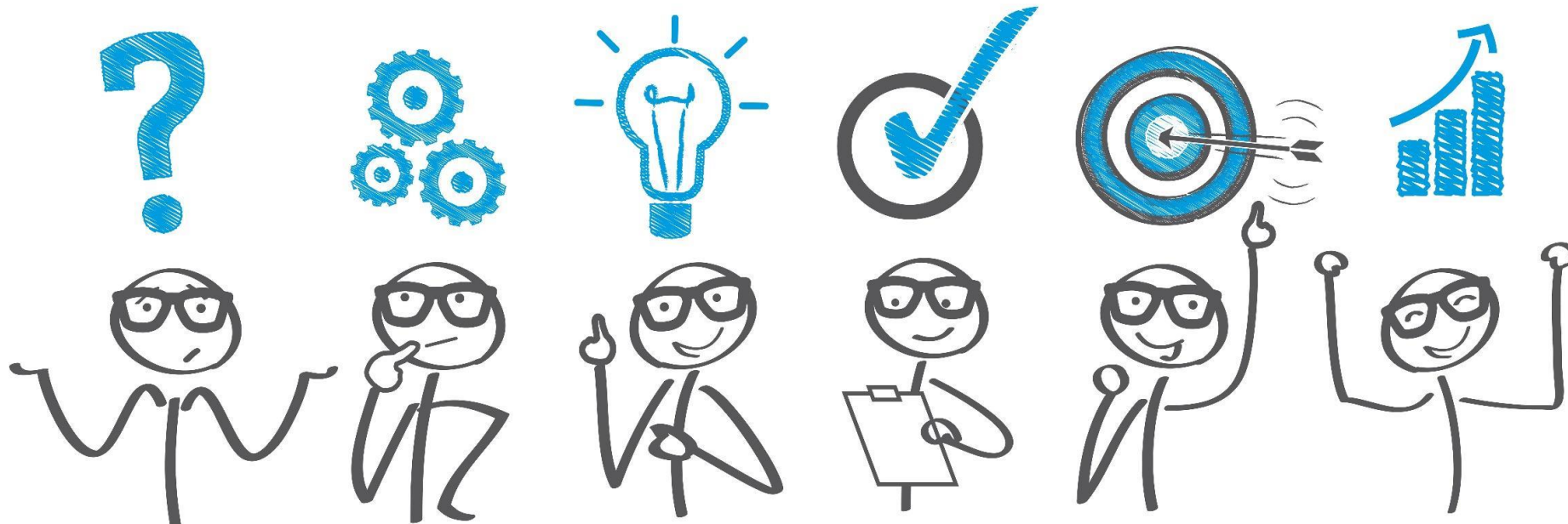


Teacher Quality and Professional Development to respond to the COVID-19 crisis

Margarete Sachs-Israel, Chief, Section for Inclusive Quality Education, UNESCO Bangkok

