profiles have been inspired by a research study undertaken by the Quality Educators for All project (Quality-ED, a collaboration of Education International and Oxfam Novib), *Quality Educators: An International Study of Teacher Competences and Standards*. They are intended to support actors with a stake in the education and professional development of educators including teacher unions, CSOs, education planners, school leaders, teacher training institutions and colleges, support systems and evaluation/assessment bodies.

Quality-ED is working to define competence profiles as a basis for strengthening teacher education, professional development and support systems for primary teachers in selected countries, beginning with Uganda and Mali, where the project is working in close partnership with local stakeholders including Ministries of Education, trade unions and civil society organisations. In addition to examining these two initial pilots, the research study comprises in-depth case studies based on field interviews with a range of education stakeholders in six countries (Brazil, Chile, India, Malaysia, the Netherlands and Slovenia), complemented by comprehensive desk research on experiences elsewhere.

The idea of using competence profiles in teacher education has a long history, and in some places a negative reputation; reasons for this are explored in the next section. Designed well, however, competence profiles can be a powerful tool to address the current debate about quality in education. Competence profiles can improve classroom teaching practice by providing a framework for discussion about teaching quality and serving as a guideline for teachers' evaluation, empowerment and professional growth throughout the teaching career. They can also help to address the declining status of teachers globally, reflected in difficulties with recruitment and retention.

Part of the researchers' remit in the country missions was to gather views from stakeholders about whether it would be useful to formulate an international competence profile for teachers. Teaching is not just delivering a curriculum. All teachers must have certain competences to be able to teach children, respond to diverse learners and foster social and emotional intelligence among socially complex classroom populations. But while most respondents liked the idea in principle, it became clear in practice that many competences are defined by local contexts and conditions. Of a total of 29 competences that were agreed to be "essential" by interviewed stakeholders in at least one of the six countries, 18 of those were unique to one country.

Given this divergence of views between localities, the Quality-ED Steering Committee decided that it would be of more practical benefit at this stage to outline the principles that could help stakeholders to work towards developing a

¹ Although in the USA the term competency is used, in the UK the term competence is more common. In general, in both the literature and in practice, the term competence is used. In the research and in these guidelines we use exclusively the term competence.

teacher competence profile in their own national contexts rather than promoting a universal, generic profile based on the common ground among them. That is the purpose of this document. Nevertheless, it is interesting to note that the vast majority of teachers interviewed believe that the profession shares some essential, common competences regardless of location even though the actual competences defined may receive varying emphasis in different country and local contexts.

▷ BACKGROUND: A brief history of competence-based teacher education (CBTE)

The concept of competence has a long history in education and training, but there is still no consensus on how to define it. While in general terms, a “competence” is something a person can do, this can be seen narrowly or broadly. The narrow definition sees competence as specific skills and knowledge that can be easily observed and ticked off on a checklist. The broader definition – taken by these guidelines – also encompasses attitudes and values, and recognises that competence is a collective endeavour: the efficiency of the teaching process and the performance of teachers depend on the functioning of the education system as a whole, especially the school and the community which may have the most immediate impact on teachers, teaching and learning.

When competence-based teacher education became popular in the 1960s, the narrow view prevailed. Strongly influenced by ideas from behavioural psychology, CBTE was based on the idea that observable events in teachers’ performance could form the basis for qualifying them as good or competent. This narrow paradigm of CBTE is often referred to as the behaviourist or checklist approach. Its popularity decreased in the late 1970s and 1980s as many came to see it as promoting an overly simplistic view of teaching or as an instrument primarily intended to control teachers.

