

DRAFT SADC Regional Framework on Continuing Professional Development (CPD) for Teachers



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List of acronyms and abbreviations

CCT	centre coordinating tutors
CEA	Continental Education Strategy for Africa
CPD	continuing professional development
CSOs	civil society organizations
EMIS	Education Management Information System
ICT	information and communications technology
INSET	in-service education and training
M&E	monitoring and evaluation

PD	professional development
ROSA	UNESCO Regional Office for Southern Africa
SADC	Southern African Development Community
SDG	Sustainable Development Goal
TVET	technical and vocational education and training
UNESCO	United Nations Educational Scientific and Cultural Organization

Glossary

Certification: formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that they are competent to perform the tasks specified in the occupational profile.

Competence: a complex combination of knowledge, skills, understanding, values, attitudes and desires that lead to effective, embodied human action in the world in a particular domain (Deakin Crick, 2008). Competence and competency are used interchangeably, however competence is more often used to describe a person's general ability or broad capacity (EI and Oxfam, 2011).

Continuing professional development (CPD) for teachers: activities and programmes developed and put in place for the ongoing revitalisation and development of teachers, or ongoing opportunities, activities and programmes that are meant to develop teachers' skills, knowledge, expertise and other teacher characteristics. It covers the enriching experiences a teacher has as a result of his/her professional engagements with teaching and related activities. Related to CPD, the idea of lifelong learning refers to learning that occurs beyond the formal structure of an educational institution throughout one's lifetime.

In-service education and training (INSET): training given to an already recruited teacher to improve his/her skills; it is a professional training or staff development effort during which professionals are trained and discuss their work with others in their peer group.

Pedagogy: describes the carefully thought-out process a teacher will use to teach their students, taking into account prior learning, classroom context, end goals and more.

Professional development: A series of activities designed to extend and develop a trainee's learning and provide evidence of meeting the standards.

Professional: someone who is governed by codes of ethics, professing commitment to competence, integrity, morality, altruism and the promotion of the public good within their expert domain.

Recognition: approval of courses, qualifications, or diplomas from one (domestic or foreign) education institution by another for the purpose of admission to further studies or employment.

Teacher licensing: official process of granting a practising certificate/teaching licence to teachers, allowing them to be lawfully employed in schools. The licence is time bound and needs to be renewed.

Teacher registration: official process of accepting teachers into the teaching profession through registration based on a recognized teacher qualification. Teacher registration does not expire but can be cancelled based on, for example, misconduct.

Teacher standards: statements that promote professional teaching by describing the professional knowledge, competencies, classroom skills and ethics that teachers need to know and be able to do during their professional career to provide learners with knowledge-rich learning opportunities.

Teacher training: policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

1. Background

Introduction

The Southern African Development Community (SADC) Protocol on Education and Training, which entered into force in 2000, provided a platform for mutual cooperation and assistance in several areas of teacher education – curriculum design, teacher education materials, accreditation systems, joint development of continuing teacher education and broadening the knowledge base through the exchange of experiences, ideas and information. At the global level, the Sustainable Development Goal on Education (SDG 4) has included a target for 2030 to ‘substantially increase the supply of qualified teachers’, while the Continental Education Strategy for Africa 2016–2025 (CESA 16–25) has ‘revitalize the teaching profession to ensure quality and relevance at all levels of education’ as its first strategic objective. These three education policy frameworks demonstrate that countries are paying attention to the qualifications of teachers as a critical element in ensuring quality education.

As Member States have been developing and strengthening their respective teaching work forces, Ministers of Education have issued two directives to encourage learning from each other and to harmonize different initiatives in this area. At their 2018 Joint Meeting, the Ministers Responsible for Education and Training, Science, Technology and Innovation approved the Regional Framework for Teachers’ Professional Standards and Competencies (SADC, 2018). One year later, the Ministers directed the SADC Secretariat to draft a regional continuing professional development (CPD) framework to accompany the standards and competencies framework.

CPD for teachers is recognized by governments around the world as an essential investment for improving the quality of education systems. Teachers need to update their knowledge on new curriculum content, new teaching methods and new materials. As they continue to develop new skills and acquire more understanding of their learners’ needs, teachers become more self-confident as professionals. In fact, one of the hallmarks of a qualified and professional teacher is continuous learning throughout his/her career.

