



RECI Teacher Training for Quality Education (TTQE) Recommendations

REPORT



RECI

Swiss Network for Education
& International Cooperation

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STUDY CONTEXT

I. QUALITY OF EDUCATION: THE CENTRALITY OF TEACHER TRAINING

The issue of quality in basic education is inseparable from the quality of teaching. Meta-analyses of the impact of teachers on pupils' performance emphasise that teachers are the ultimate determinant of academic success (Hattie, 2003; Hattie, 2009). Specifically in sub-Saharan Africa, teachers are the main actors in improving pupil learning. How these countries recruit, develop, deploy, and mentor their teachers will greatly influence the quality of pupils' learning (Bashir, Lockheed, Ninan & Tan, 2018). According to the same authors, but also a major trend in scientific literature, pupil learning in lower-income countries is correlated with three main elements: teacher knowledge, teaching practices, and instructional time.

According to Akyeampong, Lussier, Pryor, and Westbrook (2011), initial training remains the most influential factor impacting the quality of teacher practice. Many authors, including Bashir, Lockheed, Ninan, and Tan (2018), insist on the importance of content mastery. While formal teacher education/certification is not always correlated with pupil learning, good teacher mastery of topics is associated with better learning in

both high-income and low- and middle-income countries (Bold, et al., 2017; Hill, Rowan & Ball, 2005). Furthermore, a vast body of literature supports the need to promote and reinforce in-service training, particularly when initial training is not of sufficient quality (Lauwerier & Akkari, 2015). However, in low-income countries, both pre-service and in-service training are often superficial and inadequate and thus have little bearing on classroom practice.

In addition to the centrality of teacher training for the overall improvement of the quality of education, the theme is also important in that most RECI member organisations are involved in international cooperation projects with a teacher training component. In the field, organisations are aware of the complexity of developing relevant projects in this area, given the multiple issues related to training. Hence the need to share practices that have proven beneficial to project beneficiaries.

II. HISTORY OF RECI TTQE RECOMMENDATIONS

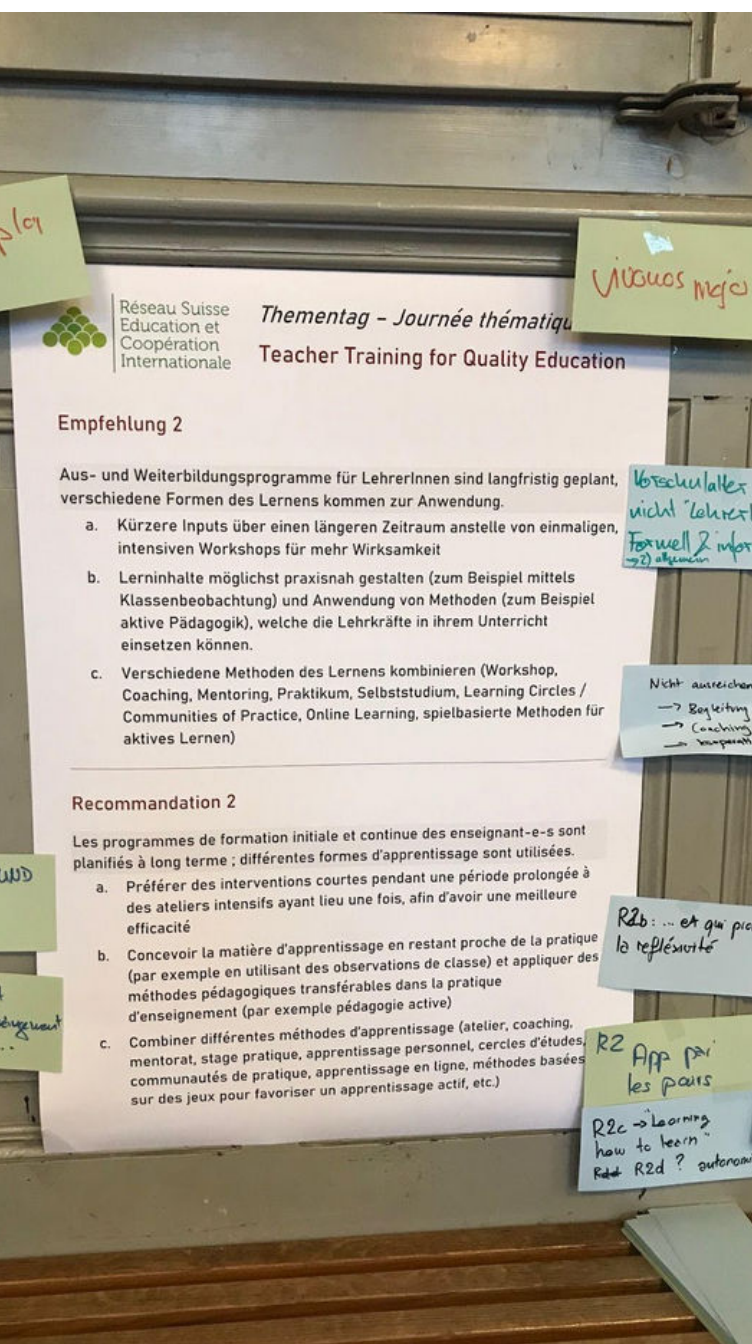
The RECI TTQE Working Group developed high-quality recommendations for professional education and further training of teachers during and after the RECI Thematic Day in 2019.

