

Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON



HRDD-RM-2024-553

12 August 2024


**Regional Memorandum**

No.553 s.2024

**CALL FOR APPLICATION OF THE GLOBAL PARTNERSHIP  
FOR EDUCATION KNOWLEDGE AND INNOVATION  
EXCHANGE EUROPE, MIDDLE EAST AND  
NORTH AFRICA, ASIA, AND PACIFIC  
LEARNING CYCLES 6 AND 7**

To **Schools Division Superintendents**

1. Relative to DM-OUHROD-2024-1446 on the **Call for Application of the Global Partnership for Education Knowledge and Innovation Exchange Europe, Middle East and North Africa, Asia, and Pacific Learning Cycles 6 and 7** dated last 31 July 2024, this Office through the Human Resource Development Division (HRDD), requests the dissemination of this information.
2. These Learning Cycles are fully-funded professional development opportunities offered to national education experts from GPE partner countries as an avenue to analyze, contextualize, and produce new knowledge on policy analysis and innovation exchange.
3. Enclosed with this memorandum are the details of the upcoming Learning Cycles including the course, objectives, target participants, focus, schedule, and format among others.
4. Interested DepEd personnel may submit their applications online until **16 August 2024** through the following link: <https://norrag.org/apply-now-kix-emap-learning-cycles-6-7>.
5. For further information or any concerns, please contact the **NEAP Scholarship Secretariat** through the email [scholarships@deped.gov.ph](mailto:scholarships@deped.gov.ph) or landline (02) 8715-9919.
6. Immediate dissemination of the Memorandum is hereby enjoined.

  
**ATTY. ALBERTO T. ESCOBARTE, CESO II**  
Regional Director

cc: 06/ROH09/ROH01



Address: Gate 2, Karangalan Village, Cainta, Rizal  
Telephone No.: 02-8682-2114  
Email Address: region4a@deped.gov.ph  
Website: depedcalabarzon.ph



Certificate No. PHP QMS  
22 93 0085





ORD-UM01-2024-684

Republika ng Pilipinas

# Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

## MEMORANDUM

DM-OUHROD-2024-1446

TO : **Regional Directors**  
**Schools Division Superintendents**  
**School Heads**  
**All Others Concerned**

FROM : **WILFREDO E. CABRAL**  
*Regional Director*  
*Officer-in-Charge, Office of the Undersecretary for Human Resource and Organizational Development, and Administration*

SUBJECT : **CALL FOR APPLICATION OF THE GLOBAL PARTNERSHIP FOR EDUCATION KNOWLEDGE AND INNOVATION EXCHANGE EUROPE, MIDDLE EAST AND NORTH AFRICA, ASIA, AND PACIFIC LEARNING CYCLES 6 AND 7**

DATE : 31 July 2024

1. The *Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) Europe, Middle East and North Africa, Asia, and Pacific (EMAP) Hub* announces its call for applications for its Learning Cycles 6 and 7.
2. These Learning Cycles are fully-funded professional development opportunities offered to national education experts from GPE partner-countries, where participants are given the avenue to analyze, contextualize, and produce new knowledge on policy analysis and innovation exchange.

3. Details of the upcoming Learning Cycles are as follows:

a. **Learning Cycle 6: Increasing Women's Representation in School Leadership**

Target Participants	Focus	Schedule and Format	Objectives
<ul style="list-style-type: none"> <li>Education policymakers, managers, planners and researchers working in school leadership and/or gender equality and inclusion (GEI)</li> </ul>	Identifying policy options for improving the participation of women in school leadership	Sessions will run for 10 weeks (18 September – 29 November 2024), with additional time (06 January – 28 February)	Participants will be able to do the following: <ul style="list-style-type: none"> <li>Enhance their understanding of the importance of school leadership and the role of women in these positions</li> <li>Identify barriers/opportunities in recruiting,</li> </ul>



<ul style="list-style-type: none"> <li>Working in government, university, academia, or civil society organizations</li> <li>Based in one of the KIX EMAP countries and with internet access</li> </ul>		<p>2025) for team/ instructor consultation as needed to complete the knowledge product.</p> <p>The course will be delivered in English.</p>	<p>developing, and retaining women in school leadership roles</p> <ul style="list-style-type: none"> <li>Explore policy interventions and practices from various educational systems to overcome the societal and structural barriers to women's advancement into school leadership</li> <li>Produce a policy brief for a specific country context with recommendations for increasing women's participation in school leadership</li> <li>Cultivate a professional network of national experts for knowledge exchange, collaboration, and strategy development</li> </ul>
--	--	---	--

