QUALITY MATTERS

Theme: teachers' role in quality enhancement

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A Quarterly Newsletter of the Center for Educational Improvement and Quality Assurance (CEIQA)

IN THIS ISSUE

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QUOTE OF THIS ISSUE

The <u>mediocre</u> teachers <u>tell.</u>

The <u>good</u> teachers <u>explain.</u>

The <u>superior</u> teachers <u>demonstrate.</u>

The <u>great</u> teachers <u>inspire</u>

(William Arthur Ward, 2009)

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as the business and industry, government and non-governmental stakeholders and others who might be interested to know about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education Setting.

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FROM THE EDITORIAL DESK

A teacher is one who teaches, builds up, instructs, trains and guides for healthy growth and stable experienced life. The teacher is also someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situations (Majasan, 1995). The concern for teacher quality has been largely due to an accelerating rate of increase in enrolment (UNESCO, 2004, 2010, 2011).

Education policies, however well intentioned and official curricula, however well crafted, cannot succeed without the teacher, whose professional management of the teaching- learning process ensures that education really takes place (UNESCO, 2013). Furthermore, (UNESCO, 2013) stated that it is not just any teacher that can make education happen. It has to be the *effective* teacher, who benefits from quality professional preparation and is systematically supported by quality career-long professional development. Effectiveness is a multi-dimensional concept, depending upon the stakeholders' mission and is expressed through quality indicators.

It is known that given adequate teachers' motivation will enhance quality instructional delivery, quality output and quality assurance in the school system. Of course, according to UNESCO (2013) quality in education should go beyond school, classroom and teacher issues to embrace contextual (social, political and economic) issues that have an impact on education.

The issue of teachers' motivation and quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged by International Multi-Disciplinary Journal, Vol. 4 (2) April, 2010, that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness. According to UNESCO (2005) quality assurance is a powerful means that can improve the effectiveness of education. Its key principle is that the main actors at the forefront of education – such as teachers, head teachers, etc. are responsible for improving educational performance.

Their motivation or empowerment should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education (Edem, 1982). Furthermore, teachers' motivation is a key to guaranteed quality education, as such influences quality assurance in the educational system. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system .St. Mary's University (SMU) invests in its human capital to enhance the quality of services it provides. To that end, apart from the

short-term professional development training which takes place regularly at different levels, SMU has put in place a scheme that allows its staff improve their academic and professional careers. The university has a free scholarship guideline which defines the continuous professional development strategies of the university. Through the education opportunities the university has created thus far, 457 of its staff have enjoyed free scholarships and upgraded their academic and professional careers to different levels up to PhD level. Since the core activity of the institution is teaching-learning and research, the university strives to continuously improve the qualities of its academic staff. In this regard, 93 and 11 of its staff have been given free scholarships to study Master's and PhD degrees in diverse areas, respectively. While more than 80% of these staff have completed their studies, the remaining are on the pipe line to secure their Master's and PhD degrees shortly. In a bid to widen the access to perusal of PhD studies for its academic staff while they are at home, the university has signed MoU with two foreign universities which would train the staff of SMU. Similar agreements are under negotiation with other foreign universities. While granting free scholarships for the staff who study at Master's and PhD levels, the university also reduces their work load to assist them complete their studies with honor within the specified period.

This newsletter focuses on teachers' role in quality enhancement

Enjoy reading

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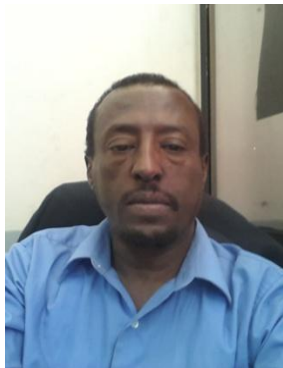
PERESPECTIVE

Teachers' Effectiveness for Quality

Eyob Amedie (Lecturer & Quality Expert)

It is obvious that teachers' role in ensuring quality in the teaching–learning process is very paramount. The availability of professionally trained, skilled and motivated teachers is the foundation in enhancing quality in teaching - learning environment.

According to UNESCO World Education Report (1998), "Teachers are central to the question of education's quality and relevance and teaching is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continued study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge".

A teacher role in the class room does not give a holistic picture for quality teaching. Hence, quality of a teacher and professorial productivity assessed from different angles basically it is measured from teaching, research and community service, personal integrity etc.