The CPD concept

As an important part of teacher education, the notion of CPD has been the subject of different terminologies in SADC policy documents – from ‘in-service training’ to ‘continuous professional development’ to ‘continuing professional development’. As the more recent conceptual literature has referred to *continuing* rather than *continuous*, the framework will refer to the former even if the terms are used interchangeably in a few countries (see Annex 1 for further clarification). Steyn and Van Niekerk (2005) relate the concept of CPD to lifelong developmental programmes that focus on a wide range of knowledge, skills and attitudes required to educate students more effectively. On the other hand, Oduaran (2014) understands CPD to mean all lifelong-learning career-development programmes designed to help different professionals acquire relevant skills and knowledge for the development of their performance. From the above definitions, one can conclude that CPD is an ongoing process that revolves around planned programmes. These could be initiated by the government at the system level, at schools, by associations and unions, and even by individual teachers.

CPD situation analysis in SADC countries

Advocacy for policies on teachers’ issues has been undertaken by the UNESCO Regional Office for Southern Africa (ROSA) since 2015. Through a series of meetings and consultations, evidence was generated on the importance of addressing teachers’ issues. The sharing of the wide range of policies, strategies and programmes in this area resulted in the prioritization of two areas: (1) teachers standards and competencies and (2) CPD.

Aside from three workshops organized on CPD, UNESCO commissioned country desk reviews of the CPD situation for teachers in nine countries.¹ In the two workshops held in Maputo (2018) and Lilongwe (2019), senior government officials in charge of teachers education in their countries agreed that (1) countries needed to systematize and harmonize their teacher training policies and practices on CPD; (2) research was needed to collect more information and have a more in-depth understanding of the status of CPD practices for teachers in SADC countries; and (3) a SADC regional framework would help countries develop and/or strengthen their own national CPD programmes. It was also further suggested to include technical and vocational education and training (TVET) in CPD for teachers.

The situation analysis that informed the draft CPD framework is based on the findings of country studies commissioned by UNESCO from 2019 to 2020. The highlights from the

¹ The CPD desk studies were held in the following nine countries that fall under UNESCO ROSA’s constituency: Botswana, Eswatini, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe.

desk reviews include variations in CPD terminologies, unevenness in terms of principle and/or policies related to CPD, diverging governance structures and financing modalities for CPD, and a wide range of modalities of and approaches to CPD.

The variation and evolution in terminologies where CPD and in-service education and training (INSET) are used interchangeably points to the need to understand the background and historical context where policy terminology ‘borrowing’ is common among countries. For those who use these terms interchangeably, there seems to be no clarity about the differences and this could be problematic for the development of any targeted regional policy framework.

While all countries have documents that refer to the importance of teacher training, the analysis revealed that there is a wide spectrum of countries when it comes to policies on CPD – from those who have a clear stand-alone CPD policy to those who are working towards a CPD policy and those who have none. In the few countries where there are defined CPD policies, governance structures are diverse, ranging from autonomous institutions (e.g. universities) to a unit in the Ministry of Education. The overall responsibility for implementing CPD in most countries (whether they have stand-alone policies or not) is with Ministries of Education and Training. Other responsible authorities include quasi-governmental organs, teacher education institutes and local government departments, among others. The centralized versus decentralized models of CPD needs to be studied in more depth to determine the effectiveness of each model. While it is clear that every country has some form of training to upgrade or update teachers’ knowledge and skills to improve teaching performance and learning outcomes, funding of CPD is not regular or predictable in the majority of countries. Only a few have dedicated government budgets on CPD. Many rely on development partners, which can mean that CPD priorities get defined elsewhere. With the exception of Mozambique and Namibia, the desk review also revealed there is virtually no reference to the TVET sector’s CPD policies. There is also, generally, no attention to gender issues.

While CPD for teachers has many benefits – helping to address the inadequacies in the initial teacher education programmes and equipping teachers with the knowledge and skills that keep them abreast of the latest changes in information and communications technology (ICT) and also in content pedagogical knowledge, among others – the review of CPD practices in the SADC region indicates that CPD programmes are either inadequate or ineffective and, in some cases, not available or even completely absent. Furthermore, regular monitoring and evaluation of CPD activities is missing.

