



IIEP-UNESCO Online Course on Secondary Teacher Management

10 October – 12 December 2016

COURSE OVERVIEW

Dates: 10 October to 12 December 2016 (9 weeks).

Objective: To strengthen the knowledge and skills of participants to effectively contribute to secondary teacher management in their countries.

Participants: Teams (4–6 members) of professionals in human resource management of ministries of education, particularly teacher management at central and provincial levels; staff involved in the preparation of educational plans; specialized trainers and researchers in education management; and personnel from development partner organizations who are directly involved in the organization, planning, and management of the education sector.

Language: English.

Workload: 5-8 hours per week.

Fees: USD550 per participant.

Application deadline: 11 July 2016.

INTRODUCTION TO THE COURSE

Over the course of the last decade, there have been important shifts in the education development agenda. Whereas the emphasis previously was on access, particularly at primary level, governments are now more concerned with the quality of education and the expansion of schooling at the secondary level. Because teachers are key for educational quality and oftentimes a scarce resource, many education systems are seeking to improve the efficiency of their teacher management.

Indeed, teachers are at the heart of the learning process; they influence to a significant extent the quality of education that children receive at school and, in the long term, their learning achievements. To increase access and enhance the quality of learning and teaching, rational teacher management is therefore of great importance. It aims at limiting, as much as possible, government spending and the waste of resources, while at the same time ensuring a fairer offering of higher-quality education.

Quality secondary education is now a priority for governments, all the more so as it is key for a nation's economic development. Yet, ensuring an adequate supply of competent and well-qualified secondary teachers is not a simple task. Depending on the context, difficulties faced by planners and managers can include an inadequate supply of qualified teachers, teacher shortages in specific subjects, imbalances in teacher allocation, and lack of adequate information to monitor teacher utilization.

Compared to the primary level, where teachers teach one class, at secondary level subject specialization translates into more complex planning and management processes, as well as higher staff costs. Tools and techniques for the management of primary teachers are easily available. Yet there is little information on how to do this at the secondary level.

COURSE OBJECTIVES

This course aims to equip planners and managers with basic techniques and tools to calculate teacher needs at the secondary level, diagnose their allocation and utilization, identify areas for improvement with regards to their teacher management information systems, and reflect on the appropriateness of regulations and procedures in place for teacher management. Review international debates on the policy framework and indicators associated with monitoring and evaluating gender equality;

Upon completion of the course, participants should be able to:

- Discuss the importance of secondary teacher management and its challenges;
- Apply techniques for the planning of secondary teacher supply;
- Calculate indicators used for the diagnosis of secondary teacher allocation and utilization;
- Make recommendations to improve the use of either (i) information system and monitoring tools, or (ii) regulatory mechanisms for secondary teacher management, in their own country (participants will be invited to choose from these two options)