In recent years there has been a revival of interest in the concept of competence in education; the OECD, UNESCO, European Union and the Council of Europe have all attempted to define competences for citizens and learners that are deemed necessary for living in the 21st century. Most of the more recent initiatives tend to reflect the broader view – also referred to as holistic, or integrated relational competences. **Regarded holistically, competence is the possession and development of a complex combination of integrated skills, knowledge, attitudes and values teachers need to contribute to effective teaching and learning, displayed in the context of their specific classroom conditions.**

In the holistic view of teacher competence, the emphasis is more on process and outcomes of teaching rather than inputs, more on learning how to learn and apply knowledge than on the mere transmission of knowledge. In academic terms, the influence has moved from behavioural psychology to social construc-

tivism, i.e. the idea that people construct understanding through interaction with others.

This recent revival of interest in competence-based teacher education has provoked criticism. Critics are concerned that it risks jeopardising the fundamental humanist traditions in the teaching profession, based on beliefs about non-instrumental values of education. They worry that important aspects of what makes a good teacher, such as vocational dedication and affinity with children, are hard to measure and may thus be overlooked or that the value of competences *in relation to each other* may be reduced to just looking at isolated competences. However, such concerns would appear to apply more to the narrow, behaviourist approach than to the more recent holistic conception of competence.

Indeed, some resistance seems to be associated with the word ‘competence’. Interviews in the case study countries confirmed that some stakeholders reject the concept of ‘competence’ as narrow, strict, technical, rigid, and leaving little room for different interpretations. At the same time, however, many of the same stakeholders welcome the idea of defining and assessing quality in ways that actually reflect the holistic view of competence: for example, performance standards with criteria and indicators that are relevant and valuable to real life classroom contexts as well as capturing broader skills, values and behaviours.

Some scepticism is warranted, however. Even when competences are conceived holistically in principle, research shows that in practice they are often specified and assessed too narrowly. Applying or adapting a competence framework in the specific context is sometimes skipped, and ‘policy borrowing’ from other contexts takes place. The result is a list of disconnected things a teacher should do that is uninformed by the classroom context, and in the worst case, this list is used as a checklist against which to hold teachers accountable. As one stakeholder put it, “concept, implementation and assessment are three different islands”.

Snapshots from research: Competence profiles in practice

Quality-ED’s international research involved assessing the literature on competence profiles and interviewing stakeholders in six case study countries. Among the findings:

In most countries that have competence standards for teachers, competence is understood as minimally comprising a) knowledge, b) skills and c) something else. What does the “something else” consist of? In **South Africa**, it includes professional values. In **New Zealand**, professional relationships are part of competences. In Alberta, **Canada**, attributes are discussed. The **Council of Europe’s** Pestalozzi module talks of attitudes. In the **Netherlands**, insight, professional views and character traits are mentioned. In all of these examples, at least on paper, behaviourist ‘checklist’ approaches to competence standards are rejected.

Malaysia is one country in which teachers are struggling against the behaviourist ‘checklist’ approach. Competences are assessed using tests which focus purely on content knowledge and skills. One stakeholder’s observation was typical: “A teacher can be excellent in the classroom, but may fail in the assessment test. That’s a weakness of the system.”

Many interviewees in **India** rejected the notion of competence as narrow and restrictive, a view which was also common in Latin America. Yet they welcome India’s national framework for teachers, which speaks about ‘the total teacher’ who has knowledge and understanding, skills, positive attitudes, habits and values and the capacity to reflect. Such a definition would fit very well with a holistic view of teacher competences.

Despite these pitfalls, when competence profiles work well they can be a highly effective tool for talking about and evaluating the quality of teachers and guiding their professional development. Competence profiles can and should allow for a gradation of competences to match different stages in a teacher's career, and can be linked to levels of qualification. This can be especially helpful for improving the professional quality of less qualified teachers working in difficult contexts and may enable non-formal teachers to upgrade their level of qualification and gain a position in the formal education system thereby raising their status.

Competence profiles can empower teachers – but only if the process of developing them is inclusive and participatory and leads to a genuine sense among teachers that it will help them in their functioning. This also implies realising that competence profiles can never be written in stone: they must be seen as evolving frameworks that will need to be evaluated and reconsidered regularly in response to changing contexts, demands and needs in the educational environment – including the increasing role of new technologies in education and increasing diversity in the classroom.