**b. Learning Cycle 7: Secondary Teacher Workforce Management**

Target Participants	Focus	Schedule and Format	Objectives
<ul style="list-style-type: none"> <li>Educational planners, managers, policymakers, and analysts</li> <li>Government officers or staff in university, research institution, or civil society organization</li> <li>Based in one of the KIX EMAP countries, with access to computer and internet connection</li> </ul>	<p>Necessary theory and practical techniques to plan and analyze data on secondary teacher workforce, including teacher requirements, deployment, and utilization, and to identify potential policy options to address challenges</p>	<p>It will run for 10 weeks (24 September – 30 November 2024).</p> <p>The course will be delivered in English.</p>	<p>Participants will be able to do the following:</p> <ul style="list-style-type: none"> <li>Understand the major challenges of teacher management at the secondary level</li> <li>Apply methods to project teacher recruitment needs</li> <li>Diagnose issues relating to the supply, allocation, and utilization of secondary teachers</li> <li>Develop evidence-based policies, strategies, and practices for the management of secondary teachers</li> <li>Combine different sources of information, analyze the results, and identify key policy options for national dialogue</li> <li>Engage in discussion within the country and with other countries on policy options</li> <li>Produce policy-relevant case studies (for online publishing, in English) to be disseminated by KIX EMAP Hub</li> <li>Foster and cultivate a network of national experts for knowledge exchange, collaboration, and strategy development about teacher management</li> </ul>

4. Interested DepEd personnel may submit their applications online **until 16 August 2024**, through the following link.  
<https://www.norrag.org/apply-now-kix-emap-learning-cycles-6-7>
5. For reference, enclosed are information sheets on the Learning Cycles, containing details on the course, format, schedule, instructors, and application process, among others.
6. For further information or any concerns, please contact the **NEAP Scholarship Secretariat** through email [scholarships@deped.gov.ph](mailto:scholarships@deped.gov.ph) or landline (02) 8715-9919.
7. For immediate dissemination and appropriate action.

**Copy furnished:**  
**ATTY. REVSEE A. ESCOBEDO**  
*Undersecretary for Operations*

*[NEAPScholarshipSecretariat/Pereyra]*






# KIX EMAP LEARNING CYCLE ON INCREASING WOMEN'S REPRESENTATION IN SCHOOL LEADERSHIP

PLEASE DISSEMINATE WIDELY

 APPLY NOW

## FOR INTERESTED

-  education policymakers, managers, planners and researchers working in school leadership and/or gender, equity and inclusion (GEI),
-  working in government, university, academia, or civil society organisations,
-  based in one of the [KIX EMAP countries](#) and with internet access.

## STARTING ON 18 SEPTEMBER 2024






The Knowledge and Innovation Exchange (KIX) Europe, Middle East and North Africa, Asia, and Pacific (EMAP) Learning Cycle on 'Increasing Women's Representation in School Leadership' is a professional development opportunity within the framework of the KIX EMAP Hub hosted by NORRAG. This course is offered to national experts from one of the 36 KIX EMAP countries whose work relates to school leadership and/or gender equality and inclusion (GEI).

School leadership is a pivotal factor in the quality of education and student outcomes. Emerging research shows that women school leaders, in particular, have positive impacts on students' schooling and learning experiences, especially for girls. Despite these potential benefits, the underrepresentation of women in school leadership roles continues to be a persistent challenge in many contexts globally.

This Learning Cycle focuses on identifying policy options for improving the participation of women in school leadership. The course will equip participants with the conceptual and analytical tools for understanding conditions that promote and serve as barriers to the recruitment, development, and retention of women in school leadership roles.

Participants will explore examples of policy interventions

and practices designed to improve women's representation in school leadership. The learning objectives are for participants to:

-  Enhance their understanding of the importance of school leadership and the role of women in these positions.
-  Identify barriers to and opportunities for recruiting, developing, and retaining women in school leadership roles.
-  Explore policy interventions and practices from various educational systems to overcome the societal and structural barriers to women's advancement into school leadership.
-  Produce a policy brief for a specific country context with recommendations for increasing women's participation in school leadership.
-  Cultivate a professional network of national experts for knowledge exchange, collaboration, and strategy development focused on women in school leadership.

