

# 7th International Policy Dialogue Forum

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## International Policy Dialogue Forum

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16-17 December 2014 - Morocco

**Teachers in Post-2015 International Education Agenda:  
What policies, practices and tools for teacher-related target?**

**FINAL REPORT**

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## **List of acronyms and abbreviations**

EFA	Education for All
GCE	Global Citizenship Education
GMR	Global Monitoring Report
GPE	Global Partnership for Education
ICT	Information and communication technology
IICBA	International Institute for Capacity-Building in Africa
TTF	Teacher Task Force
IIEP	International Institute for Educational Planning
ILO	International Labor Organization
LEG	Local Education Groups
OWG	Open Working Group
PASEC	Programme d'analyse des systèmes éducatifs de la CONFEMEN
PISA	Programme for International Student Assessment
TRG	Technical Reference Group
TTC	Teacher training center
UIS	UNESCO Institute for Statistics
UPE	Universal Primary Education

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## **1. Introduction**

### **1.1 Background**

The International Task Force on Teachers for Education for All (EFA) was created in Oslo in 2008, the outcome of the Eighth Meeting of the High Level Group on Education for All (EFA). The Teacher Task Force (TTF) is a voluntary global alliance of EFA partners working together to address the acute shortage of qualified and well-resourced teachers required to achieve Universal Primary Education (UPE) by 2015, as well as quality education for all.

The Task Force focuses its activities in the areas of advocacy and policy analysis as well as in support to countries for data collection, evidence-based policy making, and the establishment of strong partnerships to improve the quality of educational systems. The Task Force is built on the principle of promoting coordination among international and regional efforts to develop and strengthen national policies on teachers to help improve the performance of education systems by addressing the shortage of qualified teachers. The annual Policy Dialogue Fora, therefore, are an important and central part of the mandate and work plan of the Task Force, serving as a platform where all stakeholders can share their experiences on how they deal with teacher-related challenges.

The Seventh Policy Dialogue Forum held in Rabat, Morocco, on 16-17 December 2014, the first forum under the second phase of the Strategic Plan 2014-2016 of the Task Force dwelled greatly on post-2015 agenda setting. The programme for the Forum is included in Appendix 1.

### **1.2 Objectives of Seventh Policy Dialogue Forum**

The Seventh Policy Dialogue Forum was focused on sharing relevant policies, practices and tools among international key stakeholders with a view to facilitating the understanding, implementation and monitoring of the teacher-related targets and issues in the post-2015 international education agenda. Similarly, it provided input into the development of an action framework related to the education agenda that will be discussed at the 2015 World Education Forum in the Republic of Korea. This context is important, given the potential support, direction and monitoring of Education that will result from the post-2015 decision-making process.

The objectives of the Seventh Policy Dialogue Forum were:

1. To share relevant knowledge, experiences and tools on how teacher targets and indicators could be developed to implement and monitor national teacher policies;
2. To gather inputs for concrete recommendations on teachers for the development of the framework for action, which will be discussed at the 2015 World Education Forum in the Republic of Korea;
3. To reach consensus on recommendations for actions to be pursued at country, regional and/or international levels with regard to teacher effectiveness; and
4. To identify ways of enhancing collaboration and partnership among various teacher stakeholders at country, regional and/or international levels with a view to achieving the teacher-related target in post-2015 international education agenda.

The whole membership of the Teacher Task Force for EFA was invited to the forum, including a diverse representation of national governments, global and regional intergovernmental organizations, international nongovernmental organizations, development agencies, private companies and foundations as well as international experts. Some 69 nationalities were represented at this Forum, and the host country also augmented considerably the robustness of discussions with 153 Moroccan participants

covering a range of educational sectors, institutions and stakeholders, bringing the total number of participants at this Forum to 293. (See Appendix 7 for a full list of participants.)

### **1.3 Structure and Sub-themes of the Policy Dialogue Forum**

The Forum was articulated around three sub-themes:

#### ***Sub-theme 1: Inclusion and equity in teacher policies and practices***

The overarching goal in the proposed post-2015 education agenda clearly points to the need for an equitable and inclusive quality education, and lifelong learning for all. This has several implications for teacher policies. First, the policies must provide for the recruitment and deployment of qualified teachers in all settings, with special attention to disadvantaged contexts and the populations with the lowest socioeconomic status and special learning needs. Second, the teaching force needs to be inclusive, and attract candidates from all backgrounds, who should serve as role models for learners with the lowest chance for access, retention and completion of their education. Third, teacher education and training should aim at preparing teachers to cater to the needs of all learners, supporting them to value all learners, respect differences and enhance the learning environment.

Teachers require knowledge, skills and competences to teach, based on differentiated pedagogical principles, including assessment methods. The sessions discussed examples of relevant policies and practices put in place in selected countries, and explored ways of better monitoring the three dimensions of the inclusion and equity from the teacher and teaching perspective.

#### ***Sub-theme 2: Innovation in teaching and teacher education***

Increasing the number of trained and qualified teachers as well as developing mechanisms to support teachers are critical challenges for addressing the learning crisis. Recognizing diversity in the learning population and the need to cultivate twenty-first century skills, pedagogical innovations, information and communication technologies (ICT) and distance learning for teachers' initial and in service training should all be extensively introduced. Opportunities to further develop in these areas exist around the world, including pilot projects implemented by some partners of the Teacher Task Force. There remains a need to document their efficiency and move them beyond pilot phases.

The sessions documented innovative approaches related to implementing some educational systems aimed at supporting teachers and teaching, including identifying constraints that still hamper the scaling up of these practices. Many countries highlighted their efforts involving innovative practices, and these are highlighted in several other sections of this report, including, particularly, in the Recommendations. Similarly, implications for learning assessment were issues raised during the discussions.

#### ***Sub-theme 3: Professional status of teachers***

Setting and maintaining a high standard for the teaching profession calls for the establishment of qualification requirements, certification norms, career development and incentive plans, and ethical codes of conduct, etc. Countries have made varying provisions to respond to these requirements. In some countries, regulatory bodies are in place to oversee entrance into the profession and career progression. In others, the rapid growth of student populations due to efforts to expand access has made it difficult to establish, let alone to observe, systematic requirements for teacher preparation, recruitment and development, weakening the status of teachers, their living and working conditions, and, as a result, undermining the quality of the education offered. In fact, in many countries, education policymakers have resorted to the recruitment of teachers on temporary contracts with little, or no formal, training, and who often have a precarious professional status. This is particularly the case in several countries in West Africa, where contract teachers, on average, represent over 50% of the teaching force, and even as much as 80% in some countries, such as Niger. The problem also exists in other regions, and can have a

significant effect on the quality of education, especially in relation to the education of girls, traditionally marginalized populations and those in rural areas.

The sessions sought to present and analyze the problematic of the professional status of teachers, and to develop proposals and strategies that might enhance the professionalization of the teaching force, including related to working conditions, roles and participation in decisions making and regulatory matters.

The three themes were addressed in 12 country case presentations, in addition to the case of the host country, Morocco. The countries were from diverse backgrounds and socioeconomic contexts: Finland, Indonesia, Jordan, Lao PDR, Mauritius, Mexico, Mozambique, Niger, Senegal, South Africa, Uganda and Venezuela. The countries' experiences and frameworks that were developed and applied by relevant institutions were reviewed. Four groups of three countries each were constituted to focus the debates on the three sub-themes. Each country presentation was followed by a critical review by a respondent. The discussions were then opened up to all the group members to bring in their own countries/organizations' perspectives. Some good practices were identified, as well as challenges and ways of promoting regulatory mechanisms to enhance the quality of teaching to address the post 2015-education agenda.

Discussions also centered on the following questions:

- The key issues the country cases have sought to address;
- How the policies are developed and implemented; and
- How the policy implementation is monitored and evaluated.

Reinforcing the participation of teacher organizations in decision-making related to the profession was equally a focus. Another objective that flowed from discussions was how to seek opportunities for South-South and North-South cooperation. The reports for the sub-themes as well as recommendations are presented in the pages that follow.

In-depth discussions of these experiences and frameworks guided the formulation of conclusions and recommendations that were presented in the plenary session. Each sub-theme was approached from the perspectives of policies, practices and tools for achieving the teacher-related target.

To facilitate the presentation of findings and recommendations to the plenary session, each group was asked to consider the following questions:

- What suggestions could you make to ensure that teacher quality for inclusive and equitable education is ensured in all contexts?
- Considering the global teacher target, what mechanisms should be put in place to uplift countries with huge qualified teacher gaps?
- What kinds of tools (frameworks, indicators and data) are needed to monitor the target on teachers?