Traditionally, teaching was information dispensing mechanism and teachers' role limited to broadcasting contents. It is deemed that their primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the powerless underlings in their care. Many teachers today, however, are encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. Teaching is more of student centered and the day-to-day job of a teacher, rather than broadcasting content, is becoming one of designing and guiding students through engaging learning opportunities. An educator's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real-world problems and show they have learned the big ideas, powerful skills, and habits of mind and heart that meet agreed-on educational standards (Judith Taack Lanier, 1997).

According to Marta (2009), teachers should not be a 'walking encyclopedias' who know only one correct solution to the given task so that the task of a university professor is motivating students, teaching their students how to learn and providing a model for life as well as incorporating their own subject of specialization in the area of general knowledge.

Teachers, before coming for teaching profession, ought to be acquainted with basic teaching methodology and practices parallel to content knowledge. Content knowledge without adequate instruction method even for a well experienced teacher is defective. Practically in many disciplines graduates who are joining universities for teaching often without adequate knowledge of pedagogical training and practice. One study shows that teachers' in higher education do not need

certification of teaching competencies; however the need to improve university teachers' teaching skill and pedagogical thinking is now acknowledged to be essential.

According to Liisa Postareff *etal* (2008) the University of Helsinki provides mandatory short course on learning and instruction in higher education to give teachers the basic skill to plan, instruct and assess teaching and learning in their courses. In addition, the aim is to help university teachers become aware of and capable of using student –centered ways of teaching. Advanced non compulsory courses which aim to deepen teachers' understanding of theoretical principles of learning and instruction in higher education such as: compilation of handouts, exams, students work etc in portfolio, a short practicum in which teachers' observes each other's teaching and an expert on the field of pedagogy observes each teacher teaching and gives individual feedback and conducting of research concerning teaching in higher education usually in teachers' their own disciplines.

Teachers needs also familiarize with technology as the pedagogical arena has widened far outside the wall of the schools. To this end, teachers update themselves with new information, knowledge and discoveries. In promoting quality teachers should help their students to use computer and getting hold of information and knowledge through IT.

According to E. O. Okobia (2012) "…with the emerging new technologies, the teaching profession is evolving from an emphasis on teacher-centered, lecture-based instruction to student-centered, interactive learning environments". Employing technologies that help students to read e -books, e-mailing assignments, information sharing in SMS and online student evaluation of teachers and online evaluation of courses are some of the major activities that make communication at ease. Using electronic means is cost effective and environment friendly. It is obvious that paper work is very expensive and affecting the environment both at the time of production and disposition.

In regard to research, teachers need to spend time in researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. Some scholars suggest that there is a strong symbiotic link between teaching and research. For Benowski (1991), teaching should not be separated from research. Indeed, "professors teach best what they know best" (Benowski, 1991). Stephenson (2001) found that one of the characteristics of extraordinary teachers is that they have passion for their field. Yair (2008) also noticed that memories of extraordinary professors often described how these teachers were passionate about their subject matter. This passion may arise through research. Therefore research could help professors to be better teachers. Although the link between teaching and research is generally seen as stronger at the graduate level, many professors also insist on the value of bringing research to undergraduates.

In a nutshell, in-service teaching education and training helps teachers' in management, supervision and evaluation of students. Well trained teacher make a difference on learning outcomes. Promoting teachers to participate in research helps to update themselves and introducing new sciences, technologies and innovations to students. Engaging in community service such as social and academic committees in addition to teaching competency and research make a teacher all rounded for insuring quality. Besides' teaching, teachers have the right and responsibility to participate in different committees such as exam, quality assurance, discipline committees and engaging in co - curricular activities.

Engagement in such committees should not be account as burden, rather discharging of duty. Promotion and scholarship award consider the involvement of a teacher in various committees beside the regular teaching activity.

St Mary's University strongly committed to ensure all round teachers' quality, just to list a few, provides pedagogical training for new recruited academic staffs to maintain quality teaching learning activity. Parallel to this experienced teachers are also invited to update themselves both in contents of their discipline and pedagogical thinking. Quality assurance training on class management of teachers, teachers' efficacy, exam blue print preparation, introduction to criterion referenced assessment, course experience survey, initiating academic staffs to engage in research and community service, mainstreaming gender and HIV, among others, contributing for teachers' quality.