The KIX EMAP Hub will issue a certificate of completion to participants who meet the course's minimum attendance requirements and complete and submit the finalised **knowledge product** (see Appendix).



## COURSE FORMAT

The Learning Cycle sessions will run for 10 weeks (from 18 September to 29 November 2024), with additional time (from 06 January to 28 February 2025) for team/instructor consultation as needed to complete the knowledge product. The course will be offered in English. However, the KIX EMAP Hub can provide translation into Russian and Arabic, if needed. Please email your requests to [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch).

Participants and instructors meet twice a week in both synchronous online and offline activities, including:

- **Instructional Sessions.** All participants will gather for synchronous class sessions to engage in instructor-facilitated discussions of the core content and assigned readings for the course.
- **Peer Knowledge Exchange Sessions.** Participants will be organized into clusters of two or three country teams and meet for synchronous peer-learning and knowledge exchange sessions.
- **Invited Panel Session on Women in School Leadership.** The course will convene a panel of women in school leadership roles and experts in the field to provide participants with insights into the challenges and pathways to leadership for women through their experiences.
- **Team Collaboration Time.** Country teams members will meet during the intervening weeks to collaboratively work on and submit draft sections of the knowledge product.
- **Instructor Facilitation Meetings.** Instructors will meet during the intervening weeks with each country team to provide support and feedback on the development of their knowledge products.

## EXPECTED TIME COMMITMENT

Participants should anticipate engaging in various activities, both online and offline, that require different time commitments. The table below provides estimates of the minimum time required for participants to have a comprehensive learning experience and successfully complete a high-quality knowledge product.

Activity	Format	Weekly Time Commitment	Total Time Commitment
Individual preparation time for instructional sessions	Asynchronous, individual, offline	1 hour/week x 3 weeks	3 hours
Team work on knowledge product development	Asynchronous, individual/group, offline	4 hours/week x 4 weeks (07 October -29 November)	36 hours
		5 hours/week x 2 weeks (06 January-28 February 2025)	
Orientation session	Synchronous online	1 hour/week x 1 week	1 hour
Instructional sessions	Synchronous online	1.5 hours/week x 4 weeks	6 hours
Peer Knowledge Exchange sessions	Synchronous online	1.5 hours/week x 6 weeks	9 hours
Instructor Facilitation meetings	Synchronous online	1 hour/week x 5 weeks	5 hours
<b>Total</b>			<b>60 hours</b>





# COURSE SCHEDULE

<b>Introduction and Course Orientation Session</b>	
Wednesday, 18 September 11:30 – 13:00 CET	
<b>School Leadership and the Impact of Women Leaders</b>	
Wednesday, 25 September 11:30 – 13:00 CET	Instructional Session
Friday, 27 September 11:30 – 13:00 CET	Peer Knowledge Exchange Session
<b>Policies and Pathways to School Leadership Roles</b>	
Wednesday, 02 October 11:30 – 13:00 CET	Instructional Session
Friday, 04 October 11:30 – 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
07–10 October <i>To be arranged with team members and instructors</i>	Team collaboration work on knowledge product Instructor facilitation meetings
<b>Women in School Leadership: Gaps, Barriers, and Enablers</b>	
Wednesday, 16 October 11:30 – 13:00 CET	Instructional Session
Friday, 18 October 11:30 – 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
21–25 October <i>To be arranged with team members and instructors</i>	Team collaboration work on knowledge product Instructor facilitation meetings
<b>Policy Solutions: Women in School Leadership</b>	
Wednesday, 30 October 11:30 – 13:00 CET	Invited Panel Instructional Session
Friday, 01 November 11:30 – 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
04–08 November <i>To be arranged with team members and instructors</i>	Team collaboration work on knowledge product Instructor facilitation meetings
<b>Team Policy Brief Presentations</b>	
Wednesday, 13 November 11:30 – 13:00 CET	Peer Knowledge Exchange Session
Friday, 15 November 11:30 – 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
18–29 November <i>To be arranged with team members and instructors</i>	Team collaboration work on Knowledge product Instructor facilitation meetings
06 January – 28 February 2025 <i>To be arranged with team members and instructors</i>	Teams meet with instructors as needed to revise, finalise, and submit their finalised knowledge product.