## 2. Official Opening Ceremony

### 2.1 Opening Ceremony



The Minister of National Education and Vocational Training, Mr. Rachid Benmokhtar Benabdellah, framed the Policy Dialogue Forum by encouraging participants to reconsider the role of the teacher. He made a clear distinction between training and education, emphasizing that the contemporary school has its origins in the 18th century, arguing that significant changes and needs have evolved since then that must be considered within the contemporary context. Whereas the teacher once was believed to be mandated to simply transmit knowledge, the present situation

requires greater awareness of the international context, and, importantly, the ability to learn at diverse levels. Thus, a range of pedagogical tools now needs to be explored, and today's students need to learn differently as well as learning how to resolve problems. The Minister also discussed the need for more innovation. Teachers need to be accompanied throughout their careers, and this requires new thinking on how to do so. In sum, the Minister concluded that teachers are the center-piece of social transformation, which necessitates reinvigorating the training and professional development they receive throughout their careers.

The Co-Chair of the TTF and representative of the Ministry of Education of Norway, Mr. Dankert Vedeler, welcomed participants, and providing a brief overview of the mandate of the Teacher task Force, and the context of the work undertaken and planned, leading to the setting of post-2015 Education and Sustainable Development goals. In particular, he discussed: (i) the challenge of global citizenship education; (ii) the challenge of 58 million out-of-school children worldwide; (iii) the role to ascribe to teachers in the post-2015 agenda; and (iv) preparation for the World Education Forum in the Republic of Korea in May 2015.

The Director of the UNESCO Office for the Maghreb Region, Mr. Michael Millward, welcomed participants to Morocco, and outlined the following points: (i) the process related to the post-2015 agenda; (ii) the need to further support country sectoral plans in relation to teachers; (iii) the need for holistic solutions related to the challenges facing the teaching profession, building on evidence-based studies; and (iv) the objective of developing motivated, qualified and educated teachers.

Dr. Edem Adubra, the head of the Teacher Task Force secretariat, was last to take the floor at the opening. He presented the structure, not just of the Policy Dialogue Forum, but of the week-long set of meetings the Task Force was having in Rabat. He put the emphasis on the knowledge-sharing nature of the forum and the opportunity for networking. He brought participants' attention to the validation workshop of the Guide on National Teacher Policy Development that was also planned and the Experts Meeting on Teacher Management in Fragile States following the Forum on 18-19 December.

## **2.2 Presentations on the Moroccan Education System**

In addition to the opening address by the Moroccan Minister of National Education and Vocational Training, there were three other presentations by Moroccan education officials. Presenting a detailed review of Moroccan education helped frame the ensuing work in the parallel sessions. Below are some of the key points that were presented. A vibrant discussion followed the presentations.

The presentations focused on the following topics:

- Management of human resources: Equity, innovation and inclusion;
- Innovation in teacher training for a quality education that is equitable and inclusive; and
- Regional Academy of Education and Training Practices (Rabat Salé Zemmour Zaer Region).

### **2.2.1 Management of Human Resources: Equity, Innovation and Inclusion**

The presentation was delivered by Mr. Chafik Azebba, Director of the Human Resources and Leadership Training Department. The challenge of developing a human resources strategy able to guarantee effective, transparent and equity-based management was highlighted. Planning for shifting demographic realities was also underscored, given the reality of the large number of impending retirements, which will affect overall delivery of education if not addressed; presently, more than half of all teachers are older than 50 years of age. The peak for retirements is expected to take place around 2020, with some 22,000 functionaries and 13,000 teachers expected to retire. The present configuration of the teaching staff represents almost 90% of the overall educational personnel, of which 40% are women, 43% are located in rural areas, and some 55% work in the primary educational sector. It was also underscored that the unequal distribution of human resources between the regions has an effect on the quality and management of teaching. The number of requests for change have applied pressure on the national and local context in relation to the need for more teaching personnel. With regard to major challenges, the following were highlighted:

- Improve technological processes and systems;
- Improve structural and organization effectiveness;
- Enhance recruitment and training;
- Develop more effective monitoring and auditing systems;
- Simplify and codify procedures; and
- Establish internal communications policies.

### **2.2.2 Innovation in Teacher Training for a Quality Education that is Equitable and Inclusive**

This presentation, made by Mr. Youssef Elazhari, representative of Ministry of National Education and Professional Development of Morocco, provided an overview of the Moroccan education system, including teacher training and educational reforms related to teachers. A portrait of the Moroccan Education System with the number of students, teachers and schools/institutions, the change in enrolment between 2000, 2008 and 2013, and the age range of students, respectively, was provided.

Significant efforts are being made in relation to the educational integration of students with special needs, including the development of training, pedagogical and evaluation methods for teachers. A similar focus is being placed on stemming the tide of those who leave school early, and, in this regard, diverse community, psychological and formal education strategies and supports are being implemented.

In relation to human rights in education, a series of measures have been introduced, including citizenship education, school citizenship clubs, a strengthened commitment to place more women in leadership



positions, and a program aimed at fighting corruption. These measures are intended to be developed over the long-term, and require support at various levels throughout the education system.

In particular, the following points were underscored for this presentation:

- The importance of a “right to education”;
- The need to define, orient and conceptualize the “right to education,” simultaneously, in terms of access, quality and quantity;
- Action undertaken within the 2009 Reform, which included a dialogue with social partners in relation to future measures, and also related to the management of vocational education and training; and
- Challenges: the massive levels of retirement for teachers (average age of 51), and the need to hire a large number of teachers; the need to review and develop pedagogical resources.

### **2.2.3 Regional Academy of Education and Training Practices**

This presentation, made by Mrs. Oum El Kheir ABRA, representative of the *Académie régionale d'éducation et de formation – Région Rabat Salé Zemmour Zaerm* provided an overview and analysis of a range of issues and concerns related to the work of the Regional Academy. In particular, the question of equity and inclusion was emphasized, especially in relation to the status of the teacher in society.

Presenting a holistic approach, the presentation emphasized the importance of physical and mental health as well as the access to technological means to better respond to the needs of the population. To this end, the presentation highlighted the following equity concerns in the Moroccan context: girls; students with disabilities; students facing poverty; students from single-mother families; students, children of single mothers, who have been abandoned; students from the Christian and Jewish religions; students from sub-Saharan countries; and students from countries in conflict.

Some of the constraints and challenges noted included the following:

- Lack of data (development of data-management, and the implementation and analysis of data on different minority groups);
- Development of partnership collaboration;
- Involvement of other sectors (ensuring coherence that can enable more effective systemic and partnership responses);
- Need for specialized training (development of transversal skills of the teachers);
- Negative representation of children with disabilities by teachers and educational leaders; and
- School leadership and development

Some specific measures have been taken, and are being developed, to address the situation related to the number of women in leadership positions in education (presently at 6%).

### **3. Parallel Sessions**

#### **3.1 Introduction**

The Parallel Sessions brought together participants into four groups to discuss and analyze three country case studies each. It was the center-piece to this Policy Dialogue Forum. The chart below outlines the configuration of the four groups as well as the moderators, rapporteurs, respondents and presenters. The Appendices include detailed tables on the educational context and the three sub-themes of the Forum, which present, in a structured format, the key points made by all of the 12 country presentations. The PowerPoint files of the presentations are available on the website of the Teacher Task Force: [www.teachersforefa.unesco.org](http://www.teachersforefa.unesco.org)

The focus of the deliberations was on the three sub-themes highlighted for the Forum:

- Sub-theme 1: Inclusion and equity in teacher policies and practices;
- Sub-theme 2: Innovation in teaching and teacher education; and
- Sub-theme 3: Professional status of teachers