Principles to guide action towards a national competence profile

What happens before and after the actual formulation of a CP is critical to the success of a competence-based teacher development system. The following pages present guidelines for stakeholders interested in introducing a competence framework, distilled from Quality-ED's international research and ongoing experiences in practice.

The reader should refer to the publication "Quality Educators: An International Study of Teachers Competences and Standards" for practical illustrations from which these guidelines are derived.

Although explicit attention is given to gender in the principles below, it is not to downplay the importance of diversity in general but addresses the noteworthy absence of gender as an issue across the different sites with respect to their competence profiles.

<http://download.ei-ie.org/Docs/WebDepot/Quality%20Educators.pdf>

<http://www.oxfamnovib.nl/Redactie/Downloads/Rapporten/Final%20CP%20document.pdf>

PREPARATION

- Whoever takes the lead, build broad support
- Learn from other countries, but be selective about what fits in your own system and adapt the knowledge that exists.
- Avoid tensions by formulating a shared vision
- Plan a communication strategy
- Ensure gender balance from the outset in designing the process.

DEVELOPMENT

- Involve teachers and other education stakeholders in a participatory decision-making process
- Include women and consider gender implications
- Take a holistic view
- Pay attention to context

IMPLEMENTATION

- Recognise that implementation is a collective endeavour
- Keep a close eye on gender implications
- Avoid falling back on a checklist approach
- Consider the non-formal education sector

EVALUATION AND FOLLOW-UP

In addition to process, progress and performance indicators, it is also important to take qualitative indicators and classroom realities into account

Support and engage with quality assurance institutions

Strive for coherence between training, monitoring classroom practice and evaluation

Follow up with feedback, support and professional development opportunities

PREPARATION

Whoever takes the lead, build broad support

Ideally, the initiative for a national competence profile should emerge from practitioners and stakeholders on the ground. But whoever takes the lead, the first task is to build a broad base of support. Competence profiles work best when their development, implementation and evaluation are the result of an inclusive, transparent and participative process. Starting the process this way increases the likelihood that change will take place on the ground and will be sustained over time.

This entails doing groundwork such as research and information gathering, including analysing power relations to ensure that the process will not be diverted by actors with a hidden agenda.

Securing the support of the Ministry of Education, local authorities, teacher unions, teacher education institutions and other stakeholders at an early stage is vital if the resulting competence profile is to be mainstreamed in the education sector.

Learn from other countries, but be selective about what fits in your own system and adapt the knowledge that exists in other contexts

Many countries have experience in developing and managing competence profiles. It is important to learn from examples of good practice, but setting out to copy a system that apparently works well in another country maybe counter-productive. National competence profiles need to be tailored to the specific needs of the country, taking into account universal ethical competences as well as the existing realities of social diversity and (gender) power relations.

Avoid tensions by formulating a shared vision

The perceived rationale for introducing a competence-based approach matters. Is it to support the professional development of teachers, or to exert political control over them? To optimise the limited resources available to the education sector, or to provide cover for cutting budgets? When the rationale for the initiative is regarded with suspicion, the initiative is less likely to realise its potential benefits.

There is no commonly-accepted definition of a “competence”, in general or in education. So the first key to success is to ensure a clear, common understanding of competence from the start and of a competence profile. This should be based on well-documented research.

It should also form part of a broader, shared vision of education. A competence profile is easier to develop if, among the stakeholders who will participate in de-

veloping it, there is a common vision on fundamental questions: What is meant by quality in education? What are the goals of education, and how should they be prioritised and achieved? If shared agreement is not reached on these questions, there is more likely to be tension and cynicism around the initiative and its motives

Plan a communication strategy

Formulating a shared vision is not enough, however – that vision must also be effectively communicated, not just to experts or those directly involved, but to the general public who has a stake in good quality education both as parents and citizens. An effective communication strategy should strengthen the role of civil society in advocating for the right to quality education. The strategy should be developed to address all stages of the process, from mobilising support for quality educators and explaining the purpose of the competence profile through development, implementation, evaluation and follow up.