## INSTRUCTORS



**Dr. Fenot Aklog** is the Director of Research and Evaluation at the Education Center at Bank Street College of Education, in the United States. Previously, she worked at the Institute for Student Achievement, a division of ETS, where she led the research and evaluation of an initiative aimed at advancing and retaining women of color in school systems leadership roles, primarily in the United States and Canada. Before that, she was the Director of Research at the National Center for Restructuring Education, Schools, and Teaching at Teachers College, Columbia University, where she co-led the center's global initiatives, including technical assistance projects in the Kyrgyz Republic and Mongolia. She is also an adjunct associate professor at the City University of New York.



**Dr. Cathryn Magno** is Professor of Education Sciences at the University of Fribourg, Switzerland, where she teaches international education policy, educational leadership, and gender and education. Previously, she taught in the Department of Educational Leadership and Policy Studies at Connecticut State University, where she worked with hundreds of aspiring and practicing school leaders. Her research in this area includes: a book, *Comparative Perspectives on International School Leadership*, in which she analyzed school leadership in the USA, Switzerland, Azerbaijan, Mongolia, and Pakistan; a website, *Comparative Educational Leadership Lab* ([www.compedleadershiplab.com](http://www.compedleadershiplab.com)); and several book chapters and articles, such as the recently published *Postcritical Leadership Encounters and Education Practice in Switzerland: Searching for Diversity-Engaged School Leadership*.

## PARTICIPANT ELIGIBILITY

Individuals fulfilling the following criteria are invited to apply:

- Resides in one of the [36 GPE KIX EMAP countries](#).
- Is a mid-level or senior-level education professional from government, academia, or civil society, working on gender equality and inclusion (GEI) and/or school reform.
- Has access to a computer with reliable internet and video streaming capabilities.
- Has access to the national EMIS or other databases for extracting statistical information about women in school leadership and has knowledge of basic numeric calculations (preferred).
- Is highly motivated to complete the course requirements, including attending twice-weekly class meetings and committing to collaborating with country team members on developing the knowledge product.



## COURSE FEES

There are no course fees. The course is funded by a Knowledge and Innovation Exchange (KIX) grant of the Global Partnership for Education (GPE). The GPE KIX initiative is administered by the International Development Research Centre (IDRC) in Canada. NORRAG, a centre of the Geneva Graduate Institute, hosts the Hub for the Europe, Middle East and North Africa, Asia and Pacific (EMAP) region.

## APPLICATION

All applications should be submitted through this [Application Form](#).

Please ensure to check the eligibility and knowledge report requirements (see Appendix) before submitting your application.

All applications should be submitted individually, even if potential team members have been identified.

The deadline to submit your application is 16 August 2024. If you have any additional questions, please contact the KIX EMAP Hub at [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch) or the KIX National Coordinator in your country.

Ideally, each country team will be gender-balanced and consist of 3 to 5 participants per team, including representatives from government, academia (university or applied research) and civil society.

## MONITORING, EVALUATION AND LEARNING

Participants will be invited to complete surveys prior to starting the course, at the end of the course, and approximately six months after completion. These surveys will help instructors and the KIX EMAP Hub team understand participants' needs and expectations, and assess the course's impact, strengths, and areas for improvement to inform future Learning Cycles.



## APPENDIX.

# KNOWLEDGE PRODUCT OVERVIEW: POLICY BRIEF ON WOMEN IN SCHOOL LEADERSHIP

In collaboration with their country team members, participants will develop a 3,000 to 4,000-word (5-7 page) policy brief on women in school leadership within their respective country contexts. This brief will aim to serve as a catalyst for actionable policy and practice change, and will include content as follows:

- 1. Research Evidence Overview.** A synthesis of research evidence that highlights the importance of school leadership and the specific benefits of women serving in school leadership roles, along with their impact.
- 2. School Leadership Policies and Pathways.** A discussion of national policies and frameworks related to school leader recruitment, development, retention, and typical pathways to leadership roles.
- 3. Women's Representation in School Leadership: Capturing the Numbers.** A review of women's representation in school leadership in the national context through numbers and percentages, assessing the extent and nuances of gender gaps (e.g., by urban/rural, school level).
- 4. Barriers to and Enablers of Women's Participation in School Leadership.** A discussion of barriers and enablers affecting women's recruitment, development, and retention in school leadership roles in regional and/or country-specific contexts.
- 5. Policy Recommendations.** Strategic suggestions informed by course content, peer exchanges, and country-specific evidence to increase women's school leadership participation.
- 6. Areas for Further Exploration.** Identification and discussion of policy areas for future analysis.