2. Rationale and purpose

The provision of quality education is determined by many interrelated factors, but the most critical of them is the quality of teachers. Improving the effectiveness and efficiency of schooling depends to a large extent on ensuring that teachers are highly skilled and motivated to perform at their best. This implies that greater emphasis has to be placed on both teachers' initial preparation and their continuing learning to improve education quality. In order to enhance teachers continuing learning, there needs to be a policy environment that promotes and facilitates such learning in a systematic and coherent manner.

A regional CPD framework is a means of providing a regional platform to enhance the policy environment on the professional development of teachers. By improving this environment, one is also boosting the effectiveness of teaching and learning, and, hence, raising education standards in the SADC region.

In view of the above, the regional framework will provides guidance on the organisation and delivery of CPD. The framework provides a reference for Member States to assist them in improving their existing policies and/or to support them as they develop their CPD policies and programmes. It is hoped therefore that the framework will act as a catalyst for the development, finalization or revision of national CPD frameworks in the SADC region.

As a reference tool, the Regional Framework on Continuing Professional Development for Teachers is expected to contribute to the coordination and monitoring and evaluation of teacher CPD at regional level. By providing a platform for sharing practices in CPD and monitoring national progress, this framework seeks to improve the planning and implementation of CPD activities. It serves to operationalize Article 6 (a) and (d) of the Protocol on Education and Training's (SADC, 1997), which commit member countries to teacher education and professional development through the following strategies:

1. Joint development of continuing teacher education to improve subject knowledge, pedagogical skills and effective management of schools; and
2. Promoting CPD through supporting professional bodies.

Further, as noted in the previous section, the regional CPD framework is aligned to the development of the Regional Framework for Teacher Professional Standards and Competencies (SADC, 2018), which commits to ensuring that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.

As an overarching framework covering teachers of all levels in the SADC Member States – from early childhood development to primary and secondary school teachers as well as TVET teachers – it has the ultimate purpose of supporting the following in the region:

- Increasing teachers’ knowledge and skills to improve their pedagogical practice and ultimately improve students’ achievement;
- Increasing the levels of new knowledge and skills to support new practices until they become embedded in teachers’ daily practices;
- Keeping teachers up to date and helping them stay abreast of the latest changes taking place in the regional and international environment;
- Developing teachers’ professional values and ethical conduct;
- Promoting teachers’ career development; and
- Promoting collaboration among governments and creating learning communities among teachers to mitigate teacher isolation and reduce attrition and burn out.

3. Elements of the SADC Regional Framework on CPD for Teachers

Key CPD principles

Taken from consultations with stakeholders and feedback from Ministries of Education, teaching councils (where they exist), teacher unions, other government ministries, the private sector and civil society organizations (CSOs), as well as from reviews of SADC Member States’ national CPD systems during the crafting of this framework, the following points were identified as some of the key elements for consideration during CPD planning and implementation processes.

Relevance and responsiveness

CPD activities have to be relevant to the individual teacher and applicable in the classroom. Above all, CPD activities must be undertaken within the framework of the existing policy and legal provisions in the respective countries’ education sectors so as to ensure the activities do not conflict with any legal provisions.

Teachers’ careers

CPD ensures that teachers engage in career progression that is linked to explicit learning activities rather than to merely the number of years worked. Professional development should be a requirement for career growth. Borg (2015, p. 3) lists possible conditions for how ‘CPD can achieve positive and sustained impacts on teachers, learners and organisations’, namely if:

- It is seen by teachers to be relevant to their career development and to their needs and those of their students
- Teachers are centrally involved in decisions about the content and process of CPD
- Collaboration and the sharing of expertise among teachers is fostered
- CPD is a collective enterprise supported by schools and educational systems more broadly
- Expert internal and/or external support for teachers is available
- CPD is situated in schools and classrooms
- CPD is recognised as an integral part of teachers' work
- Inquiry and reflection are valued as central professional learning processes
- Teachers are engaged in the examination and review of their beliefs
- Student learning provides the motivation for professional learning
- CPD is seen as an ongoing process rather than a periodic event
- There is strategic leadership within schools.

Policy, strategies and frameworks

The starting point of the regional CPD framework is to identify existing CPD policies, whether they are stand-alone or contained in general teacher and/or education policies as references to the importance of CPD. An examination of current educational plans and/or a sector analysis is helpful for understanding how CPD is prioritized and, consequently, how to provide funding. It is also important to review national development plans to find out the degree of importance placed on teachers.

