TEACHER TRAINING INITIATIVE FOR SUB-SAHARAN AFRICA

To increase the quantity and quality of the teaching force in Sub-Saharan Africa

TTISSA

2006 - 2015
**The need**

The acute shortages of qualified teachers has been identified as one of the biggest challenges to the realization of the Education for All (EFA) goal for Sub-Saharan Africa. In some countries, 5 and 10 million teachers are needed in primary and secondary education, respectively, if the region is to achieve the EFA goal by 2015. Given that the region’s capacity to produce qualified teachers is currently inadequate to meet this demand, the region is faced with a serious challenge to increase teacher numbers and enhance the professional quality of its existing teacher workforce. 

A number of factors have impacted on teacher numbers in Sub-Saharan Africa. These challenges lead to difficulties in recruiting and retaining adequately trained and professionally motivated teachers.

**Member States in the driving seat**

Confronted with the challenge to increase teacher numbers and enhance professional quality, the Member States of Sub-Saharan Africa requested UNESCO to design and implement a teacher focused Initiative.

**What is TTISSA?**

TTISSA is implemented by the UNESCO Division of Higher Education’s Teacher Education Policy (EDU/HED/TED), in collaboration with other agencies, Non-Governmental Organizations (NGOs) and bilateral partners, such as Ministries of Education and Ministry of Finance. 

TTISSA is an initiative of the African Development Bank (AFDB), in collaboration with the Development Bank of Africa (AFDB), and the International Monetary Fund (IMF), as well as other global and sub-regional partners.

**Implementation and partnerships**

TTISSA is implemented through the Division of Higher Education’s Teacher Education Policy (EDU/HED/TED), in its Regional Bureau for Africa (AFR), and its Regional Bureau for Arab States (AFR/AR). 

**TTISSA priority areas**

TTISSA is one of the three highest-level UNESCO Education For All (EFA) initiatives. The other two initiatives are: LIFE (Literacy Initiative for Empowerment), and ECAFFED (the Global Initiative on TV and Media and Education).

**The Goal, Purpose and Outputs of TTISSA**

**Goal:** To improve access, quality and equity of education and training at all levels in Sub-Saharan Africa.

**Purpose:**

1. **Output 1:** To increase the quality and quality of the teaching force in Sub-Saharan Africa

   **Output 2:** To support Member States in developing and strengthening of teacher management and administrative structures, to foster a collegial approach to teacher management and professional development.

   **Output 3:** To increase access, quality and equity of education and training at all levels in Sub-Saharan Africa.

   **Output 4:** To improve access, quality and equity of education and training at all levels in Sub-Saharan Africa.

**Teacher policy**

Analysis of teacher-related policies of EFA countries and non EFA countries (as well as comparisons with the most SSA countries of Argentina, Brazil, and Pakistan) formed the basis of the Teacher Policy Forum Report for Sub-Saharan Africa. However, it is important to note that the Policy Forum Report addresses the processes and methodology used in the report on a range of key issues. It is intended that multi-country collaboration will be at the heart of the upcoming report of TTISSA in this area. TTISSA policy briefs in key areas will further support Member States in prioritizing issues and enforcing policies.

**Research on teacher issues**

Increasing our knowledge and understanding through research at global regional, national and local levels is paramount for the development of research-based policies and appropriate responses to new educational demands and challenges. UNESCO works to:

- Integrate evidence and research results into the design and implementation of activities.

- Disseminate research findings to various stakeholders.

- Build research capacity in countries lacking local UNESCOf founding and with local UNESCO Chairs and working in partnerships with local stakeholders.

- Provide support to local UNESCO Chairs and working in partnerships with local stakeholders.

- Provide support to local UNESCO Chairs and working in partnerships.
The need

The acute shortage of qualified teachers has been identified as one of the biggest challenges to the realization of the Education for All (EFA) goal for Sub-Saharan Africa (SSA). An estimated 500,000-600,000 additional teachers are needed if Universal Primary Education (UPE) is to be achieved. Inadequate recruitment and retention of qualified teachers forces solutions to be sought at all levels. In terms of teacher training institutions, continuous teacher training and education of pre-service teachers is critical in order to recruit, train, and retain adequately trained and professionally motivated teachers.