## COURSE ASSIGNMENTS AND SUBMISSION SCHEDULE

Assignment	Content	Due
Interim Assignment 1	Draft of sections 1 and 2 of policy brief	11 October 2024
Interim Assignment 2	Draft of sections 3 and 4 of policy brief	25 October 2024
Interim Assignment 3	Draft of sections 5 and 6 of policy brief	08 November 2024
Presentations	Presentation and peer feedback on teams' policy briefs	15 November 2024
Interim Assignment 4	First draft of completed policy brief	29 November 2024
Final Assignment	Final policy brief	28 February 2025










# KIX EMAP LEARNING CYCLE ON SECONDARY TEACHER WORKFORCE MANAGEMENT

PLEASE DISSEMINATE WIDELY

 APPLY NOW

## FOR INTERESTED

-  educational planners and managers, policymakers, and analysts in education,
-  government officers, or university, research institution, civil society organization staff,
-  based in one of the [KIX EMAP countries](#), with access to a computer and a connection to internet, and average proficiency in Microsoft Excel.

## STARTING ON 24 SEPTEMBER 2024





The Knowledge and Innovation Exchange (KIX) Europe, Middle East, Asia, and Pacific (EMAP) Learning Cycle on 'Secondary Teacher Workforce Management' is a professional development opportunity facilitated by the UNESCO International Institute for Educational Planning (IIEP) in the framework of the KIX EMAP programme hosted by NORRAG. This professional development course is proposed to Ministry of Education planners and managers, researchers and civil society representatives of the [countries](#) taking part in the KIX EMAP Hub region.

This Learning Cycle focuses on equipping participants with the necessary theory and practical techniques to plan and analyse data on secondary teacher workforce, including teacher requirements, deployment, and utilization, and to identify potential policy options that address the challenges faced.

The Learning Cycle focuses on secondary school teacher supply and management, as the lack of qualified teachers is especially pronounced at this education level. As more children gain access to secondary education, efficient teacher management at the secondary level takes on additional importance. Yet, ensuring an adequate supply of competent and well-qualified secondary teachers is a complex task. Planners and

managers may encounter difficulties such as a shortage of qualified or trained teachers, subject-specific teacher shortages, imbalances in teacher allocation, and insufficient information for monitoring teacher utilization. While these challenges may apply across all educational levels, managing teachers at the secondary level presents even greater complexities compared to the primary level, where teachers generally teach one class. These complexities stem from factors such as subject specialization, higher levels of required teacher training, and increased staff costs. Furthermore, while tools and techniques for managing primary teachers are readily available, this Learning Cycle responds to the shortage of guidance on improving teacher management at the secondary level.

Participants will be able to:

-  Understand the major challenges of teacher management at the secondary level.
-  Apply methods to project teacher recruitment needs.
-  Diagnose issues relating to the supply, allocation, and utilisation of secondary teachers.
-  Develop evidence-based policies, strategies, and practices for the management of secondary teachers.



- Combine different sources of information, analyse the results, and identify key policy options for national dialogue.
- Engage in discussion within country and with other countries on policy options.
- Produce policy-relevant case studies that are published online, in English, to be disseminated widely by the KIX EMAP Hub.
- Foster and cultivate a network of national experts for knowledge exchange, collaboration, and strategy development about teacher management.

Specifically, this Learning Cycle will enable participants to lead a diagnosis on secondary teacher requirements, allocation, and utilisation, using a set of automated Excel templates to be customised with country data, which they will have extracted from national Education Management Information Systems (EMIS) or Statistical Yearbook. Based on this analysis, participants will discuss promising policy options for addressing issues they will have identified.

A Certificate of Participation will be issued by the KIX EMAP Hub and IIEP, upon successful completion of their **Knowledge Reports** (see Appendix).

## COURSE FORMAT

The online Learning Cycle will start on 24 September 2024 and run for 10 weeks (from 24 September to 30 November 2024). This Learning Cycle will be offered in English. The KIX EMAP Hub can provide interpretation into Russian and Arabic, if needed. Please email your requests to [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch).