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INTERVIEW

This column features interviews of people including government officials, policy makers, top management of universities or colleges, instructors, experts, as well as students on quality related issues. In this edition of the newsletter, quality matters interviewed Instructor Mehabaw Alemu who is an accounting instructor in St Mary's University. Instructor Mehabaw is a BA degree holder in accounting from the former St. Mary's University College and now he is a post graduate degree candidate in Accounting and Finance at St. Mary's University. Instructor Mehabaw is teaching different accounting courses, besides, student advising and offering short term trainings are his regular jobs. In addition, he is also member of the university senate representing Business Faculty staff, secretary of the senate discipline committee, and member of the university social support forum.

Instructor Mehabaw Alemu, Accounting Department, St. Mary's University,

Quality Matters: What are the characteristics of good instructors?

Instructor Mehabaw: a good instructor is born out of the philosophy of generation making. If instructors are being instructors with this philosophy, there is no other weighty factor that makes them awful. A good instructor always associates all his/her values with this philosophy of generation making. Good instructors who strives to makes a generation truly are therefore, in brief characterized by their knowledge, competency, skill, commitment, strength, effort, timeliness, support to their students, and rationality in every of their actions and decisions. That is what I want to say about good instructors.

Quality Matters: What do you think the roles of instructors in quality assurance and quality enhancement process in higher education institutions?

Instructor Mehabaw: I think this is also linked with a philosophy of what/who we are teaching. Are we teaching students or courses? If we are teaching students, we can seriously follow-up the performance of every student and Identify those who needs our extended support. Then we can support them to bring them to the level that they are expected to be. This has great contribution to quality assurance and enhancement. In additions, Instructors are also expected to undertake research and be engaged in community service. Because research can be used as a tool to identify obstacles that hinder quality assurance services, and as quality is holistic in its nature, the society can also contribute towards it by being informed by instructors through community service.

Quality Matters: What are the quality areas /dimensions academic staffs need to involve in transforming or enhancing quality? Can you list them specifically from your experience?

Instructor Mehabaw: Instructors are involving in areas like, setting course standards, course coordination, exam review, student advisory, tutorial, experience sharing, peer teaching & training, engaged in research and community service activities, and taking part in the curriculum development and revision committee. These are all what I remember.

Quality Matters: What are the good practices achieved in enhancing quality at SMU?

Instructor Mehabaw: It is not expected of me to rate this institution against other similar institutions, but according to my view St. Mary's university appears to be a proper place for education. This might be agreed by instructors, students and other stakeholders. It is directly associated with the management philosophy of the institution.

Allow me to quote Ato Baye's (former external relations office head at St. Mary's university) saying in this regard, "when I came to St. Mary's I smell Education". I may be mistaken but as far as my knowledge is concerned, it is St. Mary's university which started Annual National Research Conference on Private Higher Education; it is now grown to an international level. It is again St. Mary's university which initiated National Student Research Forum, National Research Seminar on Open and Distance Education and Multi-Disciplinary Seminar in an annual basis. It has organized

units like, Educational Improvement & Quality Assurance and Testing Centers. The university manages more than 18 annual, biannual and quarterly publications. The News letter Quality Matters is one of the publications specifically focused on quality. St. Mary's university introduced comprehensive exit exam for all graduates. All graduates earn their credentials only if they passed this exam.

Furthermore, the university always conducted pedagogical and other professional trainings for those who are interested in it and the instructors joined the university for the first time. There are different committees organized for quality assurance and enhancement services in the institution. Moreover, St. Mary's university scored better rating in the national audit conducted by the Higher Education Relevance and Quality Assurance Agency (HERQA).

St. Mary's university in its value statements clearly declared that it strives to meet customer expectations, is committed for excellence and high quality service, acting with honesty, respect & accountability, support & guide others to success, forward looking to learn from global competition, information technologies, trying to improve quality of the service, and implement process accountability & being responsible for what we did. Truly speaking St. Mary's University is striving to deliver its values in a very genuine form.

In general St. Mary's university community from the top level management to line staffs in the bottom is committed for quality enhancement may be with very few exceptions. The academic freedom and the entire management style that the university is exercising is also another important factor that contributes for quality enhancement.

Quality Matters: What are the methods/ mechanisms that are currently in use to involve academic staffs to improve quality assurance enhancement activities in SMU?

