

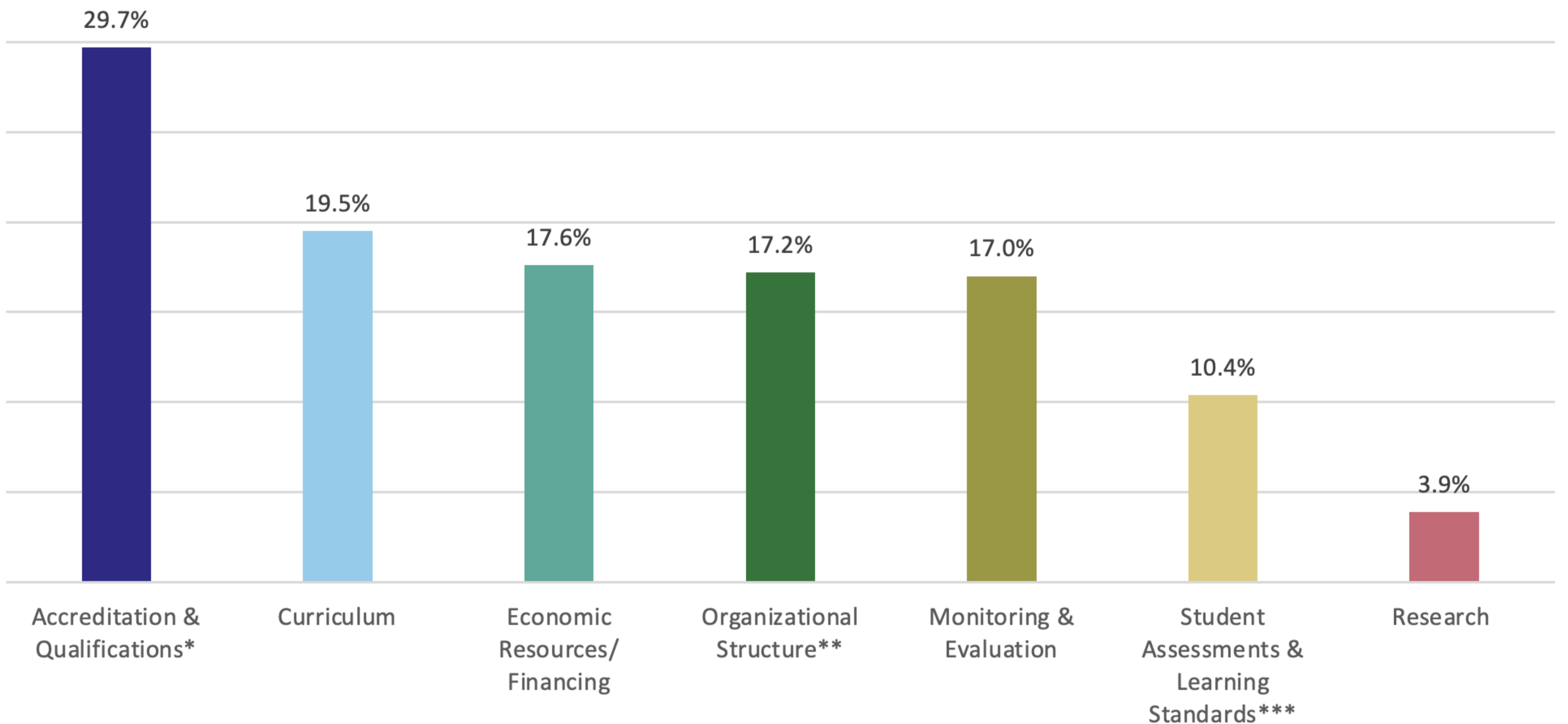
World Education Reform Database

Teacher Reforms

Background

In an effort to improve the quality of education, countries around the world have adopted a number of reforms related to teachers. Roughly 16 percent of education reforms in the World Education Reform Database focus on teachers. More than one-quarter of all teacher reforms address issues of individual qualifications and institutional accreditation.