The participants will meet twice a week. Five 90-minute sessions on Tuesdays will combine theory with practical exercises so that the participants can directly put in practice the elements presented by the instructors. Some sessions will be more theory-heavy, others more practice-oriented. On Fridays, participants will meet for 90-minute sessions with an open format to facilitate peer-exchange and peer-learning. Participants are expected to share their weekly outputs, exchange ideas, questions, suggestions, and share national experiences and resources. These sessions will support not only capacity development but also knowledge production. Participants are expected to participate in group work about 2-3 hours per week in addition to the live sessions.

The course draws on free, open-access literature and resources such as IIEP's Secondary teacher management: A practical guide for planners on teacher requirements, allocation, and utilisation, or the [Education Policy Toolbox](#), the [Methodological guide for the analysis of teacher issues](#), and research syntheses such as the [Global Report on Teachers: Addressing teacher shortages and transforming the profession](#).

## COURSE FEES

There are no course fees. The course is funded by a Knowledge and Innovation Exchange (KIX) grant of the Global Partnership for Education (GPE). The GPE KIX initiative is administered by the International Development Research Centre (IDRC) in Canada. NORRAG, a centre of the Geneva Graduate Institute, hosts the Hub for the Europe, Middle East and North Africa, Asia and Pacific (EMAP) region.





## COURSE SCHEDULE

Participants and instructors will meet twice per week: on Tuesdays for lectures and hands-on workshops (120-minute sessions) and on Fridays (90-minute sessions) for exchanging experiences and progress on the knowledge reports.

Date	Contents
16 September	Logging on the online training platform (self-paced)
24 and 27 September	Week 1: Challenges in secondary teacher management and establishing the demand for secondary teachers
1 and 4 October	Week 2: Diagnosing secondary teacher allocation
8 to 11 October	Study break – IIEP coaching on demand
15 and 18 October	Week 3: Diagnosing secondary teacher utilisation
22 and 25 October	Week 4: Secondary teacher management policies and strategies
29 to 31 October	Study break – IIEP coaching on demand
5 and 8 November	Week 5: Teams present their work
	Participants complete LC post-course survey
	Country teams work on completing the knowledge project and submit the first draft of the knowledge product to instructors by 8 November
30 November	Instructors provide country teams with feedback on their first draft knowledge products by 23 November
	Country teams collaborate with instructors to revise and finalize their respective knowledge product and submit to instructors by 30 November
	Deadline to submit Knowledge Report and course evaluation

## INSTRUCTORS

The course will be taught by instructors with extensive experience in applied policy research, and guests.



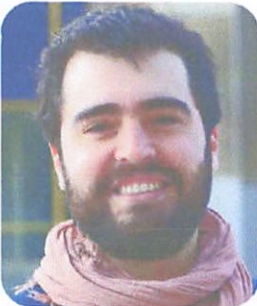
**Barbara Tournier** is coordinating IIEP's portfolio on workforce management, including its technical cooperation and training programmes. She works on organizational aspects of teacher management to offer insights on how improved organization of education systems can better support teachers in their activities and enhance their motivation.



**Luc Gacougnole** is a senior Education Economist with more than 20 years of experience. Previously Deputy Head of the IIEP Office for Africa in Dakar (former Pôle de Dakar), he has also worked at UIS, GPE, the World Bank, UNHCR and UNICEF, specializing in education sector analysis, policy and planning, support to central and school-based management and monitoring, and capacity development.



**Amélie A. Gagnon** is a Demographer, designing tools and methodologies for improving planning processes worldwide, and coordinating IIEP's portfolio in micro-planning, covering the areas of education statistics, decentralization, geospatial data analysis, the operationalization of the Right to Education, the use of evidence in educational planning.



**Germán Vargas Mesa** is an education economist in the technical cooperation team of UNESCO's IIEP. He is particularly interested in educational data, geospatial analysis, and the use of new methodologies to improve educational planning. He also has an interest in micro-planning, school mapping, data visualization and process automation.

## ELIGIBILITY: PARTICIPANT PROFILE AND PARTICIPATION REQUIREMENTS

Applicants must:

- Be from one of the [36 GPE KIX EMAP countries](#).
- Have at least three years of prior educational planning, policy analysis, research, or management experience in education.
- Have access to Internet and reliable computer.
- Commit to weekly meetings, group work, and a strong motivation to collaboratively produce a data-based policy analysis.
- Priority will be given to applicants whose work relates closely to secondary teacher workforce management and have access to EMIS data.