The TTQE Recommendations relate to the professional education and further training of teachers in the context of international cooperation, i.e., development cooperation and

humanitarian aid, in view of the link that exists between the two.

They primarily deal with the field of basic education - i.e. Early Childhood Development (ECD), primary and secondary education - in the formal and non-formal sectors. They mainly refer to the education of teachers and trainers (in less formal settings) and caregivers in the pedagogical work.

With its recommendations, RECI aims to provide a useful tool for programmes in the field of professional education and further training of teachers. This tool is aimed at providers of specific programmes and focuses on the conceptual framework and methodological aspects. The recommendations are intended as an orientation for planning and implementing educational offers; it is important to note that they are assumed to be adapted to each context.



III. METHODOLOGY

The Teacher Training for Quality Education (TTQE) Working Group has developed a questionnaire to better understand and highlight the actions of RECI member organisations on teacher training.

More precisely, the questionnaire follows the structure of the recommendations on Teacher Training for Quality Education developed and published in 2019/20, which we systematically include in this report when presenting the data. It should be noted that these recommendations were formulated before the COVID-19 crisis¹.

The goal of this questionnaire is to capitalise on the experiences of RECI member institutions and to provide useful field data on the topics of the recommendations. In addition, these experiences can serve as good practices for other organisations operating in similar contexts.

The questionnaire addressed all RECI members (including representatives in the field) but was fully confidential: it was not needed (optional only) to provide data about the organisation or person.

The questionnaire consists of 13 sections, including closed and open questions.

Participants were asked to choose one or several answers to respond to each single/multiple choice question and, if possible, to add further explanations/examples where indicated.

The respondents are from Swiss-based organisations, except for one person in Germany. In total, we had 11 responses from 11 different RECI member organisations. Since there are 23 organisations represented in RECI (in 2022 and without considering individual members), we have a good representation of members' practices.

Only one of the 11 organisations responding indicated that it does not engage directly or indirectly in pre-service and/or in-service teacher training activities (within the context of international cooperation). This reveals all the more the interest in deepening this topic.

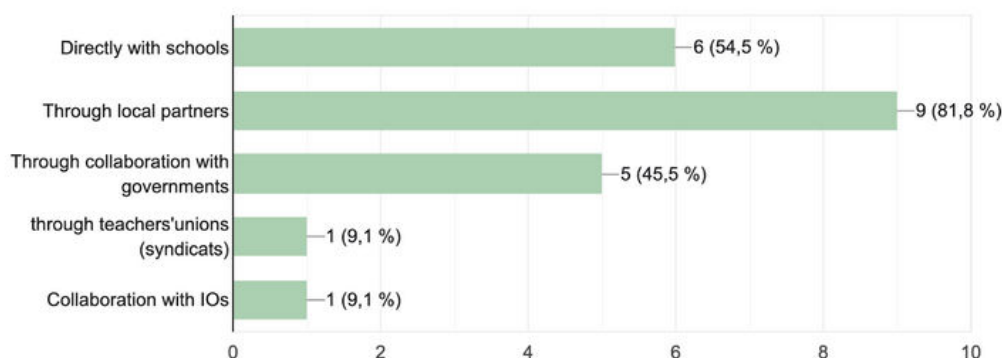
The partners with which RECI member organisations² engage in this area are varied. For example, it can be through local partners (82%), directly with schools (54%), through collaboration with governments (45%), through a collaboration with international organisations (9%) or through teachers' unions (9%).

