



International  
Task Force on Teachers  
for Education 2030

مؤسسة حمدان بن راشد آل مكتوم  
للأداء التعليمي المتميز  
Hamdan Bin Rashid Al Maktoum Foundation  
for Distinguished Academic Performance



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

## International Task Force on Teachers for Education 2030

*Annual Meetings and 12th Policy Dialogue Forum  
Dubai, United Arab Emirates  
8-11 December 2019*

### *Programme*



## **Policy Dialogue Forum**

*8 - 11 December 2019*

## OVERVIEW

### 1. Context

Discussions around the learning goals and the skills sets of the future are uprooting accepted wisdoms about what is expected of teachers, how they should teach and even what form the classroom should take. For learners to develop the skills they need as they go out into the workplace and society, teachers and educators in next-generation learning environments will be expected to transition away from traditional 'listen and respond' didactics towards more interactive, agile, student-centered approaches. This requires teachers being ready to innovate in how they transmit knowledge, interact with learners and use technologies that support learning both within physical and virtual learning environments.

This year, **12th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030** (TTF) creates an opportunity to both look at emerging trends and to pause for reflection. The diversity of learning and teaching experiences underlines the co-existence of multiple realities, countries advancing at different speeds and the importance of context in any discussions and debates around the future/s of teaching. Country experiences may even suggest the absence of a universal truth on what the future of teaching will look like globally. In all cases, an injection of fresh thinking is needed around how best to prepare teachers and educators for education systems of the future.

The TTF Policy Dialogue Forum (PDF) 2019 offers a space to look at the merits of emerging trends and debate whether they are part of a common vision for the future of teaching globally, whether they are feasible (or just imagined) realities for low resource countries and which, if any elements, can be adopted to accelerate countries progress towards their SDG 4 education goals. The forum will examine in particular:

- i) teachers and teacher education in the 21<sup>st</sup> century;**
- (ii) addressing inequalities; and**
- (iii) innovations.**

### 2. Purpose and outputs of round tables, caucus group, regional and thematic meetings and plenaries during the PDF

The research on existing teacher policies and practices suggests that many countries around the world are forging paths ahead in developing a new vision for teaching and adjusting their teaching policy to accommodate changes in learning goals. The TTF Policy Dialogue Forum 2019 invites practitioners, government representatives, teachers, teacher organizations, technical partners, researchers and civil society actors to articulate and discuss emerging trends, innovations and challenges so that the TTF can share knowledge and good practices widely available throughout the education community.

Through the discussions during the various PDF meetings, it is hoped that stakeholders will also arrive at recommendations and conclusions around:

- **Teachers and teacher education in the 21<sup>st</sup> century:** The implications of changes to learning goals and the introduction of new technologies, teaching actors/partners, for teaching practice, the organization of learning and teacher education.

- **Addressing inequalities:** The transferability of innovative pedagogical approaches, instructional models and technologies to diverse country contexts to reach learning goals and reduce inequities for different population groups (special needs education, education for displaced and refugee populations, education for remote communities, education for girls and women).
- **Innovations:** The elements that could realistically be taken from emerging trends to guide policy and decision making in education systems of the future, including the potential implications for the teaching corps, teacher management, teacher preparation and the governance of public education systems.

**The concrete outputs** include: brief reports from the regional and thematic groups for submission to the TTF Annual meeting; contribution to the PDF meeting report for broad dissemination to the education community - including suggestions for concrete actions to undertake between forums - facilitating advocacy and knowledge exchange; partnership building and mobilising resources etc.; the furthering of global, regional and country engagement; and debate and research on the future/s of teaching.

### 3. Expected participation

To ensure that the various discussions are relevant, and will contribute meaningfully to the PDF's overall expected outcomes, participation in the different sessions is hoped to be as varied as possible including:

- High-level participants at the political level;
- High-level participants at the technical level;
- Leading thematic experts on specific topics related to the themes of this year's PDF - including specialists on curriculum, pedagogy, assessments, standard setting;
- Teacher organizations and teachers, school administrators;
- Teacher employers such as national teacher service commissions;
- International, regional and national actors NGOs and civil society actors, UN agencies, universities and the private sector; and
- Students and teachers.