Ensure a gender balance from the outset

In embarking on a competence-based system, it is critical that there is gender parity from the outset in designing the process, taking into account that men and women have different obstacles or opportunities in pursuing the teaching profession. The perspective of women and men may differ in terms of the choice of competences, the level of competences, the way they should be communicated or implemented, and so forth. If a gender analysis is missing at this stage, there is a risk that women continue to be under-represented in the profession because the barriers are not addressed. This in turn often negatively affects the enrolment, performance and retention of girls in school at a time when girls' completion of primary school and enrolment in secondary school is a major concern.

DEVELOPMENT

Involve teachers and other education stakeholders in a participatory decision-making process

In deciding what a competence profile should look like and what competences it should include, the fundamental questions raised by country case studies are who makes the decisions and how? Do the decisions result from a participatory, negotiated process? Do teachers feel that they are involved in making decisions, or that decisions have been imposed on them? Evidence often shows that where the process involved few stakeholders in a narrowly-contained process, the outcome was limited. For instance, although Mali and Uganda had competence profiles in the past, few teachers had seen it. The instrument was relatively unknown both as a concept and as a framework for action.

In all countries studied, stakeholders feel that the desired competences of primary school teachers should be formulated in cooperation with all stakeholders, most notably teachers but also ministries of education, teachers unions, CSOs, teacher training colleges and universities, school leaders, parents and students. Change can happen only if the key stakeholders take responsibility for it. The input of external experts should be balanced with that of local stakeholders who know the context. Across the case studies, there was general agreement that the formulation of indicators to measure competences needed to be primarily informed by local conditions, not by universal norms.

Achieving an inclusive process requires considerable time. Trying to accomplish a competence profile in too short a time frame will crowd out the possibility of participation and consultation. Involving teachers is especially important because definitions of competences should be rooted in daily classroom practice: divergence between the 'ideal' and the 'real' often leads to lack of change.

As noted in the previous section, it is easier to ensure that the development, implementation and evaluation phases are inclusive and participatory if the process also started that way.

Include women and consider gender implications

Good female teachers are crucial to attract and retain girls in school. As well as this being a question of meeting every girl's right to quality education, research shows that educating girls has a very high socio-economic return – educated girls and women can be powerful agents of change in society, especially in health and hygiene practices, and in the reduction of fertility rates, maternal and infant mortality.

It is a blind spot of the countries studied that the gender dimension has not received more attention in developing competence profiles. Teaching quality en-

compasses the competence to recognize gendered power relations in the classrooms, and being able to actively embrace diversity, ensuring safe, protective and gender-responsive school environments.

There should be gender parity among the stakeholders involved in developing the competence profile, and those stakeholders should explicitly consider how the nature and level of the competences being considered might affect men and women teachers differently. This is not an argument to compromise on quality but to ensure that both men and women can participate equally in the profession, if necessary by taking measures to promote women in the profession and making extra resources available for that if needed.

Take a holistic view

Research suggests that the potential of competence profiles to improve teaching in the classroom is dependent on a holistic definition of competences encompassing skills, knowledge, attitudes and values.

The profile should include both domain-specific and broader life-skills (generic competences), as well as ethical, cultural and socio-emotional competences. Attention to 'less easily measurable indicators' such as values is crucial in improving teaching practices. The holistic view is also important in terms of looking at the overall collection of competences, the relationship and balance among them, with reference to local situations. Different places will need to set different priorities in supporting competences depending on the opportunities and challenges at hand.

Pay attention to context

Competence profiles should pay attention to how personal and contextual factors are related to teachers' performance, especially taking into account gender and age differences. Men and women at different stages of life will approach their jobs and professions differently, depending on how they see the future. Profiles should reflect that teachers need to be backed up by peers, colleagues, school leadership, parents and communities in changing their practices as part of a collective effort that is systematically organized.

