

Cape Verde Teacher Profile: From the Global Education Agenda (S) to National Policies

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Abstract: *In contemporary societies, the development of education systems, based on national needs and priorities and using international indicators and methodologies for information gathering and evaluation, is a field of study. At the same time, it faces the definition of common global objectives to be achieved through national, bilateral, regional and international efforts. Teacher education is implicit in the latest global agenda, the United Nations Agenda 2030. Similarly, UNESCO has provided technical assistance in this area, the OECD has published reports on teacher evaluation and the World Bank has developed studies on teacher training and professional development. This paper aims to analyze the influence of international agendas on the (re) design of the profile of the Cape Verdean teacher for the 21st century. Based on the documentary and comparative analysis, it is clear that Cape Verde has invested in teacher education as a post-independence national policy and subsequently reinforced with the adoption of global agendas. But initial and continuing training remains a priority given the number of qualified teachers, the geographical concentration of teacher training structures and the recent construction of the mass school.*

Keywords: Educational policies, globalization, teacher training, Cape Verde

1. Introduction

In contemporary societies, education is considered a strategic and unavoidable factor for socioeconomic development. Despite the diversity that characterizes the socio-political, economic and cultural contexts of countries, the association between education and qualification levels and the degree of socio-economic development and the fight against poverty and social exclusion has been highlighted. The bet on education has promoted greater social belonging, critical awareness, better intervention capacity in the context and more informed civic participation. In this sense, education realizes that 'every society has a certain ideal of man, so much of what he must be from the intellectual point of view, as physical and moral... it is this ideal, at once one and diverse, which is the pole of education' (Durkheim, 2007: 52).

In Cape Verde, the focus on valuing education has been a sustainable development strategy since Independence, advocated on July 5, 1975, as a reflection of the premise that 'sustainable development of small continental and island states depends on [...] qualitative factors, such as human capacity and intellectual capital' (Tolentino: 2006: 69).

After independence, Cape Verde joined international organizations, which introduced changes in education systems at the level of national policies, with a view to building mass schools, which placed new demands on teacher education, in a context in which education and Knowledge is recognized as an important and relevant variable in the process of the new social and economic organization (Tedesco, 2001).

In the current globalized context, one encounters, on the one hand, a 'school grammar' which has sought to respond to the challenge of teaching many as one (Teodoro, 2003: 7) as a space for' invention. of national citizenship and,

consequently, of the affirmation of the nation state '(idem, ibidem). On the other hand, there is the 'internationalization of educational issues' (Teodoro, 2003: 31) through the global agendas of intergovernmental international organizations.

2. Characteristics of the 21st Century Teacher Profile

The analysis of educational policies should take into account the student, the curriculum, the context and the teachers. It is in this sense that it becomes pertinent to know, understand and analyze the knowledge, skills, competences and skills that teachers must master, which are not indifferent to the context in which the 'pedagogical relationship' is realized (Morgado, 1997: 18) and the which interact with students, curriculum, pedagogical practices, teaching methods and techniques, and teaching-learning processes.

Modern educational systems were born in eighteenth and nineteenth-century Europe and expanded globally during the second half of the twentieth century, translating a 'worldwide diffusion of the school' (Nóvoa and Schriewer, 2000: 103). Teacher education is not indifferent to the specifics of the context. From a macro perspective, the United Nations Development Program (UNDP) Human Development Index (HDI) can be exemplified, which includes the level of literacy as an indicator. From a meso perspective, one can take into account the budget that a particular state allocates to education. At the micro level, the national teacher training structures, the number of qualified teachers and the number of students.

Overall, teachers are expected to be able to: plan and organize effective classes; manage the teaching-learning process; develop teaching resources and materials; use effective teaching methods; contribute to the integral formation and achievement of the students; collaborate with all stakeholders in the educational process (Delors, 2005;

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Hadji, 1994; Perrenoud, 2003). But it is also necessary for teacher training to be a priority in national policies, given the influence of institutional aspects such as teacher selection, initial and continuing teacher training programs, renewal of teaching practices, improvement of teaching and working conditions.

3. Education and teacher training in Cape Verde

3.1 Title and authors

Cape Verde is an archipelago of 10 islands, situated in the central Atlantic Ocean, about 570 km from the West African coast. Between the 15th and 20th centuries, it was a Portuguese colony. In 1975, Cape Verde became an independent state and a member of the international community. In 1980, the Constitution of the Republic of Cape Verde (CRCV) was adopted, which established 'the conception of human dignity as an absolute value'. In 2017, the population of Cape Verde was approximately 560,899 inhabitants in the archipelago and 800,000 abroad. This country is classified as medium human development (HDI, 2017) and is part of the UN, UNESCO, World Trade Organization (WTO), Community of Portuguese-Speaking Countries (CPLP), African Union (AU) and the Economic Community of West African States (ECOWAS).