¹ General comment: RECI members made proposals for revising the recommendations when reviewing this report. We have included these proposals in an annexe.

² We mention the RECI member organisations that responded to the questionnaire.

If yes, how does your institution work with partners who engage in pre-service and/or in-service teacher training activities (within the context of international cooperation)?

11 réponses

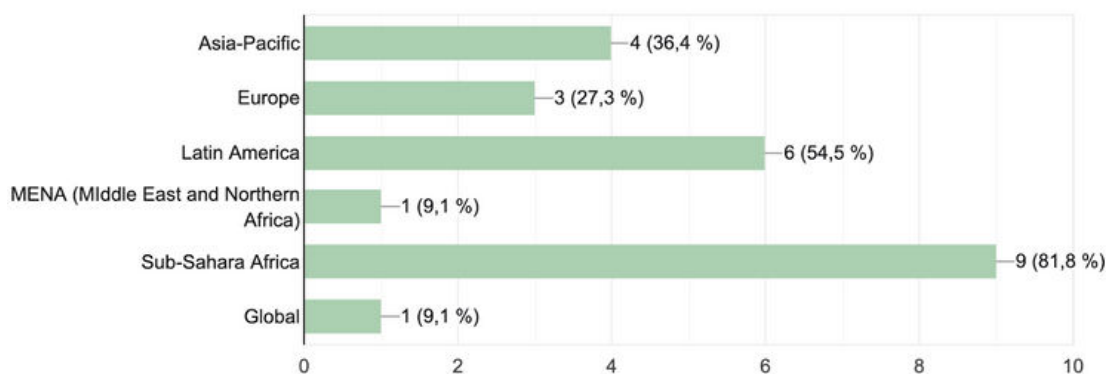


The geographical contexts of intervention also vary. Nine organisations work in Sub-Saharan Africa, six in Latin America,

four in Asia-Pacific, three in Europe, one in MENA (Middle East and Northern Africa), and one globally.

In what geographical context(s)?

11 réponses



Most intervene in primary education, followed by ECD and secondary education³.

More specifically, their activities take place mainly at the level of teachers directly (82%), then at the level of teachers' trainers (64%), of local government (45%), and of local school staff (36%).

The majority of RECI member organisations have long-held experiences in the field of organisational training, as 73% have more than ten years of experience, 18% between five and ten years, and 9% less than five years. This experience mainly includes in-service training (specific content, methods) for formal and non-formal systems.

³ Since the focus was on basic education, the questionnaire did not ask about Entrepreneurial and Vocational Education and Training (VET) or Teaching on Tertiary level, but in reality, there are organisations among the respondents that further work on these levels.

RECOMMENDATIONS

Recommendation #1: Teacher education and further training programmes are adapted to the individual needs of teachers and learners as well as to the specific context.

a. Identification of teachers' education and training needs (needs assessment), while incorporating their specific situation (prior education, gender, psychological well-being, knowledge about inclusion and specific needs of children, etc.).

b. Analyses at the level of educational systems, training chains and pedagogical approaches as well as orientation in relation to existing national / local competence frameworks (e.g. teacher competency frameworks) or curricula.

c. Coordination with other teacher education and training programmes (programmes of other NGOs, ministries of education, universities and colleges etc.). Identification of validated materials for teacher education and training and putting newly introduced materials into context.

All questionnaire respondents indicated that their organisation analyses the needs of teachers in terms of pre- and in-service training before implementing activities.

When this is the case, organisations do so in the following manner:

- Questionnaires
- Interviews
- Focus group discussions
- School visits

Generally, programmes are co-constructed with local partners, including teachers.

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"Our local partners are using different formats, school visits, questionnaires, focus group discussions with teachers, needs assessment involving local school authorities/ministry of education."

"Our organisation analyses the training needs of teacher trainers and teachers. Depending on the context and the phase in which the programme is situated (generally 3 phases of 4 years), different strategies are used: Diagnostic study and field surveys, interviews, questionnaires (pre- and/or post-training), classroom observations."

"In education projects, this is part of the general needs assessment whenever starting a new project. It is generally done in close cooperation with the local partner organisation. It includes teachers and other school staff, using different kinds of assessment methods from background research, pre-training-assessments to focus group discussions."