Figure 1: Interrelationships among CPD frameworks and other policies

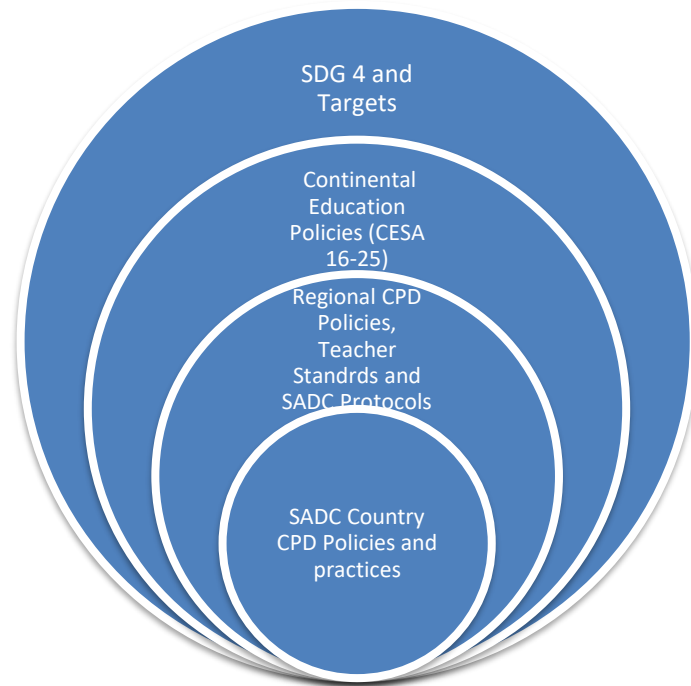


Figure 1 shows how interrelated policies and frameworks can be. Understanding the place of CPD policies in relation to national, regional and global policy frameworks is key to ensuring coherence in policy development and implementation. Awareness of these relationships helps to avoid any unnecessary and wasteful duplication of initiatives.

Of particular importance is the relationship between the Regional Framework on CPD for Teachers and the Regional Framework for Teacher Professional Standards and Competencies. While the latter defines the level of knowledge, practice, skills and competencies and conduct expected of teachers and school leaders while carrying out their professional tasks, the Regional Framework on CPD for Teachers provides guidelines on how those skills and competencies can be acquired and professionally delivered in a continuous way. The two frameworks are therefore dependent on each other. Furthermore, the link between teacher standards/competencies and teacher CPD is important, as it has been shown that schools that place CPD at the heart of their planning for improvement (and go on to integrate performance management, self-review and CPD into a coherent cycle) are able to raise standards and improve teaching (Ofsted, 2006).

Clear roles for stakeholders

To develop and sustain an integral CPD framework in the region, the roles and responsibilities of all stakeholders and responsible parties should be both evident and adhered to. Stakeholders in respective countries may be different depending on each countries' educational structures; nevertheless, some common stakeholder roles are evident, and are outlined below.

Ministries of Education

The Ministries of Education should take the initiative to promote professional sharing and a CPD culture among teachers. They should be committed to developing an environment that encourages the professional development of all teachers. The Ministries of Education should continue to provide leadership and support by giving direction and creating the momentum necessary to promote teachers' CPD. They also have the responsibility for stipulating and enforcing the requirements at critical points in a teacher's career, that is, at their entry into the profession and when promoted. Depending on the specific context, Ministries of Education are responsible for:

- Raising awareness of the need for CPD;
- Analyzing and identifying national and regional priorities, producing materials and organizing training to implement them;
- Annually developing and circulating CPD plans at appropriate levels; and
- Monitoring and evaluating CPD programmes and producing a regional annual report.

Teacher education institutions

Teacher education institutions (universities and colleges of education) should work closely with schools and the government in supporting teachers' CPD. By incorporating academic scholarship with practical experience, teacher education institutions can collaborate with schools to plan and design school-based and individual CPD programmes. Teacher education institutions, by virtue of their mandate to train, research and engage with schools, are in a privileged position to overview school practices and benefit from fundamental research into the learning processes of both students and teachers. Teacher education institutions are also well placed to offer curriculum programmes, both school-based and across schools, in the most innovative and effective ways.