# Programme

*Draft Program (as of 27 November 2019)*

## Saturday 7 December 2019

### Arrival of international participants

14:30 – 17:30 <b>Room: Harayer (2)</b>	NTI Steering Committee Meeting (NTI members only)	(EN/FR)
15:00 – 17:00	Early Registration	

## Day 1, Sunday 8 December 2019

08:30 – 09:45	Registration	
09:45 – 10:00	<i>Coffee Break</i>	
<b>10:00 – 12:30</b>	<b>1<sup>st</sup> BREAKOUT SESSIONS: Round Table Meetings</b>	
<b>Room: Harayer (2)</b>	<b>(09.30) TTF Steering Committee Meeting (1) (SC members only)</b> Co-Chair: Gerd-Hanne Fosen (Norway) Co-Chair: Abdelrahman Almedaires (Kingdom of Saudi Arabia)	(EN/FR)
<b>Room: Al Khayal A&amp;B (5)</b>	<b>Deans of Education and UNESCO chairs roundtable</b> <b>Moderator:</b> <i>Hugo Labate, Argentina</i> <b>Report:</b> Antonio Cipriano Goncalves Mozambique <ul style="list-style-type: none"> <li>▪ Abtar Darshan Singh, Malaysia</li> <li>▪ Maurice Nkusi, Namibia University of Science and Technology, Namibia</li> <li>▪ Luc Ria, Ecole Normal Superieur de Lyon/Institut Français de l'Education, France</li> <li>▪ Michael Owen, Brock University, Canada</li> <li>▪ Theresa Tchombe, University of Buea, Cameroon</li> <li>▪ Hamdy Abdelaziz, Hamdan Bin Hohammed Smart University, UAE</li> </ul>	(EN/FR/ARB)
<b>Room: Bahri B - Stallion (4)</b>	<b>Teachers-Principals Meeting</b> <b>Moderator:</b> <i>Cathal de Paor (Mary Immaculate College, Limerick)</i> <b>Rapporteur:</b> <i>Victoria Kisaakye (UNESCO-IICBA)</i> <ul style="list-style-type: none"> <li>▪ Anne Sukmawati, School Principal, SEAMEO Smart Schools 4.0 (Indonesia)</li> </ul>	(EN/FR/ARB)

12:30 – 14:00	<ul style="list-style-type: none"> <li>▪ Fawzia al Awadi, UAE</li> <li>▪ Saliou Sall, Schools of Excellence (UNESCO-IICBA)</li> </ul> <p><i>Lunch Break</i></p>	
14:00 – 15:30	<b>PLENARY SESSION:</b> <b>(Presentation of on-going projects relevant to teachers - Education Commission, IIEP, OECD)</b>	
Room: Rashyidiya Grand Ballroom (1)	<p><b>Moderator:</b> <i>Edem Adubra (UNESCO)</i></p> <ul style="list-style-type: none"> <li>▪ Amy Bellinger, Transforming the Education Workforce Report (The Education Commission)</li> <li>▪ Barbara Tournier / Chloé Chimier, Re-imagining Teacher Careers (IIEP)</li> <li>▪ Karine Tremblay, TALIS 2018 (OECD)</li> </ul>	(EN/FR/ SP/ARB)
15:30 – 15:45	<i>Coffee break</i>	
15:45-17:30	<b>2<sup>ND</sup> BREAKOUT SESSIONS:</b> <b>Regional Groups and NGOs/Private Sector Organization Meeting</b>	
Room: Rashyidiya Grand Ballroom (1)	<p><i>The regional group and NGO/Private sector meetings will bring together TTF focal points to discuss the Forum themes and also develop a clear set of recommendations on both the Future(s) of Teachers and also the work of the TTF in the coming biennium.</i></p> <p><b>Sub-Saharan Africa Regional Group</b>  <b>Moderator:</b> <i>T. Enoch Rabotapi (South Africa)</i>  <b>Rapporteur:</b> <i>M. Akakpo Numado (Togo)</i>  <b>Presenter to the TTF annual meeting:</b> <i>Ms Fatima Ba Diallo (Senegal)</i></p>	(EN/FR)
Room: Bahri B - Stallion (4)	<p><b>Arab States Regional Group</b>  <b>Moderator:</b> <i>Abdusalam M. Al-Joufi, (ABEGS)</i>  <b>Rapporteur:</b> <i>Maram Alghohani (UNESCO)</i>  <b>Presenter to the TTF annual meeting:</b> <i>Mahra Hilal Al Mutaiwei (RCEP)</i></p>	
Room: Harayer (2)	<p><b>Asia/Pacific Regional Group</b>  <b>Moderator:</b> <i>Margarita Consolacion Ballesteros (Department of Education Philippines)</i>  <b>Rapporteur:</b> <i>Omar Mame Diop (UNESCO New Delhi)</i>  <b>Presenter to the TTF annual meeting:</b> <i>Ethel Agnes Pascua-Valenzuela (SEAMEO)</i></p>	
Room: Salsabeel (3)	<p><b>Latin America and the Caribbean Regional Group</b>  <b>Moderator:</b> <i>Carlos Tamez Vargas (UNESCO Santiago)</i>  <b>Rapporteur:</b> <i>Robby Holband (Suriname)</i>  <b>Presenter to the TTF annual meeting:</b> <i>Carla Diamond (St Kitts &amp; Nevis)</i></p>	(EN/SP)