Importantly, the competence profile should accommodate different levels of competence according to different stages of the teacher's career. Stakeholders developing the profile should consider how it will be applied along the entire spectrum of teacher learning, from initial or pre-service education through certification or qualification through to professional development and evaluation.

Finally, although the study endorses the introduction of a national profile – and most respondents believed in the validity of universal competences in the teaching profession – there was also overall agreement that the indicators needed to be tailored to local conditions. To be effective, competences must be connected to local realities through the identification of appropriate indicators.

IMPLEMENTATION

Recognise that implementation is a collective endeavour

Implementation of competence-based initiatives cannot depend on teachers alone. Successful implementation needs to be system-wide, with practical plans to work out the time-frame, preparation/groundwork, scheduling different actors at the right time in a logical sequence of steps, roles and responsibilities and resourcing. As part of the initiative's communication strategy, orientation workshops are needed to make sure everybody understands the process that is taking place and why it is taking place.

Clear plans should be developed to encourage teachers and schools to meet the competence standards. New teachers should be helped to make the transition from training to practice, for example through induction or professional mentoring or peer support. This generally extends for some time during a 'probation period' preceding full qualification. For in-service teachers, plans to develop competences need to start from an assessment of existing skills/knowledge, attitudes, and practices (recognizing prior learning and good practices) and the gaps that need to be addressed. These processes must fully engage representatives of the teaching profession; every effort must be made to bring teachers into this work at all stages. Evaluation (discussed in the next section) should be an essential part of implementation, especially emphasizing what happens following an evaluation: how feedback will be given, what support is on offer, the availability of professional development opportunities.

Implementation therefore needs to be a concern that reaches up to the highest level of decision making, including teacher education institutes or colleges, institutions for continuous training, evaluation agencies and actors entrusted with quality control.

Keep a close eye on gender implications

Although little is said about it in the study, it is clear that the process of implementing a competence profile can have gender implications. Stakeholders involved in implementation should consider how their choices may have different effects on men and women teachers, and girls and boys in the classroom.

For example, certain implementation choices may pose barriers to mothers with young children, nursing mothers, women teachers with domestic responsibilities, with lower education levels in maths and sciences or with other experiences of social and economic disadvantage. There may be a need for affirmative action and progressive policies, including additional, professional training/mentoring, to ensure that women are equally able to develop their competences and achieve qualification or certification.

Avoid falling back on a checklist approach

Even when competences have been holistically defined, it can be all too easy to fall back during implementation on a checklist approach of dividing competences into isolated bits. Those involved in implementation should be aware of this risk and conscious always of the bigger picture as well as the competences and needs of the individual. (See n° 32 “Take a holistic view” and n° 33 “Pay attention to context”.)

Consider the non-formal education sector

Thinking about competences can be useful in non-formal education (NFE), both as a means of assessing its quality and as a tool towards facilitating the transition of non-formal teachers to work in the formal education sector. A number of countries, such as South Africa and the Netherlands, are facilitating the upgrading of unqualified and under-qualified teachers on the basis of recognition of competences. For teachers with considerable experience, a competence-based system will acknowledge the assets they already have in completing their education for qualification (recognition of prior learning).

There is a danger that teachers in the non-formal sector may be left behind if implementation does not specifically set out to map the diverse pathways that different teachers may need to take towards qualification, and account for different time frames and costs. While some teachers may be relatively close to the norms for qualification, others may be quite far due to the kinds of contexts they work in such as post-conflict situations where education has been disrupted for many years and where displacement and trauma affects both teachers and students. However, all pathways to teacher qualification and certification must adhere to basic standards for teacher education.

It is essential to secure government support for using competence profiles to bring teachers from the non-formal sector into the formal sector, potentially on a progressive basis if budgets are constrained. This process is underway in Mali, albeit slowly, where community schools are gradually being formalised under decentralised government responsibility. Promoting this transition may require an advocacy strategy due to the budget implications and the pressures on public sector employment. The danger is that NFE? teachers who achieve qualification may nonetheless find that the government does not then hire them on formal terms. This in turn tends to have a detrimental effect on professional motivation.