Member States in the driving seat

Confronted with the challenge to increase teachers, amount of pre-service and in-service education, the Member States of Sub-Saharan Africa requested UNESCO to design and implement a teacher focused initiative.

What is TTISSA?

It advocates a holistic approach toward increasing the quality of teacher training and working conditions to achieve Sustainable Development Goal 4: Quality Education.

UNESCO drive for EFA

UNESCO is one of the three high-level Education for All (EFA) initiatives. The other two initiatives are LIFE (Literacy Initiative for Education), and EDAU CI DI (the Global Initiative on Literacy and UPE and MEducation).

UNESCO coordinates the global Education for All (EFA) movement through advocacy, communication, partnerships,, resource mobilization, the promotion of education systems and administrative structures improved, Teacher management and human resource development, and Quality of teacher professional development.

TTISSA is implemented by the UNESCO Division of Higher Education's Section for Teacher Education (EDU/HED/TED), its Regional Bureau for Education in Africa (BRAFR), and the UNESCO Center and National Office in SSA. Close to the success of TTISSA is its capacity to effectively engage with key stakeholders working in Africa. Past and present Governments and Ministries of Education at national level, Regional Economic Communities at regional level and the African Union at the continental level through support to the teacher development program. UNESCO's Second Decade of Education in Africa.

Other key TTISSA partners are the African Development Bank (ADB), Association for the Development of Education in Africa (AFREA), Commonwealth of Learning (COL), Commonwealth Secretariat, International Labour Organizations (ILO) New Partnership for African Development (NEPAD), Regional Economic Communities (RECs), World Bank, bilateral development partners, NGOs and foundations.

TTISSA priority areas

Priority areas were identified from analyses by Member States and other partners at the national, regional and continental levels. The need for support to enhance, evidence-based, cost-effective policies which respond to the current and anticipated challenges has been identified by Member States. It was also considered essential to focus on Current Activities in teacher education, to engage in advocacy, to engage in Communication for EFA, to contribute to the UNESCO-Institute for Statistics and the Open and Distance Learning (ODeL) to support all stakeholders in the identification and understanding of teacher issues, and to build the network of teacher support institutions. This is intended to foster teacher networks, and to foster the efficient and effective implementation of TTISSA in this area. TTISSA policy briefs in key areas will further support Member States in rationalizing and enforcing policies.

Research on teacher issues

Increasing our knowledge and understanding through research at global, regional, national and local levels is paramount for the development of sound, evidence-based policies and appropriate responses to new educational demands and challenges. This can support Member States in reviewing and enhancing policies.

Teacher policy

Analysis of traditional policies of first-phase countries and non-first-phase countries (as well as comparison with the most SSA countries) reveals that the teacher policy agenda is central to the Teacher Policy for Reform of Education in Sub-Saharan Africa. In November 2007, Directors/Deputy Directors of Teacher Education from the four phase countries and UNESCO Field colleagues discussed teacher policy development. The Policy Report includes the proceedings of the Forum, and as such serves as a useful reference document with input from a range of key issues. It is intended that multi forums will in a key strand of the ongoing support of TTISSA in this area. TTISSA policy briefs in key areas will further support Member States in rationalizing and enforcing policies.

Implementation and partnerships

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Output 1: Status and working conditions of the teaching force 

Output 2: Teacher management and administrative structures improved

Output 3: Teacher policies developed

Output 4: Quality and coherence of teacher professional development enhanced

The four outputs of TTISSA reflect UNESCO’s comparative advantage, working to support Member States in addressing their genuine and coherent teacher development bureaucracies, to engage in advocacy, to empower stakeholders working in Africa. Past and present Governments and Ministries of Education at national level, Regional Economic Communities at regional level and the African Union at the continental level through support to the teacher development program. UNESCO’s Second Decade of Education in Africa.