### Roles related to Parallel Sessions

Group 1	Moderator	Purna Shrestha, Global Education Advisor, Strategy and Programme Effectiveness Group, VSO International		
	Rapporteur	Lachlan Mackinnon, Senior Manager-Partner Schools, VGF Project Director-Teacher Training Programmes, Varkey GEMS Foundation		
	Country presentation	<b>Finland</b>	<b>Senegal</b>	<b>Jordan</b>
		Jouni Kangasniemi, Senior Advisor, Division of Adult Education and Training Policy, Ministry of Education and Culture	NDèye Khady Diop, Education Inspector, Ministry of Education	Muhammad Abu Ghazlah, Managing Director of Educational Planning and Research
Respondents	Jean Adotevi, Independent expert, Togo	François Muller, Consultant, Department of R&D in Innovation and Experimentation, Ministry of Education, France	Steve Nwokeocha, Executive Director, Africa Forum of Teaching Regulatory Authorities (AFTRA)	
Group 2	Moderator	Papa Youga Dieng, Programme Specialist and IFADEM Coordinator, Organisation Internationale de la Francophonie (OIF)		
	Rapporteur	Simone Doctors, Independent expert, UK		
	Country presentation	<b>Mexico</b>	<b>Mozambique</b>	<b>Uganda</b>
		Susana Franco, Counsellor (Culture and Education), Permanent Delegation of Mexico to UNESCO	David Chinavane, Teacher Training Technician, Ministry of Education	Jane Egau, Assistant Commissioner/ Instructor Tutor Education, Ministry of Education and Sports
Respondents	Beatrice Avalos, Professor, University of Chile	Marcelo Souto, Programme Specialist, UNESCO IIEP Buenos Aires	Calice Olivier Pieume, Education Policy Specialist, UNESCO IIEP Pôle de Dakar	
Group 3	Moderator	Mohammed Ragheb, Independent expert, Arab republic of Egypt		
	Rapporteur	Paul Frisoli, Education Technical Advisor, International Rescue Committee		
	Country Presentation	<b>Venezuela</b>	<b>Indonesia</b>	<b>South Africa</b>
Luis Bonilla-Monila, President, International Miranda Center ( <i>report submission only</i> )		Elvira Elvira, Head of Primary School Teacher and Education Personnel Division, Ministry of Education Sumarno Sumarno, Director of Teacher and Educational Development for Civics and Social Science, Ministry of Education	Tinti Enoch Rabotapi, Acting Chief Director: EHRD, Department of Basic Education	

	Respondents	Diana Hincapie, Senior Associate, Education Division, Inter-American Development Bank	Tinsiri Siribodhi, Deputy Director (Administration and Communication), Southeast Asian Ministries of Education Organization (SEAMEO) Secretariat	Takeshi Miyazaki, Chief Advisor, Project for Strengthening Mathematics, Science, and Technology Education Project (PREMST) Phase 2, Senegal, Japan International Cooperation Agency (JICA)
Group 4	Moderator	Winsome Gordon, Chief Executive Officer, Jamaica Teaching Council, Ministry of Education, Jamaica		
	Rapporteur	Fatimata Ba Diallo, Education Policy Advisor, Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (CONFEMEN)		
	Country Presentation	<b>Lao PDR</b>	<b>Mauritius</b>	<b>Niger</b>
		Varadune Amarathithada, Deputy Director General, Department of Teacher Education Ministry of Education and Sports	Amode Khan Taher, Chief Technical Officer, Ministry of Education and Human Resources	Achana Hima, Director, Human Resources, Ministry of Education
Respondents	Maki Hayashikawa, Chief, Section of Learning and Teachers, UNESCO	Robert Prouty, Independent expert (former World Bank staff)	Alioune Danfa, Independent expert, Senegal	

Presentations and discussions were made either in English or in French with simultaneous translation offered, and some discussions were also made in Arabic in Group 1.

Country presentations varied in relation to the issues addressed, the information provided, and the form of the presentation. In order to better make sense of the diversity of information, data and issues raised, placed in the Appendix section are four comparative tables that organize and structure the comprehension of the vast quantity of contextual and content concerns for the twelve countries that made presentations at the Forum.

## 3.2 Key issues emanating from the discussions

### 3.2.1 In relation to inclusion and equity



Equity in education cannot be disconnected from equity in society, and many of the presentations underscored the importance of including all groups within educational plans while all presentations noted the need to ensure that education is inclusive and equitable. What is taught, how, to what end, etc., will have an enormous influence on how people interact in society, and vice-versa.

#### *Diversity*

The issue of diversity within national contexts was raised by many countries. Mexico emphasized the need to place a priority on

marginalized groups, as did Venezuela in relation to teacher recruitment of qualified candidates able to respond to the needs of a diverse population. Human rights, inclusion and equity were also considered central to education (Finland). South Africa has developed affirmative action measures for disadvantaged groups, while Mauritius has developed incentives to get teachers to work in “difficult” areas. Outreach to rural and marginalized communities, including the construction of schools close to populations, policies related to teacher recruitment, and professionalization, was presented as a priority by Mozambique.

#### *Quality of education*

In relation to the quality of education, for instance, it was considered that literacy, therefore, must extend beyond reading, writing and numeracy, and also include the skills, knowledge, behaviours, attitudes and values that will lead to building a better society. A number of the presentations, including the opening address by the Moroccan Minister of National Education and Professional Development, emphasized the need to modernize thinking, approaches, planning and pedagogy to meet the needs of contemporary challenges, including in relation to technology. Aiming high to improve quality of the teaching force is one of the three pillars of the objectives formulated by Lao PDR.

#### *Addressing inequalities and injustices*

While economic development is a key concern in all societies, addressing social inequalities and injustices must also be considered and addressed. Therefore, greater equality and inclusion in education will exponentially benefit society. Presentations included proposals and suggestions as to how efforts could be made to develop a more qualified and responsive teaching corps, which would assist in addressing equity concerns, including reaching previously under-served regions and groups, and also supporting teachers from diverse backgrounds. Lao PDR is concerned with equity issues, and the question can be asked: “in unequal distribution situations, who really benefits?” Mozambique is also concerned with inclusion of the most vulnerable children as well as promoting inclusion with a diversity of approaches.

#### *Teachers as social agents of equity and inclusion*

Teachers play a fundamental and significant role in how equity and inclusion are manifested within the classroom as well as within the school context. Teachers contribute to the institutional culture in education, and also provide leadership, which can be highly influential on young people in their formative years. A number of country presentations stressed the importance of prioritizing equity and inclusion, and also gathering data and operationalizing policies and practices to implement such targeted measures. Finland emerges as one of the countries that have gone far implementing this vision and approach. Jordan and Senegal acknowledged their efforts to empower teachers to link quality of teaching with equity and inclusion.

### ***Inclusive policies and participation***

There is a need to more adequately and effectively develop, implement and monitor policies, practices and actions with regard to equity and inclusion. As highlighted by several countries, the need for more inclusive outreach, consultation and participation on the part of diverse groups, sectors and stakeholders is considered very important, and needs to become part of all reforms aimed at increasing teacher working conditions, development and performance. The connection between policy and practice was highlighted by several countries. Finland stressed the importance of evaluation for empowerment, not for control. Venezuela presented the benefits and necessity of public consultations for reforms. Mexico has codified a quality guarantee regarding manuals, materials, school organization, educational infrastructure, and teacher aptitudes. Senegal adopted a new program for inclusive education (the “*paquet*” in French).

### ***Issues related to historically marginalized populations***

Another important concern in this area relates specifically to historically-marginalized populations and fragile states, given that resources, governance, stability and severe economic challenges can present serious obstacles to addressing educational needs in an equity and inclusive manner. When educational systems are already facing human and financial resource concerns, there are additional, aggravating factors, such as the ability to develop and support a full complement of qualified, engaged permanent or “regular” teachers. Several examples of the need for greater attention and resources in relation to marginalized groups were provided by country representatives. Integration of non-formal teaching (including at the linguistic level, and “*daara*” (Arab-Islamic schools) were introduced in Senegal. The language of instruction when different from young learners’ home language is a factor of weak performance and dropout. Senegal and Uganda placed a special focus on girls’ education. Senegal developed a Guide for the integration of the gender dimension in teacher educator training. Mozambique noted that the gender bias against girls continues to limit their access to primary and secondary education. Niger stressed providing access for children with disability, in addition to the development of tools and procedures. Niger also emphasized the provision of education for marginalized students, including refugees, HIV/AIDS, and street children. Low-income and poverty situations were also considered a priority by Lao PDR and South Africa.

### ***Access to education***

Access was, therefore, deemed a concern by many countries, especially in relation to EFA goals and initiatives. In this regard, South Africa is examining the impact of private schools. Finland and Mauritius provide free education through all levels. Special consideration is taken in relation to geographic dispersion (Indonesia, Mexico), and cultural diversity and equity (Mexico, Lao PDR, and Senegal). Expanding equitable access to education is one of the three pillars of the educational objectives formulated by Lao PDR. Private schooling is relevant here because private schools often fall outside of the regulatory framework of government efforts, and, in some cases, this may involve teachers and conditions that require extensive support at diverse levels.

### ***Context of education***

Within this context, the question of contract teachers was raised at certain levels, and the precocity of the teaching-force was noted as potentially having a disproportionately negative impact on historically marginalized populations, in particular. It is critical to focus on the context of education, in addition to the

content of education. The two cannot be dissociated from one another, and the context should inform what is taught and learned, how, and by whom as well as how the working conditions of teachers should be understood. The social, cultural, economic and parental context can determine how prepared students are before they get to school, how supported they are after school, and the cultural and economic situations that frame their educational journey. Similarly, for teachers, the context includes more than what will be taught in the classroom, and also includes their working conditions, their security, their ability to be engaged, and their capacity to pursue the goals of inclusion and equity in education. The discussions in Group 3 underlined the context as an important issue to be taken into account, especially in the case of marginalized communities. Inclusive teaching and learning have their additional challenges in contexts of fragility.