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The following aspects are regularly considered when conducting a needs assessment: prior education (80%); gender ratio (80%); psychological well-being (60%); inclusion and special needs (60%); socio-economic status (50%). In addition, some respondents also mentioned school performance but also disciplinary, linguistic, didactic, or pedagogical aspects.

Only one respondent reported that

training activities are **not aligned with national training frameworks** (however, training aspects are still addressed in the current plans). Otherwise, organisations operationalise this alignment by considering the national curriculum and the existing training framework (including in-service training). In addition, there is often an exchange with representatives of the Ministry of Education to ensure this alignment.

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"The training aligns with local training offers, and the activities are aligned with the study plans."

"We work within local curricula and use them as a basis. As these are binding frameworks for teachers and schools, it is important to know what they contain (even if the teachers themselves are often not familiar with the current curricula)."

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Several organisations highlight that the potential for alignment would also depend on the context and that there would be a room or even a need to adapt and go beyond the national frameworks.

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"The training activities are generally part of the in-service teacher training modalities determined by the ministry of the country of intervention. Most programmes are directly linked with the national ministries of education; the training activities consider the standards (duration, number of sessions, periods, ...), with however a margin of adaptation and/or innovations."

"Whenever possible, we try to support the implementation of national training frameworks as well as complement them, if needed. It depends very much on the national context, how strongly we can work with existing structures and frameworks, or if we must find alternative and complementary ways to intervene."

"School curricula of the national ministry of education are considered as a broader framework in which projects will be implemented in every country. The application of these curricula (e.g., what is well done, where are things missing, e.g., a curriculum asks teachers to change from a teacher to a learner-centred teaching approach, but teachers do not get (sufficient) training or further resources to implement it practically) is further discussed with the partner organisation, teachers, school staff and regional government authorities in charge of education."

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For seven out of nine organisations, the training activities are coordinated with **other similar programmes** at the national and local levels. For example, 90% of the organisations coordinate their training activities with the programmes of the Ministry of Education at the national/regional level; 30% with the programmes of other NGOs; 30% with university programmes; 20% with non-formal community or civil society initiatives; 20% with the programmes of (other) local schools.



"In Colombia, for example, we support voluntary pre-school community teachers in marginalised neighbourhoods to receive job training offered by the ministry of education and obtain the necessary qualification, job certification, as well as a better salary."

"Either strengthen national teacher training programmes by providing refresher training, coaching on the application of new methodologies or coordinate with other NGOs/local government not to duplicate interventions."

"Other past and ongoing training activities are at least considered in any needs assessment. Based on this, project activities are coordinated to the best possible. Other training activities can also lead to adaptation of certain project activities of our institution if, e.g., the needs assessment shows that something is already done by another programme."



For all organisations (except one that did not know), their training activities **take into account contextual realities**. The training situations are related to the experiences of the target populations; the teaching material considers the language level of the target populations; the illustrations are related to their living environment, etc.

For instance, one organisation built up a bilingual pre-school model for Maya children in Guatemala (their indigenous mother tongue and Spanish). While in a similar perspective, another Swiss NGO points out that a close articulation is also made with the curricular orientations and study plans, and official teaching means.

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"The training situations are related to the experiences of the target populations; the teaching material takes into account the language level of the target populations, the illustrations are related to their living environment, etc."

"The training content is developed based on diagnostic studies or social practices of the context to establish the educational needs. The diagnosis and content are developed with the teacher trainers and/or designers of the Ministry of Education. The training content takes into account the first languages (national languages) and the official languages of schooling, the problems of the communities, and the cultures present and approaches the relations between social knowledge (indigenous, local) and scientific knowledge. However, a close link is also made with the curricular orientations and official study plans and teaching materials."

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For all institutions (except one that did not know), their training activities **take into account gender** aspects. For instance, an NGO specifies that pictures, examples, and situations are gender-sensitive

and reflect local gender sensitivities; the material is produced in gender-inclusive language; the gender ratio in terms of the choice of trainers and teachers also gives importance to this aspect.

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"Images/illustrations, examples, situations pay attention to gender parity as well as local gender sensitivities; materials are produced in epicene language; the choice of trainers as well as the teachers also give importance to this aspect."

"We know that issues affect different people differently and try to accommodate the needs of ALL genders. We also consider safety, e.g., girls getting to and from schools; we try to keep other issues such as corruption and bribery as well as (sexual) blackmail on the table and in the discussion."

