



Education International
Internationale de l'Éducation
Internacional de la Educación

Background Reader

Education International

7th Annual Research Network meeting

Thon Hotel Brussels City Centre | Bergen Conference Room

Brussels, 8-9 March 2011

Agenda

Tuesday, 8 March 2011, 09.30 – 18.00

Welcome Coffee 09.30, Meeting starts at 10.00

10.00 **Introduction: trends & challenges for the education sector**

Brief overview of recent research developments in OECD and World Bank

10.30 **Update on progress**

Presentation and discussion of three research projects:

- 1) Education reforms & training for under-qualified primary teachers in India and Indonesia: presentation of progress report
- 2) Schools at the Margins: four case studies in Central and Eastern Europe
- 3) Teaching under China Market Economy: progress report

Lunch break 13.00 - 14.00

14.00 **New initiatives underway**

Presentation and discussion of four ongoing research projects of EI Research Institute:

- 4) Teaching Profession in 21st Century: proposal of the new EI Research Institute's study by University of Cambridge
- 5) Support for Teacher Efficacy, Voice and Leadership: EIRI project with University of Cambridge

Coffee break 15.30 – 16.00

16.00 6) EDUWEL: presentation of EIRI project "Structures of Injustice in PhD studies in Europe"

First day adjourns at 18.00

19.00 **Dinner hosted by EI at restaurant "La Kasbah"** (Moroccan cuisine) at Antoine Dansaert 20 (see map attached for walking route from Thon Hotel to Restaurant)

Wednesday, 9 March 2011, 08.30 – 16.00

Coffee from 08.30, Meeting starts at 09.00

09.00 **Future EI research work**

- 6) Equity Matters: presentation and discussion of draft report
- 7) Global Corporate Taxation & future of Quality Public Services: new study underway by the Council of Global Unions

Coffee break 10.30 – 11.00

11.00

- 8) Research in support of EI objectives (with the EI General Secretary)
- 9) Follow-up to OECD PISA and TALIS: results of PISA 2009 and development of TALIS 2013

Lunch break 13.00 – 14.00

14.00

- 10) Presentation of CTF Virtual Research Centre, EI plans for website re-design and discussion on future use of EI Research Centre Online
- 11) Potential new research directions in 2011 – 1015 EI work programme: open discussion on new directions and follow-up activities

Research Network meeting adjourns at 16.00

16.00 - 18.00 **Research Institute Advisory Committee meeting** *(Separate agenda)*

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UPDATE ON PROGRESS

Overcoming the teacher quality gap: Education reforms & training for under-qualified primary teachers in India and Indonesia

Presentation of an ongoing research study on teacher education and training in India and Indonesia, focused in particular on teacher training for under-qualified and contract teachers in the context of education reforms. The study is part of the EI Research programme, and is the third in series of regional studies undertaken in Africa, Latin America and Asia-Pacific during 2010-2011.

Mireille de Koning, Professional Assistant Research, will present an outline of the research aims and context, methodology, some preliminary findings and main issues in relation to the study. The draft report will be made available to the Research Network in May 2011.

Under the EI Research programme, three regional studies have been undertaken on teacher education for under-qualified teachers during 2010/11. In April 2010, EI published the study commissioned to Herman Kruijer “Learning how to teach: the upgrading of unqualified primary teachers in sub-Saharan Africa” which maps and analyses examples of upgrading programmes for unqualified primary teachers in Tanzania, Malawi and Nigeria. Additionally, in 2010, the Latin American regional office undertook a study on teachers’ education and training in Chile, Nicaragua, Peru and the Dominican Republic, which is currently being finalised.

In this session, the third study, undertaken by the EI Research Unit in the Asia-Pacific region, will be presented, providing an overview of the project aims, methodology, main issues and some preliminary findings. The analysis of the findings and writing of the report are currently underway and expected to be completed by June 2011. Combined, the three regional studies aim to provide documentation for EI and its affiliates on teacher education and training (upgrading) in different regions, with a specific focus on under-qualified teachers.

During September and October 2010, Mireille de Koning, Professional Assistant in the Research Unit, visited four states in India and four provinces in Indonesia to undertake research on teacher training initiatives for un- and under-qualified (contract) primary teachers. These countries were selected with support of the Asia-Pacific regional office, on the basis of both having high numbers of para-, contract and under-qualified teachers, as well national and regional teacher unions willing to provide organisational support to the realisation of the study (AIPTF in India and PGRI in Indonesia). During the intensive field research, interviews were undertaken with policy makers, union

leaders, educational stakeholders, international organisations and teachers to discuss the main challenges to quality teacher training. Classroom observations were also made in a number of urban district and rural village schools.

Context

The growth of education sectors in developing countries in South and South-East Asia in the past decades, particularly in the context of the Education for All Campaign and the Millennium Development Goals, has led to an increased demand for additional teachers to match growing enrolment of pupils in primary schools. To meet this demand, underqualified teachers have increasingly been recruited to work as primary teachers in developing countries, and their numbers are noted to be rising.

The recruitment of under-qualified teachers is often justified by governments as being a cost effective measure to providing basic education particularly where education funding is lacking; as a way of overcoming teacher shortages and reducing high pupil-teacher ratios; and, as a means of reaching remote communities and marginalized groups by recruiting youth from the local context.

In turn, the hiring of under-qualified teachers is opposed by teacher unions and other stakeholders due to the poor quality, and often short, pre-service training programmes offered to these teachers; lower educational qualifications of under-qualified teachers; dual salary structures, lower pay scales and poorer working conditions. In particular, the implications the hiring of under-qualified teachers has for the quality of teaching and learning in the classroom, as a result of their lower qualifications and inadequate professional training, is lamented.

India

In India, the hiring of under-qualified teachers (so-called 'para' or contract teachers) is a fairly recent phenomenon, and only really developed in the last decades as a result of rapid growth of the education system between 1950 and 2006 (Govinda and Josephine 2004; Mehta 2007). Particularly during the 1990s, the central and state governments undertook large scale interventions to universalise basic education that greatly increased the demand for education and resulted high pupil-teacher ratios and large teacher shortages in many states. Yet, severe budgetary deficits prevented many states from hiring new teachers, whose salaries would further compound financial constraints, and led to the idea of the 'para' or contract teacher (Gandhi-Kingdon and Sipahimalani-Rao 2010). Today, while some state choose to hire both regular and 'para' teachers, some states only recruit para teachers as new teachers. The discourse and practices related to teacher management in school education, has effectively promoted the practice of recruiting para teachers at the state level.

Many para teachers do not possess professional qualifications in India. Where pre-service training of para-teachers does exist, it has become standardized in state-

implemented programmes referred to as ‘para teacher schemes’. In these programmes prospective teachers may receive short induction trainings varying from seven days to two months. The relevance and adequacy of these pre-service teacher training programmes have been contested in various studies, including Govinda and Josephine (2004), Panday (2006) and the All India Primary Teachers’ Federation (2010) who argued that these para-teacher training programmes do not effectively address the training needs of, and classroom realities faced by, para-teachers. Gandhi-Kingdon and Sipahimalani-Rao (2010: 63) broaden this argument and note the decline of pre-service teacher education for *all* teachers and the need to improve the quality of teaching in general.

The recently passed *Right to Education Act*, while noting the need for qualified teachers, has yet to develop strategies on how to approach teacher-upgrading for under-qualified teachers.