<b>Room: Al Khayal A&amp;B (5)</b>	<b>NGOs and Private Sector Organizations' Caucus Meeting</b> <b>Moderator:</b> <i>Tom Vandenbosch (VVOB)</i> <b>Rapporteur:</b> <i>Purna Shrestha (VSO)</i>  Presenters: <ul style="list-style-type: none"> <li>▪ Charlotte Bergin (INEE): Support to Teachers in Crisis Contexts</li> <li>▪ Kirsten Mucyo (Save the Children): Compassionate Systems in Jordan</li> <li>▪ Tamara Durzi (Teach for All): Collective Leadership &amp; Learning Model</li> <li>▪ Fran Turner (VSO): Training Early Childhood Educators in Rwanda</li> <li>▪ Jef Peeraer (VVOB): Induction Programmes for New Primary and Secondary School Teachers</li> </ul>	(EN/FR/ARB)
<b>17:45/18:00</b>	<b>Side Events</b>	
<b>Room: Salsabeel (3)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 1:</b> Second International Consultative Meeting on Media and Information Literacy Curriculum for Teachers (Open Meeting)</li> </ul>	(EN)
<b>Room: Bahri B - Stallion (4)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 2:</b> UNESCO Futures of Education initiative (Open Meeting)</li> </ul>	(EN)
<b>Room: Al Khayal A&amp;B (5)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 3:</b> UNESCO Chairs on Teachers and Curriculum (Open Meeting) (17:45-18:45)</li> </ul>	(EN/FR/ARB)
<b>Room: Harayer (2)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 4:</b> Norwegian Teacher Initiative Country and Focal Points Meetings (<i>Start time 17.45 - Closed Meeting</i>)</li> </ul>	(EN/FR)
<b>Room: Rashyidiya Grand Ballroom (1)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 5:</b> Teacher careers, collaboration and support: how to make change happen (Open Meeting)</li> </ul>	(EN)

**Day 2, Monday 9 December 2019**

08:45 – 09:00	Welcome	
<b>09:00 – 10:00</b>	<b>PLENARY SESSION: Official Opening</b>	
<b>Room: Rashyidiya Grand Ballroom (1)</b>	<b>Moderator:</b> <i>UAE Representative</i> <ul style="list-style-type: none"> <li>▪ Excellency Husain Al Hammadi, Minister of Education, United Arab Emirates</li> <li>▪ Jordan Naidoo, Representative of the UNESCO Director-General</li> </ul>	(EN/FR/ARB/SP)