9th International Skills Forum

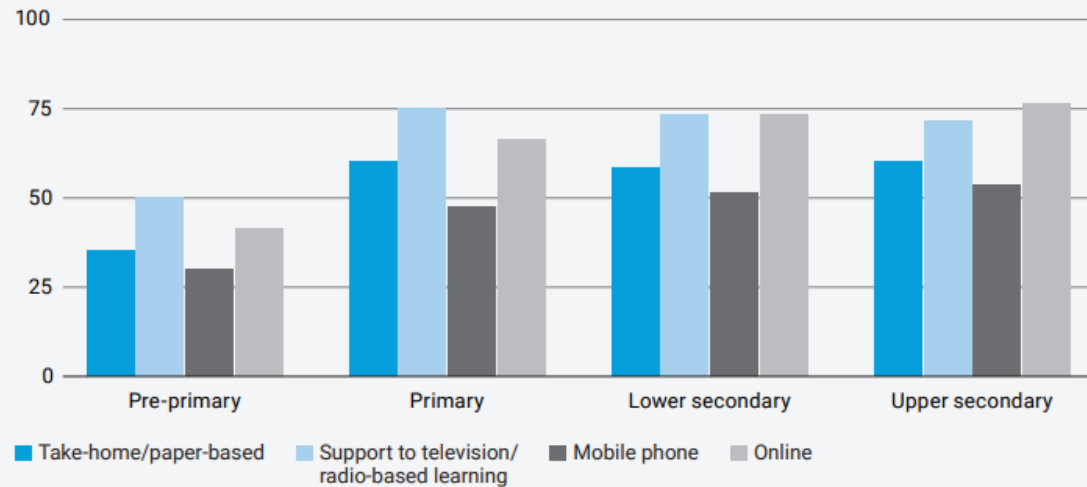
27 August 2021



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TEACHERS DURING THE COVID-19 PANDEMIC

FIGURE 6: PROPORTION OF TEACHERS REQUIRED TO CONTINUE TEACHING, BY EDUCATIONAL LEVEL AND DISTANCE LEARNING METHOD (percentage affected by group)



Source: UNESCO-UNICEF-World Bank Joint Survey, May-June 2020, available at <http://tcg.uis.unesco.org/survey-education-covid-school-closures>.

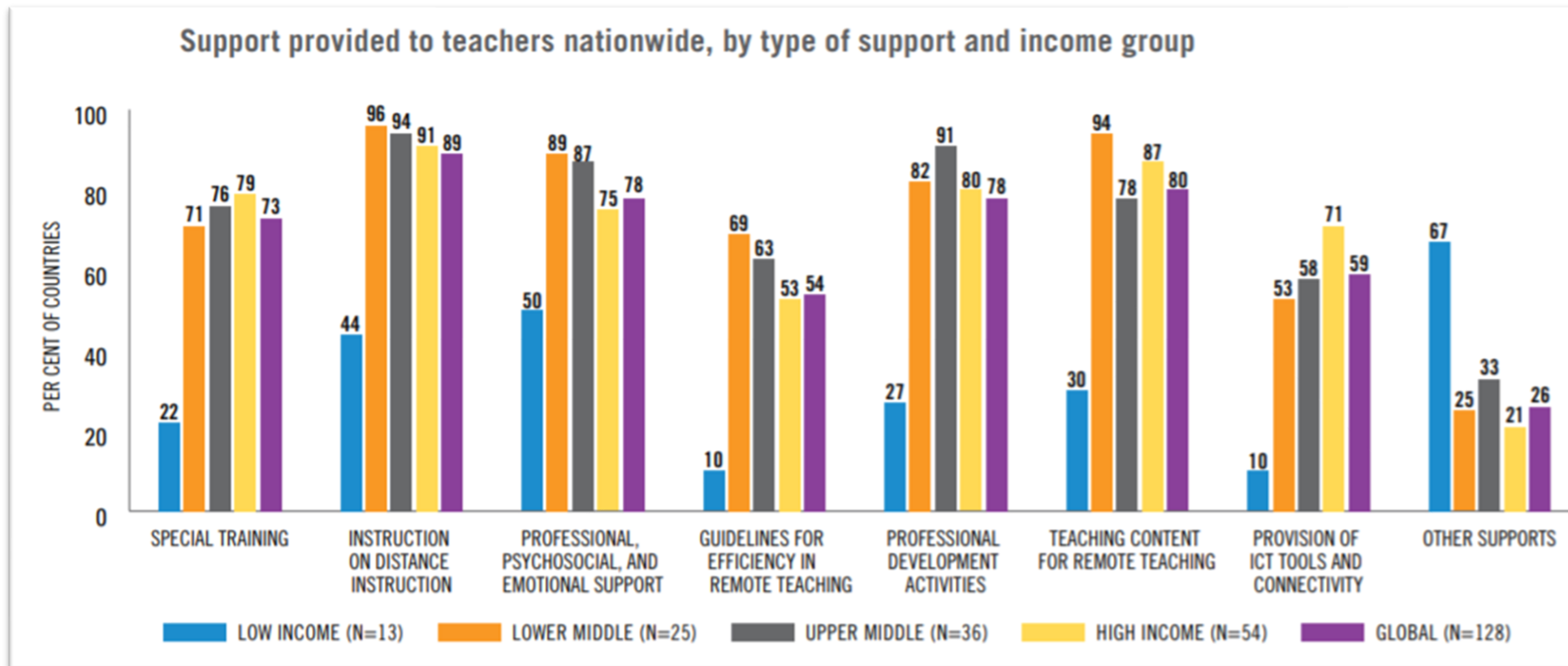
Around 63 million primary and secondary teachers around the world were affected by school closures due to COVID-19