Indonesia

With over 3 million teachers, Indonesia – like India – manages one of the largest teaching workforces in the world. Challenges to the education system include high teacher absenteeism, and many teachers working on a contractual basis without possessing the minimum qualifications required by the Ministry of National Education (Arze del Granado et al. 2007). Many of these teachers face low salaries in comparison to their civil servant teachers, little job security and few benefits (Suryadarma et al. 2006). In recent years, massive reforms have been undertaken in education to improve the quality and performance of teachers. This has mainly been spurred on by the poor performance of Indonesia in international student assessments, which the government attributes to the poor quality of Indonesian teachers.

These reforms – directly largely at pre-service teacher preparation – have been spearheaded by international bodies such as the World Bank and USAid, that have developed accountability and performance appraisal systems for teachers. Yet, the situation found at school level is far removed from the policies and instruments developed at the national level to improve teaching quality and ensure their professional development.

Study rationale

Facing a situation in which the shortage of teachers combined with a lack of funding for education has led to the increased recruitment of under-qualified teachers, there is an urgent need to provide adequate and relevant continuous professional development to underqualified (and regular) teachers in order to increase not only the quantity, but also the quality, of education provision. Education International maintains that quality education can only be achieved with appropriately and professionally trained teachers.

However, before initiating programmes within a country and addressing the specific requirements for the upgrading of under-qualified primary teachers, it is important to

first understand the different dimensions of the problem from the viewpoint of local stakeholders. This study looks at how different educational stakeholders perceive the current (lack of) training of under-qualified primary teachers and the delivery of quality education in India and Indonesia, as well as identifying how they propose (and are planning) to address these issues within contexts where there is a supply and demand gap in teachers.

For EI and its affiliates it is important to understand the scope and scale of, and factors underlying, the problem of under-qualified teachers, as well as the policies behind and influencing development (or lack thereof) of teaching training in India and Indonesia.

Objective

The aim of the research project is to identify and describe the perspectives of, and actions undertaken by, unions and educational authorities and institutions on the training of under-qualified teachers and the delivery of quality education.

The research addresses the following questions:

Are educational stakeholders (government, union, international organisations, NGOs) concerned with the issue of un- and under-qualified teachers? If yes, what do they perceive to be the main problems? (Supply and demand gap, lack of/deference of financing, pre- and in-training, upgrading, sustainability, effect on quality, move towards privatization/PPPs, poor working condition, lack of motivation, etc.)

What do different educational stakeholders consider should be done, and by whom, to address the 'problem' of underqualified teachers – what is needed and what strategies do they propose?

What is being planned/undertaken by government structures, unions and other educational stakeholders to improve the quality in education (specifically through professional pre- and in-training of teachers, increasing professionalism)?

Do recent reforms and initiatives appropriately address the teacher quality gap?

Schools at the Margins

Assessment of the impact of the global economic crisis in Central and Eastern Europe based on four case studies from Poland, Romania, Slovakia and Serbia in 2010. The study was undertaken by EI Research Institute on the grant from Open Society Institute.

Presentation of findings from the study, followed by a discussion of emerging trends in education policies during (and after) the economic crisis, and brain-storming about best research strategies in helping to develop union's policies.

Laura Figazzolo, EI Research Institute Consultant, will present the main findings. The draft study is available on the EI website at: www.ei-ie.org/research entitled ITEM 2

The international economic crisis has had a heavy impact on social services in both the developed and the developing world. Education, in particular, has been highly affected, as it is the largest public sector (together with health). Those countries that suffered the most are those that had experienced rapid economic development in the last decade and, as a result, were most vulnerable to the collapse of the international financial system. In Central and Eastern Europe (CEE), the impact of the crisis has proven especially hard.

Hence, evaluating the impact of the global economic crisis on education in the region is the first step towards the definition of a strategy aiming at countering these (mostly negative) effects. The main goal of the report is exactly to present an **assessment of the impact of the economic crisis on the education sector at local level** with a focus on small schools in economically and socially depressed regions, in rural areas, in small towns and urban peripheries with a strong presence of marginalized groups (often ethnic minorities) and economically disadvantaged groups.

The report investigates, specifically, four countries: **Slovakia, Serbia, Romania, and Poland**. Selected professionals in each country have visited school sites, interviewed school principals, teachers and local community stakeholders on the basis of two instruments: a questionnaire (submitted to school teachers); interviews conducted in schools with individual teachers, school principals, and local administrators/authorities.

The economic crisis has definitely worsened the already critical situation of education in the region, with specific features in each surveyed country. Its impact, however, seems to be particularly relevant at local, rather than at national, level. If, in fact, at country level the crisis has accelerated processes of reform that were already ongoing, harshening in some cases their negative effects on the sector as a whole, consequences are always most directly faced at local level. On the one side, local financial resources have seen a drastic reduction in the last couple of

years, as a result both of a (negative) trickle-down effect of diminishing government's budgets and of a general drop of municipal/provincial revenues. As a consequence, **municipalities struggle to live up to their obligations to sustain schools and teachers**. On the other side, the lack of funding has caused or accelerated **processes of consolidation of school networks aimed at increasing the efficiency of public spending in education**. Small, remote schools with a very limited number of students (even less than 10, in some cases) have been shut down, and students have been channelled into bigger schools with multi-grade education classes.

The study presents an important finding about the particularly **alarming situation of schools with high shares of disadvantaged pupils, mostly pupils from socially disadvantaged background or minorities**: teachers report, in fact, worsening trends in attendance and in school results.

Paradoxically, local communities and policy makers, or even teachers, may not necessarily understand the broader context and perspective. As **teachers are rarely involved in reform proposals and decision-making processes**, they appear to be squeezed between low salaries and uncertainty of job and security, on the one side, and, on the other side, demands to realize new tasks, to have additional obligations and burden with more students in class and to live up to more expectations from parents, officials and students, all without proper preparation and training. Hence, the report presents a set of critical recommendations for policy makers, relevant at national as well as at local level.

Together, in fact, the abovementioned trends may likely lead to the creation of a segregated school system, with large, competitive 'magnet schools' in richer areas and left-alone, small schools in remote or disadvantaged areas, struggling to get the necessary resources. The ultimate results of this process may be the **diminishing quality of education in certain local schools** and, hence, **the deterioration of equity in access to 'good' education at national level**.

The paper is only a snapshot of the situation in some areas of concerned countries. It is not to be intended as representative of the entire wide range of consequences the financial crisis has had on education in Central and Eastern Europe. In spite of this limitation, though, it provides a qualitative picture of the specific contexts that researchers have surveyed.

Further reading

Education International (2009) "Education and the Global Economic Crisis: Results of the follow-up survey" [forthcoming]

Education International (2009) "Education: the cost of the crisis"

Education International (2009) "Brief overview: the impact of the financial and economic crisis on education in CEE countries"

Discussion

What further developments in the aftermath of the economic crisis on education can we expect in the coming two-three years?

What are the lessons we can draw from this study?

How can EI's research activities be developed to support unions' initiatives and work to ensure quality public education?

Teaching under China's Market Economy: Five Case Studies

Presentation of the literature review written by Dr. Shibao Guo, Faculty of Education, University of Calgary. The review is part of an overall research project on education and teaching in China that began in 2010.

The focus of the project is the current social, political and economic context in which teaching takes place in China, and what challenges and opportunities Chinese teachers face under China's market economy. Field research will be undertaken in five Chinese provinces.

Guntars Catlaks will present the literature overview of the study. The full literature review is available on the EI website at: www.ei-ie.org/research entitled ITEM 3

This project investigates changes in education under China's market economy, focusing on the teaching and living conditions of teachers. Special attention will be paid to the labour rights issues and employment conditions. The overall intent of the research project is to contribute to the improvement of the status of teachers in China and the recognition of their human and trade union rights.