10:00 – 10:30	<ul style="list-style-type: none"> <li>▪ Jamal Mohammed Al Mehairi - Vice Chairman- Secretary General of Hamdan Bin Rashid Al Maktoum Foundation For Distinguished Academic performance</li> <li>▪ Gerd-Hanne Fosen, co-Chair of International Task Force for Teachers for Education 2030</li> </ul> <p><i>Group Photo and Coffee Break</i></p>	
<b>3<sup>rd</sup> BREAKOUT SESSIONS: Ministerial Roundtable and Thematic Groups Meeting</b>		
<b>Room: Al Khayal A&amp;B (5)</b>	<p><b>Ministerial Roundtable (closed meeting)</b></p> <p><i>One of the first steps in debating the future of teaching is to understand key trends, challenges and priorities for countries in aligning their teaching corps with new learning goals and strategies. Policy reforms are emerging that touch on teaching practice and the teaching profession at all education levels. The Ministerial Round Table brings together multiple government perspectives as a basis for mapping and understanding new directions in teacher policy.</i></p> <p><b>Chair:</b> Minister of Education (UAE) <b>Moderator:</b> Jordan Naidoo (UNESCO)</p> <p><b>Meeting of the TTF Thematic Groups</b></p> <p><i>The Teacher Task Force thematic groups act as “implementation partners” for achieving the objectives of the Task Force Strategic Plan 2018-2021 by fostering discussion, actions and collaboration between expert stakeholders from around the world in support of SDG target 4.c. The purpose of the thematic sessions during this year’s PDF is to share innovative practices and initiatives that are shaping the way forward for teachers in all parts of education systems, to identify relevant strategies for addressing on-going challenges and to make recommendations to the TTF Annual Meeting.</i></p>	(EN/FR/ ARB/SP)
<b>Room: Harayer (2)</b>	<p><b>Thematic session: Pre-primary Teachers (TTF Thematic group 1)</b></p> <p><b>Group Lead/Moderator:</b> <i>Nikolina Postic (ILO) &amp; Yoshie Kaga (UNESCO)</i></p> <ul style="list-style-type: none"> <li>▪ Robert Quansah and Jon Beaulieu (Sabre Education)</li> <li>▪ Tom Vandenbosch (VVOB): Gender-responsive pedagogy in early childhood education</li> <li>▪ Lesley Patricia Holst (LEGO Foundation)</li> </ul>	(EN/FR/ ARB)
<b>Room: Salsabeel (3)</b>	<p><b>Thematic session: Inclusion and Equity (TTF Thematic group 2)</b></p> <p><b>Moderator:</b> <i>Therese Tchombe &amp; Basu Dev Kafle</i></p> <ul style="list-style-type: none"> <li>▪ Ozden Bademci (Turkey)</li> <li>▪ Zaccheus Otieno Ollando (Kenya)</li> <li>▪ Robert White (USA)</li> </ul>	(EN/FR/ ARB)

<p><b>Room:</b> <b>Bahri B - Stallion (4)</b></p> <p><b>Room:</b> <b>Rashyidiya Grand Ballroom (1)</b></p> <p>12:00-14:00</p>	<p><b>Thematic session: ICT &amp; Distance education</b> (TTF Thematic group 3)</p> <p><b>Moderator:</b> Natalia Amelina, Senior National Project Officer in Education, UNESCO IITE</p> <ul style="list-style-type: none"> <li>▪ Adam Seldow &amp; Monica Arés, Facebook, (USA)</li> <li>▪ Gape Kaboyakgosi, Vice Chancellor Limkokwing (Botswana)</li> <li>▪ Elena Kadina, Principal, St. Petersburg, (Russian Federation)</li> <li>▪ Hamdy Abdelaziz, Hamdan Bin Mohammed Smart University, (UAE)</li> </ul> <p><b>Thematic session: Teacher management in Crisis and Emergencies</b> (TTF Thematic group 4)</p> <p><b>Moderator:</b> Bijay Dhungana, Vice-President - International Centre of Excellence For Innovative Learning (ICEFIL)</p> <ul style="list-style-type: none"> <li>▪ Casey Pearson, (Volunteer Service Overseas - VSO)</li> <li>▪ Julie Kasper, Refugee Educator Academy (Carey Institute for Global Good, Center for Learning in Practice)</li> <li>▪ Suha Tutunji, Refugee Education Program (Jusoor)</li> <li>▪ Nicole Reith, Refugee Education (University of Applied Sciences Utrecht)</li> </ul> <p>Lunch break</p>	<p>(EN/FR/ARB)</p> <p>(EN/FR/ARB)</p>
<b>14:00 – 15:15 PLENARY SESSION: Multiple Stakeholders</b>		
<p>14:00 – 15:15</p> <p><b>Room:</b> <b>Rashyidiya Grand Ballroom (1)</b></p> <p>15:30 – 15:45</p> <p>15:45 – 17:00</p> <p><b>Room:</b> <b>Rashyidiya Grand Ballroom (1)</b></p>	<p><b>PANEL 1: TEACHING APPROACHES/ TEACHER EDUCATION</b></p> <p><b>Moderator:</b> Noah Webster Sobe (UNESCO)</p> <p>Panellists:</p> <ul style="list-style-type: none"> <li>▪ Minister(s) of Education</li> <li>▪ Dean – Michael Owen, Brock University (Canada)</li> <li>▪ School Principal, Mr Kezang Wangchuk (Bhutan)</li> <li>▪ NGO – Tom Vandenbosch (VVOB)</li> <li>▪ Development Partner – Dubai Cares (<i>tbc</i>)</li> <li>▪ Thematic Group – Suha Tutunji (Teacher Management) &amp; Jon Beaulieu (Pre-primary education)</li> </ul> <p>Coffee Break</p> <p><b>PANEL 2: ADDRESSING INEQUALITIES</b></p> <p><b>Moderator:</b> Laurette Bristol (Caribbean Community: CARICOM Secretariat)</p> <p>Panellists:</p> <ul style="list-style-type: none"> <li>▪ Minister(s) of Education</li> <li>▪ Vice-Dean – Najwa Alhosani (UAE University)</li> </ul>	<p>(EN/FR/ARB/SP)</p> <p>(EN/FR/ARB/SP)</p>

