

KIX EMAP LEARNING CYCLE ON SECONDARY TEACHER WORKFORCE MANAGEMENT

PLEASE DISSEMINATE WIDELY



APPLY NOW

FOR INTERESTED

- educational planners and managers, policymakers, and analysts in education,
- government officers, or university, research institution, civil society organization staff,
- based in one of the [KIX EMAP countries](#), with access to a computer and a connection to internet, and average proficiency in Microsoft Excel.

STARTING ON 24 SEPTEMBER 2024

The Knowledge and Innovation Exchange (KIX) Europe, Middle East, Asia, and Pacific (EMAP) Learning Cycle on 'Secondary Teacher Workforce Management' is a professional development opportunity facilitated by the UNESCO International Institute for Educational Planning (IIEP) in the framework of the KIX EMAP programme hosted by NORRAG. This professional development course is proposed to Ministry of Education planners and managers, researchers and civil society representatives of the [countries](#) taking part in the KIX EMAP Hub region.

This Learning Cycle focuses on equipping participants with the necessary theory and practical techniques to plan and analyse data on secondary teacher workforce, including teacher requirements, deployment, and utilization, and to identify potential policy options that address the challenges faced.

The Learning Cycle focuses on secondary school teacher supply and management, as the lack of qualified teachers is especially pronounced at this education level. As more children gain access to secondary education, efficient teacher management at the secondary level takes on additional importance. Yet, ensuring an adequate supply of competent and well-qualified secondary teachers is a complex task. Planners and

managers may encounter difficulties such as a shortage of qualified or trained teachers, subject-specific teacher shortages, imbalances in teacher allocation, and insufficient information for monitoring teacher utilization. While these challenges may apply across all educational levels, managing teachers at the secondary level presents even greater complexities compared to the primary level, where teachers generally teach one class. These complexities stem from factors such as subject specialization, higher levels of required teacher training, and increased staff costs. Furthermore, while tools and techniques for managing primary teachers are readily available, this Learning Cycle responds to the shortage of guidance on improving teacher management at the secondary level.

Participants will be able to:

- Understand the major challenges of teacher management at the secondary level.
- Apply methods to project teacher recruitment needs.
- Diagnose issues relating to the supply, allocation, and utilisation of secondary teachers.
- Develop evidence-based policies, strategies, and practices for the management of secondary teachers.

- Combine different sources of information, analyse the results, and identify key policy options for national dialogue.
- Engage in discussion within country and with other countries on policy options.
- Produce policy-relevant case studies that are published online, in English, to be disseminated widely by the KIX EMAP Hub.
- Foster and cultivate a network of national experts for knowledge exchange, collaboration, and strategy development about teacher management.

Specifically, this Learning Cycle will enable participants to lead a diagnosis on secondary teacher requirements, allocation, and utilisation, using a set of automated Excel templates to be customised with country data, which they will have extracted from national Education Management Information Systems (EMIS) or Statistical Yearbook. Based on this analysis, participants will discuss promising policy options for addressing issues they will have identified.

A Certificate of Participation will be issued by the KIX EMAP Hub and IIEP, upon successful completion of their **Knowledge Reports** (see Appendix).

COURSE FORMAT

The online Learning Cycle will start on 24 September 2024 and run for 10 weeks (from 24 September to 30 November 2024). This Learning Cycle will be offered in English. The KIX EMAP Hub can provide interpretation into Russian and Arabic, if needed. Please email your requests to norrag.kix@graduateinstitute.ch.

The participants will meet twice a week. Five 90-minute sessions on Tuesdays will combine theory with practical exercises so that the participants can directly put in practice the elements presented by the instructors. Some sessions will be more theory-heavy, others more practice-oriented. On Fridays, participants will meet for 90-minute sessions with an open format to facilitate peer-exchange and peer-learning. Participants are expected to share their weekly outputs, exchange ideas, questions, suggestions, and share national experiences and resources. These sessions will support not only capacity development but also knowledge production. Participants are expected to participate in group work about 2-3 hours per week in addition to the live sessions.

The course draws on free, open-access literature and resources such as IIEP's Secondary teacher management: A practical guide for planners on teacher requirements, allocation, and utilisation, or the [Education Policy Toolbox](#), the [Methodological guide for the analysis of teacher issues](#), and research syntheses such as the [Global Report on Teachers: Addressing teacher shortages and transforming the profession](#).

COURSE FEES

There are no course fees. The course is funded by a Knowledge and Innovation Exchange (KIX) grant of the Global Partnership for Education (GPE). The GPE KIX initiative is administered by the International Development Research Centre (IDRC) in Canada. NORRAG, a centre of the Geneva Graduate Institute, hosts the Hub for the Europe, Middle East and North Africa, Asia and Pacific (EMAP) region.