Four key questions guide this study:

1. What are the current social, political, and economic contexts within which teaching takes place in China?
2. As China has transformed from a socialist planned economy to a market-oriented system, how has teaching changed?
3. What are the challenges and opportunities for Chinese teachers under China's market economy?
4. What are the working conditions and professional support for teachers, including workloads, pay, job security, employment, per-service and in-service training, access to professional development, issues of unionization and professionalism? How can we make teaching in China more equitable and socially just?

To help to address these questions, a case study approach is adopted, because the methodology enables a focus on the particularity and complexity of a single case to understand an activity and its significance (Stake, 1995). Examining a particular case will cast light onto something other than the case, that is, the case study will be conducted so as to understand the unique conditions, challenges, and experiences of teachers in each case context, for the purposes of developing indicators of the wellbeing and status of teachers. This study will employ literature review, document analysis, questionnaires, and in-depth interviews. The first phase of the study involves preparation and review of literature related to the social, political, and economic contexts within which education and teaching take place.

Following China's joining the WTO in 2001 and the subsequent completion of its market opening pledges in 2006, China has entered the age of market economy. Fuelled by forces of economic globalization, China has experienced an unprecedented economic liberalization, industrialization, urbanization, and privatization, which redefined the relationship between the state, the market and other non-state sections (Fang, 2007; Lo, 2007; Mok, 2005). With a "massive, protracted, and unexpected economic upsurge" (Brandt & Rawski, 2008, p.1) in the past thirty years, China's economy has become the second largest in the world after the United States in terms of gross domestic product. It is also likely that China runs the largest education system in the whole world. This system is seemingly supported by the largest teaching force in the whole world. The Ministry of Education also reports that in 2008 China employed 5.6 million full-time elementary teachers, 3.5 million junior secondary school teachers, 1.5 million senior secondary school teachers, and 1.2 million university and college teachers. Hence, understanding the experience of Chinese teachers becomes a strategic plan in understanding the situation of the planet's teaching force.

A number of documents examine challenges facing teacher education in China (Guo 1996, 2005, Li 1999, Paine 1990). The shortage of qualified teachers has been identified as one of the ongoing challenges, particularly in rural, remote and minority areas. Another challenge pertains to public attitude toward teacher education. Some teacher education students believe that good teaching was innate, and that some teachers would never teach well even though they had received formal teacher training (Guo 1996). A third challenge relates to the focus of teacher education. Many researchers maintain that the current teacher education programs are narrowly designed, with rigid curriculum, excessive focus on subject training, and insufficient emphasis on teaching methodology and educational practice (Li 1999, Paine 1990).

Under this context, the literature review in particular focuses on the following areas:

1. Curriculum reform in response to the market economy and the impact on teachers: Since China has undertaken a number of educational reforms related to curriculum and teacher education, the report gives a comprehensive review of such changes and examine to what extent such reforms have been a requirement of and a response to the market economy, and to what extent such reforms have impacted on teachers.
2. English education and English as a global language in China: Globalization and market economy pressures many nations to adopt English as a business and global language. The review examines how English education in China has responded to such pressures and what kind of challenges it poses on teachers.
3. Minority education: This section of literature review examines to what extent education in minority areas has been further marginalized by China's market economy.
4. Disparity of education in rural and urban areas particularly with regard to the well-being of teachers: One outcome of globalization and market economy is the widening gap between urban and rural areas. The review examines the relevant literature on how this has manifested in China.
5. Migrant workers and their children's education: The integration of world economy requires the mobility of people across national boundaries as well as within nation

states. The review examines the challenges and opportunities facing the education of migrant children as well as migrant teachers.

NEW INITIATIVES UNDERWAY

Teaching profession in the 21st century

Presentation of the new research proposal to the EI Research Institute by Prof. John MacBeath, Faculty of Education, University of Cambridge.

The proposal will be presented by John Bangs, EI Consultant, who will oversee the implementation of the study.

The full proposal can be found on the EI website at: www.ei-ie.org/research entitled ITEM 4

The proposal

Drawing in the evidence on what it means to be a teacher in the 21st century this study will begin with an analysis of the current situation in differing countries of the world. It will examine the policies which frame teachers' work and the underpinning assumptions on which those policies rest. It will illustrate how policy has been shaping the nature of practice, often with effects that limit teachers' professional judgment and which may, in the process, constrain student achievement. Drawing on the evidence from international research and fact finding this study will offer alternative propositions for system redesign, illustrating these with vignettes of breakthrough practice from around the world, drawing out the key principles that characterise such practice.

The readership

The content style and presentation will make this accessible to three key international constituencies – teachers, teachers' professional organisations and policy makers. However disparate their interests and priorities this publication will provide the basis for an informed dialogue as to where policy and practice can, and ought to, meet, both in respect of national policy and in the discourse that takes place among policy makers in international forums.

The format

The publication will take the form of an initial paper which will provide the basis for a discussion among invited experts at a conference workshop to be held in Cambridge. On the basis of that discussion the publication will be revised and published, perhaps adopting the format of previous IE publications, punchy, accessible with vignettes and short case studies drawn from countries around the world.

The background

The last half century has marked a turning point in the evaluation of teaching and learning. There has been a gradual but profound shift in public attitudes to education, to teaching and of school purposes and functions. The causes are multiple but much is owed to a seminal report in the mid 1960s which signalled a sea change in the evaluation of schools and of learning and teaching. It has had a profound effect on policy nationally and internationally and the professional autonomy of teachers. The publication in the United States of the Coleman Report in 1966 (*Equality of Educational Opportunity*) set in train a movement which has gathered momentum over the intervening years.

We have, in the intervening years, witnessed increasingly sophisticated methodologies designed to identify and compare the effectiveness of individual teachers, providing governments with instruments to 'measure' schools and teachers and hold them to account for the performance of students. It has furnished us with a new vocabulary now deeply embedded in the daily discourse of schools and classrooms – value added, accountability, targets, performance appraisal, and 'delivery' –teachers as intermediaries, the intervening variable between a prescribed curriculum and student 'outcomes'.

Over the same half century the scale and pace of social change has had a major impact on the nature of 'family' life, bringing with it a radically changing profile of the occupational structure, witnessing unforeseen and unforeseeable advances in information technology all of which demand a recasting of how teaching effectiveness is understood and evaluated.

The need for a revisiting of what it means to be a teacher in this new global policy environment will include some deconstruction and reconstruction of teacher 'effects', addressing contested issues of professional autonomy, collegiality, accountability and equity. There is a need to revisit the disjunctions between the rhetoric of a changing world and the role of teachers; and to critically review the meeting point of policy prescription and professionally driven pedagogy.

Questions which will be addressed

1. What do we know about the incentives and disincentives, 'satisfiers' and 'dissatisfiers' to becoming and to remaining a teacher in the first decade of the 21 century?
2. What is the international evidence as to what motivates teachers and sustains teachers' enthusiasm and commitment? What are the key similarities and differences among countries?
3. What assumptions underpin the policy rhetoric and how valid and reliable current attempts to measure teachers' effectiveness?
4. In what ways is teaching analogous to business in which the workforce need to be monitored, supervised and held to account on the basis of productivity?
5. What is the evidence on what parents' value in their children's teachers? What do children and young people value in their teachers?