	<ul style="list-style-type: none"> <li>Teacher– Anne-Fleur Lurvink (School teacher, Lyceum Gralingen, Rotterdam)</li> <li>NGO – Ji Liu (Shaanxi Normal University, Research Associate at NORRAG)</li> <li>Development Partner – James McIntyre (Mastercard Foundation)</li> <li>Representing the Inclusion and Equity thematic Group – Robert White</li> </ul>	
<b>17:15</b>	<b>Side Events</b>	
<b>Room: Harayer (2)</b>	<ul style="list-style-type: none"> <li><b>Event 1:</b> Teacher Policy Guide Review Session (Closed Meeting)</li> </ul>	(EN/FR)
<b>Room: Salsabeel (3)</b>	<ul style="list-style-type: none"> <li><b>Event 2:</b> “Futures of Education” Consultation (Focus Group) (Closed Meeting)</li> </ul>	(EN)
<b>Room: Bahri B - Stallion (4)</b>	<ul style="list-style-type: none"> <li><b>Event 3 - TALIS 2024</b> – all you need to know if you contemplate joining the global barometer on teachers and teaching (17:15-18:15)</li> </ul>	(EN)
19:15	<i>Official Reception – Dinner (busses will leave from 19:00)</i>	

### Day 3, Tuesday 10 December 2019

09:00 – 10:15	<b>PANEL 3: INNOVATIONS</b>	(EN/FR/ARB/SP)
<b>Room: Rashyidiya Grand Ballroom (1)</b>	<p><b>Moderator:</b> Amina Osman (Commonwealth Institute)</p> <p>Panellists:</p> <ul style="list-style-type: none"> <li>Minister(s) of Education</li> <li>Dean – John Chi Kin LEE (University of Hong Kong)</li> <li>School Principal – Jedidah Mwangi (Kenya)</li> <li>NGO – Tamara Durzi (Teach for All)</li> <li>Development Partner – Russell Longmuir, EFQM</li> <li>Thematic Group – ICTs &amp; distance education</li> </ul>	
10:15	<i>Coffee Break</i>	
<b>10:15 – 11:15</b>	<b>PLENARY SESSION: TTF’s Work on Teacher Policy Development</b>	
<b>Room: Rashyidiya Grand Ballroom (1)</b>	<p><b>Review and experiences of countries engaged in developing national teacher policies &amp; launch of the Online &amp; Full version of the <i>Teacher Policy Development Guide</i></b></p> <p><b>Moderator:</b> Yusuf Sayed (University of Sussex, UK &amp; Centre for International Teacher Education, CPUT, SA)</p>	(EN/FR/ARB/SP)