"Gender aspects are considered in any project; several projects aim to specifically 'empower' children from disadvantaged groups, which often includes girls. Examples are the integration of additional sessions on Sexual and Reproductive Health and Rights, gender-sensitive language in manuals, equal (or sometimes higher) beneficiary numbers of female as compared to male students."

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For all organisations (except one that did not know), their training activities **consider previous training of teachers**. Generally, this consideration varies according to the quality of the previous training.

For example, an NGO follows, for three consecutive years, the same group of 80 teachers, so they can observe their own process and own progress.

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"An initial questionnaire is used to capture the knowledge already in place before the training."

"This is also in consultation with the local partner organisation and other relevant stakeholders and based on already developed materials/capacities of the teachers."

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Recommendation #2: Teacher education and training programmes are planned to last for a long period of time.

- a. Delivering shorter inputs over a longer time period instead of one-off, intensive workshops to achieve greater effectiveness.
- b. Once the professional education or further training of teachers ends, provide for their ongoing follow-up to support practical application of the knowledge and skills acquired.

Most organisations prefer to implement **short courses several times in regular intervals**. An NGO specifies that it is easier to integrate into the school agenda: train first, then apply and train/refresh again; if there is staff turnover, you can reach more teachers if you have several trainings.

However, some of them indicate that

they would instead choose intensive training (including academic). It may not be possible according to the context of the activity. For instance, for an NGO, in the case of non-formal education, when something is built up from the ground (e.g., ECD centres for disadvantaged children from lower castes in India), it can also be intensive training lasting over several years.

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"Research in education shows the need for long-term and extensive work to produce positive effects in teachers' practice."

"Because changes in educational practices and beyond, at the level of educational systems, are long-term processes, we consider that a short, punctual training is likely to have very weak effects."

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For half of the organisations, **the training lasts** one to three years. Two of them are courses of less than one year. Here again, it may depend on the stakeholders or the geographical context of the activity.

All organisations (except one that did not know) plan to follow up/support the teachers **after the training is completed**.

For instance, an NGO provides online coaching and question sessions, mostly on WhatsApp. Other organisations point out that the local trainers would visit the teachers in their schools for classroom observation and feedback provision, allowing ongoing learning and content evolution.

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"The teacher trainers and supervisors accompany the teachers (pedagogical support): observations and formative exchanges. And my training devices occupy a central place in our programmes, and the training is carried out annually. According to the needs identified, the contents evolve, and the training is rarely replicated in the same way (new and/or revised training modules every year)."

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Recommendation #4: In the interests of sustainability, those responsible for education at school and public administration level are involved in education and training programmes.

- a. Cooperation and coordination with formal education authorities in the planning of further education programmes (see also recommendation 1).
- b. At school and public administration level, involving those responsible for education in the planning and implementation of teacher training and further education programmes; safeguarding common objectives.
- c. Strengthening of responsible persons in the education system (school directors, school inspectors etc.) and of their methodological and professional competences for long-term and improved support of teachers as well as strengthening "on the job support".
- d. Applying key methods of participatory planning (joint workshops for concept development or stakeholder analysis).

All organisations (except one that did not know) **cooperate and coordinate** their training activities with those responsible for education at the school and public administration levels. For instance, an NGO always

undertakes training activities in consultation with its local partners. Depending on the case, the colleagues involved may belong to the Ministry of Education, teacher training institutes, locally operating NGOs, or local universities.

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"The organisation and deployment of training, as well as the production of training materials, are discussed with the local authorities."

"Contact and often mandated by Ministries of Education, if not mandated by them, we try to establish sustainable contacts; often headteachers directly involved in project management."

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Of the eight organisations that responded, four of them plan and/or implement with formal education authorities at the national level; seven with formal education authorities at the regional/local level; seven with pedagogical supervisors; six with school

directors/heads/principals; six with head teachers; five with school staff/teachers responsible for special needs, gender, etc.; four with school inspectors.

All organisations (except one that did not know) apply methods of **participatory planning**. For example, the partner organisations of one Swiss NGO involve the beneficiaries in planning interventions through needs assessment and the

participatory implementation of an intervention. In general, the interventions include not only school staff but also other stakeholders. Organisations further state that "didactic material is designed in collaboration".