Policy Focus



Note: Policy focus categories are not mutually exclusive. Percentages are calculated out of the total number of teacher reforms in the database. This figure represents a total of 1,831 reforms from 174 countries.

*Includes both institutional accreditation and individual qualifications (i.e., teacher certification). 90% of this category is comprised of individual qualifications.

**Refers to new organizational structure or restructuring of an existing organization related to teacher reforms.

***Combination of national, regional, and international student assessments and learning standards. National is the largest category at 82%, regional is the second-largest at 10%, followed by international assessments at 8%.

The **World Education Reform Database** is a collection of more than 10,000 changes to school systems reported by 189 countries and territories, mainly since the 1970s. Reforms are defined as planned, systemic, and non-routine changes to education. Examples include laws, acts, policies, plans, strategies, and other self-identified changes related to education. This brief was produced using version 1 of the data.

For more details and data see: <https://werd.stanford.edu>

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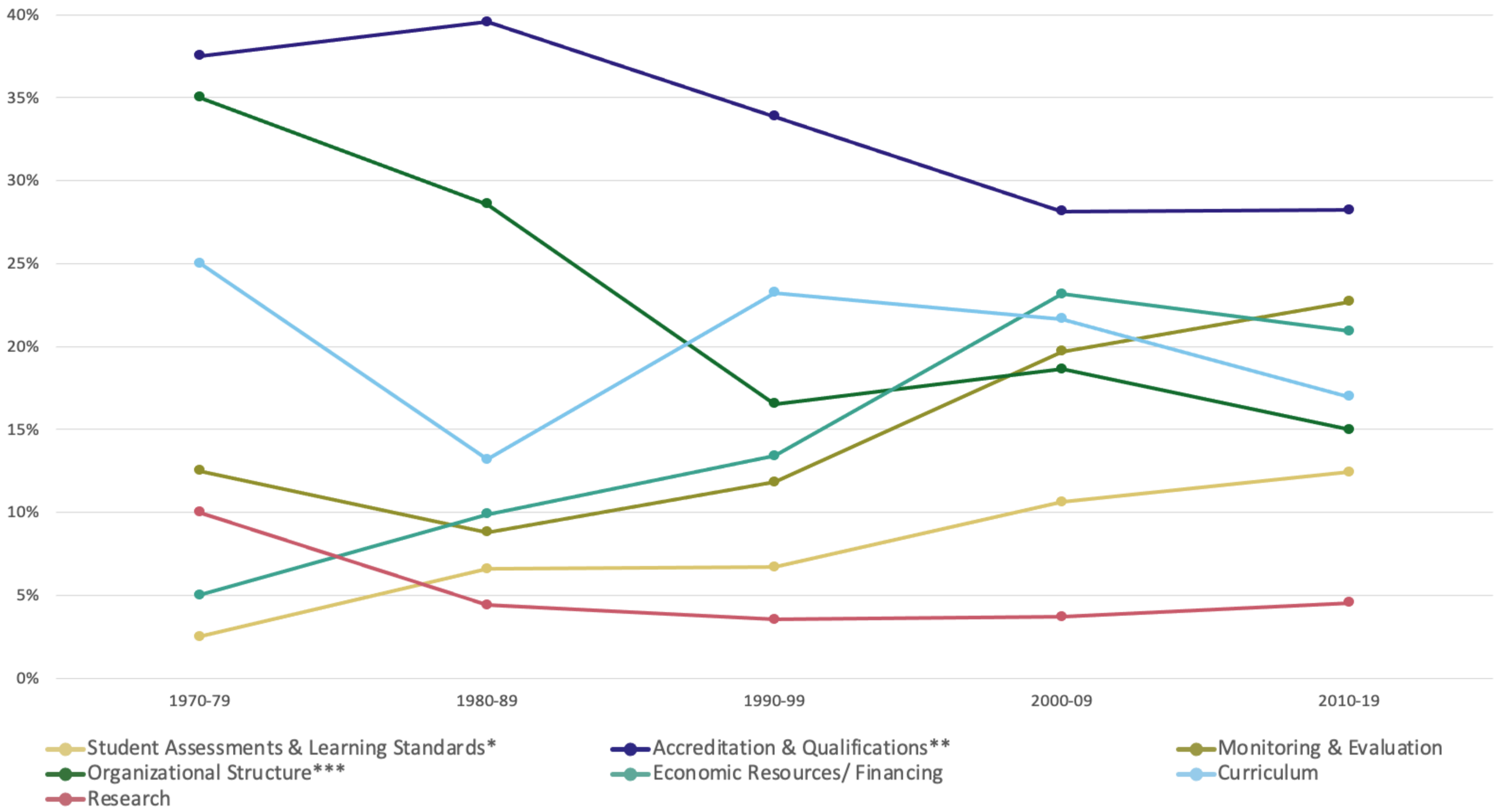
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Brief compiled by Juliana Prah