PARTICIPANTS' PROFILES

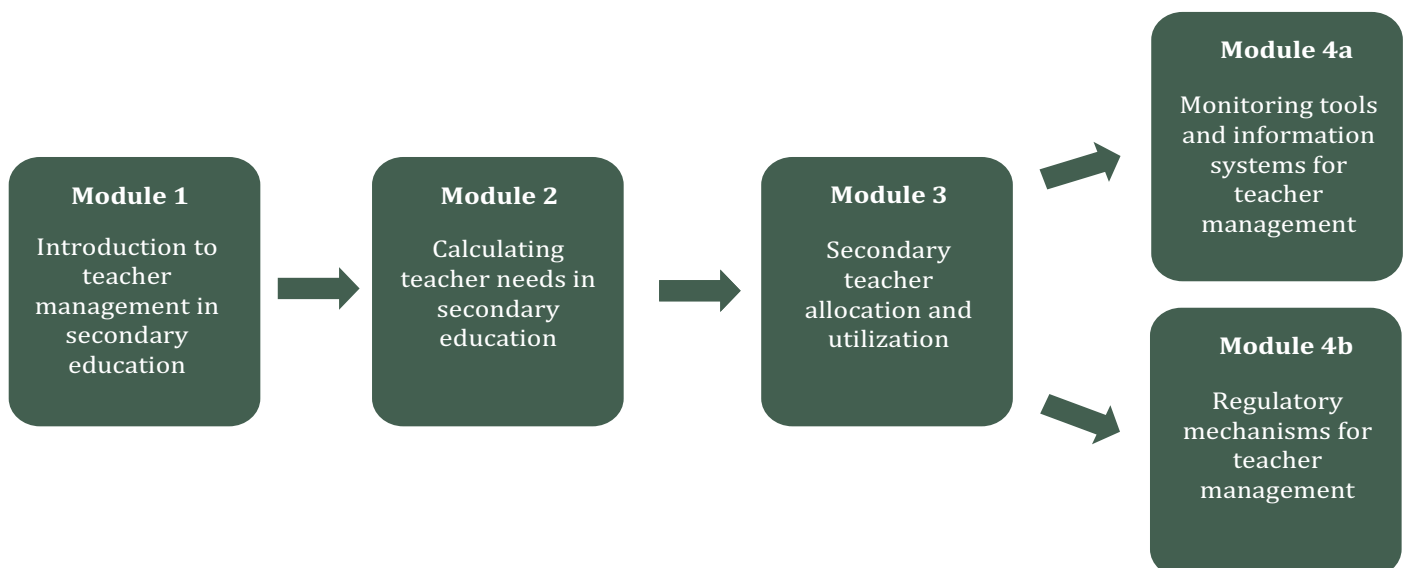
This course is designed for professionals in human resource management, particularly teacher management at central and regional levels; staff involved in the preparation of educational plans; specialized trainers and researchers in education management; and personnel from development partner organizations who are directly involved in the organization, planning, and management of the education sector.

The participation of women is strongly encouraged.

Please note that participants must have a reliable access to the internet, good knowledge of **Excel** and of **basic education indicators** and meet the requirements described in the Annex 'Technology equipment'.

COURSE STRUCTURE AND CONTENT

The course will be organized in three modules:



Module 1: Introduction to teacher management in secondary education (2 weeks)

Module 1 begins with an overview of key concepts and terminology. It then reviews international debates on policy frameworks and indicators associated with monitoring and evaluating gender equality.

Module 2: Calculating teacher needs in secondary education (2 weeks)

Module 2 focuses on quantitative and qualitative methods involved in analysis and diagnosis of gender equality in education. This includes: (i) identification of multiple sources of data, (ii) interpreting quantitative and qualitative data, and (iii) translating data into policy suggestions and agendas for action.

Module 3: Secondary teacher allocation and utilization (2 weeks)

In Module 3, participants will review the different steps, issues, and challenges involved in the formulation of gender-responsive education sector plans (ESP) and policies.

Module 4a: Monitoring tools and information systems for teacher management (2 weeks)

Module 4a aims to provide a global understanding of the concept of teacher management information systems and the use of indicators. Looking back on the previous modules, participants will need to reflect on their own information system to: (i) determine whether all the information required to calculate specific indicators presented in modules 2 & 3 is available and (ii) make suggestions for improvements that can be followed up on once the course ends.

Module 4b: Regulatory mechanisms for teacher management (2 weeks)

Teacher management does not happen in a vacuum. Sometimes, an examination of the rules and regulations, structures, tools, and staffing of personnel in charge of teacher management will reveal inconsistencies. Module 4b introduces two useful tools to improve teacher management: management audits and codes of conduct for teachers. Participants will be invited to: (i) reflect on the institutional and organizational framework of teacher management and (ii) make suggestions for improvements that can be followed up on once the course ends.

COURSE CALENDAR

The course runs from **10 October 2016 to 12 December 2016 (9 weeks)**, with a **two-week preliminary phase** for testing communications on the course e-learning platform. Participants are expected to spend an average of **5–8 hours per week**.

LEARNING MODALITIES

The course benefits from an interactive and practice-oriented learning approach. Throughout the course, participants will be asked to prepare practical exercises which will allow them to directly apply the skills acquired.