A holistic approach to teacher issues

The Goal, Purpose and Outputs of TTISSA

Purpose: To increase the quantity and quality of the teaching force in Sub-Saharan Africa

Output 1: Status and working conditions of the teaching force in Sub-Saharan Africa

Output 2: Teacher management and administrative structures improved

Output 3: Teacher policies developed

Output 4: Quality and coherence of teacher professional development enhanced

To increase the quantity and quality of the teaching force towards the achievement of EFA in Sub-Saharan Africa

To improve access, quality and equity of education to support Member States in implementing EFA in Sub-Saharan Africa

Teacher policy

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TTISSA is implemented by the UNESCO Division of Higher Education’s Section for Teacher Education (EDU-HED), as its Regional Bureau for Education in Africa (UNESCO) and International Institute for Capacity Building in Africa (IICBA), and the UNESCO Center and National Office in SSA. Control to the success of TTISSA is in capacity to effectively engage with key stakeholders working in Africa. First and foremost, governments and Ministries of Education at national level, the Regional Economic Communities at regional level and the African Union at the continental level through support to the teacher development programmatic work in order to achieve the ambitious education targets set by the AU’s Second Decade of Education in Africa.

Other key TTISSA partners are the African Development Bank (AfDB), Association for the Development of Education in Africa (ADEA), Commonwealth of Learning (COL), Commonwealth Secretariat, International Association for the Development of Education in Africa (ADEA), World Bank, bilateral development partners, NGOs and foundations.

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UNESCO drive for EFA

UNESCO drive for EFA

The priorities identified are supported by Member States and other partners at the national, regional and continental levels. The need for support to indigenous, evidence-based, cost-effective policies which respond to the current and anticipated challenges has been identified by Member States. It was also considered essential to focus clearer attention to teacher education, to engage in advocacy, to support in the use of Information and Communications Technologies (ICT) and Open and Distance Learning (ODL), to add to evidence and understanding of teacher issues, and to build emergent to support teachers in engaging in social dialogue. This page formulates the implementation of some of the priority actions that TTISSA is implementing at present.

The four outputs of TTISSA reflect UNESCO’s comprehensive approach to developing initiatives that build research capacities in countries linking research and development partnerships and improve the quality of teacher education. It advocates a holistic approach that increases the quantity and quality of teacher education, thus improving the status and working conditions, enhancing appropriate teacher policies and the development of new and effective teacher education systems, and strengthens the coherence and quality of teacher education.

TTISSA priority areas

Priority areas were identified from analyses by Member States and other partners at the national, regional and continental levels. The need for support to indigenous, evidence-based, cost-effective policies which respond to the current and anticipated challenges has been identified by Member States. It was also considered essential to focus clearer attention to teacher education, to engage in advocacy, to support in the use of Information and Communications Technologies (ICT) and Open and Distance Learning (ODL), to add to evidence and understanding of teacher issues, and to build emergent to support teachers in engaging in social dialogue. This page formulates the implementation of some of the priority actions that TTISSA is implementing at present.

TTISSA is one of the three high-level UNESCO Education for All (EFA) initiatives. The other two initiatives are LIFE (Literacy Initiative for Education) and ECADEH (the Global Initiative on TVET and MEDA education). UNESCO coordinates the global Education for All (EFA) movement through advocacy, communication, partnerships, mobilization, mobilization, the provision of information, and support for Member States' actions towards EFA. UNESCO works to:

- Strengthening teacher education policies and appropriate responses to new educational demands and challenges.
- Promote teacher education policies that are in line with the global Education for All (EFA) movement.
- Increase access, quality and equity of education towards the achievement of EFA in Sub-Saharan Africa.
- Improve access, quality and equity of education towards the achievement of EFA in Sub-Saharan Africa.