Regulatory bodies and councils

Regulatory bodies and councils in Member States should ensure quality by developing, accrediting, reviewing and approving CPD programmes designed by CPD providers (public or private). Additionally, depending on the country context, regulatory bodies and councils are usually mandated to carry out the following:

- Evolve and implement mechanisms to ensure the quality of CPD programme implementation;
- Fund certain aspects of CPD;
- Coordinate teacher CPD needs assessments;
- Conduct research on teacher professional development;
- Produce and distribute training materials for teachers;
- Determine the nature of CPD sessions relevant to specific groups of teachers, both in terms of duration and alternative modalities;
- Monitor and evaluate CPD sessions and programmes;
- Develop the criteria for selecting CPD facilitators; and
- Develop and implement rules of business to link CPD activities with teacher licensing.

Teachers

Teachers have a core responsibility to promote professional development within the education sector. They play a crucial role in supporting their colleagues' initial training, induction and continuous learning. They are change-agents of educational reform, exercising an increasingly important professional leadership responsibility. Through existing channels and organizations, teachers can assist in formulating the direction of professional development for the entire staff contingent and by setting the criteria for recognizing CPD activities.

Governance and leadership

Depending on the country context and structure, it is important to have a defined governance structure for CPD at different levels. This should delineate lines of responsibility, reporting and accountability.

A clear vision for CPD focused on pedagogy and teacher quality should be seen as a prime factor by school managers and CPD providers. Leaders, be it at the school or teacher training college level, must be able to set out CPD objectives and a coherent strategy to help avoid or overcome operational problems of time and funding.

Resources

The costs that the teachers bear during their CPD must be recognized and funds made available, otherwise teachers will have a strong reason to ignore any CPD offerings. All schools need to budget for cost-effective CPD activities for their teachers. Governments (through the ministries responsible for education), development partners and donor agencies all contribute to funding CPD. However, this funding is limited and weakens the scope, sustainability and quality of demand-driven CPD. Evidence from various country reports suggests that in all the countries in the SADC region, funding for CPD programmes and activities remains an area of special concern that has affected the implementation and coordination of CPD activities. Individual country reports from 2019 provide very scanty information on funding; they fail to indicate the percentage of GDP allocated to CPD

Funding partnerships

It was generally agreed by the survey respondents that governments should continuously prioritize funding to education that also includes a CPD component. Key stakeholders should also come on board in partnerships to compliment a tax funding approach. Based on these consultations, and also on international experience, the draft framework recommends that Member States look into different modalities of partner funding. CPD could be financed using a Multi-Sectoral Partnership Educational Financing model that includes, but is not limited to, a combination of a tax funding model with a model involving partnerships with key stakeholders.

1. The tax funding mode requires government to allocate funds for CPD through the annual budget, and this should constitute the highest allocation in any funding partnership.
2. All teaching regulatory bodies and councils need to identify specific CPD funding activities for teachers, and a small percentage of levies paid by teachers for capacity building should be used in some form of cost sharing. An investment/funding target of a minimum of 1% of the teacher payroll per annum is recommended as a benchmark (UNESCO ROSA, 2020).

With the regional framework in place, it is possible to lobby internationally for CPD programmes for teachers and teacher educators. However, reliance on donor funding for CPD is a threat to the sustainability of the programmes. If donors pull out of partnerships, the CPD initiatives and activities no longer happen.

Delivery

Content and availability of materials

When planning CPD training materials, particular attention should be paid to relevance (the subjects teachers are teaching), availability and organization so that teachers are able to get the most out of the training and discussions they participate in.

Time management

Formal CPD activities should be well organized to prevent teachers from wasting the valuable time required for teaching and learning, especially if the activities are not directly related to classroom practice. Planning should take into account the valuable time that teachers and teacher educators spend together generating ideas and designing activities to implement at their level.

One of the most common approaches to CPD is through the ‘cascade approach’, which involves individual teachers attending training events and then ‘cascading’ (disseminating) the information to colleagues. This approach has proved to be a cost-saving measure in situations where resources are too limited to send all teachers on training or capacity-building workshops. However, there is literature indicating that those in the latter steps of the cascading chain do not receive quality training.

Collaboration and co-teaching

This refers to ongoing professional collaboration for various purposes and support among teachers. Besides collaborative planning, it involves co-teaching between colleagues who have developed mutual trust. The disadvantage with co-teaching is that participating teachers need to find the time to prepare the lessons for these classes.

Coaching and mentoring

This is a more individualized approach, where one-to-one relationships are established between two teachers to facilitate CPD. Both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills-based and that mentoring involves an element of ‘counselling and professional friendship’, an approach that is best suited for newly recruited teachers and those on teaching practice.