6. What has been, and is, the role of teacher unions in shaping, critiquing and providing alternative perspectives on government policies and priorities?
 7. How have differing governments and political administrations responded to advice and counsel from teacher unions?
 8. Who do teachers learn from? And with? And in what context(s)?
 9. What is the nature of professional dialogue? How is it constrained and diminished? How can it be revived and sustained?
 10. What can we learn from ethnographic studies of life in classrooms? How can we better depict the meeting point of children's aspirations and anxieties and teachers' investment in children's learning and welfare?
 11. What contributions are being made, and can be made, by bodies which represent teachers? By teachers professional associations and unions?
 12. What are the key messages for the life and work of teachers in the 21st century?
 13. What are key messages for policy makers nationally and super national bodies?
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Discussion

Please comment on the proposal and suggest potential directions, uses and aspects of such research.

Support for teacher efficacy, voice and leadership

Research commissioned from the University of Cambridge, Faculty of Education by Education International. An Interim Report presented by John Bangs.

Two documents pertaining to this research can be downloaded from the EI website at: www.ei-ie.org/research

The 2010 meeting of the Education International Research Board agreed an initial proposal from Cambridge University Faculty of Education on teacher leadership. The intention of the study was to identify strategies and policy recommendations 'to support teacher professionalism, efficacy and leadership which could be adopted for use (by EI affiliates) in individual countries'. The specification of the project (document 1) can be accessed on the EI website at: www.ei-ie.org/research

A number of activities have been undertaken since the research was commissioned. As set out in the specification it was agreed that a range of teacher organisations in developed and developing countries from Research Network would be identified and semi-conversational interviews would be conducted with representatives from those organisations. It is proposed that a small number of countries be drawn from North America; if possible, South America; a Nordic country and a country from central or Southern Europe; Southern Africa, Australia/New Zealand and the Asian Pacific rim. This sample would provide a broad geographical representation as well as countries from the developed and developing worlds. The sample would also enable a focus on countries where there is a specific debate about the future of the teaching profession. Advice on which ones would be invited to take part will be sought from the 2011 Research Network meeting. There will be further opportunities provided by the Summit on the Teaching Profession to be held in mid March in New York to secure times for some interviews.

Each teacher organisation taking part in the research would be asked to identify a focus group of teachers to carry out an activity. The activity would have two purposes. The first would be to stimulate reflection and discussion about the professional role of the teacher. The second would be to gather data and written insights. A questionnaire would provide the core of the activity. Group discussions would take place around it and highlights would be recorded. Participants would be asked to complete the questionnaire and return them to the Faculty for analysis along with the recorded discussion highlights. A draft questionnaire can be found in document 1. In addition, data from and the experience of the work of the International Teacher Leadership would draw on for the Final Report.

A number of preliminary discussions and activities have taken place with the purpose of informing both the questionnaire and the policy framework in the final report. They include interviews with a group of Steve Sinnott Fellows, the involvement of Professor Nina Bascia in seminars at the Faculty of Education at Cambridge University and at the Institute of Education at the University of London, and a group interview with a small number of Teach First Alumni.

In addition, the aims and foci of the research were discussed within a plenary session on the International Teacher Leadership project at the 2011 International Congress for School Effectiveness and Improvement in Cyprus. An accompanying paper by John Bangs and David Frost which was published as part of the plenary session can be found on the EI website at: www.ei-ie.org/research (Document 2).

Discussion

Please comment on the design and methodology of the research project.

Please consider the sample of countries and potential contribution by EI affiliates.

EDUWEL: “Structures of Injustice in PhD studies in Europe”

Presentation of EIRI project funded by EU Marie Curie programme.

Discussion and brain-storming on how EI could develop this study in help of unions policies in Europe.

Presenter: Krystian Szadkowski, Research fellow at the EI Research Institute

The research proposal can be accessed on the EI website at: www.ei-ie.org/research entitled ITEM 6

EDUWEL is an EU Marie Curie programme supported project that brings together fourteen university and non-university partner institutions from nine EU countries that will train fifteen Early Stage Researchers (ESRs). The consortium includes senior researchers from various disciplinary backgrounds (educational science, social science, political science and economics), and integrates five non-university partners acting on a European level. The Education International Research Institute (EIRI) is one of these partners. The leading partner in this project is Bielefeld University (Germany).

The important phase after compulsory schooling is often ignored in research on education - particularly in relation to “socially vulnerable youth”. By embracing a broad-based concept of human development, EDUWEL provides a framework that goes beyond the human capital approach, dominant in science and policy-making today. This perspective conceptualises education as an effective, intrinsically important aspect of welfare provision. EDUWEL looks at transitions into adulthood, at the impact of welfare institutions on non- and informal educational processes and at educational institutions as opportunity providers for socially vulnerable youth. These topics will be scrutinised in three working groups based on the existing research expertise of the partners. The Initial Training network (ITN) aims to build a network of Early Stage Researchers (ESRs) and experienced senior researchers devoted to the analysis of existing datasets and the collection of comparative data and complementary qualitative research on socially vulnerable young persons.

Krystian Szadkowski is an Early Stage Researcher undertaking his work at the EI Research Institute within the EDUWEL project. He is from Poznan University, Poland, where he simultaneously develops his PhD thesis based on this research.

In his research proposal (see the full proposal on: www.ei-ie.org/research entitled ITEM 6) the context concerning doctoral candidates and problems connected with their mixed status will be described. The scope of the research will be the European Higher Education Area with Poland as a main case study. The central focus will be on the ambiguous status of doctoral candidates and the consequent implications for their working and living conditions. The research will turn also to the specificity of the situation of doctoral candidates in Poland to finally delineate the

research questions, aims, and the methods planned to be used during the research process. The research faces some limitations. For example, the pedagogical aspects of doctoral programmes, formation of researchers' identity issues or relation between universities as organizations and their direct economical environment, will be addressed as important context factors but not analysed directly.

FUTURE RESEARCH WORK

Equity Matters: Draft Report of the survey commissioned by EI Research Institute to the University of Exeter

Presentation of the final draft report of the survey on Equity Matters undertaken by Dr. Elizabeth Wood and her research team at the Faculty of Education, University of Exeter. Open debate on the findings and what research strategies EI and its affiliates could adopt in the future on equity issues in education.

Presented by the lead researcher Dr. Elizabeth Wood.

The full draft report can be downloaded from the EI website at: www.ei-ie.org/research entitled ITEM 8.

Executive Summary

Introduction and research design

The aim of this project is to capture the nature and significance of unions' equity policies in the achievement of quality education for all in public education systems. The research was undertaken in 2010 by Dr Elizabeth Wood, Professor of Education, Dr Keith Postlethwaite, Associate Professor of Education, Dr Martin Levinson, Senior Lecturer, and Alison Black, Research Assistant.

Aims:

1. How do education unions conceptualize equity in education?
2. How are these concepts operationalised, as evidenced in unions' policies and practices?
3. What are the issues for teachers, with regards to the concepts of equity?
4. How can Education International contribute to the international debate on equity in ways that benefit members?

Research design:

1. Literature review to identify key concepts, trends and issues in research, including empirical and theoretical studies, and reports from international organizations (such as UNESCO, OECD).
2. Country-wide Lime Survey questionnaire (on-line and Word versions), resulting in quantitative and qualitative data.
3. Six country-specific case studies, using general and country-specific questions, derived from the survey.

4. Analysis and synthesis - key trends and developments, and future challenges for EI, and implications and recommendations for teachers' trade unions (policies and practice).

Issues from the review of international literature

We have used the concepts of horizontal and vertical equity Brown (2006) to understand how equity policies are defined and operationalised at country-level, and in international policy aspirations.

- Horizontal: equal treatment of those who are equal. This is a starting point and precondition that can be used to achieve equity. It is a means, not just an end.
- Vertical: unequal but equitable treatment of those who are not equal, which is designed to reduce inequality.