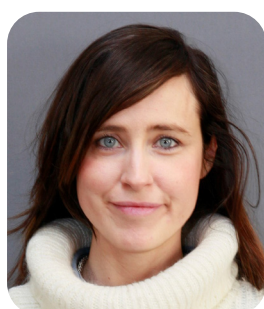
COURSE SCHEDULE

Participants and instructors will meet twice per week: on Tuesdays for lectures and hands-on workshops (120-minute sessions) and on Fridays (90-minute sessions) for exchanging experiences and progress on the knowledge reports.

Date	Contents
16 September	Logging on the online training platform (self-paced)
24 and 27 September	Week 1: Challenges in secondary teacher management and establishing the demand for secondary teachers
1 and 4 October	Week 2: Diagnosing secondary teacher allocation
8 to 11 October	Study break – IIEP coaching on demand
15 and 18 October	Week 3: Diagnosing secondary teacher utilisation
22 and 25 October	Week 4: Secondary teacher management policies and strategies
29 to 31 October	Study break – IIEP coaching on demand
5 and 8 November	Week 5: Teams present their work
	Participants complete LC post-course survey
	Country teams work on completing the knowledge project and submit the first draft of the knowledge product to instructors by 8 November
	Instructors provide country teams with feedback on their first draft knowledge products by 23 November
30 November	Country teams collaborate with instructors to revise and finalize their respective knowledge product and submit to instructors by 30 November
	Deadline to submit Knowledge Report and course evaluation

INSTRUCTORS

The course will be taught by instructors with extensive experience in applied policy research, and guests.



Barbara Tournier is coordinating IIEP's portfolio on workforce management, including its technical cooperation and training programmes. She works on organizational aspects of teacher management to offer insights on how improved organization of education systems can better support teachers in their activities and enhance their motivation.



Luc Gacougnole is a senior Education Economist with more than 20 years of experience. Previously Deputy Head of the IIEP Office for Africa in Dakar (former Pôle de Dakar), he has also worked at UIS, GPE, the World Bank, UNHCR and UNICEF, specializing in education sector analysis, policy and planning, support to central and school-based management and monitoring, and capacity development.



Amélie A. Gagnon is a Demographer, designing tools and methodologies for improving planning processes worldwide, and coordinating IIEP's portfolio in micro-planning, covering the areas of education statistics, decentralization, geospatial data analysis, the operationalization of the Right to Education, the use of evidence in educational planning.



Germán Vargas Mesa is an education economist in the technical cooperation team of UNESCO's IIEP. He is particularly interested in educational data, geospatial analysis, and the use of new methodologies to improve educational planning. He also has an interest in micro-planning, school mapping, data visualization and process automation.

ELIGIBILITY: PARTICIPANT PROFILE AND PARTICIPATION REQUIREMENTS

Applicants must:

- ▶ Be from one of the [36 GPE KIX EMAP countries](#).
- ▶ Have at least three years of prior educational planning, policy analysis, research, or management experience in education.
- ▶ Have access to Internet and reliable computer.
- ▶ Commit to weekly meetings, group work, and a strong motivation to collaboratively produce a data-based policy analysis.
- ▶ Priority will be given to applicants whose work relates closely to secondary teacher workforce management and have access to EMIS data.

To draw the full benefits of this course, participating country teams should ideally have direct access to the EMIS database, as well as data on human resources, enrolment, national targets for education, norms on the size of pedagogical groups, students' learning hours per week per specialisation (curriculum class time), teachers' statutory teaching load, etc.

APPLICATION

All applications should be submitted through this [Application Form](#).

Please ensure to check the eligibility and knowledge report requirements (see Appendix) before submitting your application.

All applications should be submitted individually, even if potential team members have been identified.

The deadline to submit your application is 16 August 2024. If you have any additional questions, please contact the KIX EMAP Hub at norrag.kix@graduateinstitute.ch or the KIX National Coordinator in your country.

The Hub will select gender-balanced country teams consisting of 3–5 participants, including representatives from government (ideally HR or Planning Unit at the Ministry of Education, research institution (university or applied research) and civil society, associations, private foundations, or international organizations. All application should be submitted individually, even if potential team members have been identified previously to the application.

MONITORING, EVALUATION AND LEARNING

Participants will be requested to fill in quizzes, pre- and post-course surveys to help the training team and organizers to identify needs, impacts, strengths, and improvement points for future online activities.

KNOWLEDGE REPORT [SUBMITTED BY PARTICIPATING COUNTRY TEAMS]

A Knowledge Report is expected to be prepared progressively by the participating teams throughout the course and culminate into a 10-page (approx.) document in English.

The knowledge report serves a dual purpose:

1. It allows participants to demonstrate their learning of the course content through the application of skills gained to conduct the relevant analysis on the policy context of their own country.
2. It allows participants to contribute with relevant analysis and recommendations aimed at influencing education policy and practice changes in the country.

The knowledge reports should be written for the consumption of an external audience (non-Learning Cycle participants) to help national, regional, and international policy stakeholders understand the policy context of the country.