Recognition and certification

It is important to review any recognition and certification measures that are in place. One key reflection points to how CPD relates to teacher registration and licensing – in some countries, CPD is linked with the renewal of the licences required for practising as teachers.

Award-bearing approach

An award-bearing model of CPD is one that relies on, or emphasises, the completion of award-bearing programmes of study mostly in the form of university training, after which, completed degrees are viewed as awards. This approach is beneficial because the extra training acquired through the upgrading of teachers' initial qualification sharpens their competencies. However, research has shown that some teachers' additional qualifications do not necessarily translate into improved learner achievements because the teachers' main preoccupation with upgrading their qualifications may have been solely concerned with getting a promotion.

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Role of ICT

The most striking innovation in the field of education is in its current integration with ICT. Teachers need training not only in computer literacy but also in the pedagogical application of those skills to teaching and learning. On the same note, teachers need to access multiple types of training where ICT teaching methodology needs are addressed. This enables teachers to adapt their teaching practices to improve their classroom performance. Educational institutions, administrators and teachers need to manage the sudden increase in demand for ICT skills. Teachers require extensive and ongoing ICT training to be able to evaluate and select the most appropriate resources. The development of appropriate teaching practices as well as using ICT to support and improve learning are as important as the technical mastery of ICT. As a case in point, using ICT has been the main education-sector response to the recent and unexpected advent of the Covid-19 pandemic.

'Once-off training' is not sufficient – schools need to invest in and implement long-term, ongoing training and professional development in order to keep up with rapidly evolving digital technology. In order to transform education and improve core activities in an educational setting through ICT, its implementation must be accompanied by meaningful and effective ICT professional development programmes that will, in turn, help teachers develop fluency in digital teaching methods. In the current situation, the diffusion of ICT devices reveals discrepancies between the conception and ideals of ICT and what is actually possible to achieve with digital technology in schools (Robinson, 2008). ICT professional development should not be treated in isolation but should rather be integrated into the existing educational

framework. This means that professional development should not be side-lined but interwoven into existing educational frameworks instead.

4. Coordination, monitoring and evaluation

The delivery of CPD in SADC countries is shaped by several factors such as history (i.e. post-colonial status and apartheid), structural changes in the Ministries of Education and Training, curriculum reform and political will. Because the CPD framework for teachers has a regional focus, its implementation has a distinctly benchmarking nature.

Coordination and areas of emphasis

Regional coordination and networking for CPD for teachers will emphasize the following:

- Documenting and disseminating lessons learned and best practices;
- The provision of ongoing technical support and guidance to Member States by the SADC Secretariat through the development of appropriate regional guidelines and recommendations in different areas of CPD; and
- Establishing and/or strengthening regional partnerships for research.

Monitoring and evaluation

Since monitoring and evaluation (M&E) is a critical component of teacher education, it must be operationalised and costed by Member States as part of any implementation plan aimed at integrating the CPD framework. An M&E system can help to determine the relevance, effectiveness, efficiency and sustainability of all planned CPD interventions, particularly in the wider context of SDG 4.c, which is ‘aimed at substantially increasing the supply of qualified teachers by 2030, including through international cooperation for teacher training in developing countries’.

Many SADC Member States already have integrated M&E systems in their Ministries of Education, and such systems should be strengthened to effectively track and report on progress towards CPD goals and targets at national level. A set of regional Education Management Information System (EMIS) Norms and Standards were collaboratively developed by Member States, and these 17 principles and their standards were adopted by Ministers of Education and Training at their SADC meeting in Kinshasa, March 2010. Subsequently, the SADC Secretariat – with the assistance of the Association for the Development of Education in Africa’s (ADEA) Working Group on Education Management and Policy Support and the Secretariat’s EMIS Technical Committee – has established an

EMIS Assessment Framework to benchmark Member States' performance against the agreed EMIS Norms and Standards.

M&E is also a critical component of teacher education quality assurance. For example, stakeholders need to know which interactions are working and what the positive outputs are. In their quest to provide in-service teacher education, regulatory bodies in respective countries, in collaboration with their Ministries of Education, should conduct M&E to ensure that CPD programmes (1) are demand-driven, responding to identified needs; (2) focus on institutions' needs; (3) are based in institutions or resource centres; (4) are cost-effective and thus provide large numbers of practitioners opportunities for development; and (5) include programmes on subject content, as well as teaching methods, use of materials, classroom management and other teaching issues (see Annex 2).