We have also used Milner's (2010) theory that the perceived achievement gap (across different groups of children) is an outcome of a matrix of gaps, which involves equity issues for teachers and children. These 'gaps' intersect to improve or reduce children's educational achievements and life chances.

Analysis and findings

All EI affiliated unions were sent the survey (English, French and Spanish translations), with 31 responses. From these, 6 case studies were carried out in Canada, New Zealand, Ireland, England, Poland and Zambia.

Unions' concepts, goals and policies on equity

Not all sections of the survey were completed fully by all the respondents, which resulted in incomplete or missing data. The data are therefore limited in reliability and generalisability, but nonetheless do have indicative and illuminative value.

Five unions had no specific equity policy formulated; of the others some had wide ranging policies that included broad principles of horizontal equity. Some had more detailed policy statements that focussed on specific areas related both to teachers and to children, and addressed vertical equity.

The goals in union policies for *teachers* included equity in relation to career opportunities, conditions or service and pay; for *children* they included equity in relation to access to education, to opportunities to achieve and to access to resources. Equity was sought across categories defined in a variety of terms including gender, sexual orientation, sexuality, LGBT persons, race, religion, ethnicity, marital status, colour, creed, ethical or religious beliefs, ability or disability, age, political opinion, employment status, family status, social class/income/rich and poor, second language learners. However, not all unions paid attention to all these categories in their policies. The goals most often omitted from union policies were 'equity for students with physical disabilities' and 'equity for students with learning disabilities'. In addition, some unions align equity goals with international policy goals such as the UN Convention for People with Disabilities, Education for All. However, there are some tensions between goals that focus on horizontal and vertical equity.

The unions' views were that similar goals were reflected in government policy. However, these government policies were often seen as "not implemented as yet" (e.g. more than 50% of respondents felt that their governments had not yet implemented their policy for equity in resource distribution or their policy for equity by social class). As is to be expected, unions engaged with governments about these issues, and some interesting mechanisms for engagement were outlined. Unions often stated that although progress was being made, that progress was slow.

Unions often saw equity issues as more complex and more targeted than is implied by discussion of general categories such as 'boys' and 'girls'. For example, it was specific groups of boys and girls (rather than boys or girls generally) who suffered the most marked inequities in terms of their school achievements, and the longer-term impacts of relatively lower outcomes.

Several unions were critical of the notion that they should list their top three priorities across this range of equity concerns because they did not feel it appropriate to prioritise some aspects of equity over others; other unions felt that priorities changed in light of contextual circumstances such as a change of government, or the global economic downturn.

As might be expected, when discussing equity goals, unions in different countries identified different issues related to their broader cultural and economic circumstances, and educational histories. (For example, in a period of economic uncertainty in Ireland, much concern was expressed over such matters as equity in job security). However a key issue was that, in order to achieve equity, boys and girls, and other minority/disadvantaged groups within countries' populations, may need to be treated differently through the provision of specific programmes or interventions, specialist teachers or dedicated funding, which indicates support for vertical equity goals.

Although some unions saw no barriers to the achievement of equity, others identified a range of barriers such as funding, resource allocation, teacher supply and training, a euro-centric curriculum, and broader cultural issues. As well as the *amounts* of financial and other resource available, there were concerns about the misuse, mismanagement or misdirection of resources. Unions noted that the people particularly affected by these barriers were often children with special educational needs, the socio-economically deprived and cultural minorities.

Country-specific factors regarding equity

The case studies of six countries all indicated that although unions' goals and policies are focused mainly on equity in education, their policy remit extends to influencing related areas of social policy such as health, welfare and housing. This is because some policy goals for equity in education need many solutions, which reflects Milner's (2010) argument that equity goals for children need to be addressed across a matrix of gaps.

Diversity is an umbrella term – there are diversities within diverse minority groups (such as Indigenous communities, Gypsy Roma Traveller communities, and within special educational needs and disabilities).

More attention needs to be paid to these diversities with regard to language, cultural practices and beliefs, and home and community child-rearing practices. Teachers need more culturally-situated knowledge to better respond to equity issues.

Special projects and interventions need to be sustainable in terms of funding and impact. Otherwise equity policies are more fragmentary than holistic.

Implications for Education International's goals and policies

International drivers for improving access and quality have limited impact without attention to equity for teachers and for children.

Areas of inequity are common across countries (gender, income and SES, ethnicity, indigeneity, special educational needs and disability, etc). Inequalities and social injustices are intensified across these intersections (e.g. being poor, female, and in a rural location). One aspect of inequity (e.g. SES) needs many solutions – the equity gap is an outcome of a matrix of other gaps, which need policy solutions from different government departments such as health, welfare, and housing.

Whilst horizontal equity exists as an intrinsic value in unions' goals and policies, vertical equity is needed to address cycles of disadvantage. This is especially true for the *most* disadvantaged groups in society (minority groups, marginalised groups, Indigenous groups).

Horizontal equity cannot be achieved as an end in itself because of shifting national and global contexts. Rather it is a means to equity goals.

More resources, but better targeted resources are needed to achieve vertical equity. However, this is an increasingly challenging aspiration in the current economic conditions and educational trends towards privatisation and/or public/private partnerships. There is a danger of fragmentary rather than holistic approaches being reinforced.

Strong equity policies do influence the overall quality of educational provision and outcomes through structural and process variables, including access and accessibility; opportunities via curriculum, pedagogical differentiation; materials and resources; high quality teacher education; outcomes for children. In countries where these conditions are provided then horizontal and vertical equity are more likely to be achieved, and are more likely to lead to positive cycles of advantage.

An alignment of horizontal and vertical equity goals and resourcing influences the quality of education. However, equity and quality may be 'traded-off' under certain circumstances. Unions' goals and policies cannot always be implemented because of mediating factors such as funding, competing priorities, national and international policy drivers.

Ongoing challenges

Current global trends are creating potential threats to equity and quality via the 'economic downturn'. These include reduced resources, privatisation, rolling back unions' achievements in existing progress in conditions of service, and in the quality of provision for specific groups of children.

How will unions respond to these global trends? The evidence suggests that some unions are defending existing policies on pay and teachers' conditions of service, rather than focusing on gaining further improvements.

How can unions (with the support of Education International) balance trading-up and trading-off equity goals? Several unions would like to make better use of international comparative data.

The evidence indicates that the most disadvantaged and most marginalised groups are also the most vulnerable to cuts in funding. How can unions influence equity and access for these groups?

Discussion

Please comment on the findings and recommend ways of improvement the final draft before publication

Please advise on potential research directions regarding equity issues

Global corporate tax & future of quality public services

Presentation of the new research project of EIRI undertaken on behalf of Council of Global Unions, funded by grants from NEA, UNIO (Norway) and Hans Boeckler Stiftung (Germany).

Presenter: Laura Figazzolo, EIRI consultant

The full project proposal can be accessed on the EI website at: www.ei-ie.org/research entitled ITEM 8.

The purpose of this project is to research on the issue of the **payment of fair and reasonable taxation by global corporations**. The research would expose the way in which existing tax regimes are manipulated by corporations with global reach. Through this report, citizens and political decision-makers can come to understand that the resources for quality public services, such as public education, can be found without increasing taxation on citizens or small or medium enterprises (SMEs), or developing new forms of tax, but by applying the existing rules and putting in place principles for the mandatory respect by global corporations of their fiscal responsibilities.