### 3.2.2 Innovation in Teaching and Teacher Education



The issue of innovation is one that garnered significant attention, and one that underpins most educational reforms. In this regard, it is important to have open, informed and critical debates, discussions and presentations involving a comparative context, and many of presentations emphasized the need for greater academic and evidence-based research.

#### ***Research, data collection and evidence-based policies***

The concern over the need to have research, data collection and evidence-based policies was raised throughout discussions. This research-foundation would more effectively lay the groundwork for teacher management reforms, including documenting the representation of diverse groups as well educational experience, performance and outcomes. Finland emphasized, and illustrated, the need for a vast array of data collection to enhance performance and teacher experience, and also outlined how research has helped to underscore the organization of school day and career as a means to attracting and retaining effective teachers. Several countries noted the importance of monitoring student performance (for example, Venezuela), and this also further blends into a more enhanced evidence base, from which decisions can be made. In the discussion around Uganda's presentation, the need to develop future plans for actions according to evidence-based diagnosis was highlighted. Uganda has completed the diagnostic analysis of its teacher issues using analytical tools about teacher issues developed by UNESCO and the framework of SABER on teacher policy developed by World Bank. Among the eight aspects of this latter tool, some were considered to be latent, others to be emerging, and some others to be established. Mozambique also has documented its teacher challenges using the UNESCO diagnostic tools with support from the Teacher task Force. Both countries are ready to move on with developing responsive teacher policies.

#### ***Policy development and implementation***

Participants at this Forum were particularly interested in connecting policy development with policy implementation, and this process should involve effective accountability and monitoring measures. Monitoring was considered critical for improving teacher satisfaction and performance. Mauritius has implemented an annual report process on each teacher through the Performance Monitoring System by the Head of School, and monitoring mechanisms were also emphasized by Uganda. Group 1 had a

concern with the fact that policies are usually developed for teachers but not with and by teachers, showing the possible paradox between professionalization and management.

### ***Management of innovations***

To this end, broad sectoral and popular support for initiatives should also accompany teacher reforms. Developing consultative processes and measures is critical to ensure that innovation is understood and embraced. As exemplified by Finland, teachers need to be considered key actors in government-initiated innovation and reforms, and should not be considered as merely as the implementers of projects. Importantly, regardless of the innovations or reforms favoured, participants stressed that there needed to be bone fide political commitment, and that adequate funding would also be required for there to be a reasonable chance of success. Therefore, innovation needs to be coupled with effective planning and sustainable resources with a view to building capacity within the educational system. In most cases, financing allocated to education is not sustainable.

In relation to recruitment, for instance, Niger has developed a specific strategy related to rural education, one that aims to consolidate multi-grade classes at the primary level. In relation to training, Uganda has developed a 10-year strategic plan (2012-2022) for business, technical vocational education and training commonly referred to as the Skilling Uganda Strategic Plan. Moreover, the 2008-2015 Education Sector Strategic Plan is contextualized within the broader National Development Plan

### ***ICT and distance education***

Technology was seen as a key ingredient to transforming educational realities, especially in relation distance education for the delivery of programs and the usage of technology in the classroom and elsewhere to enhance learning. At the same time, it is important to not consider the use of technology alone as the measure of success. Rather, in most cases, it is a supportive tool that can help facilitate teaching and learning, and can also reach teachers, students and areas not previously fully brought into the educational system. Most countries noted the importance of technology as well as the potential for distance education and online learning, which could considerably help reach disparate populations. ICT has been conceptualized and implemented across the curriculum in Mauritius. Online learning and digitization of classrooms was also seen to be a priority-area in Uganda and Niger. Lao PDR encourages the use of Facebook as a channel for communication, and Mozambique included ICT and an interactive whiteboard in the Technology Plan for Education (TPE). Discussions in Group 1 brought forward the idea of using ICT for capacity-building.

### ***Innovative pedagogies***

Innovative pedagogies were also highlighted, which complement and surpass the use of technology, and should be responsive to the needs of the students. In this regard, consideration should be given to diverse realities, especially for marginalized students, and the precarious nature of conditions in fragile states or areas of significant need. The development of tailor-made curricular programs, in relation to improving math and reading in elementary schools, and a program for the improvement of teaching in math, science and technology was initiated in Senegal. South Africa has introduced Institutes for Curriculum and Professional Development for teachers' professional needs, which also seeks to focus efforts on this specific area while making it a priority. Focusing on learning, Mozambique adopted the slogan "Let us learn" in its Education Strategic Plan for 2012-2016. In Finland, the objective is to produce teachers with a research orientation in their work in order for them to have the capacity to utilize the most recent research in the fields of education and the subjects taught, and then applying the knowledge to their pedagogy. Niger has undergone a profound curricular reform, which led to different innovations, including a socio-constructivist orientation, a situational approach, the introduction of national languages, alternative rural schools, and other innovations in pedagogy (i.e., documents scanned and transformed into Android applications) as well as technology enhancements (i.e., use of iPad in schools). Worth pointing out is the work of the respondent to the Senegalese case, François Muller, expert at the ministry



of Education in France, who has established a comprehensive approach to introducing innovation. He is prepared to mobilize his network to share experiences with other countries.

### ***Decentralization and teacher autonomy***

One key innovation that flowed from all of the parallel sessions relates to decentralization, and the potential of providing teachers and schools with more autonomy. It was felt that local decision-making, at certain levels, could significantly enhance performance, outcomes and engagement. Senegal emphasized the importance of the decentralization of teacher education, with the creation of training centers in various provinces. This concept was a key feature to many of the group and plenary discussions. Finland also provided a model that emphasizes teacher autonomy. At the same time, some countries may not have the capacity to decentralize at this stage, and it may be more productive to concentrate resources and planning in order to more effectively develop a baseline structure. In other cases, the notion of decentralizing authority and decision-making may actually be unwelcome, and there were comments in the plenary that underpinned the difficulty in providing a collective, organized voice for teachers. In Group 2 discussions, a concern was raised about the risk of increasing constraints on teachers with the introduction of additional policies, while, concurrently, decreasing their autonomy.

### ***Rethinking the role of teachers***

Innovation requires re-thinking the role of teachers within the perspective of enhancing the entire education system. Equally important is the need to take a holistic approach that encompasses diverse areas, concepts, issues and obstacles concurrently. Similarly, teacher participation is important in developing a multi-sectoral approach to innovation. For example, alignment with education sector development plans (South Africa) and Education for All (Lao PDR) were considered integrative strategies for several countries. In Uganda, the Government developed a 10-year strategic plan (2012-2022) for business, technical vocational education and training commonly referred to as the “Skilling Uganda Strategic Plan”. Indonesia emphasized “New approaches to professional development to build capacity,” and Mozambique has developed “Modular Education and competence-based teaching in the Primary Teacher Education Colleges and Technical Vocational Education”. Reinforcing peer support and networking among teachers and teacher educators for innovation was identified as key to effective implementation of innovative pedagogical reforms.

## **3.2.3 Professional Status of Teachers**

### ***Teachers as educators***

Teachers need to be considered as educators, and this englobes the teaching and learning process as well as the professional engagement that they are involved in that connects with diverse aspects of developing a society. Teachers are not placed in classrooms and schools to simply transmit knowledge; rather, their role is much more vast and important than that. Teachers need to be considered as professionals. There is a need to make teaching a desirable and increasingly professional domain, one which could attract and retain quality candidates, who are well-trained and remunerated appropriately. Finland, Senegal and Jordan, together, have highlighted the importance to change the vision of teachers from being mostly instructors or classroom managers to being more globally educators.

### ***Teaching career and socio-professional status***

Participants also highlighted the importance of considering teachers as being in a career as educators for a life-time, which requires continuous support, engagement and upgrading. This theme was highlighted by the majority of countries in one form or another. Finland aims to provide a holistic and complete teacher education program throughout the career of the teacher, and also has developed a rigorous selection process for teacher candidates, as teaching is considered to have a high socio-professional status. Access to quality teaching, training, support and education is a vital and equally systemic issue. It cannot be

addressed in a disconnected manner. It is important to consider the career of a teacher as a life-long project, which requires life-long learning.