- COVID-19 caused the largest disruption of education in history → teachers at the center to ensure continuation of learning
- Unpreparedness of teachers for remote teaching:
 - Low levels of digital literacy among students, parents and teachers
 - Even in contexts with adequate infrastructure and connectivity, many teachers lack basic ICT skills
- Need to support the teachers' professionalization and readiness
- Pre- and in-service teacher training are in need of reforms to better train teachers for the future

“Technology alone cannot guarantee good learning outcomes”

TEACHER SUPPORT DURING COVID-19

- ❑ Most countries provided support to teachers on remote/online learning, but 1/10th of low- and lower-middle-income countries did not provide any support
- ❑ Most countries developed teaching content for remote teaching, provided professional development on use of ICT, and tools and free connectivity, but LDCs to a much lesser extent
- ❑ Limited training and capacity building for teachers to adapt their teaching to the needs of most marginalized

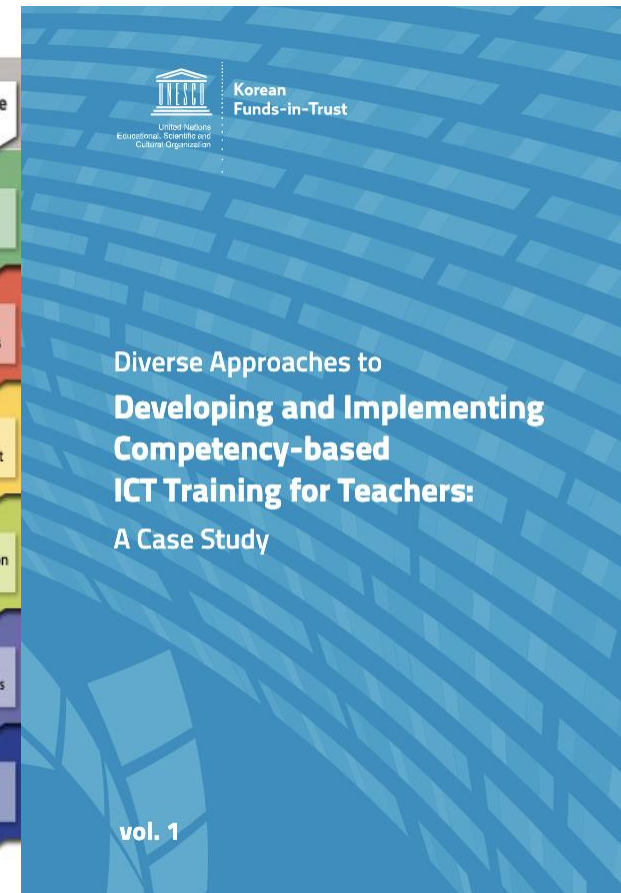
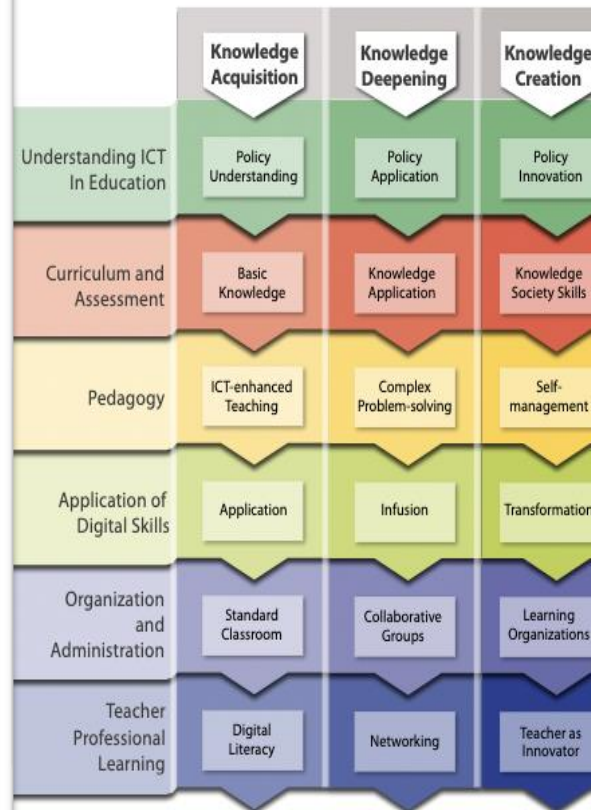
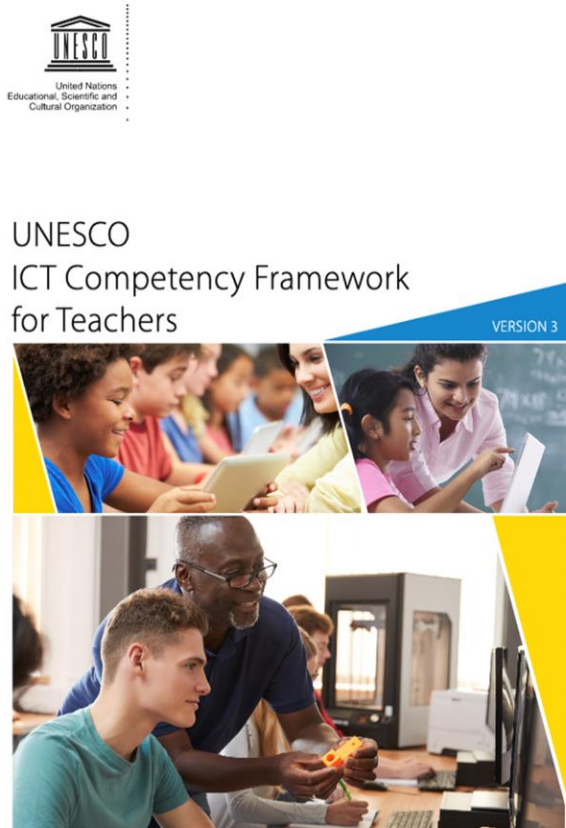