	<p>Panellists:</p> <ul style="list-style-type: none"> <li>▪ <b>Review presenter:</b> Yusuf Sayed/Jean Adote-Bah Adotevi</li> <li>▪ <b>Country experiences:</b> Comlan Germain Roch Ahokpossi (Benin), Phae Monaheng-Mariti (Lesotho), Brighton Barugahare (Uganda)</li> <li>▪ <b>Launch of the online guide</b> - Anna Page, Open University (UK)</li> </ul>	
<b>11:15 – 12:00</b>	<b>PLENARY SESSION: The Development of the Taxonomy of Teacher Education</b>	
<b>Room: Rashyidiya Grand Ballroom (1)</b>	<p><b>Progress report and discussion</b></p> <p><i>Moderator: Olivier Liang (ILO)</i></p> <p>Panellists:</p> <ul style="list-style-type: none"> <li>▪ Friedrich Huebler, UNESCO Institute for Statistics</li> <li>▪ Lamin Fatajo, The Gambia (<i>tbc</i>)</li> <li>▪ Martial Dembélé, Université de Montréal (Québec)</li> </ul>	(EN/FR/ARB/SP)
12:00– 14:00	<i>Lunch Break</i>	
<b>14:00 – 16:30</b>	<b>ANNUAL TTF MEMBERS' MEETING</b> <i>*(TTF Focal Points/Members only)</i>	
<b>Room: Rashyidiya Grand Ballroom (1)</b>	<p><b>Co-Chair:</b> Gerd-Hanne Fosen (Norway)</p> <p><b>Co-Chair:</b> Abdelrahman Almedaires (Kingdom of Saudi Arabia)</p> <ul style="list-style-type: none"> <li>▪ Secretariat reporting : State of Implementation of the Strategic Plan (incl. welcoming new members)</li> <li>▪ Regional groups reporting (annual report)</li> <li>▪ Thematic group reporting (annual report)</li> <li>▪ Election of new members to the TTF Steering Committee</li> </ul>	(EN/FR/ARB/SP)
15:00	<i>Coffee Break</i>	
<b>17:00</b>	<b>Side Events</b>	
<b>Room: Bahri B - Stallion (4)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 1:</b> Second International Consultative Meeting on Media and Information Literacy Curriculum for Teachers (Open Meeting)</li> </ul>	(EN)
<b>Room: Salsabeel (3)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 2:</b> ED-Alignment Arab - Africa Inter-regional Initiative: Developing Ed-Alignment Toolkit (Closed Meeting)</li> </ul>	(EN)
<b>Room: Harayer (2)</b>	<ul style="list-style-type: none"> <li>▪ <b>Event 3:</b> Norwegian Teacher Initiative Country and Focal Points Meetings (Closed Meeting)</li> </ul>	(EN/FR)

## Day 4, Wednesday 11 December 2019

08:00 – 11:30	<b>Visiting Education Institutes (buses leave at 07:45):</b> <ul style="list-style-type: none"> <li>▪ Zayed University Dubai Campus</li> <li>▪ School of Research Science</li> <li>▪ Al Ebdaa Model School</li> <li>▪ Ajman Teacher Training Institute</li> </ul>	
12:00 – 13:00	<b>PLenary SESSION: Conclusions and way forwards</b>	
<b>Room:</b> <b>Rashyidiya Grand Ballroom (1)</b>	<b>Closing Ceremony</b>  <b>Co-Chair:</b> Gerd-Hanne Fosen (Norway) <b>Co-Chair:</b> Abdelrahman Almedaires (Kingdom of Saudi Arabia)  <b>Speakers:</b> Summary + Outcome Statement	(EN/FR/ARB/SP)
13:00 – 14:00	<i>Lunch Break</i>	
14:00 – 15:30	<b>TTF STEERING COMMITTEE MEETING (2)</b> *(Steering Committee Members only)	
<b>Room:</b> <b>Harayer (2)</b>  14:00 – Evening	<b>Co-Chair:</b> Gerd-Hanne Fosen (Norway) <b>Co-Chair:</b> Abdelrahman Almedaires (Kingdom of Saudi Arabia)  <b>Sightseeing – social activities</b>	(EN/FR)

## Day 5, Thursday 12 December 2019

	<b>Departure</b>	
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*EN = English      ARB = Arabic*

*FR = French      SP = Spanish*

## SIDE EVENTS

<b>Title of event</b>	<b>UNESCO Futures of Education initiative</b>
<b>Date and time</b>	Sunday, 8 December 17.45
<b>Profile of participants</b>	All PDF participants invited
<b>Type of meeting</b>	Open
<b>About the event</b>	Please come join a discussion and learn more about UNESCO's new Futures of Education initiative, a global initiative to reimagine how knowledge and learning can shape the future of humanity and the planet. Using the horizon of 2050 and beyond, an International Commission chaired by H.E. Sahle-Work, the President of Ethiopia, will prepare a report for release in November 2021. On a parallel track, the initiative seeks to catalyse global engagement to further conversation on the future(s) of education, learning and knowledge in a world of increasing complexity, uncertainty, and precarity. Participants in this session will be asked to think of ways to mobilize their networks to provide inputs to the International Commission on the Futures of Education as well as advance the global public debate.