One of the major issues for industrialized and developing countries alike is the question of resources for social needs – including education, health, safety nets for the poor, and services for migrants. Yet resource constraints derived from the dominance of the small government low tax movement have militated against the provision of quality public services. Debate has developed anew over the case for taxation in international transactions. Preliminary work by the ICFTU in 2006 showed that Multinational Companies use their global reach to avoid their responsibility to contribute through fair and responsible taxation to national and community social needs. Techniques for “minimization” of corporate tax include the use of offshore tax havens, setting up competition between localities and countries for tax advantages (“arbitrage”), and the little-known technique of “**transfer pricing**”. The latter technique plays on the fact that an estimated 40% of global commerce occurs within global corporations, enabling them to avoid national taxes by manipulating the prices charged for the transfer of goods and services. This phenomenon has developed dramatically since the mid 1990s. The technique is available only to global companies, not to national small or medium enterprises (SMEs).

This also links to the debate on corporate social responsibility (CSR), since the global push for philanthropy is really a substitute for paying taxes in all the jurisdictions where they operate. Conceptually, we would present the need for corporate social responsibility through fair and reasonable taxation in all national jurisdictions. The report would map out the general context of the debate on taxation and society but would place its main emphasis on the issue of **the payment of fair and reasonable taxation by global corporations**.

The study will be conducted by a 'taskforce' of 8-10 trade unionists and scholars, who will have overall responsibility for the project, under the auspices of the Council of Global Unions (CGU). The Taskforce currently includes Kristian Wiese (Danish Social Democrats), Mike Kahn (NEA, USA), Pierre Habbard (TUAC), James Howard (ITUC), Jim Baker (CGU), Bob Harris (EI) and Andy Watt (ETUI). A Research Assistant has been engaged for the purpose of coordinating work among the authors and to assist the Taskforce in identifying key sources and information, and editing.

The draft study is to be completed by June 2011, for presentation as a first draft at the EI 6th Congress in Cape Town July 2011. It will be adjusted according to the discussions and revisions at Congress and be completed by the end of September 2011, to be published as EI Report by December 2011.

Discussion

Please comment and advise on the scope and scale of the project and the issues it targets.

Please, consider ways how this research could be used by education unions.

Research in support of EI objectives

Session with the EI General Secretary, Fred van Leeuwen on the current state and future potential of research activities.

Acknowledging the importance of evidence based policy-making Education International's advocacy work is informed by research. Through its affiliates' research and the research it commissions Education International works to provide teachers and education unions with the knowledge and policy tools they need to meet the everyday challenges both within and to public education systems. Education International keeps abreast of developments and trends across the education sector and assists unions in developing solid evidence-based arguments for the advancement of high quality education worldwide.

The topics and issues Education International covers include: quality in education; commercialisation and privatisation of public education; teacher education and training; global trends, such as migration and its impact on education; the status of teachers worldwide; and teachers' working conditions in different settings.

Through its Research Network, Education International provides a platform for the exchange of information, ideas and projects that are mutually beneficial to its members. In order to widen and deepen the capacity of teacher unions to commission and conduct high quality research, in 2007 the Education International established the Education International Research Institute as a free-standing foundation -thus affirming the critical role it believes research can and should play in democratic societies.

The Institute places particular emphasis on cooperation with other foundations, institutes and research centres whose objectives are compatible with Education International's fundamental aims and principles.

Discussion

Please comment on EI's current work in research and its usefulness for unions.

Please recommend ways to improve the work of the EI Research Unit, the EI Research Network and the EI Research Institute.

Follow-up to OECD PISA and TALIS: results of PISA 2009 and development of TALIS 2013

Presentation of the main results of OECD PISA 2009, current progress on TALIS and discussion about future strategy in following the developments of these studies.

Presented by Guntars Catlaks, Senior Coordinator Research.

The EI analysis of PISA 2009 results and reports can be found on the EI website at: www.ei-ie.org entitled ITEM 10.

The OECD Programme of International Students Assessment (PISA) measures, assesses, and compares the extent to which 15-year-old students nearing the end of their compulsory education possess and demonstrate key knowledge and skills for their full participation in society. As described by the OECD: 'In all cycles, the domains of reading, mathematical and scientific literacy are covered not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life.' Specifically, 'PISA focuses on students' capacity to extrapolate from what they know and creatively apply that knowledge in novel situations.' The PISA 2009 cycle focuses in particular on students' reading literacy, and to a lesser extent on mathematics and science.

The 2009 survey marks a new cycle of assessment of the three 'domains' that are assessed by PISA every three years, namely reading literacy, mathematics and science. While the main focus of PISA 2009 is on reading literacy (as in PISA 2000), the report also includes data on mathematics (the focus of PISA 2003) and science (focus of PISA 2006), providing for the first time the possibility for trends analysis and comparisons with the results from the all previous cycles in reading since 2000. Comparisons and trends analysis with previous cycles in mathematics and science are also made in PISA 2009, albeit to a lesser degree. As in the previous two cycles, a problem solving component is included to assess cross-curricular competences, in part being conducted in a digital version.

Originally, PISA only covered only OECD countries; however, it has gradually extended its scope to include OECD partner countries and other countries as well. Countries/provinces included in the PISA 2009 cycle that were not included in the previous cycle include: Albania, Dubai (United Arab Emirates), Kazakhstan, Macao, Panama, Peru, Shanghai Province (China), Singapore, Trinidad & Tobago. PISA 2009 encompasses 74 countries and economies worldwide (roughly 87% of the world economy), however results from 65 countries were reported in the publications released in December 2010, while an additional 9 countries who joined PISA later, will be reported separately (reportedly in a year's time).

PISA 2009 covers three main assessment areas (so-called 'domains'): science, reading and mathematical literacy. In each of these domains, tasks require students to demonstrate literacy (i.e. understanding of concepts), knowledge of the domain, competencies, and understanding of

contexts and situations. On the basis of this methodology, PISA develops detailed student performance indicators and correlates them with background data about the students and schools, and then from those correlations the report draws policy conclusions. The results of PISA 2009 are published in five volumes covering such aspects as students performance in reading (volume I), equity and learning opportunities and issues (Volume II), students' engagement in learning (volume III), policies and practices at the school level (and what makes it successful) (Volume IV) and trends since PISA 2000 (Volume V). A sixth volume is to be published in June 2011 that focuses on digital reading capabilities.

PISA asks students to provide information on their personal background, on their learning habits and attitudes, on their motivation towards and engagement in learning as well as about school climate and family background. Performance differences are also assessed through information gathered from parents, principals and system leaders on school policies, practices, resources and institutional factors. Specifically, school principals complete a special questionnaire about their schools' characteristics (size, demographic composition of the student population, etc), resources, institutional factors and learning environment, and parents about their home and family background. In PISA 2009 information has also been collected from "system leaders", meaning policy makers. A significant part of analysis is devoted to the correlation of background data, including gender, with student performance. However, PISA does not contain a special teachers' questionnaire, revealing that the views of teachers are not taken into account, while they play a key role in the learning process

The first OECD TALIS survey report 'Creating Effective Teaching and Learning Environments: First Results from TALIS' was published on 16 June 2009

The OECD Teaching and Learning International Survey (TALIS) provides the first in a (intended) series of internationally comparative perspectives of teaching and learning conditions of lower secondary teachers in the public and private sectors in 23¹ OECD member and partner countries. The report claims to provide 'groundbreaking insights' into some factors that lie behind differences in learning outcomes in PISA. It should, however, be stressed that TALIS is not meant to be compared to PISA results for countries.²

The report aims to cover key issues that affect lower secondary teachers in their work, including: aspects of professional development, teacher beliefs, attitudes and practices, teacher appraisal and feedback, and school leadership. The intention is to examine how school and teacher policies are perceived and implemented in schools and classrooms.