The Goal, Purpose and Outputs of TTISSA

Goal: To improve access, quality and equity of education towards the achievement of EFA in Sub-Saharan Africa.

Purpose: To increase the quantity and quality of the teaching force in Sub-Saharan Africa.

Output 1: Status and working conditions of teachers improved in Sub-Saharan Africa.

Output 2: Teacher management and administrative structures strengthened.

Output 3: Appropriate teacher policies developed.

Output 4: Quality and coherence of teacher professional development enhanced.

TTISSA works to:

- Increase access, quality and equity of education towards the achievement of EFA in Sub-Saharan Africa.
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- Promote teacher education policies that are in line with the global Education for All (EFA) movement.
TTISSA, UNESCO’s African Teacher Training Initiative for Sub-Saharan Africa (TTISSA) is implementing higher education’s biggest initiative in this domain. It is a unique initiative that aims to improve the quality and supply of teaching force in Sub-Saharan Africa. TTISSA is one of the three high-level UNESCO Education For All (EFA) initiatives. The other two initiatives are: LIFE (Literacy Initiative for Empowerment), and EDUCAIDS (the Global Initiative on HIV and AIDS and Education). UNESCO coordinates the global Education for All (EFA) movement through: advocacy, communication, partnerships, resource mobilization, the promotion of quality assurance in teacher education, to engage in advocacy, to empower and mobilize to support Member States in prioritizing issues and supporting the development of policies and appropriate responses to new educational demands and challenges. UNESCO works to:

TTISSA priority areas

The four outputs of TTISSA reflect UNESCO’s comparative advantage, working to support Member States in developing and strengthening policies and appropriate responses to new educational demands and challenges.

**Goal :** To improve access, quality and equity of education towards the achievement of EFA in Sub-Saharan Africa

**Outputs :**

Output 1: Status and working conditions of teachers improved in Sub-Saharan Africa

Output 2: Teacher management and administrative structures improved

Output 3: Appropriate teacher policies and responses developed

Output 4: Quality and coherence of teacher professional development enhanced

**The Goal, Purpose and Outputs of TTISSA**

### The Need

The acute shortage of qualified teachers has been identified as one of the biggest challenges to the realization of the Education for All (EFA) goals for Sub-Saharan Africa countries. According to UNESCO, at least 2 million additional teachers are needed if Universal Primary Education (UPE) is to be achieved. Insufficient numbers of appropriately qualified and trained teacher training institutions cannot keep up with this demand. Teaching is also seen as a career in decline (OECD) with low status and salaries and little opportunity for professional development and career progression. The HIV and AIDS pandemic has also roiled teacher numbers in SSA. These challenges lead to difficulties in attracting and retaining adequately trained and professionally motivated teachers.

**Member States in the driving seat**

Confronted with the challenge to increase teacher numbers and enhance professional quality, the Member States of Sub-Saharan Africa requested UNESCO to design and implement a teacher focused Initiative.

**What is TTISSA?**

It advocates a holistic approach through international cooperation for improving of teacher status and working conditions. TTISSA is a Member State led initiative and builds upon the experiences of appropriate teacher policies and the appropriate administrative structures. It supports the development of appropriate teacher policies and appropriate responses to new educational demands and challenges.

UNESCO drive for EFA

TTISSA is one of the three high-level UNESCO Education For All (EFA) initiatives. The other two initiatives are: LIFE (Literacy Initiative for Empowerment), and EDUCAIDS (the Global Initiative on HIV and AIDS and Education). UNESCO coordinates the global Education for All (EFA) movement through: advocacy, communication, partnerships, resource mobilization, the promotion of quality assurance in teacher education, to engage in advocacy, to empower and mobilize to support Member States in prioritizing issues and supporting the development of policies and appropriate responses to new educational demands and challenges.