Percentage of Teacher Reforms by Policy Focus Per Decade



Note: Policy focus categories are not mutually exclusive. Percentages are calculated out of the total number of teacher reforms per decade. This figure represents a total of 1,621 reforms from 174 countries.

*Combination of national, regional, and international student assessments and learning standards.

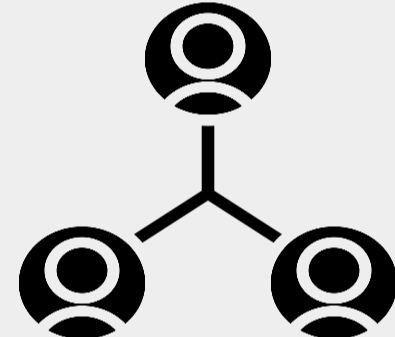
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Historical Trends



14 percentage point increase in focus on **Monitoring & Evaluation** reforms from the 1980s



20 percentage point decrease in **Organizational Structure** reforms since the 1970s

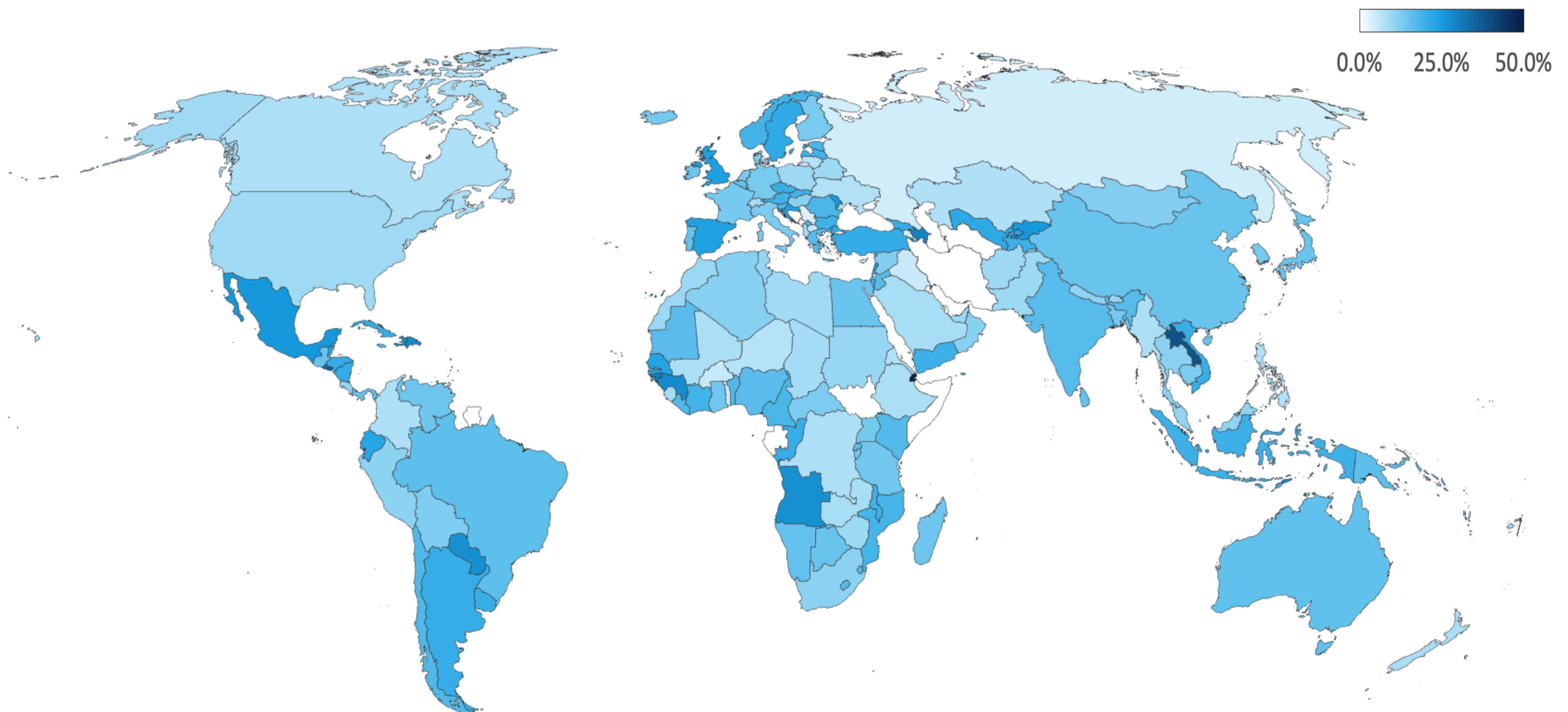


Emphasis on **Economic Resources/ Financing** increased by 16 percentage points since the 1970s



10 percentage point growth of **Student Assessment & Learning Standards** reforms from the 1970s

Global Map of Teacher Reforms



Note: Countries with no data or insufficient data (fewer than 10 reforms) are excluded from the world map. Percentages are calculated out of the total number of education reforms in a country. This map represents a total of 1,589 teacher reforms from 177 countries.

Examples of Reforms by Policy Focus

Teacher Curriculum



India: The National Council for Teacher Education (NCTE) Act passed in India in 1993, framing regulations required for the development of teacher education and issues connected with the professional role of teachers. In 2009, the NCTE developed a new National Curriculum Framework for Teacher Education, with the goal of improving areas of initial teacher education, teacher evaluation, and new teacher preparedness.

Accreditation