1 Participating OECD member countries include: Australia, Austria, Belgium (Flemish Community), Denmark, Hungary, Iceland, Ireland, Italy, Korea, Mexico, Norway, Poland, Portugal, Slovak Republic, Spain, Turkey. The OECD partner countries are: Brazil, Bulgaria, Estonia, Lithuania, Malaysia, Malta, and Slovenia.

TALIS was also conducted in the Netherlands, but their data has not been included in the comparison, because sampling standards were not met.

² There is inconsistency in OECD's approach – on the one hand TALIS and PISA are two separate and unrelated surveys and OECD insists on not comparing one with other. On the other hand, though, the TALIS report clearly states as one purpose to explain at least some factors behind students' performance in PISA. At the beginning of the TALIS project, the OECD offered to countries an option to link TALIS with PISA (i.e. including the schools that did take part in PISA 2006 in the sample of schools for TALIS). This offer, however, was not chosen by any country.

The TALIS report does not provide hard measures for conditions for effective learning – it does not directly measure student learning and learning outcomes -; instead it focuses on features that supposedly shape effective teaching. Specifically, the report focuses on two variables: teachers’ self-efficacy (the success of teachers in addressing educational challenges) and classroom disciplinary climate (safe, productive, orderly classrooms that are supportive to learning). TALIS focuses on what factors (aspects of professional development or different teaching practices and school leadership styles) are associated with these two variables.

The main policy lesson, as stated by OECD communiqué at the launch of TALIS 2009, is that *education authorities need to provide more effective incentives for teachers. Many countries make no link between appraisal of teachers’ performance and the rewards and recognition they receive..... Overall, the survey indicates (in OECD words), education planners could do more to support teachers and improve the performance of students if both the public and policy makers focused less on control over resources and educational content and more on learning outcomes!*

There is increasing tendency to compare and link the results of PISA and TALIS in the next cycle during 2012 (PISA) and 2013 (TALIS).

Discussion

Please provide some update on how PISA results were presented and communicated in your countries.

Please comment on the potential PISA – TALIS link.

Please consider potentiality of developing teachers’ background questionnaire in PISA.

Please advise on EI future research strategy with regard to PISA and TALIS.

AGENDA ITEM 11

Presentation of CTF Virtual Research Centre by Myles Ellis, Director Research and Information (CTF) and EI plans for website re-design, presented by Timo Linsenmaier, Coordinator Communications, and discussion about the future use of EI Research Centre Online

The CTF Virtual Research Centre (VRC) is the go-to site for information for teacher organizations in Canada. The members-only site (password protected) provides up to date information on Economic and Member Services, Professional Development, Educational Research, etc.

Information on economics can be manipulated for comparison and analysis. Hundreds of collective agreements are searchable. A forum site allows for the sharing of ideas, new research, news postings etc. There is a searchable e-library for older documents. Finally, there is a daily news feed of media articles on education nationally and internationally.

Discussion

Please consider and advise if there is a need for an online Research Network platform in the future, and how it could operate.

Potential new research directions in 2011 – 1015 EI work programme

Open discussion on new directions and follow-up activities

The preliminary draft research programme for 2012 – 2015 indicates following goals:

a)

In today's knowledge-based society, argumentation based on solid and credible research is essential to the success of organisations in promoting and defending their members' interests. EI will continue to undertake independent research to support its proposals and policies and provide member organisations with credible evidence to support their work. Such research will be undertaken directly by the EI staff concerned or by commissioning the research from independent agencies or through the EI Research Institute.

b)

The EI Research Institute will continue to be developed as an independent and credible source of information and data to support EI's advocacy work and that of the member organisations. It will be encouraged to build indicators and data-bases needed by member organisations for their advocacy, to collect and disseminate information, to undertake studies on key issues in education and in human and trade unions rights affecting educators, and to help develop the research capacity of member organisations.

c)

The expert analysis of the reports and surveys of other research bodies and international institutions will continue to be provided to member organisations. Policies promoted by international bodies and, especially, by intergovernmental bodies and financial institutions will be analysed and their potential impact assessed. Information on such developments will be made available regularly to member organisations.

- EI will continue to undertake specific research to support its advocacy work. In particular, it will conduct a survey on trade union rights in the education sector, the outcome of which will form a part of its contribution to the 2012 ILO Global Monitoring Report.
- EI will commission specific research on the elimination of stereotyping from school curricula and on the development of models for the delivery of inclusive education, which should address language in instruction, curriculum content and other elements which affect peoples' attitudes to equality issues.

Specifically the draft programme establish following areas of work:

- 1) Assist other administrative units of the organisation in undertaking surveys and other research activities, including the conduct of quadrennial surveys on the participation of

women in education and education unions; the situation of indigenous teachers and the situation of LGBT teachers.

- 2) Monitor education research activities undertaken by OECD, World Bank and other international agencies such as UNESCO, and prepare, when and where appropriate, research based responses.
- 3) Monitor the development and implementation of Public Private Partnerships in education and support policy development in this area.
- 4) Collect and update data on member organizations, their activities, and the education systems and the political environments in which they operate.
- 5) Provide on a regular basis information on international trends and surveys, on the use of indicators such as PISA (for students) and TALIS (for teachers) and AHELO (for Higher Education) and participate, in so far as possible, in the advisory and governing bodies which direct them.
- 6) Provide information to member organisations on international trends and surveys on key policy issues in education, including mobility and migration, violence in schools and other issues of importance to the education sector.
- 7) Establish and maintain networks of experts from member organisations to help develop recommendations for education policy in response to the issues and policy trends raised by the international bodies such as OECD and UNESCO and prepare, when appropriate, research-based responses.
- 8) Undertake specific research to support advocacy work. In particular, conduct a survey on trade union rights in the education sector, the outcome of which will form a part of its contribution to the 2012 ILO Global Monitoring Report.
- 9) Commission specific research on the elimination of stereotyping from school curricula and on the development of models for the delivery of inclusive education, which should address language in instruction, curriculum content and other elements which affect peoples' attitudes to equality issues.