### ***Standardization of the teaching profession***

Teacher education is connected to, but also distinct from, teacher management, and consideration should be given to the diverse levels of support and engagement that teachers require, when they are students, when they are starting their careers, and as they progress through the ranks. To this end, standards, qualifications and accreditation, are important. Teachers need to be continually supported in an effort to ensure that quality education is dispensed in schools. Enhancing entry qualifications, curriculum support, and inspection of educational institutions was stressed by Indonesia. Many countries, including Jordan and Mozambique, have sought to develop national-based accreditation, and Uganda has introduced minimal requirements for Teacher Training Institutions. Lao PDR has sought to enhance conditions and facilities in order to generate quality improvement. Mexico has developed profiles, parameters and indicators for newly-hired teachers, and Indonesia and Jordan have introduced new certification program for teachers. Some countries touched on the need to frame teacher management at a national level. For instance, a Teacher Law to reform national education system, boost teacher competencies, pedagogy, and professionalism was introduced in Indonesia. Similarly, an over-arching policy was developed in Senegal that relates to the development of scholarly manuals and the implementation of an organizational structure for teachers.

### ***Continuous professional development***

Enhanced professional development was seen as a priority-area for a number of countries. For example, “Systematized Continuous Professional Development System where teachers need to complete a certain number of courses in a three-year cycle based on a menu of options” in South Africa. Similarly, “For professional upgrading of in-service primary school teachers, an Advanced Certificate in Education programme (ACE), using the dual mode of Distance Learning and face-to-face teaching sessions, has been delivered by “MIE” in Mauritius. Jordan has introduced school-based professional development. Professionalization also includes providing a voice for teachers, and a place at the table, to engage with educational policies, management and education needs. Knowing about the sector and the profession is part of the teacher’s professional development. How this should take place, including the process, the representation and inclusion, needs to be considered within each context. Bringing teachers together to consult with one another, to learn from one another, and to organize themselves as a professional group will be beneficial not only for the teaching profession but also for students, parents, communities and governments as well as other sectors. This type of professionalization can lead to more enhanced forms of teacher advocacy, which will, ultimately, address myriad concerns within education. Organizing teachers was highlighted by a few countries, especially during the discussions. Senegal emphasized the need for social dialogue especially in relation to formal contacts with the Ministry of Education, and Venezuela noted the importance of public participation in reforms. Mexico indicated the important place of teacher organizations.

### ***Professional mobility opportunities***

Resources are a key challenge, and there needs to be more stable and enhanced funding to support teachers. In this regard, as part of the teacher management process, consideration should be given to ensuring that teachers have access to vertical as well as horizontal opportunities to stimulate their careers, and also serve the interests of the respective education systems by developing a critical mass of individuals, male and female, who can assume leadership positions. An important part of the life of a career-teacher is being remunerated appropriately so as to be able to stay in the profession. Financial incentives for teachers have been introduced by Indonesia, South Africa, Lao PDR, Indonesia, Finland and Mauritius. The respondent for Uganda noted the lack of encouragement for professional growth as well as the limitations in career development.

### ***Recruitment to the teaching profession for students meeting high standards***

Part of teacher management should be more effective teacher planning, especially in light of the present and future demographic changes that are evident globally. Supply and demand issues related to cultivating, recruiting, training, hiring and supporting a satisfactory number of teachers to ensure EFA and also high standards of quality must be considered closely. Ensuring that students meeting high standards become interested in teaching as a career is important, and this also relates to the present teacher gap, where, in many contexts, there are not enough teachers already, and the pressure will intensify as teachers retire and student enrolment increases (See retirement projections in the case of Morocco). In sum, with the emphasis on ensuring that universal access is provided for all students, including girls, historically marginalized groups, and those in rural areas, the question of quality will become increasingly important. In the discussions related Mexico's presentation, the question was raised as to how to attract high profile secondary students in the teaching profession.

Motivation, satisfaction and social status concerns for teachers must also be considered. Why do teachers enter the profession, and why do they leave or stay? How can absenteeism be addressed, and what is the effect? What is the connection to community participation? In other words, the teacher management problematic involves more than what happens in the classroom between teachers and students. The Guide being developed by the Teacher Task Force for developing national teacher policies is expected by several participants as a tool to help bridge the gap.

### ***Support to teachers in precarious contexts***

Security, and psychological and moral support are critical for teachers, and also for students, in precarious contexts, but this remains an under-emphasized area. Especially in relation to the issue of fragile states (for instance, in working with refugees, and in areas of precarious economic conditions), it is necessary to be vigilant, to understand teachers' working conditions, and to support them at diverse levels. Some presentations touched on the need to examine the teacher problematic in a holistic manner; that is the case, for instance, for Finland. In sum, connections need to be made throughout the teacher management chain, which value, highlight and underpin the shaping and support of teachers, individually and as a group. Several delegates from organizations working in emergency situations hail the planning of the Experts meeting on Fragile States as a platform for them to learn more comprehensively on the specific management requirements for teachers which would consolidate their interventions.

### ***Contract teachers***

The stability of being a teacher was noted by several countries, and was a subject of significant discussion. The issue of contract teachers was raised by Niger, which has a policy in place since 2003 that aims to regulate their hiring criteria and working conditions. Senegal has sought to transfer contract teachers over to a more permanent status after two years. In some countries, especially in Sub-Saharan Africa, the percentage of contractual teachers is well over 60 percent of the teaching force. In Mozambique, most of the teaching force is constituted by contract teachers, and the Respondent for Mozambique underscored that the issue of contract teachers (competencies, selection, working conditions, training) represents an important challenge in the post-2015 education agenda. This question is sufficiently important as to merit further reflection and work by the Task Force, and is included in the recommendations.

## **3.3 Recommendations in relation to each sub-theme**

It is presumed that the issues raised are complex, over-lapping and multi-sectorial, requiring engagement from a diversity of actors, at local, regional, national and international levels, including Ministries of

Education, teacher education institutions, teachers' federations, international organizations/institutions, non-governmental organizations, private-sector partners, and, importantly, the International Task Force for Teachers. The recommendations have been developed based on the country presentations, the respondents' reports, the rapporteurs' reports for parallel sessions, and related discussions and documents, reflecting the outcomes of the Forum. There are five recommendations for each sub-theme.

### **3.3.1 Sub-theme 1: Inclusion and equity in teacher policies and practices**

1. Establish research and evidence-based data to better understand and address equity and inclusionary policies and practices in education.
2. Develop and implement inclusion and equity practices in recruitment, development, and support of teachers, including concerning female teachers, those from marginalized backgrounds, and those in rural areas.
3. Establish short-term and long-term strategies and resources to address the needs of marginalized populations in relation to their participation and achievement in education
4. Address equity and inclusion issues in crisis situations to guarantee access to education, including in relation to private schools.

### **3.3.2 Sub-theme 2: Innovation in teaching and teacher education**

1. Change the representation and role of teachers from transmitters of information and knowledge to global educators and life-long learners by reforming teacher education institutions and processes.
2. Implement ICT to enhance teaching and learning, and to encourage continuous professional development, including self-learning and peer-learning.
3. Consider education as a multi-sectoral field, and develop multi-sectoral education plans that involve related ministries, organizations and other stakeholders.
4. Connect policy aims with the implementation process, including practices, instruments and tools, by engaging relevant actors in innovation reforms.
5. Consider decentralization as a means to lead to more autonomy for the teacher, to autonomous decision-making at the local level, to engaging diverse social actors, giving consideration to local languages for education and to improving of educational outcomes.

### **3.3.3 Sub-theme 3: Professional status of teachers**

1. Value, encourage, and support career development, from the beginning to the end, in terms of horizontal mobility and vertical progression for teachers
2. Establish standards and minimal qualifications for the teaching profession, including assessment, performance, engagement, entrance qualifications, and working conditions. Promote the establishment of autonomous bodies to oversee the teaching profession.
3. Codify teacher working conditions in relation to salary, professional development, support, and participation in school and educational activities
4. Consider teacher education and professional development as a continuum where both are fully connected and integrated with teacher management and policy development
5. Allow teachers and teachers' organizations to have a voice and a role in developing educational policies, practices and measures within their respective contexts.

## 4. Conclusion



The Forum in Rabat was successful in extending the debate, the knowledge-base and the direction of the work of the Teacher Task Force. There was significant engagement on the part of the participants, and the process resulted in a series of reflections, priorities and recommendations that, together, help build a path for the post-2015 agenda. The diversity of presentations allowed for a rich and deep comparative foundation, and discussions within sessions as well as during plenaries allowed for the sharing of experiences, knowledge and analysis. One particular challenge here related to connecting such a plurality of

countries, political and economic contexts, and educational situations. Developing core messages, themes and key issues, however, facilitated the overall identification and crystallization of future directions.