The training will be using the following three learning modes:

- **Individual study** of the reading materials and interactive presentations made available on the virtual platform, personal reflection on questions and exercises, and participation in individual quizzes;
- **Participation** in group meetings (either residential, virtual, or both), during which country teams will discuss participants' individual replies and develop a joint response in the form of a group report for each module;
- **Contribution** to online exchanges and sharing of experiences, allowing interaction with IIEP instructors and also with participants from other institutions and countries.

One member from each team will be appointed 'group coordinator'. That person – preferably someone who works in a key position in human resource management – will be responsible for reminding participants of the work schedule and tasks to

be completed, scheduling and organizing group meetings, ensuring that reports are submitted on time, etc. All participants must be able to read and communicate in English.

■ ASSESSMENT AND CERTIFICATION

The course will combine two assessment modes:

Group assessment: Throughout their training, participants will be asked to prepare and submit group assignments to the IIEP course instructors, who will annotate and mark them. These activities will be evaluated on a pass or fail basis.

Individual assessment: In order for their participation in the course to be validated, participants must attend at least 75% of the group meetings and actively contribute to the group work. Group coordinators will record attendance during group meetings. In addition, participants will be required to participate in online discussions and to complete individual quizzes.

Participants who meet the above-mentioned requirements will receive an IIEP-UNESCO certificate of participation.

■ PARTICIPATION FEES

The tuition fees are USD 550 per participant. If your team's application is accepted, your ministry and/or organization must transfer the required tuition fees to IIEP's bank account in order to validate your registration. It is imperative that participation fees be transferred two weeks before the beginning of the course. Delay in this regard will result in the cancellation of the registration.

If need be, once the team's application is accepted, international agencies could be approached for funding of participation costs at Regional or Country Offices. These include, among others, the World Bank, the Asian Development Bank, the African Development Bank, the European Union, bilateral donors, UN agencies such as UNICEF, and private foundations.

■ REGISTRATION

IIEP will send out an invitation letter to Ministries of Education and other concerned institutions. These institutions will select a group or groups of participants (4–6 members) who will work together for the entire duration of the course.

National teams will take precedence for enrolment in the course. However, individual applications from education professionals will also be accepted (up to 20% of enrolments).

Applications must be filled online, by clicking on the following URL link before **Monday 11 July 2016**:

https://app.wizehive.com/appform/login/IIEPOnline_Teacher2016

The selected teams will be informed of their registration status soon after they have submitted their application.

■ CONTACTS

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TECHNOLOGY EQUIPMENT

The course will be organized on a Learning Management System (Moodle) or ‘virtual classroom’ which provides participants with training materials and a variety of interactive resources and tools, such as discussion forums, videos, instructional presentations with audio, wikis, blogs, and quizzes, etc. In order to participate in the course, applicants must make sure they have equipment which meets the following minimum (and if possible) optimal requirements:

Minimum requirements

	For PCs	For Macs
Operating system	Windows XP or higher with latest updates installed	Mac OS x 10.3 Or higher with latest updates installed
Processor	500Mhz or faster	1.83Mhz intel core duo or faster
Ram	128Mb or more	128Mb or more
Video card	At least 64mb of video memory	At least 64mb of video memory
Sound card	At least 16-bit	At least 16-bit
Browser	Firefox 1.1+, Internet Explorer 7.0+, Safari 1.0+, Google Chrome, or Opera	Firefox 1.1+, Internet Explorer 7.0+, Safari 1.0+, Google Chrome, or Opera
Broadband connection	500+ Kbps	500+ Kbps
Additional software	Adobe Flash Player 10.0.22+ Plug-in	Adobe Flash Player 10.0.22+ Plug-in

Optimal requirements (recommended for IIEP’s videos and streaming content):

- Operating System: Windows Vista+ or Mac OS X 10.6+
- Browser: Firefox 8.0+, Internet Explorer 8.0+, Safari 5.0+, ou Google Chrome 15.0+
- Broadband Connection : 1 Mbps or higher
- Flash Player : Adobe Flash Player 10.1+

Ensuring optimal streaming speeds is especially important for Streaming. Make sure to close as many other tabs, browsers, and programs as possible while streaming your content. It may also help to hardwire your Internet connection, rather than using a wireless network connection.