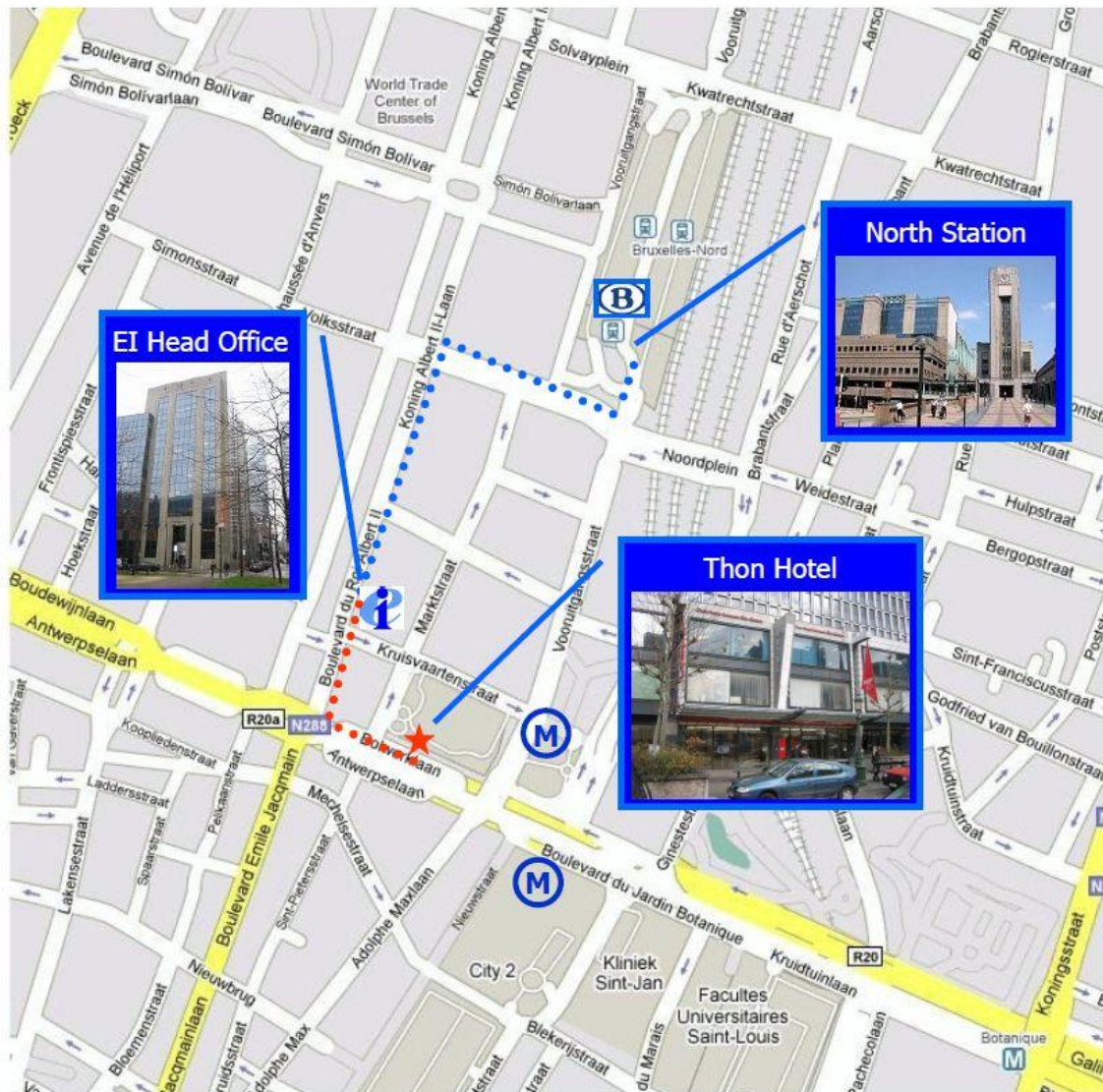
Discussion

Please review and comment on the proposed work programme.

Please give advice on the implementation of the programme

Please consider specific potential activities under the programme items 3, 4, 8, 9.

Map Indicating location of Thon Hotel Brussels City Centre Address: Avenue du Boulevard 17



-
 - Trajet Gare du Nord — Siège de l'IE
 - Trayecto Estación del Norte — Sede de la IE
 - Route North Station — EI Head Office

-
 - Trajet Siège de l'IE — Hôtel Thon
 - Trayecto Sede de la IE — Hotel Thon
 - Route EI Head Office — Thon Hotel

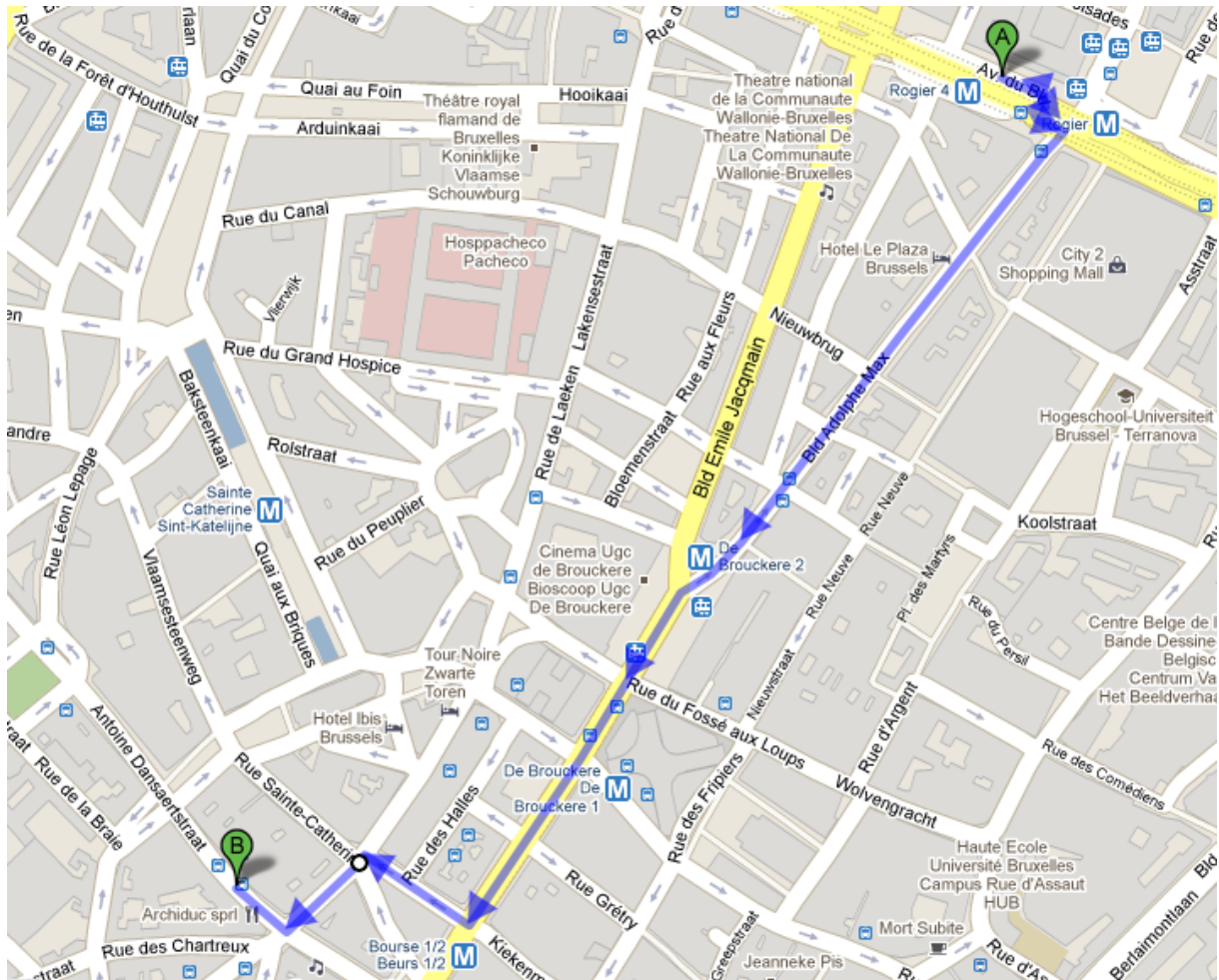
- M
 - Station de Metro Rogier
 - Estación de Metro Rogier
 - Rogier Metro Station

Address:

Thon Hotel Brussels City Centre
 Avenue du Boulevard 17
 B-1210 Brussels, Belgium
 T: +32 (0)2 205 15 11
 F: +32 (0)2 201 15 15

<http://www.thonhotels.be/brusselscitycentre>

Map Indicating route to Restaurant 'La Kasbah' Address: Rue Antoine Danseart 20



Thon Hotel Brussels City Centre

Avenue du Boulevard 17

1210 Brussels

T : + 32 (0)2 205 15 11

Education International Head Office

5 Boulevard du Roi Albert II

1210 Brussels

T : + 32 (0)2 224 06 11

Mireille de Koning (office extension): +32 2 224 06 85

Restaurant 'La Kasbah'

Rue Antoine Dansaert 20

1000 Bruxelles

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