The three themes that were the focus of discussions enabled the Forum to generate an overall analysis that extends the work of the Task Force, and effectively builds on the momentum of the six previous fora.

For the first theme, it is clear that inclusion and equity are increasingly being flagged as concerns that need to be addressed. As countries strive to meet EFA goals, it is acknowledged that traditionally marginalized populations must not be left behind. The interest in recruiting and supporting teachers from diverse backgrounds, including women, was highlighted, and, consequently, greater efforts are being made in relation to data collection so as to be able to better document trends. This key area relates not only meet teacher targets and universal access to education but, importantly, also relates to the quality of the education experience, and will, undoubtedly, be a central area of inquiry for Task Force work and countries.

For the second theme, in relation to innovation in teaching and teacher education, a key emphasis in this area related to developing more cohesive and integrated policies, strategies and programs to support teachers in the classroom as well as in their education and development. Some innovative measures in relation to funding, the use of technology, decentralization and seeking strategies to build capacity were all highlighted. Reinforcing teachers' network around innovative practices was also encouraged.

For the third them, concerning the professional status of teachers, there was significant interest in ensuring that there is a pool of qualified and engaged teachers to ensure that EFA goals are met, and also that strategies are developed so as to ensure that impending retirements can be effectively replaced. Consideration for improving the status of teachers, especially when there are large numbers who are on precarious contracts, and enabling them to more fully participate in decisions and school-related matters is essential. Viewing teacher education as part of a career-long process, and building on evidenced-based research, was also underscored by several presenters. Related to this is how teachers are represented and consulted, as there is increasing awareness of the reality that teaching is a profession, and teachers are engaged in a career as opposed to a short-term commitment. Motivation, security and professional support were flagged as key concerns in this area.

There are some other key teacher issues that need to be considered in the post-2015 education agenda:

- Global and national policy frameworks;

- Establishing clear and measurable goals realistic in terms of national contexts;
- The importance of the involvement of other ministries;
- Dissemination and implementation of existing policies (calling for capacity and ownership of the policies by key stakeholders);
- The need to make the language used in policies and research accessible to stakeholders; and
- The need to develop a qualification framework for teachers.

The participant evaluation demonstrated the pertinence of the Forum, and also how there is significant interest in continuing to engage in developing strategies that will build capacity in order to achieve EFA goals in post-2015 Agenda, and also to improve the quality of education. Participants suggested developing more “best practices,” documents and support materials, and also noted their preference to hold the Forum over three days rather than two. Several activities in the Task Force annual work plan and 3-year strategic plan were considered as having the potential for mobilizing members to achieve results related to the teacher targets in post-2015 education agenda.

## Group Photo



## **Appendix 1. Programme for the Policy Dialogue Forum**

### **16 December 2014**

- 09:00 - 10:00      Opening ceremony
- Rachid Benmokhtar Benabdellah, Minister of National Education and Vocational Training, Morocco
- Dankert Vedeler, Co-Chair of the TTF, and representative of the Ministry of Education, Norway
- Michael Millward, Director of the UNESCO Office for the Maghreb Region
- Edem Adubra, Head of the Secretariat of Teacher Task Force
- 10:00 - 10:30      Coffee break and launching of the exhibition
- 10:30 - 13:00      Policies, practices and tools on the teacher-related target: The case of Morocco
- Chafik Azeba, representative of the Human Resources and Leadership Training Department, Morocco
- Youssef Elazhari, representative of Ministry of National Education and Professional Development of Morocco
- Oum El Kheir ABRA, representative of Académie régionale d'éducation et de formation – Région Rabat Salé Zemmour Zaer
- 13:00 - 14:30      Lunch
- 14:30 - 16:00      Parallel sessions
- 16:00 - 16:30      Coffee break
- 16:30 -18:00      Parallel sessions



**17 December 2014**

- 08:30 - 10:00 Parallel sessions
- 10:00 - 11:30 Coffee break
- 10:30 - 11:30 Parallel sessions
- 11:30 - 12:00 Finalization of the recommendations for presentation at wrap-up plenary session
- 12:00 - 13:30 Plenary session
- Presentation of group recommendations by Parallel Session Rapporteurs
- Discussion and adoption of the recommendations and follow-up actions
- Closing remarks: Edem Adubra, Head of the Secretariat of Teacher Task Force
- PM Site visit to the Mausoleum of Mohammed V and the Kasbah

## Appendix 2. General Educational Context

Extracts from Country Presentations (4 groups of three countries each)

The PowerPoint files of the presentations are available on the website of the Teacher Task Force: <http://www.teachersforefa.unesco.org/v2/index.php/en/ressources/category/130-international-policy-dialogue-fora-morocco-dec-2014>

In order to preserve the integrity of the presentations, and to also ensure accuracy, the verbatim citations from country presentations for the tables contained on Appendices 2, 3, 4 and 5 present the original texts, and an abridged summary in English is presented at the end of each French-language section.

Group 1		
<b>Finland</b>	<b>Jordan</b>	<b>Senegal</b>
<p>Finnish education system is often described as decentralized system that is built upon trust and on high quality teachers (and other education personnel).</p> <p>Education policy aims are articulated through the National core curricula, for basic education (and National Qualification Requirements for vocational education and training). The National core curricula contain the objectives and core contents of different subjects.</p> <p>A critical aspect in the Finnish system is the transformation of education governance to the local level through the school-based curriculum.</p>	<p>In a knowledge-economy world, human resources are the real advantage that will sustain our economic drive. And that capability will, I believe, be the source of Jordan's future and a foundation for the new Middle East" (Speech of His Majesty King Abdullah II 26 January 2003).</p> <p>The general education sector in Jordan introduced a number of laws, most recently the Education Act No. (3) According to this Act, some regulations and directives were issued regarding human resources professional development policies in general, and teachers in particular.</p>	<p>Nouvelle lettre de politique sectorielle consensuelle: horizon 2025</p> <p>Élaboration d'un nouveau programme sectoriel : le PAQUET (Programme d'amélioration de la qualité, de l'Équité et de la bonne gouvernance)</p> <p>Quatre principes majeurs</p> <ul style="list-style-type: none"> <li>- l'équité</li> <li>- la qualité</li> <li>- la bonne gouvernance</li> <li>-le partenariat et la responsabilité mutuelle</li> </ul> <p>La vision</p> <p>« un système d'éducation et de formation équitable, efficace, efficient, conforme aux exigences du développement économique et social, plus engagé dans la prise en charge des exclus, et fondé sur une gouvernance inclusive, une responsabilisation plus accrue des collectivités locales et des acteurs/trices à la base »</p> <p><i>(New reforms and policies centered around four major principles, including equity, quality, good governance and partnership)</i></p>
Group 2		
<b>Mexico</b>	<b>Mozambique</b>	<b>Uganda</b>
<p>Education system is mostly public, and school population is made up of more than 30 million students aged between 3 to 18 years. With a significant beneficiary-base, the</p>	<p>Government of Mozambique, in its national development plans, aiming at educating citizens to develop self-esteem and citizenship</p> <p>Focusing on the development of</p>	<p>34.9 million people; 50% below 18 years</p> <p>Teacher Policy Framework: Recruitment into training (Admission); Pre-service Training &amp;</p>

system is also characterized by its enormous heterogeneity by its great cultural and ethnic diversity, as well as its geographical dispersion.

En plus d'être inefficace, la qualité de l'éducation que reçoivent les enfants et les jeunes au Mexique est inégale

Selon les tests de PISA 2012, 41% des élèves mexicains n'atteignent pas le niveau basique de compétences en langue ; 55% en mathématiques ; 47% en sciences

Le défi de pouvoir compter sur un enseignant idéal pour les enfants et les adolescents

*(Concern about the quality of education, with PISA tests showing that only 41% of Mexican students have attained the basic language competency, 55% for Math, and 47% for Science)*

policies and programs related to the status and working conditions of teachers, management, administration and professional development

Educational policy focused on following key documents:

Law 6/92 (Law of the National Education System, SNE);

Education Strategic Plan (PEE);

Sector Strategies of Education;

Guidelines and School Annual Tasks (OTEOs);

Notifications and regulations

Graduation; Licensing and Registration; Recruitment into service; Deployment and Management; In-service Training; Policy on Retirement.

Demographic Challenge:

By 2025, the system will have to accommodate 20.6 million children aged 6-18 years old; this implies an expansion of the system by 100% of its current intake capacity;

The size of the teaching force will have to increase significantly in order to: i) sustain the expansion of the education system observed in the recent past and/or to ii) achieve the education objectives.