Instructor Mehabaw: As I have already mentioned earlier, academic staffs are taking part in different quality areas. They are getting scholarship opportunities to enhance their academic status, knowledge, skill and competence. Course and exam blueprints are prepared by instructors and course offerings are based on the blueprint coordinately. Instructors are course coordinators and exert efforts that courses are delivered in a similar fashion. They prepared their midterm and final exam in a coordinated manner. The final exams prepared by course offering instructors are always been submitted to Testing Center for their validity test. Students are also involved in the quality assurance process. They are evaluating their instructors each semester.

In addition to this, instructors are members of different committees. Both instructors and students have Senate representatives. Academic staff and other support staff in general and the university management in particular are assertive for quality assurance.

Quality Matters: How do you describe St. Mary's instructors' attitude towards quality assurance enhancement?

Instructor Mehabaw: It is very difficult to generalize, but I can confidently tell you that the majority has excellently positive attitude for quality assurance enhancement. But, as it is already stated in question no. 5, there may be few

who are doing their job as an ordinary job without understanding that they are in a system which makes a generation. I think those with negative attitude do not stay long at St. Mary's university because the already created system in the university doesn't allow such attitudes develop roots.

Quality Matters: What educational institution can do to support instructors in ensuring quality?

Instructor Mehabaw: Educational institutions are expected to critically watch the education dynamism and update their curriculum, educational materials, their management style and their remuneration system, and enhance the instructors' skill through training. In addition, they are expected to allocate funds for research and community service activities.

Quality Matters: What are the challenges encountered in trying to implement an internal quality assurance system in higher education institution?

Instructor Mehabaw: The student background is I think the primary challenge. We can see this from two different dimensions: In the first place, the entire education system starting from the primary level is under question with regard to quality and quality related factors. Due to this, quality is below the expectation at all of the education levels because of various reasons. The second dimension is mostly associated to private institutions. Majority of their students are least scorers of entrance exam of higher education. Public universities year after year are taking best scorers and who goes private are those scored below the minimum to public universities. This makes double the burden for private institutions. Though the fact is this, but private institutions are go-getting to bring the students to the level expected from them.

Quality Matters: What are motivational strategies that negatively influence teachers' motivation, quality assurance and job satisfaction if not properly handled?

Instructor Mehabaw: If academic institutions are unbalancing the service that they gained from their employees and the benefit counterpart. For instance, denying instructors from further education, training and development opportunities. Others may be academic freedom disobedience, poor organizational structures, and non professionalization of teaching, using wrong tools for evaluating achievements, or total denial of recognition to achievements and efforts of instructors. These are some motivational strategies that highly affect instructors' level of operation in an educational system identified by Okonkwo (1997) and with it I complete agree.

Quality Matters: What governments can do to support higher education institutions and instructors for the enhancement of quality?

Instructor Mehabaw: I appreciate the Ethiopian contemporary government education policy. Following the Education policy, which allows private players to contribute their own share in the sector, formulated by the government, individuals and groups allocated their running low resources in the sector from kindergarten to tertiary level of education. As a result the private sector benefited hundred thousands of citizens by providing access for education and creating employment opportunity. I am the one who benefited from this. But when we come to

practices on the ground, is very unpleasing. The government is not enforcing the same rules and regulations across public and private institutions and even within private institutions too.

Moreover, officially some government organizations are rejecting applicants who graduate from private institutions and the government is not taking any action. But on the contrary, graduates of private institutions had learned through investing their own resources, i.e. they didn't consume any public resource ever before whereas public university graduates do. For that reason, graduates of private institutions are more even eligible than public university graduates in earning jobs if we see it from the logical point of view. The rationale behind this logic is resources, opportunities and benefits that the country and the economy provided should be allocated to citizens in an equitable manner. If the question is knowledge and skill, it is good to let them compete.

In addition, the government shall avail further education opportunities, housing facilities, and others equally to instructors of both public and private institution as far as both are devoting their time and effort for generation making. Private institutions are good examples in resource utilization and can be better options for citizens to access education based on their primary choice. Because, need based education is good for enhancing quality and education victory. I think this is very important for the country and the government too. With these and all other sound reasons, the government shall pave the ground of the job market for both public and private institutions graduates; enforce laws, rules and regulations across public and private, and within private institutions themselves.

Quality Matters: Do you have any other remarks you would like to say?