EVALUATION AND FOLLOW-UP

In addition to process, progress and performance indicators, also take qualitative indicators and classroom realities into account

Evaluation is a critical aspect of competence-based professional development for teachers, yet our international research found it was sometimes non-existent or of very poor quality. As mentioned above under 'Development', there was widespread agreement that indicators for assessing competences need to be formulated with reference to local conditions. Although a national competence profile is important in terms of reaching social consensus about the aims of education and attracting public support, broad based indicators, developed in a participatory way, are the critical link with actual working conditions for teachers and their need for continuous professional development against which their performance should be assessed.

Evaluations were often highly contested. Teachers who are considered good by stakeholders do not necessarily score high on their evaluations. Similarly, high results do not always imply good quality teaching in the real classroom situation; they may instead merely reflect knowledge of what is asked in the assessment process. A common problem is that essential yet 'subjective' elements of teaching, such as teachers' values and attitudes, disappear in the evaluation.

This emphasizes the importance of designing evaluations in such a way that they actually evaluate the teaching and learning process in the classroom and that they are consistent with the way that teachers are trained or educated. This issue raises the question of whether all teachers should be evaluated according to the same instrument, or whether there should be differentiated instruments that relate better to different kinds of teachers (e.g. mainstream teachers, teachers in special education). There were many complaints about the subjectivity and limited time frame in the evaluation process that undermined the credibility of the findings and whatever action that followed, if any. As with implementation, the representative organizations of teachers must be fully engaged in the development of these processes.

Support and engage with quality assurance institutions

The objectives of evaluation are to inform and strengthen support and improvement in the teaching profession. A risk at the evaluation stage is that institutions charged with assuring teacher quality may ignore the implementation of the competence profile and carry on with business as usual. These institutions need to be targeted as part of the communications strategy from an early stage, and it may also be necessary to provide orientation and backstopping for them to engage with a competence framework. Accountability mechanisms for quality assurance institutions are essential in order to assess whether these institutions are consistently aligned with other parts of the system and responsive to policy changes such as educational reform

Strive for coherence between training and evaluation

In many countries stakeholders interviewed observed that the standards on which evaluations are based not only differ from daily classroom realities, they also differ widely from those in the curricula of the teacher training institutions where they were trained. It is necessary to review the spectrum of teacher education and professional development to ensure that a coherent and over-arching vision links training with daily practice and evaluation. Class visits by the school leaders for monitoring purposes can of course be useful but must be objective and be situated within this “coherent and over-arching vision”.

Follow up with feedback, support and development opportunities

Evaluations are sometimes not followed up. Teachers either never hear about their results, or they don't get feedback or the support they need. This leads to suspicion that the purpose of evaluations is to control teachers rather than to inform them and support them to improve. Professional development courses may not be offered at all, or may not be of consistent quality.

The lack of professional development is especially glaring in countries where the educational system has succeeded in raising student enrolment and teacher recruitment but where school completion continues to be low and drop-out high due to, among other things, the low quality of education. Educating teachers is not a one-off investment; their competences need to be well tended in the face of changing circumstances. Ignoring this raises the risk that high educational investments to universalize primary education (UPE) does not pay off in terms of actual learning and wastes valuable resources. As UNESCO has pointed out, the cost of educational inefficiency in sub-Saharan Africa is high – financially, socially and in terms of individual development.

A plan needs to be in place to respond to findings, including a timeline for teachers to study, resources, and sustaining work in schools while teachers engage in professional development. Stakeholders are in favour of courses based on an individual approach, in which the different needs, levels and problems of teachers receive specific attention.

Above all, evaluation needs to take into account that improving quality is not the sole responsibility of the teacher but of the system as a whole. The educational system must support and enable teachers to deliver the kind of quality education that nations have set out to achieve, reflected in the social consensus achieved around the national competence profile.

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