**Implementation and partnerships**

TTISSA is implemented by the UNESCO Division of Higher Education’s Section for Teacher Education (EDU-HETII/EDU), in Regional Bureau for Education in Africa (UNESCO-BDA) and International Institute for Capacity Building in Africa (IICBA), and the UNESCO Cluster and National Offices in SSA. Control in the success of TTISSA is in capacity to effectively engage with key stakeholders working in Africa. Past and present are Governments and Ministries of national level, the Regional Economic Communities at regional level and the African Union at the continental level through support to the teacher development programmatic dimension of the African Union’s Second Decade of Education in Africa.

Other key TTISSA partners are the African Development Bank (AFDB), Association for the Development of Education in Africa (ADAE), Commonwealth of Learning (COL), Commonwealth Secretariat, International Labour Organization (ILO), New Partnership for African Development (NEPAD), Regional Economic Communities (RECs), World Bank, bilateral development partners, NGOs and multilaterals.

UNESCO field offices and other partners are working closely with local and regional stakeholders. UNESCO field colleagues discussed teacher issues with local UNESCO Chairs and working in stakeholders.

### Teacher Policy

Analyzing transmissional policies of first-phase countries and non-first-phase countries as well as with different level of SSA countries and Non SSA countries, UNESCO has focused on the basis of the Teacher Policy Evidence Formata (TEF) in Sub-Saharan Africa. In November 2007, UNESCO Director/Deputy Directors of Teacher Education from the four regions and UNESCO Field colleagues discussed teacher policy development. The Policy Report captures the proceedings of the Forum, and as such, serves as a useful reference document and raises issues to be discussed on a range of key issues. It is intended that such formats will be a key starting point of the ongoing support of TTISSA in this area. TTISSA policy briefs in key areas will further support Member States in reviewing and enhancing policies.

### Research on teacher issues

Increasing our knowledge and understanding through research at global, regional, national and local levels is fundamental for the development of accurate, evidence based policies and appropriate responses to new educational demands and challenges. This can support Member States in integrating research findings into policies and appropriate responses to new educational demands and challenges.

- Integrate research and research results in the design and implementation of policies and programs.
- Determine research findings to various stakeholders.
- Build research capacities in country teams linking local UNESCO Chairs and working in stakeholders.
- Integrate research focus on various stakeholders.
- Introduce research frameworks to various stakeholders.

### Conclusion

Teacher policies and teacher education strategies have much in common with the UNESCO’s African Teacher Training Initiative for Sub-Saharan Africa (TTISSA).Teacher policies and teacher education strategies have much in common with the UNESCO’s African Teacher Training Initiative for Sub-Saharan Africa (TTISSA).
Teacher status and working conditions

TTISSA is informed by the two Normative Instruments addressing the rights, roles and responsibilities of teachers, including professional development and training: the 1997 UNESCO Recommendation concerning the Status of Teaching Personnel and the 1997 UNESCO Recomendation concerning the Status of Higher Education Teaching Personnel.

Adherence to these Instruments and general trends are monitored by the Joint ILO/UNESCO Country Experts on the Application of the Recommendations concerning Teaching Personnel (CARPT). Majors of the CARPT are held on a biannual basis and are attended by policymakers in the processes of teacher policy development, and engaging with emerging themes in teacher education (e.g. Education for Sustainable Development or HIV/AIDS education).

With UNESCO's comparative advantage in teacher education, TTISSA promotes the sharing of good practice on teacher education, to increase the quantity and quality of the teaching force in Sub-Saharan Africa.

UNESCO is the only agency with a global mandate for education and the only agency dealing with higher education issues. It sets, promotes and monitors the norms and standards, is an honest broker, builds capacities at the country level, provides technical assistance and capacity building of policymakers in the processes of teacher policy development, and engages with emerging themes in teacher education (e.g. Education for Sustainable Development or HIV/AIDS education).

The UNESCO comparative advantage is reflected in UNESCO’s support to teachers worldwide and to SSA countries (Angola, Chad, Congo, Democratic Republic of the Congo, Ethiopia, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania).