To draw the full benefits of this course, participating country teams should ideally have direct access to the EMIS database, as well as data on human resources, enrolment, national targets for education, norms on the size of pedagogical groups, students' learning hours per week per specialisation (curriculum class time), teachers' statutory teaching load, etc.



# APPLICATION

All applications should be submitted through this [Application Form](#).

Please ensure to check the eligibility and knowledge report requirements (see Appendix) before submitting your application.

All applications should be submitted individually, even if potential team members have been identified.

The deadline to submit your application is 16 August 2024. If you have any additional questions, please contact the KIX EMAP Hub at [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch) or the KIX National Coordinator in your country.

The Hub will select gender-balanced country teams consisting of 3-5 participants, including representatives from government (ideally HR or Planning Unit at the Ministry of Education, research institution (university or applied research) and civil society, associations, private foundations, or international organizations. All application should be submitted individually, even if potential team members have been identified previously to the application.

## MONITORING, EVALUATION AND LEARNING

Participants will be requested to fill in quizzes, pre- and post-course surveys to help the training team and organizers to identify needs, impacts, strengths, and improvement points for future online activities.

## KNOWLEDGE REPORT [SUBMITTED BY PARTICIPATING COUNTRY TEAMS]

A Knowledge Report is expected to be prepared progressively by the participating teams throughout the course and culminate into a 10-page (approx.) document in English.

The knowledge report serves a dual purpose:

1. It allows participants to demonstrate their learning of the course content through the application of skills gained to conduct the relevant analysis on the policy context of their own country.
2. It allows participants to contribute with relevant analysis and recommendations aimed at influencing education policy and practice changes in the country.

The knowledge reports should be written for the consumption of an external audience (non-Learning Cycle participants) to help national, regional, and international policy stakeholders understand the policy context of the country.

The knowledge reports are relatively short and are expected to:

- Reflect different ways of projecting teacher requirements.
- Analyse secondary teacher allocation and utilisation and identify possible policy options to improve allocation and utilisation.
- Based on the analysis, reflect on existing challenges to secondary teacher management, their policy implications and potential priority interventions.



## APPENDIX.

# SUGGESTED OUTLINE OF THE KNOWLEDGE REPORTS

This suggested outline follows the outline of the course, and can be used to draft the knowledge report. Obviously, it can also be modified to better match the context of the team, especially whether if they work from a national or sub-national perspective. The overall product should be around 10 pages, and can include maps, figures, and references to research findings.

### **Introduction: Challenges in secondary teacher management in participants country.**

In this section, the team will describe the context and recent trends in secondary teacher management, considering similar points for the primary education workforce.

Recent policies and procedures can be mentioned, in light of the geographic, social, political and economic context. Information can be added on the interplay between primary and secondary teacher management, in the specific context of the team.

Guiding questions could be:

- What major national factors and challenges have led to an increased focus on secondary teacher management in your context?
- How do different institutional, organisational, and individual factors within your education system impact secondary teacher management?

### **Section 1: Establishing the demand for secondary teachers.**

Based on the discussions and materials seen in plenary, this section aims at defining the methods that could be used by the team to project and simulate secondary teacher requirements.

Guiding questions could be some of the following:

- How many teachers must be recruited, over a set time frame, to satisfy expected needs in terms of secondary enrolment and meet policy targets, in your context?
- How many teachers must be recruited in each subject, over a set time frame, to satisfy expected needs in terms of secondary enrolments?
- If the teacher recruitment effort remains constant, how many years will it take to close the gap and satisfy future secondary enrolment needs?
- How many extra teachers will a school need next year in each subject, based on expected enrolment?
- Are these results the same in all administrative areas?

### **Section 2: Diagnosing secondary teacher allocation.**

Based on chapter 3 of the guidelines, different diagnosis tools exist and can be used to identify teacher allocation. This section would be focusing on analysing allocation in the participants contexts.

Guiding questions to prepare the section could be based on the following:

- What is the range of disparities in the deployment of teachers (including subject-specialist teachers) at the subnational level, and where do the greatest disparities lie?
- Which areas, locations, and/or subjects are particularly over- or understaffed?
- How consistent is the deployment of teachers overall, and which schools or subnational locations face particularly acute staffing issues?
- What is the extent of the (over/under) staffing issue faced by specific schools or subnational locations, and how prevalent is each type of issue?
- Are specific and extreme staff endowment situations justified by the need to compensate for underlying student characteristics, from an equity perspective?