<b>Title of event</b>	<b>UNESCO Chairs on Teachers and Curriculum</b>
<b>Date and time</b>	Sunday, 8 December 17:45
<b>Profile of participants</b>	UNESCO Chair Holders from all regions
<b>Type of meeting</b>	Open
<b>About the event</b>	UNESCO Chairs and Networks on Teachers and Curriculum hosted in Universities in different countries around the world are strategic partners. UNESCO has signed cooperation agreement with these Chairs, renewable every 4years up on positive evaluation of their performance. The activities of the Chairs, including research, knowledge production and dissemination, advocacy and capacity development fall in the domains of work of the TTF and the Section of Teacher Development (policy, knowledge creation and dissemination, advocacy and capacity development). Thus the need to forge stronger working relations with the Chairs. The side meeting will for the first time, bring the Chair Holders of UNESCO Chairs together to know each other, network and identify areas for future joint activities, creating synergies and strengthen cooperation with TED/TTF as well as define strategies for engaging with UNESCO in mutually benefiting ways.

<b>Title of event</b>	<b>Teacher careers, collaboration and support: how to make change happen</b>
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<b>Date and time</b>	Sunday 8 <sup>th</sup> December, 18h00
<b>Profile of participants</b> (eg. teachers, region, NTI, etc.)	Ministry officials, teachers, development partners
<b>Type of meeting</b>	Open
<b>About the event</b>	<p>This session is intended as a follow-up to the plenary sessions given by the Education Commission on the Transforming the Education Workforce Report and UNESCO-IIEP on Reimagining teacher careers. For those interested in discussing in greater-depth, please join us!</p> <p>Findings from a wide array of research studies highlight that promising practices for the future of the profession include more opportunities for professional growth, collaborative work and supportive environments. The question is now, how can we make this change happen? What conditions or enabling factors need to be in place to allow greater professional growth and collaboration? What debates need to happen at the policy formulation stage in countries? How can professional growth and collaboration be more effectively taken up in major education reforms and education sector plans? What should be the role of development partners?</p> <p>The session will provide an opportunity for networking. It will also feed into a reflection on what are realistic and practical approaches towards professional growth and collaboration and what would be desirable support from technical partners.</p> <p>Read more  <a href="#">Transforming the Education Workforce Report</a>  <a href="#">UNESCO-IIEP</a></p>

<b>Title of event</b>	<b>Second International Consultative Meeting on Media and Information Literacy Curriculum for Teachers</b>
<b>Date and time</b>	Sunday, 8 December from 17:45 and Tuesday, 10 December from 17:00
<b>Profile of participants</b>	All teachers, educators, curriculum developers, researchers, in general, as well as information, technology, and media experts and practitioners including in the field of media and information literacy
<b>Type of meeting</b>	Open

**About the event**

UNESCO and partners are organizing a series of international and regional consultations with media and information literacy (MIL) experts and practitioners as well as teachers and other stakeholders to update the model MIL Curriculum for Teachers. The MIL Curriculum for Teachers issued in 2011 is a key resource of UNESCO's actions on MIL and is highly demanded by countries around the world. In the advent of new developments in the digital domain including social media and artificial intelligence, as well as the exponential rise of disinformation and online hate speech, the time is ripe for a second edition of the MIL Curriculum.

In this context, the First International Consultative Meeting on MIL Curriculum for Teachers was held in September 2019, in Belgrade, Serbia. UNESCO is continuing its foresight at the 12<sup>th</sup> Policy Dialogue Forum, by holding this Second International Consultative Meeting on MIL Curriculum for Teachers. This second round of consultations will build upon the outcome of the first consultative meeting as UNESCO gathers advice about new content that should be considered for inclusion in a second edition of the MIL Curriculum. As MIL Curriculum is designed primarily for teacher, though it is used by many stakeholders, this consultative side event in Dubai is significant to the process.

- [Side Event Concept note](#)
- [Media and Information Literacy Curriculum for Teachers](#)
- [Belgrade Recommendations on Draft Global Standards for Media and Information Literacy Curricula Guidelines](#)

<b>Title of event</b>	<b>Norwegian Teacher Initiative Country and Focal Points Meetings</b>
<b>Date and time</b>	Sunday, 8 December 17:45 – 18:30 Tuesday, 10 December 17:00 – 18:30
<b>Profile of participants</b>	NTI countries and partner organizations
<b>Type of meeting</b>	Closed, upon invitation only
<b>About the event</b>	The <i>Norwegian Teacher Initiative Country and Focal Points Meetings</i> are closed meetings for NTI countries (Burkina Faso, Ghana, Malawi, and Uganda) and partner organizations (EI, GPE, ILO, UNESCO/TTF, UNICEF, UNHCR, and WB).