Instructor Mehabaw: I think I have said enough. Thank you!

Quality Matters: Thank you very much for sharing your thoughts.

RESEARCH CORNER

Quality Education and the Key Role of Teachers

Discussion paper: IBE, in collaboration with EI and UNESCO

ED/BIE/CONFINTED 47/4 (October, 2003)

1. Introduction

A quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in society and private life. This should be achieved without distinctions of any kind, such as those based on parents' income, color, gender, language, religion, political or other opinion, national or social origin.

The purpose of this paper is to examine the key role teachers' play in providing quality education. However, the original paper is abridged to make appropriate for our purpose of quality matters news letter.

2. What is quality?

Whenever quality in education is discussed it may be important to reflect on what is understood by the term quality. Many educators, researchers and politicians have tried to define this term and a number of different definitions can be found in the literature.

2.1. Different definitions

Classical definition according to Coombs (1985), Qualitative dimensions means much more than the quality of education as customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards. Quality also pertains to the relevance of what is taught and learned - to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum *and* educational technologies; and its socioeconomic, cultural and political environment." (Coombs, 1985, p. 105). The World Bank (1995) has also tried to define quality as "Priorities and Strategies for Education". The World Bank dealt with education policy issues and made the following observation concerning quality: **"Quality in education is difficult to define and measure. An adequate definition must include student outcomes. Most educators would also include in the definition the nature of the educational experience that helps to produce thus outcomes - the learning environment."**

3. Why this discussion on quality?

It can be noted that quality has became a key concept in the education discussion. Everyone wants to improve the quality in education. It is relevant to ask why quality has become the focus of so many educational discussions. There may be at least three reasons behind this:

> ➤ Some would say it is because education over the last decades has developed towards lower quality.
>
> ➤ Others would say it is an expression of an increased concern about education, the quality of education and the best way of spending money in education.
>
> ➤ Still others would say that the increased focus on education is a part of a process of restructuring the public sector, cutting public spending and introducing private solutions (Snyder, Fredriksson & Taube, 2004).

4. What are the characteristics of a good teacher?

There have been many attempts to list the characteristics of the good teacher. Sometimes such lists tend to give a picture of a kind of superman/superwoman and may be more discouraging for teachers than helpful. In spite of that risk it may be of interest to look at some of the more enlightened attempts to describe the good teacher.

4.1. Different description of the good teacher

The OECD report "Quality in Teaching" (1994) defines teacher quality in five dimensions;

- ❖ Knowledge of substantive areas and content;
- ❖ Pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies;
- ❖ Reflection and ability to be self-critical, the hallmark of teacher professionalism;
- ❖ Empathy, and commitment to the acknowledgement of the dignity of other;
- ❖ Managerial competence, as teachers assume a range of managerial responsibilities within and outside the classroom."

Another interesting approach to describe the good teacher is the ten competences identified by Perrenoud (1999):

Organizing student learning opportunities, Managing student learning progression, Dealing with student heterogeneity, Developing student commitment to working and learning, Working in teams, Participating in school curriculum and organization development, Promoting parent and community commitment to school, Using new technologies in their daily practice, Tackling professional duties and ethical dilemmas and Managing their own professional development.

4.2. Different perspectives on the good teacher

Quality can be regarded from different perspectives. For many students quality is a fair system where their skills are awarded and where their achievements are acknowledged (MacBeath et al, 1996). For parents quality is a school where the students are safe and where they can learn in a stimulating environment (MacBeath et al, 1996). For many teachers quality is a school where the students want to learn and where the working conditions are good (MacBeath et al., 1996).

5. How teachers can improve quality

What can teachers do themselves to improve quality? In this section three issues have been discussed: Quality awareness, Professional ethics, and Professional freedom.

5.1. Quality awareness and self-evaluation

To create an increased "quality awareness" among teachers and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate their own teaching and its results. There are different ways to organize the evaluation process in education in various countries. In some countries the main focus seems to be to evaluate the whole educational system, while in other countries the emphasis seems to be to evaluate individual schools or even individuals. There are several risks in relation to present developments in the area of evaluation. One main risk is that evaluation will be focused too much on easily measurable school achievement, without taking into consideration the complexity of the reality in schools. In relation to this, there is also a risk that teachers will be sidestepped in the evaluation process and made only objects of the process. In order to make evaluation a tool which teachers can use to improve the quality of education there is a need to find and highlight alternative methods for evaluation which allow for the consideration of the complexity of the school environment and which give teachers a possibility to be part of the process.