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"The production of all the training elements (study plan, training sequences, didactic material, etc.) is co-constructed with the partners."

"Our partner organisations involve the beneficiaries in the planning of interventions through needs assessment and the participatory implementation of the intervention."

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Out of nine organisations, six have a **capacity-building programme** in place for education system leaders. For an NGO, these programmes are

implemented at the management level of the ministries. In addition, two NGOs work at local school authorities and principals' levels.

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"This varies by programme. At the level of school principals: In some cases, principals receive training specific to their position. In other cases, principals participate jointly in teacher training (often, principals are also classroom teachers). At the level of supervision: Either the supervisors are included in the training of trainers, or they receive training beforehand and accompany the preparation and facilitation of teacher training (cf. training of the educational chain, level "intermediate trainer or support trainer")."

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Recommendation #5: The impact of education and training programmes and the individual achievements of participating teachers are systematically measured.

- a. Combining different monitoring and evaluation methods to measure the impact of education and training programmes (pre- and post-tests of trainings, teachers' competence assessments, class observation, student learning outcomes, etc.).
- b. Using context-relevant, conflict-and gender-sensitive monitoring and assessment methods.
- c. Monitoring and assessment methods measure progress in relation to context-relevant outcome indicators (e.g. national teacher competency framework, or any adjustments thereof).
- d. Including the results of other national and international education and training programmes.
- e. Reflecting assessment results back to target groups, responsible bodies, and other pedagogical actors (national and international).

All organisations (except one that did not know) use more than one tool/method to **monitor and evaluate** the effectiveness of your services.

For this purpose, 80% use classroom observation; 70% student learning outcomes; 60% teachers' competence assessments; 60% focus groups or interviews; 40% pre- and post-tests of training.

Two of the eight organisations that responded use measurement frameworks such as the **national teacher competency framework**. It often depends on the context, needs, and aims of the project/programme.

Five of the eight organisations that responded use gender-sensitive **Monitoring and Evaluation methods/tools**.

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"Sampling, questionnaires, choice of interviewers/trainers are related to this sensitivity."

"In a tool for monitoring the quality of teaching-learning, a criterion relating to gender-sensitive classroom management is integrated. The results of learning assessments are also analysed from a gender perspective (overall average by gender, analysis of results by gender according to the different subject areas)."

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Also, five of them use conflict-sensitive Monitoring, Evaluation and Learning (MEL) methods/tools, for instance, by applying the Conflict Sensitive Programme Management (CSPM) approach.

Most organisations (7 of 9) reflect their assessment results back to target groups, responsible bodies, and other pedagogical actors on regional, national, and/or international levels.

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*"To the extent that partners develop and/or participate in the evaluation process, they have direct access to the results. The data are also included in the reports submitted to donors."
"We mainly feedback results at local level (depending on the context/project, it can be reflected on the regional level)."*

"Assessments are always reflected together with the partner organisations and, depending on the context, other relevant stakeholders, often further shared/discussed via the partner (e.g. beneficiaries, ministries, etc.). We also participate in knowledge-sharing events and network in Switzerland and internationally and publicise certain studies."

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Recommendation #6: Professional education and further training schemes for teachers are designed as part of systemic programmes to improve the quality of education.

- a. Complementing education and further training measures with other interventions in the field of educational quality (e.g. in the areas of infrastructure, teaching materials, curriculum development, school governance, involvement of children, parents and community, WASH, health and nutrition, Disaster Risk Reduction (DRR)).
- b. Particularly in fragile contexts, interventions must be complemented by measures that, for example, strengthen the protection and security as well as the well-being of students and teachers.
- c. Ensuring coherence between teacher education and training and didactic material or planning of teaching sessions.

All organisations (except one) declare that their training activities are part of a larger framework of actions to **improve the overall quality of education** in order to ensure coherence between teacher education, instructional materials and instructional planning.

For example, an organisation points out that their work would aim "at academic success and the development of all those involved within the framework of meaningful education".

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"Complementary activities include parents sensitisation, community involvement, provision of didactic material, creation of safe spaces for children, seeking government involvement and continued financial support."

"We have developed theoretical principles (contextualisation, interculturality, plurilingualism, interdisciplinarity, and active pedagogies) that are reflected in the training modules and teaching materials."

"We complement with infrastructure, food programme (depending on the context), teaching/learning material, school management training, empowerment of students (clubs, councils), parents and community."