- ❑ Only 25% of low-income countries offered access to Internet or devices at a subsidized/no cost
- ❑ Only 27% of low- and lower-middle income countries had an operationalized policy with guidance on digital learning

“ To build a resilient teacher workforce in times of crisis, all teachers should be equipped with digital and pedagogical skills to teach remotely, online, and through blended or hybrid learning, whether in high-, low- or no-tech environments

World Teachers' Day 2020, Joint Statement
from UNESCO, ILO, UNICEF and Education
International

ENSURING TEACHERS ARE COMPETENT IN INTEGRATING ICT IN PEDAGOGY

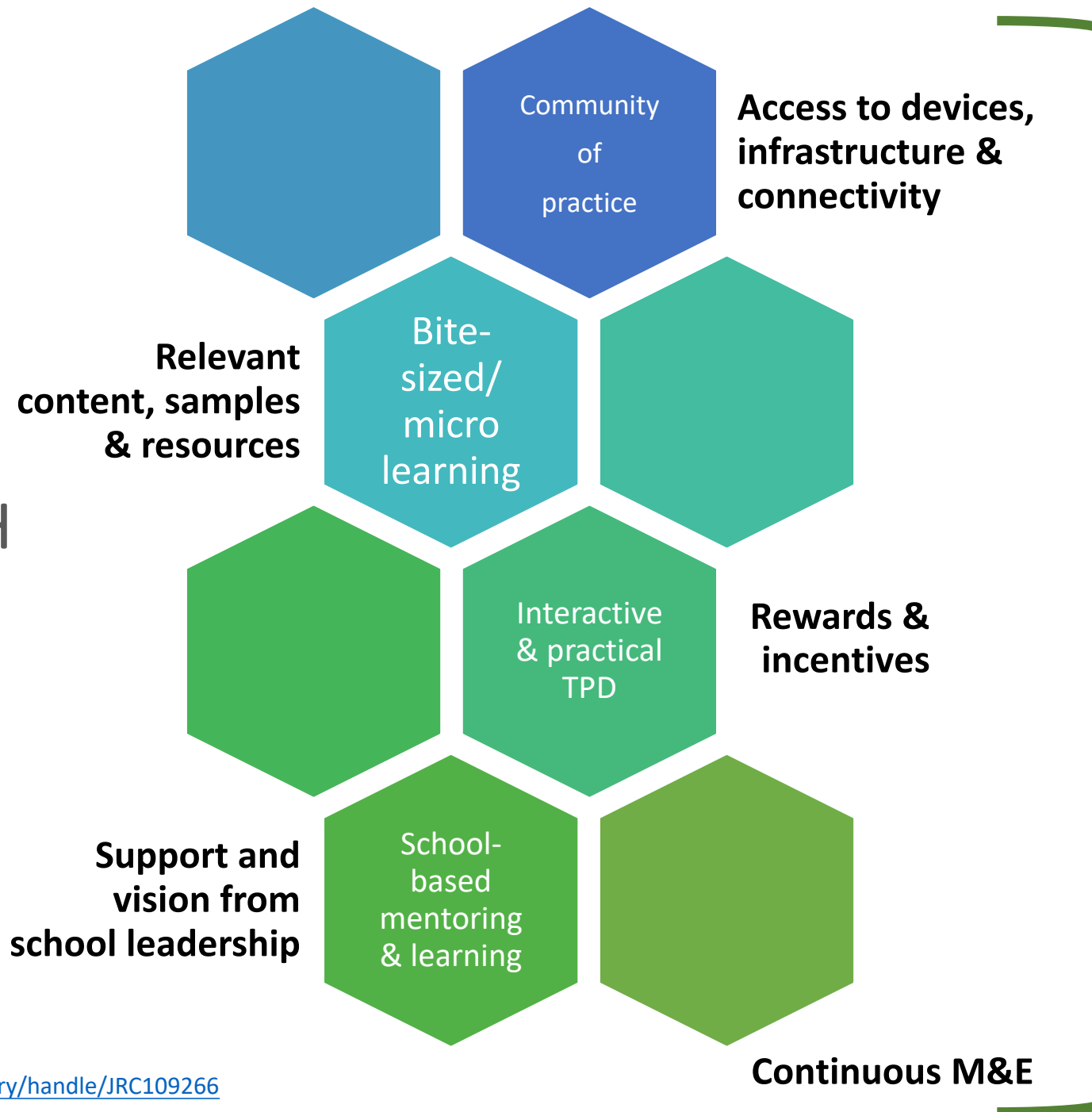


http://bit.ly/ICT_CFT_ver3

http://bit.ly/Div_Approaches

<https://ictcomp.guide/>

KEY FACTORS & APPROACHES FOR TEACHER GROWTH & PROFESSIONAL DEVELOPMENT



**Supported by national policies, including
ICT Competency Standards for Teachers**



RECOMMENDATIONS

- Develop education sector plans, teacher policies and other related policies through a **crisis-sensitive and inclusion lens**
- Provide **access to quality internet** and appropriate **devices** to teachers
- Gather **data on teachers' needs and capacities**
- Promote digitally innovative pedagogy and digital skills through the **development of coherent policies**, i.e. **national ICT Competency Standards** for teachers, and corresponding **curricula and trainings**
- Develop and provide **relevant resources**, materials, **content**, time and **recognition** for teachers to learn and grow
- Promote **teacher communities**, collaboration, peer learning and coaching to adapt to changing demands
- Monitor, analyze and draw lessons learned on effectiveness of **distance learning strategies** beyond COVID-19

“ *In the face of a prolonged crisis, we must redouble our mobilization and target the right priorities, those that will allow us to truly make education a common good, a fundamental right. The first of our principles is that schools are irreplaceable, as the pandemic has shown. The second is that more than ever we need resilient and innovative school systems to face present and future shocks. The third is that no screen can ever replace a teacher.* ”

— Audrey Azoulay, UNESCO Director-General