The estimated number of new teachers needed per year is:

Primary level: 12 600 to 16 370

Lower secondary: 4 400 to 10 000

Upper secondary: 735 to 975

BTVET lower: 160 to 425

### Group 3

#### Indonesia

The regional differences in the distribution of teachers by education level are very sharp: richer districts, especially those in Java and Bali, have access to more educated teachers.

Teacher certification program, mandated by the Teacher Law (Law Number 14, year 2005 on Teachers and Lecturers), is one of the programs that the government of Indonesia (GOI) has implemented to reform national education system. With it, GOI expects to boost teacher competencies, pedagogy, personality, social and professionalism.

Recruitment of new teachers  
640.593 in 6 recent years

Academic qualification improvement  
1.213.094 in 6 recent years

#### South Africa

In 2011, the country adopted the National Development Plan (NDP), which outlines the country's vision to eliminate poverty and reduce inequality by 2030; One of the key drivers of such economic development is improved quality of education; Chapter9 of the NDP focuses on Education, Training and Innovation. According to the plan, an improved quality of education will encourage technological shifts and innovation that will be necessary to solve the problems of today.

#### Venezuela

The Venezuelan constitution identifies education as a human right and a fundamental social duty.

The Organic Law of Education provides general guidelines for the education sector and defines the "Teaching State" in relation to the crucial importance for teachers in society, though these documents are somewhat general.

In 2014, Venezuela underwent an innovative national consultation for education quality, which comprised of public referendum forums to solicit democratic participation in public policy creation. A major education-related outcome highlighted the wish for teachers' role to be highlighted and elevated. There are 8 teacher policy goals identified based on evidence from effective global teacher policies.

### Group 4

#### Lao PDR

The country is composed of 49 diverse ethnic groups with a largely rural population, categorized into

#### Mauritius

The Government of Mauritius has always placed education high on its agenda;

#### Niger

Au Niger, tous les Gouvernements qui se sont succédé ont inscrit l'éducation au rang de leurs priorités.

main four ethno-linguistic families: Lao-Tai (64.9%), Mon-Khmer (22.6%), Tibeto-Burman (2.8%), and Hmong Yao (8.5%). This diversity presents real challenges for the delivery of education, as many of ethnic groups live in remote scattered areas and communicate predominately in their mother tongues. The Lao Economic Consumption survey (LECS) reported that there is a significant high proportion in poor household, even though it is considerably reduced from 46% (LECS 1992/93) to 27.4 % (LECS4 2007/08) and to 23% (LECS 5 2012/13).

As such, education is free from preprimary to university; Teachers are considered as privileged partners; Teachers, both at primary and secondary levels, are well paid, and their salaries are reviewed every five years by the Pay Research Bureau; The recruitment of teachers is carried out as per established Government policies and criteria

Cependant, la prise en compte de la scolarisation dans son aspect global, inclusif, c'est-à-dire y compris celle des enfants handicapés, n'a été effective qu'à partir de 1998 avec l'adoption de la Loi d'Orientation du Système Educatif Nigérien (LOSEN).

La capacité d'accueil des établissements d'enseignement spécialisé est très en deçà de la demande d'une part et, d'autre part, le contenu des programmes offerts ne répond pas à l'attente des élèves handicapés et autres enfants à besoins éducatifs spéciaux. Les enfants à besoins spéciaux : ceux qui sont en en difficulté d'apprentissage, ceux vivant en zone nomade ou à habitat dispersé, les enfants infectés ou affectés par le VIH/SIDA, les enfants des réfugiés ou déplacés, les talibés, les enfants de la rue, etc.

*(Children with handicaps and special needs have not been well-served despite the priorities being established by successive governments)*

### Appendix 3. Sub-theme 1: Inclusion and Equity in Teacher Policies and Practices

Extracts from Country Presentations (4 groups of three countries each)

Group 1		
Finland	Jordan	Senegal
<p><u>Major principle</u> Since the early 1970s, education policies have made equality of educational opportunity the key driver in Finnish education reform — an imperative that addresses human rights and economic concerns”...inclusion and equity are seen as integral elements of the well-functioning education system.</p> <p><u>Funding of education</u> In Finland education is free at all levels from pre-primary to higher education for the Finns.</p> <p><u>Steering of education is done through trust and autonomy</u> Finnish National Board of Education, is responsible for the implementation of the policy aims, preparation of the national curriculum (see below) and national development work; Evaluation is seen rather for empowerment than for control; National evaluation is not at all used for ranking-of-schools; Strong focus on both self-evaluation of schools, education providers and national evaluations of learning outcomes</p>	<p><u>Basic Principles of the Educational Policy</u> Education for all Equality &amp; Equity Competency Relevance Quality</p>	<p><u>Policy 1</u> Nouveau programme d’éducation inclusive « le Paquet » qui favorise l’intégration de toutes les catégories d’enseignements dans le système éducatif</p> <p><u>Practices associated</u> Approche holistique ; Vision prospective ; Cohérence d’ensemble dans la gestion du système ; Gestion axée sur les résultats ; Campagne de recrutement et fournitures à la disposition des élèves</p> <p><u>Tools associated</u> Contrat de performances avec les services déconcentrés ; Plan d’action qualité par les inspections de l’éducation et de la formation ; Contrat d’amélioration de la qualité au niveau des écoles</p> <p><u>Policy 2</u> Obligation scolaire et gratuité</p> <p><u>Practices Associated</u> Campagne de recrutement et fournitures à la disposition des élèves</p> <p><u>Tools Associated</u> Annuaire statistique ; Mise en œuvre de l’Initiative zéro redoublement ; Mise en place d’observatoires de la vulnérabilité à la déperdition scolaire</p> <p><u>Policy 3</u> Diversification de l’offre éducative</p> <p><u>-Practices Associated</u> Intégration de l’enseignement non formel (ebja), des langues nationales (bilinguisme) des daaras (écoles arabo islamique ; l’éducation intégratrice (les enfants à besoins éducatifs spéciaux)</p> <p><u>Tools Associated</u></p>

programme bilingue ;  
élaboration de manuels et de  
supports didactiques ;  
modernisation des daaras avec  
l'enseignement du français et des  
maths

#### Policy 4

Intégration des TIC dans  
l'enseignement

#### Practices Associated

Équipement des centres en matériel  
informatique, en sonorisation, en  
caméscopes, groupes électrogènes  
et une salle informatique

#### Tools Associated

Tableau blanc interactif (projet  
Sankoré) ;

Tablettes scolaires ;

Banques de ressources numériques  
à la disposition des élèves et des  
professeurs ;

Convention MEN/SONATEL

#### Policy 5

Programme d'amélioration de la  
qualité de l'éducation de base  
(Paqueeb)

#### Practices Associated

Correction des disparités dans  
l'implantation des écoles ;

constructions scolaires en priorité  
dans les zones de faible TBS ;

Résorption progressive des abris  
provisoires et planification des  
constructions selon la carte scolaire

#### Tools Associated

Mise à disposition de guides pour la  
gouvernance scolaire ;

Dispositif de géo référencement  
(carte scolaire numérisée et  
maîtrisée)

#### Policy 6

Intégration de la dimension genre  
dans les politiques et programmes  
scolaires ;

Mise en place d'un programme  
d'appui à l'éducation des filles

#### Practices Associated

Discrimination positive à l'égard  
des femmes dans la mobilité et  
l'accès aux postes de  
responsabilité ;

Octroi de bonus aux femmes

enseignantes ;  
 Renforcement de capacités en genre  
 de toutes les catégories d'acteurs ;  
 Octroi de bourses aux meilleures  
 élèves filles ;  
 Soutien scolaire aux filles en  
 difficultés d'apprentissage  
Tools Associated  
 Guide pour l'intégration de la  
 dimension genre pour les  
 formateurs de formateurs ;  
 Manuel de l'enseignant ;  
 Guide pour la remédiation ;  
 Uniformes scolaires aux filles  
*(A broad range of policies practices  
 and tools related to inclusion and  
 equity, including affirmative action  
 programs for women, the  
 integration of new technologies,  
 bilingual programs, data  
 collections and other initiatives.)*

## Group 2

### Mexico

#### Priorities

-S'occuper de tous ceux qui ont historiquement été exclus du système éducatif ou qui n'ont pas bénéficié d'une attention spécifique et opportune: i) Les enfants se trouvant en risque de désertion ou de réprobation ; ii) Avec des impératifs d'éducation spécialisée avec ou sans incapacité ; iii) Ceux pour qui l'école ne leur assure pas un apprentissage pertinent pour leur futur; iv) Ceux dont la famille n'encourage pas la présence systématique des enfants dans les salles de classe.