”

For eight out of ten organisations, their training activities **complement other interventions in the field of educational quality**. Such interventions range from curriculum development, infrastructure support, involvement of children, parents, and

communities (7 out of 8 responses); health and nutrition (6 responses); school governance, protection, and security measures when working in fragile contexts (5 responses); WASH (water sanitation and hygiene) (3 responses); DRM (Disaster risk management) (2 responses).

Recommendation #7: Lobbying and advocacy strengthen education systems and contribute to improvements in education policy.

- a. Commitment within the framework of IC towards improving teacher training and further education at the national level (e.g. scaling-up local pilot projects, involving civil society in national education planning, lobbying for nationally and internationally standardised measurement of the teaching quality and progress in relation to SDG 4).
- b. Requesting accreditation under national authorities for teacher education and training programmes.
- c. Lobbying national and political bodies (Ministry of Education, other relevant ministries, education planning sector, education clusters, etc.) for better teacher training and further education and for improved framework conditions in performing their profession (appropriate remuneration and employment conditions, consideration of the well-being of teachers, promotion of gender equality, etc.).
- d. Coordination with other actors of international cooperation and promotion of the exchange of methods, tools etc. to support the work.

Advocacy at the national level to improve the quality of pre- and/or in-service education is not widespread, with only one-third of respondents clearly taking such actions.

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"Advocate for government financing for successful pre-school models and certified teachers."

"Advocacy for the didactic material produced with colleagues in the field to be officially validated by the Ministry of Education and institutionalised. Advocacy for the theoretical principles and tools mobilised in in-service teacher training to be adopted at the level of pre-service teacher training."

"As mentioned, we try to maintain close contact with the Ministry of Education and also teachers' associations; in our reports, we emphasise these issues, although the governments will have the last word in implementing."

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The **issues** raised on advocacy are, in order of importance:

- Appropriate remuneration, as well as employment conditions for teachers
- Promotion of gender equality
- Consideration of the well-being of teachers
- Application of inclusive teaching methods
- Involving civil society in national education planning

- Standardised benchmarking and monitoring of teaching quality at the national/internal level

Only three organisations have explicit procedures in place to **accredit training programmes**. Furthermore, for most of them, there is no uniform programme, but implementing programme accreditation depends on the context.

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"For the training of trainers, agreements systematically formalise the validation of training programmes at the university or pre-university level, with the universities and/or training institutes. For teacher training, insofar as the programmes are co-developed and co-implemented with state partners, they are validated. However, there is no certification as such of the systems, especially with a view to scaling up."

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All organisations (except one) coordinate with **other international cooperation actors** and promote the exchange of methods, tools etc. Most of the time, it is through participation,

sharing of results, and learning exchange within education and cooperation networks. It can also be through impact studies in collaboration with Swiss and other academic institutions.

Recommendation #8: Provide materials, tools, resources, and educational opportunities.

a. All stakeholders in education must have access to the relevant materials and offers of further education in view to be able to use or to develop them. Access to these resources is facilitated, for example, through e-learning or blended learning.

b. The offers should promote the exchange at the international level as well as the South-South exchange.

Seven of the nine institutions that responded facilitate **access to training resources** (and self-training).

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"We have developed pedagogical books and shared electronic resources with our partners (modules in electronic form with training plans and work tools, or documents)."

"Especially the development of context-adapted manuals with focus on certain topics (general education in non-formal context, interactive teaching methods, environmental education, etc.)."

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Five institutions promote the exchange at the **international level** as well as the South-South exchange. It can be, for instance, through the pooling of resources

among trainers from different countries, but also exchanges between project partners in countries of intervention.

CROSS-CUTTING ISSUES

Among the changes that occurred in the teacher training activities during **COVID-19**, all the organisations have emphasised the rapid shift from face-to-face to distance training

(or at least hybrid training). In this context, five organisations responded that they used progress in **digitalisation** to implement teacher training.

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"Teacher trainers' training had to evolve towards training supported by distance communication technology: Zoom (synchronous), WhatsApp groups (synchronous and/or asynchronous)."

"We could not participate in the local training (Summer training), but we cooperated through calls and Zoom before, during, and after the training."

"Depending on the context, some training could be implemented online. Where schools were closed, and no IT infrastructure at all was available, teacher training was postponed; sometimes informal alternative play-based learning for students."