In Cape Verde, the focus on education includes combating adult illiteracy to vocational training courses, pre-school, primary and secondary education' (Silva, 2007: 76). Secondary education, created in 1917, was reserved for families with economic capital, often associated with cultural capital and symbolic capital (Bourdieu, 2001). Over the past decades "the number of primary and secondary schools on each island [has come to depend] [...] on the number of school-age pupils" (Silva, 2007: 80), showing progress in more equitable access to basic and secondary: "the handyman's son is already a doctor and engineer, which was not the case in the past. Thus, there are no longer reasons to think that there are islands and privileged people" (Silva, 2007: 80).

In the 1980s and 1990s, there were reforms to improve the education system. From 2000 to 2010, the country achieved the Millennium Development Goal (MDG) for universal primary education of six years of schooling. In 2017, education outcomes placed Cape Verde at the top of sub-Saharan African countries, with emphasis on the education budget, public expenditure on education, average schooling duration (13.2 years), and access to basic education. 90% of young people and adults.

The Secondary School Teacher Training Course was created in 1979 to train teachers in the fields of Mathematics and Design, Physics and Chemistry, Natural Sciences (Biology and Geology), History and Geography and Portuguese Language (Varela, 2013: 36). In 1980 it is extended to six semesters and includes the subjects of 'Pedagogy, Didactic Technique, Pedagogical Training and Pedagogical Practice' (idem, p. 37). In 1982, the Complementary Elementary

Teacher Training Course was created to 'supply the great shortage of qualified teachers for this level of education' (idem, p. 39). And in 1988, the Cape Verdean Pedagogical Institute is created to continue the School of Primary Teaching, created in 1970 to 'meet the needs of qualified teachers not only from the province but from other national territories' (Decree no. 173/70, April 17).

According to the amendment to the Bases of the Education System, approved by Legislative Decree No. 13/2018 of 7 December (art. 12), the education subsystem in Cape Verde is characterized by education:

- a) Pre-school;
- b) School, subdivided into two types:
 - Levels of education: basic; secondary; higher;
 - Special modes of education: special educational needs; gifted children; recurrent evening teaching;
- c) Extra-school:
 - Literacy activities;
 - Post literacy activities;
 - Professional qualification.

Table 1: Preschool Education

<i>Numbers and indicators (2015)</i>	<i>No. / %</i>
No. of children attending EPE	16,740
Net enrollment rate	85,10%
Gross enrollment ratio	73,20%
Distribution of children by gender	Women: 49,7%
	Male: 50,3%
Children's gardens (public and private)	540
	Public: 58,9%
	Private: 41,1%
Unqualified educators (counselors)	60%

Source: Adapt. Strategic Education Plan 2017-2021, Cape Verde Ministry of Education (2017)

According to Table 1, the attendance rate of pre-school education is around 85%, with no difference between male and female children. The greatest vulnerability identified is the low qualification of educational agents.

The total number of students attending school education was around 116,886 students, of which 55.25% attended free compulsory education (grades 1 to 6) and 44.75% attended secondary education (grades 7 to 12). Year of School). The number of teachers qualified to teach stood at 6,061, of which 49.3% were in the first group (1st to 6th grade) and 51.7% in the second group (7th to 9th grade). with no differences in teacher training for compulsory and upper secondary education.

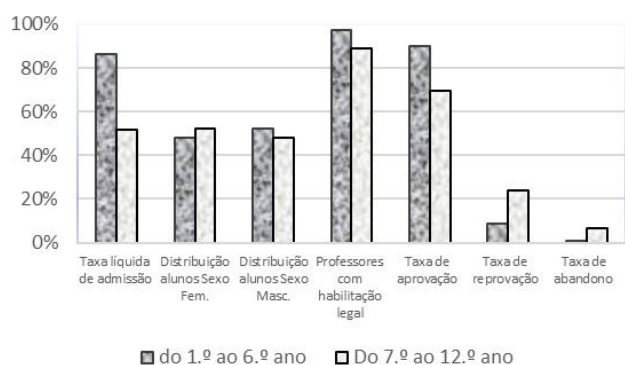


Figure 1: School Education Indicator (adapt. Strategic Education Plan of the Ministry of Education of Cape Verde 2017)

The net admission rate is higher from the 1st to the 6th grade, with differences in the pass rate, which goes down among the students who attend the 7th to 9th grade. The vast majority of teachers have formal qualifications, but lack specific skills in the field of educational pedagogical activities (PEE CV 2017-2021). The vast majority of secondary school teachers (grades 7 to 12) have appropriate qualifications but lack training in science and technology (PEE CV 2017-2021).