5.2. Professional freedom

The professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. Professional and academic freedom for teachers is also of crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young peoples' right to and democratic exercise of critical creativity. There has to be a general trust in the creativity of the teacher. How the teaching is done in the classroom should never be prescribed by persons outside the classroom reality. This does not imply that authorities should not suggest new teaching methods through in service training, professional development and other means. For teachers to be given different approaches and models for their teaching is important and necessary, but it must never turn into a process of dictating which methods to use.

5.3. Professional ethics

Teachers deal with professional ethical questions in different ways in various countries. In some countries the rights and obligations of teachers are expressed in official documents issued by the government, in others there are agreements between governments and teacher organizations on such matters and in some certain professional standards are set by the teachers themselves. One way for teachers to set standards themselves is to agree within the profession on a code of ethics. Such a document is usually a set of basic rules for teachers to follow in order to guarantee certain standards of the profession. Another issue related to the professional ethics of teachers, which have been increasingly discussed, is corruption. There is a need to increase the awareness about corruption among teachers, Department heads, Deans and

other employees in the education sector. Teachers have to reflect on what could be regarded as a corrupt behavior and see that such behaviors are abandoned in the teaching profession. In order to eliminate corruption there is a need to find measures to monitor critical processes and to make communication and administration in general more transparent.

6. What governments can do to support teachers?

Quality education is not only a responsibility of the teachers. There must be a public responsibility to ensure all citizens the right to receive quality education. In order to support teachers in their efforts to improve the quality of education governments and relevant education authorities must:

- ❖ provide education and professional development of high quality to the teachers;
- ❖ provide teachers and schools with the resources necessary to offer quality education;
- ❖ see that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility; and
- ❖ Ensure that teachers receive the moral recognition appropriate to their level of qualifications and responsibilities.

6.1. Teacher education and professional development

The professional development of teachers is a key guarantee of quality education and must be linked to all phases of teacher education and educational research. In order to improve the education of teachers worldwide, education authorities, governments and intergovernmental organizations must ensure that teachers receive a good initial teacher education at university level to prepare them for their work as teachers. All teacher education must contain four components; methodology, pedagogy, practice and curriculum areas.

6.2. Available resources

The Monitoring Learning Achievement Project (MLA) noticed that resources and services enabling teachers to enrich their classroom teaching were lacking in many countries. The project recommended:

That greater emphasis should be given to the improvement of access to teacher resources so as to empower teachers to positively influence the teaching-learning environment (Chinapah et al., 2000, p.44).

Critical problems such as scarcity of teaching and learning resources, large class size, and so on most seriously be re-addressed. It is obvious that it is difficult for teacher to do a good work when they do not have the necessary resources available. New technologies, if used in an appropriate way, could be a powerful support to develop the students' capacity for logical and critical thinking.

6.4. Salaries

In a study organized by Education International on Ghana the following picture of the salary situation of teachers was given: "*The general picture is that few teachers manage on their salary to the end of the month .... . When all basic costs are paid, there is nothing left and in many cases the salary has already disappeared before these costs are paid. To manage, most employees in the education sector have to look for additional income and have little time left to concentrate on their job*" (Fredriksson, Fumador and Nyoagbe, 1999, p. 46,).

In order to improve the status of all teachers worldwide, education authorities and governments and private institutions must ensure that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility and that it is possible for teachers to live with dignity on the salary from their work, and not to be forced to take on a second or third job.

7. What teacher unions can do to support quality in education?

The teachers' unions' view of quality is informed by the principle that education must be relevant to the needs of individuals and of society; and must be available to all, at any age and whatever one's economic position, as a right. Unions also realize that there is a close link between the status of teachers, teachers working conditions and the quality of education.

71. Fighting corruption

Another issue which teacher unions have to address, and which they increasingly have started to address, is how to fight corruption in education. Many teacher organizations make different in-service programs available for their members. Some of these programs are on trade union matters and others on professional issues. Issues on corruption in education could be integrated in both these types of programs. There are also other ways in which teacher organizations can deal with these issues. Many organizations have, in recent years, been involved in discussions on professional standards and professional ethics. Fighting corruption is certainly a part of that discussion. It is important for teacher organizations to explore different types of actions, which can be taken in order to fight corruption. In general, three paths can be followed;

> ➢ promoting professional ethics;
> ➢ organize and support training activities; and
> ➢ Push for the inclusion of anti-corruption education in the curriculum.