Country level activities reflect the country’s priorities and the strategic areas of focus recognized in the TTISSA Logical Framework.

Teacher policy

South-South sharing in teacher policies and strategic areas (all countries) reflects the country's priorities and the strategic areas of focus recognized in the TTISSA Logical Framework.

Country-level activities reflect the country’s priorities and the strategic areas of focus recognized in the TTISSA Logical Framework.

Monitoring and Evaluation

Monitoring and Evaluation of TTISSA is informed by the two Normative Instruments addressing the rights, roles and responsibilities of teachers, including professional development and training: the 1997 UNESCO Recommendation concerning the Status of Teaching Personnel and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel.

UNESCO's comparative advantage

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The UNESCO comparative advantage is reflected in UNESCO’s support to teachers worldwide and to SSA countries (Angola, Chad, Congo, Democratic Republic of the Congo, Ethiopia, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania).

The TTISSA Logical Framework sets out performance indicators for monitoring progress towards good practice. An annual evaluation of TTISSA will be undertaken in 2009 and will be followed by an external evaluation, to be undertaken in 2011. The evaluation will be an independent assessment of the relevance, efficiency, effectiveness, utility, sustainability and impact of TTISSA. It also aims to support the uptake and sharing of lessons learned within and across Member States.

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Quality assurance in teacher education

The TTISSA Initiative draws upon and reflects these strengths.

UNESCO’s comparative advantage

UNESCO is the only agency with a global mandate for education and the only body in teacher training that deals with emerging themes in teacher education (e.g. Education for Sustainable Development or HIV/AIDS education).

The TTISSA Initiative has taken off and is already achieving its objectives.

Teacher status and working conditions

TTISSA is informed by the two Normative Instruments addressing the rights, roles and responsibilities of teachers, including professional development and training: the 1966 ILO/UNESCO Recommendation concerning the Status of Teaching Personnel, and the 1997 UNESCO Recommendation concerning the Status of Teaching Personnel.

Adherence to those Instruments and general trends are monitored by the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART).

Monitoring and Evaluation

The TTISSA Initiative sets out performance indicators for monitoring progress and achievement. An internal evaluation of TTISSA will be undertaken in 2007 and will be followed by an external evaluation, to be undertaken in 2009. The evaluation will be an independent assessment of the relevance, efficiency, effectiveness, utility, sustainability and impact of TTISSA. It also aims to support the spillover and sharing of lessons learned within and among Member States.

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2006 - 2015

For Sub-Saharan Africa

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TEACHER TRAINING

INITIATIVE

OF SUB-SAHARAN AF RICA

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Quality assurance in teacher education

UNESCO is the only agency with a global mandate for education and the only agency engaging with higher education issues. It sets, promotes and monitors the application of norms and standards, is an honest broker, builds capacities at the country level, generates and disseminates ideas, resources and research. These strengths are reflected in UNESCO’s support to teachers worldwide and to SSA countries (Angola, Chad, Congo, Democratic Republic of the Congo, Ethiopia, Guinea, Madagascar, Nigeria, Sierra Leone, Tanzania). The TTISSA Initiative draws upon and reflects these strengths.

UNESCO’s comparative advantage

The TTISSA Logical Framework sets out performance indicators for monitoring progress against agreed deliverables. An internal evaluation of TTISSA was undertaken in 2007 and will be followed by an external evaluation, to be undertaken in 2009. The evaluation will trial an independent assessment of TTISSA’s efficiency, effectiveness, utility, sustainability and impact of TTISSA. It also aims to support the uptake and sharing of lessons learned within and across Member States.

Monitoring and Evaluation

Teacher status and working conditions

TTISSA is informed by the two Recommendation Instruments addressing the rights, roles and responsibilities of teachers, including professional development and training: the 1966 ILO/UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel, and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel.

Adherence to these Recommendation Instruments and general trends are monitored by the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendation concerning Teaching Personnel (CEART).