<b>Title of event</b>	<b>TALIS 2024 – All you need to know if you are contemplating joining the global barometer on teachers and teaching</b>
<b>Date and time</b>	Monday 9 December – 17.15-18.15
<b>Profile of participants</b>	Policy-makers
<b>Type of meeting</b>	Open
<b>About the event</b>	<p>With the TALIS 2018 coming to completion, the OECD is making plans for the next cycle of the Survey that will take place in 2024.</p> <p>The purpose of this session is to provide attendees with more information on the making of TALIS, how the survey is developed and implemented, and what participation entails for participating countries. This will enable anyone interested in knowing more about the survey development – or contemplating participation of their education system in 2024 – to learn more about the survey and ask questions to the OECD. The OECD will provide an initial presentation of key issues, and will then open the floor for questions and discussion in a casual format.</p>

<b>Title of event</b>	<b>Teacher Policy Guide Review Session</b>
<b>Date and time</b>	Monday, 9 December 17.15
<b>Profile of participants</b>	NTI and TTF Country focal points and NPOs from countries covered in the Teacher Policy Development Guide Review
<b>Type of meeting</b>	Closed
<b>About the event</b>	<p>The <i>Teacher Policy Development Guide</i> and its Summary was developed by the International Task Force on Teachers for Education for All in close coordination with UNESCO entities and external partners of the Teacher Task Force. The aim was to produce a tool that could help countries develop evidence-based national teacher policy.</p> <p>A Review of was carried out about how countries have developed their national teacher policies, including using the Teacher Policy Development Guide and its Summary, in order to identify hurdles, pinpoint best practice, and provide further guidance to countries on how to use the guide to develop teacher policy.</p> <p>The session aims to present key findings from the Review and obtain feedback from the countries that participated in the process.</p>

<b>Title of event</b>	<b>“Futures of Education” Consultation (Focus group)</b>
<b>Date and time</b>	Monday, 9 December 17:15
<b>Profile of participants (eg. teachers, region, NTI, etc.)</b>	Education specialists/long-term UNESCO consultants for different projects/programmes
<b>Type of meeting</b>	Closed/Upon invitation
<b>About the event</b>	The focus group is part of a world-wide consultation process conducted by the members of the UNESCO’s “Agile thematic groups” on “Futures of Education - Learning to Become, Horizon 2050”. It takes aim at inquiring the opinions of education specialists (i.e. long-term consultants for UNESCO) on what changes in our world may need education responses; and what types of education changes, achievements/promising practices and challenges may be expected in the future. The results of such focus groups will inform the work of the independent International Commission UNESCO appointed to prepare the Futures of Education Report (Learning to Become) to be presented at the UNESCO General Conference in 2021 (See also <a href="https://en.unesco.org/futuresofeducation/">https://en.unesco.org/futuresofeducation/</a> ).

<b>Title of event</b>	<b>ED-Alignment Arab - Africa Inter-regional Initiative: Developing Ed-Alignment Toolkit</b>
<b>Date and time</b>	Tuesday, 10 December 17:00
<b>Profile of participants</b>	Mixed Group: Teachers, Curriculum, Assessment and Policy experts/ UNESCO education consultants (International, Arab and Africa regions)
<b>Type of meeting</b>	Closed
<b>About the event</b>	Based on reports and recommendations of interregional Arab-Africa workshops (Amman 2018 and Beirut 2019) UNESCO is developing a Toolkit on aligning curriculum/learning, teacher policies/practices, and learning assessment (Alignment guidance package). The Toolkit is a practical guidance package for practitioners. It will include a background to alignment, rationale, conceptual clarifications and the benefits of alignment in implementing the Education 2030 Agenda. Selected case studies on promising policy and practices from Arab and Africa regions and references for the purposes of illustration and enhancing capacity of the readers. The side meeting will examine and enrich the draft Toolkit with suggestions from the invited experts with a view of preparing an advanced draft for further dissemination and consultation in 2020.

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