In 2018, the amendment of the Bases of the Education System extended compulsory education from 6 to 8 years of schooling, and Secondary Education became from 9th to 12th grade, being subdivided in general and technical way.

4. International policies and global agendas for teacher education in Cape Verde

Educational policies are built in contexts characterized by heterogeneity and complexity, which requires the definition of priorities, the choice of paths and the assumption of commitments (Teodoro, 2003). In this sense, the construction of education and training policies aims to establish priorities and create conditions for the proposed purposes to be achieved, translating the way 'society organizes itself, thinks of itself and projects itself into the future' (Teodoro, 2003: 17).

In the 1990s, Cape Verde adopted as its guiding document the Jomtien Declaration (World Conference on Education for All, 1990), which established global commitments around universalizing access to education and promoting equity (Delgado and Melo, 2015).

From the 2000s onwards, the national education policy is aligned with the United Nations agenda, with effects on teacher education:

(a) Dakar Framework for Action 'Education for All' (UNESCO, 2000), objective 'to improve teachers' professionalism';

(b) Millennium Development Goals (MDGs) (UN Agenda 2015, 2010), which sets out the need to 'ensure that there are sufficient teachers and classrooms to meet demand, especially in sub-Saharan Africa (SSA)';

c) Sustainable Development Goals (SDGs) (UN Agenda 2030, 2015), which argues that it is necessary 'by 2030, to substantially increase the pool of qualified teachers, including through international cooperation';

d) Agenda 2063: Africa We Want (African Union, 2015), which sets the commitment to 'a prosperous Africa based on inclusive growth and sustainable development - through investment strategies in education' (No. 11) and 'an Africa whose development is oriented through full access to education' (No. 56);

e) 'Vision 2020' (ECOWAS, 2015) which aims to 'develop an integrated region where people can move freely, have access to efficient education and health'.

The global agendas were thus incorporated into the PEE CV 2017-2021. It can also be noted that the PEE CV was also inspired by the experience accumulated by the WB and the UNESCO Dakar Office regarding the international comparison of education systems. Similarly, reports on teacher, OECD and WB assessment have been taken into account.

Cape Verde participated in the project 'Evaluation of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) (2006-2009)', which contributed to the training of Cape Verdean teachers. It is currently participating in the WB's Education and Skills Development Enhancement Project (P164294) (2019-...), which aims to strengthen fundamental skills in education and increase the relevance of training programs.

5. Concluding Remarks or New Questions?

The high school attendance rates and the high number of teachers with qualifications in Cape Verde reflect that national educational policies have responded to the social demands of education. However, there is still a need for a progressive focus on initial and continuing teacher education, given the lack of qualified teachers for all levels of education and the geographical dispersion of teacher education structures.

According to the PEECV, the greatest vulnerability registered in pre-school education concerns the low qualification of educational agents. As regards teachers from 1st to 6th grade, the vast majority have formal qualifications, but lack specific skills for the development of didactic, playful and pedagogical activities. The vast majority of secondary school teachers, who teach in grades 7 to 12, have appropriate qualifications and there is a need for training in science and technology.

Some proposals in the PEE CV and referred to in the literature could lead to improvements in the profile of the Cape Verdean teacher, such as the use of distance education courses, cooperation with HEIs in other countries and the establishment of closer ties between universities and educational institutions. Teacher training. Similarly, facilitating access to digital learning materials, programs and

textbooks, and the use of technological means could contribute to better teaching performance.

Considering the results achieved by Cape Verdean students, the current profile of teachers seems to correspond to national needs, reflecting that education policies are simultaneously aligned with global agendas and grounded in the national context. In this sense, do Cape Verde's educational policies embody a 'globalized localism', translating a process through which a given local phenomenon is successfully globalized, or is it a 'localized globalism', which is the impact that the global is there in place (Sousa Santos, 2001: 71)? Has Cape Verde made 'transnational regulation' (idem, ibid: 43) a guarantee for meeting international goals? Is the Cape Verdean education system building a model on the responsibility and competence of the teaching profession in the future that responds simultaneously to the phenomena of globalization and localization (Teodoro, 2003)? These and other questions are expected to inspire future studies on education and the profile of the 21st century teacher in Cape Verde.

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