- Are specific and extreme staff endowment situations justified by differentiated education system performance in producing learning outcomes?
- How consistent, equitable, and effective is the deployment of teachers who are qualified, trained, and employed in their subject of specialization?

### **Section 3: Diagnosing secondary teacher utilisation.**

Based on chapter 4 of the guidelines, several indicators can be computed to estimate secondary teacher allocation. This section of the knowledge report aims at replicating such calculations for the participants' countries, and generating a brief analysis on utilisation.

Potential guiding questions are:

- What is the overall level of teacher utilization, by location and/or subject, and where are utilization rates the least efficient?
- To what extent are poor teacher utilization rates structural, and to what extent are they operational?
- To what extent are poor teacher utilization rates exacerbated by localized management practices?
- To what extent are poor teacher utilization rates exacerbated by factors beyond the control of education authorities or school directors?

### **Section 4: Secondary teacher management policies and strategies.**

Based on the previous sections of the Knowledge Report, what are the different policy options that can be used to lift bottlenecks, foster better equity, and/or improve learning throughout the system?

This section aims at putting together a series of policies and strategies that could be used to strengthen secondary teacher management.

Guiding questions could be:

- What types of strategies and policies can help improve secondary teacher management overall in your context?
- How can systems develop policies that attract enough new candidates and also retain enough current teachers to meet their projected needs?
- How can officials more equitably allocate teachers, with a specific focus on the most vulnerable regions and schools within a system?
- How can systems best utilize their current teaching staff to reduce the burden of recruiting and training new personnel?

### **Section 5: Conclusion and recommendations**

The last section of the Knowledge Report aims at summarising the results of each section above, and provide recommendations on which policies and strategies could be put in place in participants' contexts, and which would be prioritized over others.

### **Timeline**

In the preparation of their knowledge report, teams will receive the support of trainers to produce relevant analyses, tables, and charts, which will feed into the knowledge report. These coaching sessions are expected to provide participants with more tailored support, and are scheduled ad hoc, at mutually agreed times.

Each country team will submit the first draft of their completed knowledge product to the instructors no later than 8 November 2024. The instructors will review and provide feedback on the draft knowledge products (alongside the feedback that country teams will receive from the presentations) no later than 23 November 2024. During the period 23 November 2024 through 30 November 2024 the instructors will collaborate with country teams to finalize and produce a publishable knowledge product.







# Online Survey for the School Staffing Study by IDInsight

For concerns/questions: [bhrod.sed@deped.gov.ph](mailto:bhrod.sed@deped.gov.ph)

## SURVEY LINKS

**School Heads:**  
[bit.ly/idi-shsurvey](http://bit.ly/idi-shsurvey)

**Teachers:**  
[bit.ly/tchrsurvey](http://bit.ly/tchrsurvey)

**AO II:**  
[bit.ly/ao2survey](http://bit.ly/ao2survey)



---

# What if the School does not have an AO II?

If the School does not have an AO II,  
kindly **disregard the survey tool for AO II.**



---

# What if the School has less than five (5) teachers?

In schools with less than five (5) teachers, **ALL TEACHERS** within the school will be requested to answer the survey.



# How should schools with more than five (5) teachers select participants?

For schools with more than five (5) teachers, the selection should be randomized using the following procedure:

- The school head should refer to an **alphabetized list of teachers** in the school, ordered by last name (A-Z).
- **Select the first five (5) teachers** on that list to complete the survey.
- If any of those teachers are not available or do not wish to be surveyed, **continue down the alphabetized list** until five (5) teachers confirm their availability and willingness to be surveyed.



---

# Who are the target participants within the school?

The target participants within the school are:

- One (1) School Head
- Five (5) Teachers
- One (1) School-based Administrative Officer II

---

# Who is required to answer the survey?

Only the identified schools listed in **Annex B** are eligible to participate and answer this survey.



# Online Survey for the School Staffing Study by IDInsight

*Please see next slides for instructions*

## REMINDER

Deadline to  
complete the survey  
is **August 9, 2024**

Your participation in this survey is essential for gathering the information needed to create a School Organizational Structure and Staffing Standards. Your responses will help us understand the unique needs of your schools. We will greatly appreciate your cooperation.