As part of the regional strategy to monitor and evaluate CPD interventions, Ministries of Education in Member States will need to strengthen their respective EMIS through the development and inclusion of CPD-related indicators to measure the degree to which planned CPD interventions for teachers are effectively tracked and reported, both at national and regional levels. This will also include M&E strategies that focus on the continuous and systematic collection of data on specified indicators pertaining to teaching quality.

Finally, Member States are advised to use appropriate models of M&E. M&E should be used as a meaningful tool for measuring, amongst other areas, CPD effectiveness, cost-effectiveness, viability and sustainability.

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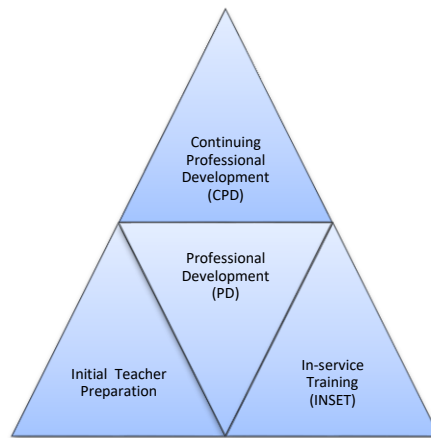
Annex 1: Terminology clarification

A critical review of the continuing professional development (CPD) frameworks of different countries reveals that there are other terms for talking about CPD for teachers that have triggered confusion in the understanding of the concept, and therefore need clarification. These are *professional development* (PD) and *in-service education and training* (INSET) of teachers, which are clarified below.

- **CPD** is defined by some researchers as the professional development of teachers beyond their initial training. It is ongoing and long term. It includes regular opportunities and experiences that are planned systematically to promote growth and development in the profession.
- **PD** is a central, recurring process. Without the description ‘continuing’, it begins with pre-service education and continues throughout a teacher’s career. It is generally used interchangeably with CPD without any confusion. The context of use clarifies its intended meaning.
- **INSET** is not CPD; but it is its central component. It is a professional training or staff development effort, during which professionals are trained and discuss their work with others in a group of peers. It continues to be a significant strategy in the professional development of teachers. However, it is less systematic and planned; it is often a once-off activity to which teachers get invited – for information dissemination, for instance.

Figure 2 outlines the professional development of teachers and how it relates to other key teacher development and support strategies. Professional development is important for the development of policies and their implementation. The figure further illustrates the need to adopt a comprehensive approach to continuing professional development where initial teacher preparation is linked to professional development and INSET opportunities (including induction and mentoring programmes) so that the approach is seamless.

Figure 2: Relationship of teacher professional development to other key teacher development and support strategies



Source: Friedman and Phillips, 2004

Annex 2: Expected outputs and outcomes from monitoring and evaluation

Goal	Indicator	Data needs	Data sources	Frequency
Conduct continuous professional development for all teachers in the SADC region	Teacher professional quality index (per sector)	<u>Teachers with minimum CPD points</u> Total number of teachers	UNESCO Teachers Ministries of Education Regulatory bodies/councils	Annually
	No. of CPD programmes annually	CPD programmes run annually	Institutions	Annually
	No. of teachers trained under CPD system	<u>No. of teachers trained</u> Total teaching force	UNESCO Teachers Ministries of Education Regulatory bodies/councils	Annually
Institutionalize the link between CPD and teacher training	No. of tutors and teacher training institutions participating in CPD/in-service training	<u>No. of tutors/Institutions participating</u> Total tutor force/Training institutions	UNESCO. Teachers Ministries of Education Regulatory bodies/councils	Annually
	No. of centre coordinating tutors (CCTs)	<u>No. of CCTs participating</u> Total No. of CCTs	UNESCO Teachers	Annually

Goal	Indicator	Data needs	Data sources	Frequency
			Ministries of Education Regulatory bodies/councils	
Develop competencies and standards of performance for the teaching profession	Teacher competencies and performance standards	Document on teacher competencies and standards	Schools Ministries of Education	Once
		Teacher performance evaluated	Institutions	Annually
		No. of teachers promoted to the next level of career path	Regulatory bodies/councils	Annually