The knowledge reports are relatively short and are expected to:

- Reflect different ways of projecting teacher requirements.
- Analyse secondary teacher allocation and utilisation and identify possible policy options to improve allocation and utilisation.
- Based on the analysis, reflect on existing challenges to secondary teacher management, their policy implications and potential priority interventions.

APPENDIX.

SUGGESTED OUTLINE OF THE KNOWLEDGE REPORTS

This suggested outline follows the outline of the course, and can be used to draft the knowledge report. Obviously, it can also be modified to better match the context of the team, especially whether if they work from a national or sub-national perspective. The overall product should be around 10 pages, and can include maps, figures, and references to research findings.

Introduction: Challenges in secondary teacher management in participants country.

In this section, the team will describe the context and recent trends in secondary teacher management, considering similar points for the primary education workforce.

Recent policies and procedures can be mentioned, in light of the geographic, social, political and economic context. Information can be added on the interplay between primary and secondary teacher management, in the specific context of the team.

Guiding questions could be:

- What major national factors and challenges have led to an increased focus on secondary teacher management in your context?
- How do different institutional, organisational, and individual factors within your education system impact secondary teacher management?

Section 1: Establishing the demand for secondary teachers.

Based on the discussions and materials seen in plenary, this section aims at defining the methods that could be used by the team to project and simulate secondary teacher requirements.

Guiding questions could be some of the following:

- How many teachers must be recruited, over a set time frame, to satisfy expected needs in terms of secondary enrolment and meet policy targets, in your context?
- How many teachers must be recruited in each subject, over a set time frame, to satisfy expected needs in terms of secondary enrolments?
- If the teacher recruitment effort remains constant, how many years will it take to close the gap and satisfy future secondary enrolment needs?
- How many extra teachers will a school need next year in each subject, based on expected enrolment?
- Are these results the same in all administrative areas?

Section 2: Diagnosing secondary teacher allocation.

Based on chapter 3 of the guidelines, different diagnosis tools exist and can be used to identify teacher allocation. This section would be focusing on analysing allocation in the participants contexts.

Guiding questions to prepare the section could be based on the following:

- What is the range of disparities in the deployment of teachers (including subject-specialist teachers) at the subnational level, and where do the greatest disparities lie?
- Which areas, locations, and/or subjects are particularly over- or understaffed?
- How consistent is the deployment of teachers overall, and which schools or subnational locations face particularly acute staffing issues?
- What is the extent of the (over/under) staffing issue faced by specific schools or subnational locations, and how prevalent is each type of issue?
- Are specific and extreme staff endowment situations justified by the need to compensate for underlying student characteristics, from an equity perspective?

- Are specific and extreme staff endowment situations justified by differentiated education system performance in producing learning outcomes?
- How consistent, equitable, and effective is the deployment of teachers who are qualified, trained, and employed in their subject of specialization?

Section 3: Diagnosing secondary teacher utilisation.

Based on chapter 4 of the guidelines, several indicators can be computed to estimate secondary teacher allocation. This section of the knowledge report aims at replicating such calculations for the participants' countries, and generating a brief analysis on utilisation.

Potential guiding questions are:

- What is the overall level of teacher utilization, by location and/or subject, and where are utilization rates the least efficient?
- To what extent are poor teacher utilization rates structural, and to what extent are they operational?
- To what extent are poor teacher utilization rates exacerbated by localized management practices?
- To what extent are poor teacher utilization rates exacerbated by factors beyond the control of education authorities or school directors?

Section 4: Secondary teacher management policies and strategies.

Based on the previous sections of the Knowledge Report, what are the different policy options that can be used to lift bottlenecks, foster better equity, and/or improve learning throughout the system?

This section aims at putting together a series of policies and strategies that could be used to strengthen secondary teacher management.

Guiding questions could be:

- What types of strategies and policies can help improve secondary teacher management overall in your context?
- How can systems develop policies that attract enough new candidates and also retain enough current teachers to meet their projected needs?
- How can officials more equitably allocate teachers, with a specific focus on the most vulnerable regions and schools within a system?
- How can systems best utilize their current teaching staff to reduce the burden of recruiting and training new personnel?

Section 5: Conclusion and recommendations

The last section of the Knowledge Report aims at summarising the results of each section above, and provide recommendations on which policies and strategies could be put in place in participants' contexts, and which would be prioritized over others.

Timeline

In the preparation of their knowledge report, teams will receive the support of trainers to produce relevant analyses, tables, and charts, which will feed into the knowledge report. These coaching sessions are expected to provide participants with more tailored support, and are scheduled ad hoc, at mutually agreed times.

Each country team will submit the first draft of their completed knowledge product to the instructors no later than 8 November 2024. The instructors will review and provide feedback on the draft knowledge products (alongside the feedback that country teams will receive from the presentations) no later than 23 November 2024. During the period 23 November 2024 through 30 November 2024 the instructors will collaborate with country teams to finalize and produce a publishable knowledge product.