8. References

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NEWS

CONSULTATIVE MEETINGS HELD

Concerning consultative meeting with quality assurance committees (QACs), CEIQA has planned to conduct two consultative meetings with annually once in a semester. Accordingly, the 1st consultative meeting held on February 24, 2015. The Center has a coordination responsibility and giving support to the stakeholders for the functionality of the program. The meeting basically to discuss what have been done by the QACs and for information sharing among units. Moreover, the challenges that hinders the committees to execute task and the way forwards are issues discussed in the meeting. The issues eventually discussed are the need of planning by QACs, the need of defined the structure of QACs and reporting mechanisms of QACs were discussed. It is also recommended in the meeting the supportive units have been doing their task effectively much better than majority of academic wings. A second urgent meeting had been called on March 14, 2015 both QACs of functional units and department/units heads in presence of top management. On the meeting CEIQA had briefed the structure of QA system and functional organs, elaborated ToR & work plan guidelines for QACs to assist the committees as springboard to discharge their duties and responsibilities and then CEIQA presented the 1st quarter monitoring report of 2007 E.C. Besides, CEIQA has prepared training manual for giving training to QACs and Units. In the meeting consensus had been reached by participants to implement the aforementioned activities to ensure quality.

Consultative Meeting (February, 24/2015)

Consultative Meeting (March, 14/2015)

NEWS

QUALITY & QUALITY ASSURANCE TRAINING HELD

CEIQA has conducted a half day training on Quality and Quality Assurance concepts targeting Kidist Mariam Secondary school teachers on 30, March, 2015. The purpose of the training was to create awareness and understanding on what quality and quality assurance means in schools. During the training program two conceptual papers were presented. The concept of Quality and Contribution of Different Stakeholders for the Enrichment of Quality by Ato Adugnaw Alamneh and the concept of Quality Assurance by Dr. Melaku Girma. Furthermore, participants raised relevant questions and the presenters responded accordingly. From the training the participants have found the middle ground that quality is a concept, a philosophy, a journey and what we practice quality for us is all of these. Finally, after a hot discussion CEIQA and the school management and teachers reached a consensus to enhance quality in the school by establishing internal quality Assurance Committees for each department.

Participants

Virtual Links /Updated/

Arab Network for Quality Assurance in Higher Education (ANQAHE) www.anqahe.org

Asian Pacific Quality Network (http://www.apqn.org)

ASEAN Quality Assurance Network (AQAN) www.mqa.gov.my/oqan/

Association of African University (www.aau.org)

Association of Quality Assurance Agencies of the Islamic World (AQAAIW)   www.mqa.gov.my/aqaalw/index01 .cfm

Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) www.canqate.org

Central and Eastern Europe Network of Quality Assurance in Higher Education (CEENQA) www.ceenetwork.hu

Central Asian Network for Quality Assurance and Accreditation (CANQA) www.canqa.net

Center for International Research on Higher Education (http://bc_org/avp/soe/cihe)

Ethiopian Ministry of Education (http://www.moe.gov.et)

Eurasian Quality Assurance Network (EAQAN) www.eaqan.org

European Association for Quality Assurance in Higher Education (http://www.enqa.eu)

European Quality Assurance Network for Informatics Education (EQANIE) www.eqanie.eu

Higher Education Relevance and Quality Agency (www.higher.edu.et)

Institute of International Education (www.iie.org)

International center of Excellence in Tourism and Hospitality Education (THE-ICE) www.the-ice.org

International Council for Open and Distance Learning (www.icde.org)

International Institute for Capacity Building in Africa (http://www.eric.ed.gov)

International Network for Higher Education in Africa (NHEA) (http://www.be.edu)

International Network for Quality Assurance Agency in Higher Education (INQAAHE) http://www.inqaahe.org

Program for Research on Private Higher Education (PROPHE)(www.allbany.edu/eaps/prophe)

Quality and Standards Authority of Ethiopia (http://www.qsae.org)

Quality Assurance Agency for Higher Education (UK) (http://www.qaa.ac.uk)

Talloires network (www.talloiresnetwork.tufts.edu