”

Seven of the nine organisations that responded contribute to achieving gender equality through teacher training. Some explain that they have female staff as project managers or make **gender equity an issue in the curricula**.

Finally, of the eight organisations that responded, six contribute to education for **sustainable development (ESD)** in general.

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"Through the produced didactic material (in particular centred on health and well-being problems, citizenship and human rights, to the environment). Or by considering education for sustainable development in training programmes (problematisation of current social issues, awareness of the challenges of implementing children's rights, promotion of social projects carried out by students and their teachers...)."

"This also depends on context and requirements; we only implement sustainable power sources such as solar power, and in some schools, there are agricultural programmes we help with."

"This was increasingly incorporated during the last years, reaching from education for peace to education for environmental awareness and responsibility."

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Moreover, education for sustainable development and global citizenship (SDG 4.7) became the focus of the RECI Thematic Day 2022. This resulted in numerous recommendations on how different actors, including teachers, governments and NGOs, can (better) contribute to ESD within the context of teacher training and beyond.

The TTQE working group is currently working on consolidating the results and complementing them with practical examples of ESD implementation from the RECI TTQE Working Group members. Once finalised, all results will be published / available via RECI.

CONCLUSION

This report has highlighted the extent to which RECI member organisations' activities align with the TTQE Recommendations.

We have found that these activities generally apply the recommendations, which is very encouraging for the actions of Swiss international cooperation in the field of teacher training.

In particular, RECI's NGO members take the time to understand the field well and consult with stakeholders at different levels in order to design and implement teacher training. Furthermore, training strategies are diversified. Mainly after COVID-19, more tools and approaches have been used (online/offline; exchange platforms...). They also cooperate and coordinate their training activities with those responsible for education at the school and public administration levels. More specifically, they apply methods of participatory planning. Finally, most organisations use more than one tool/method to monitor and evaluate the effectiveness of their services.

Although it should be noted that some of this study's results may contradict a previous study conducted in 2018 with similar actors.

For example, the organisations have specified that the training activities consider contextual realities, while this is still not the case in many cooperation projects: some projects come ready to use.

Some TTQE recommendations are not yet implemented by some organisations.

We can mention in particular the following issues:

- Lack of capacity building programmes;
- No robust advocacy strategies at the national level to improve the quality of pre- and/or in-service education;
- Lack of explicit procedures to accredit training programmes.

Therefore, it will be interesting to consider strategies for effectively implementing all recommendations, including sharing experiences on specific recommendations.

In closing, we would like to highlight the limitations of this research. As we only had 11 organisations responding to the questionnaires, having more members involved in this study would have been relevant. Moreover, in order to have a more in-depth analysis, interviews could have completed the questionnaire. In addition, TTQE Recommendations have been developed in pre-Covid-19 times: with other experiences, some organisations would change or include further aspects, such as the importance of virtual learning to leave no one behind, including access to electricity and reliable internet facilities.

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VIII. ANNEXE

Comments on the TTQE Recommendations to be considered for the next version.

R1b. Analyses at the level of educational systems, training chains and pedagogical approaches as well as orientation in relation to existing national / local competence frameworks (e.g. teacher competency frameworks) or curricula.

Local curricula frameworks? National curricula usually have a huge impact on teacher training, and teacher training is often curricula-based (unfortunately, I might add) - so curricular frameworks need to be mentioned.

R4b. At school and public administration level, involving those responsible for education in the planning and implementation of teacher training and further education programmes; safeguarding common objectives.

This should definitely include stakeholders such as teachers' associations/unions.

R4d. Applying key methods of participatory planning (joint workshops for concept development or stakeholder analysis).

Apply towards what or whom?

Recommendation #5: The impact of education and training programmes and the individual achievements of participating teachers are systematically measured.

Do you mean monitored? Because measuring is narrower and implies numerical benchmarking.

R5a. Combining different monitoring and evaluation methods to measure the impact of education and training programmes (pre- and post-tests of trainings, teachers' competence assessments, class observation, student learning outcomes, etc.).

To do this, the desired outcome should be discussed with all stakeholders before beginning the training – I did not see mention of that in the report, maybe because it wasn't a question. The effectiveness of teacher training is always tricky to 'measure' (if you measure more than the output, like the number of students qualifying for higher levels etc) - and sometimes the views on desired outcomes differ greatly between governments and NGOs. Probably a topic on its own!



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