Meetings of the CEART are held on a triennial basis and allow a broad range of stakeholders concerned with teacher issues (Burundi, Cape Verde, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Guinea, Madagascar, Niger, Nigeria, Sierra Leon, Tanzania).

Country-level activities reflect the country’s priorities and the strategic areas of focus negotiated in the TTISSA Logical Framework (all countries). Support encapsulated in the TTISSA Logical Framework includes the promotion of the application of the two UNESCO/ILO Recommendations concerning the conditions of teachers and teaching personnel, the development of regional and national standards in relation to quality assurance and accreditation of teacher education, support to data systems implementation in liaison with UNESCO’s Institute for Statistics (UIS), capacity building of policymakers in the processes of teacher policy development, and engaging with storms in teacher education (e.g. Education for Sustainable Development or HIV/AIDS education).

Teacher policy: Southern共享 in teacher policy-related issues

The Regional Bureau for Education in Africa (BREDA) supports the uptake and sharing of lessons learned within and across Member States (Angola, Cape Verde, Democratic Republic of the Congo, Ghana, Guinea, Madagascar, Nigeria, Southern Leone, Tanzania).

The Institute for Capacity Building in Africa (IICBA)

To increase the quantity and quality of the teaching force in Sub-Saharan Africa

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To increase the quality and quantity of the teaching force in Sub-Saharan Africa

The increased emphasis on quality education with greater harmonization, standardization and regionalization has led Member States to stress the importance of Quality Assurance (QA) in teacher education. TTISSA has initiated a number of efforts to ensure current practice and determine needs. Diversification of system and the sharing of experiences from other regions (South Asia, Caribbean, Europe) took place through TTISSA workshops within the Third Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications, as well as the Second International Conference on Quality Assurance in Higher Education in Africa, held in Dar es Salaam, Tanzania (September 2007). The participation of representatives from Sub-Saharan Africa was facilitated through TTISSA. An active partner within this was the Commonwealth of Learning (COL), and participation continued to be ensured at the COL-UNESCO Joint Bureau on Quality Assurance in Teacher Education in West Africa in Abidjan, Nigeria (2001-2004). It has been a long-term vision to harness the development of a strategy for TTISSA support to QA in teacher education.

TTISSA: The country level

Country-level activities reflect the country’s priorities and the strategic areas of focus negotiated in the TTISSA Logical Framework.

- Teacher policies: Southern sharing in teacher policy-related issues (all countries).
- Teacher qualifications Framework for Teachers (Angola), and, more specifically, the application of the two Recommendation Instruments concerning the conditions of teachers and teaching personnel, the development of regional and national standards in relation to quality assurance and accreditation of teacher education, support to data systems implementation in liaison with UNESCO’s Institute for Statistics (UIS), capacity building of policymakers in the processes of teacher policy development, and engaging with storms in teacher education (e.g. Education for Sustainable Development or HIV/AIDS education).

- Research on teacher issues (Burundi, Cape Verde, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Ethiopia, Ghana, Guinea, Madagascar, Nigeria, Southern Leone, Tanzania).

- National Qualifications Framework (Angola) and, more specifically, support to Qualification frameworks implementation.

- Support to Open and Distance Learning (ODL) for teacher education (Angola, Cape Verde, Democratic Republic of the Congo, Ghana, Guinea, Madagascar, Nigeria, Southern Leone, Tanzania).

- Development of educational curricula and materials, particularly in HIV/AIDS, non-formal education, science, peace and human rights education, ICTs and gender issues (Angola, Central African Republic, Chad, Ethiopia, Madagascar, Nigeria).

- Support to the uptake and sharing of lessons learned within and across Member States.

- Monitoring and Evaluation: (all countries).

- Educational centres (Angola, Congo, Democratic Republic of the Congo, Madagascar, Southern Leone).


- Advocacy, for example, through World Teachers Day (October 5th) and the EFA Global Action week (Angola, Burkina Faso, Burundi, Central African Republic, Chad, Ethiopia, Madagascar, Nigeria).