Argentina: In 2006, the National Teacher Training Institute (INFOD) was created within the scope of the Ministry of Education. The INFOD acts as the body responsible for applying regulations that govern teacher training systems in terms of evaluation, self-assessment and accreditation of institutions and careers, and the national validity of degrees and certifications.



Monitoring & Evaluation



Egypt: In 2007 Egypt established the Professional Academy for Teachers, a specialized entity responsible for designing, planning, coordinating, monitoring, and evaluating professional development activities for teachers and educational leaders. It is also responsible for implementing the system of granting licenses and validity certificates for teachers, trainers, and evaluators, as well as accrediting training programmes promotion standards.

Economic Resources/ Financing

Namibia: In Namibia, qualified teachers willing to work in rural areas receive an allowance. This allowance is based on their degree of remoteness, determined by distance and access to facilities and utilities, as an incentive to retain teachers in hard-to-staff schools. These incentives, introduced in 2009, typically range between 5-12 percent of a teacher's monthly salary.



Organizational Structure



Ireland: Ireland created the Teaching Council in 2006 to promote the continuing professional development of teachers, establish and maintain a register of teachers, and to regulate the teaching profession. The Council's functions span the entire teaching career, from entry to accreditation of all teaching qualifications, the induction of newly qualified teachers into the profession, and the continuing professional development of teachers throughout their careers.