#### Politiques

11 septembre 2013: publication de la Loi Générale du Service Professionnel des Enseignants et de la Loi de l'Institut National pour l'Evaluation de l'Education  
 Le 26 février (2014 ?) a été promulguée la Réforme constitutionnelle de l'Education: "L'Etat garantira la qualité dans l'éducation obligatoire de façon à ce que les matériels et les méthodes éducatives, l'organisation scolaire,

### Mozambique

#### Principles

This vision of development of basic education and education throughout life is part of the Government's commitment to the Declaration of Dakar "Education for All (2000)", as well as with the Millennium Development Goals (MDGOs).

#### Reforms

The Education Strategic Plan for the years 2012-2016 (PEEC 2012-16) drives reforms that promote inclusion, for example: building schools closer to the communities; supplying of school books to all children in primary schools; better control over the use of teaching time; increasing the involvement of school councils as well as setting clear policies and systems around teacher recruitment, professionalization, innovation and education / professional development.

#### Policies

Investment in education: priority for the Government of Mozambique, in its national development plans,

### Uganda

#### Policy Provision 1

Education vision, mission & strategic objectives

#### Related Monitoring Mechanism

Education vision, mission & strategic objectives

#### Related Lesson Learned

Planning education services is guided by the policy provisions

#### Policy Provision 2

Gender Policy

#### Related Monitoring Mechanism

M&E Framework

#### Related Lesson Learned

Adequate focus but parity yet to be achieved

l'infrastructure éducative et les aptitudes des enseignants et des cadres garantissent la réussite maximale de l'apprentissage des élèves".

Troisième paragraphe de l'Article 3° Constitutionnel

*(Priorities related to historically marginalized children as well as girls. New law guaranteeing the quality of education, including the aptitudes of teachers)*

aiming at educating citizens to develop self-esteem and citizenship; Implementation of inclusive policies results in expanding access, characterized by expansion of both school system and number of students

Actions

The inclusion of the most vulnerable children who are outside the school system, by introducing social support measures, avoiding their exclusion or discrimination for economic reasons

Practices

Diversification of education approaches

Tools

Expansion of Open and Distance Education, among others

**Group 3**

<b>Indonesia</b>	<b>South Africa</b>	<b>Venezuela</b>
<p><u>Principle</u> Education: as Vertical Mobility Engine in Social-Economic and Culture</p> <p><u>Diversity in Education or Valorization of Non Formal and Informal Education</u> Non-formal education enables lifelong learning by allowing people to pursue an educational path at any point of one's life, substituting for and/or complementing formal education; such learning takes place in training institutes or community learning centers</p> <p><u>Practices of Deployment</u> Making the distribution of teachers more equitable by ensuring that poor and remote schools have an equal share of qualified and experienced teachers might raise overall levels of learning and narrow learning disparities.</p>	<p><u>Policy</u> Employment Equity Act that promotes affirmative action measures to disadvantaged groups.</p> <p><u>-Questions to guide interventions</u> What are the <u>impacts of affirmative action</u> on perceptions and practices? What type of <u>inclusionary interventions work best</u>? How do private schools figure? Do they <u>compete and negatively impact</u> the public school provision of education?</p>	<p><u>Constitution</u> Constitution of Venezuela establishes education as a human right and a fundamental social duty</p> <p><u>Absence</u> No explicit mention on how teacher policies aim to promote equity and inclusion in the educational system</p> <p><u>Questions</u> Is there any strategy to ensure that high quality teachers are deployed to relatively disadvantaged areas of the country? Do teachers receive specific training when they are deployed to these areas? Do they receive any specific motivation, incentives or rewards for their service in "hard-to-staff" schools? Do they receive special training to promote social inclusion?</p>

**Group 4**

<b>Lao PDR</b>	<b>Mauritius</b>	<b>Niger</b>
<u>Principle</u>	<u>Principle and Practice of Equity in</u>	<u>Policy</u>



The Lao Government gave the international commitment on Jomtien Declaration on Education for All as well as the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). In response to these, laws, decrees, and recommendations were promulgated. It can be seen that various policy directives, strategic plans and legislative acts were formulated to ensure the realization of the full range of basic rights of Lao citizens of all ethnic groups in order to promote national development and strengthen national unity

#### Recruitment

All individuals who want to enter the teaching profession should satisfy a number of requirements as set by the Public Service Commission (PSC), the sole official recruiting agency of Government in Mauritius.

The most important criteria that are taken into consideration are merit of candidates based on academic qualifications, competence in the job applied for and performance at interview.

#### Principle of Equity in Teachers

##### Deployment

The policy of the Ministry while posting primary and secondary school teachers is that they are usually made to go to schools far from their place of residence, and then with time are transferred closer. The deployment of teachers is carried out in all settings. They are called to work in low performing as well as schools termed as “star”, with a very high level of academic success. Teachers are also called to work in disadvantaged areas where there are many pupils at risk due to a multiplicity of factors like poverty, abandonment, broken homes, parents being in prison etc.

To encourage teachers to work in these difficult areas, incentives are offered to them

##### Practices

A Braille PC Project has been implemented at the Ministry with the provision in 2014 of Braille Displays and PCs to blind and low vision students.

La stratégie Nationale de l’Education des Enfants Handicapés (SNEEH) se propose de relever plusieurs défis dont entre autres ; celui de l’accès et l’accessibilité des écoles et des matériels éducatifs ; celui de la formation des enseignants dont l’écrasante majorité n’est ni formée, ni préparée à accueillir en classe ordinaire des élèves à besoins spécifiques ; celui de l’intégration du module de l’éducation inclusive dans les programmes de formation des enseignants (ENI, ENS, etc.) ; celui du diagnostic/orientation et du suivi ; celui de l’évaluation des mentalités de notre société pour une école plus inclusive, plus ouverte, qui prend en compte la différence et crée des liens entre tous les élèves de l’école.

##### Practices

Le MEP/A/PLN/EC fait la promotion de cette stratégie d’inclusion scolaire en collaboration avec des partenaires comme UNICEF, Handicap International, Plan Niger, ODI Niger, etc., qui partagent les mêmes préoccupations à propos des enfants handicapés sur la problématique de l’inclusion

##### Tools

Dispositif d’Intégration Scolaire (DIS) qui comporte six (6) phases :  
 Identification des enfants handicapés ;  
 Diagnostic médico-social des enfants présentant des signes de handicap ;  
 Sensibilisation des acteurs (élèves, pairs, parents, enseignants, encadreurs, autorités, spécialistes), des acteurs ;  
 Orientation scolaire ;  
 Accessibilité ;  
 Suivi scolaire et social

*(Broad strategy related to students with disabilities, including ensuring*

*access to schools and educational materials, a focus on teacher education and School Integration Framework specifically focused on special needs students)*

## Appendix 4. Sub-theme 2: Innovation in teaching and teacher education

Extracts from Country Presentations (4 groups of three countries each)

Group 1		
Finland	Jordan	Senegal
<p><u>Admission</u> Based on the VAKAVA examination (written examination based on a book or a set of scholarly articles) applicants are chosen to the second stage of the application process, i.e. the aptitude test (interview and a group situation).</p> <p><u>Teacher Education Programs</u> Teacher education (class teachers in basic education) in Finland is provided by eight universities across the country; This is in line of the Higher education degrees in the European higher education area. Pedagogical studies in teacher education are developed in such way, that teachers are prepared to be educators in the broad sense of this concept and attend to their pupils' growth and learning. Teacher education provides the student with capabilities for acting independently as a teacher, instructor and educator. The objective is to produce teachers with a research orientation in their work. Teachers are seen as professionals of learning, who are capable of independent problem-solving and have the capacity to utilize the most recent research in the fields of education and the subjects taught and then apply the knowledge to their own work when needed.</p> <p><u>Teaching Profession Policy</u> Teacher profession is regulated, and the qualifications required from teachers are defined in legislation. Finland's high level of education and competence is based on high-quality teachers; all prospective teachers have to complete a Master's degree (five-year programme); Class teachers have a Master's degree in education. Subject teachers have completed a Master's degree in the subject they teach as well as pedagogical studies. The Decree on the Qualifications of Educational Staff</p>	<p><u>Teachers Policy Framework</u> Comprehensive policy related to teachers has become a necessity since it contributes towards improving the quality of learning through adopting a policy in recruiting the best qualified people to the teaching career. The significance of the general framework for teachers' policy has stemmed from: Sustainable human resources (teachers) despite having no incentives and lack of recruiting qualified people. Urgent need for skillful teachers with and modern attitudes that respond to developing schools. Need for having a general comprehensive framework for teachers' professional development. Need for having a frame of reference teachers' professional growth including incentives, salaries, ranks and promotions.</p> <p><u>Requirements for Teachers' Qualification Path</u> Teachers National Professional Development Standards Accreditation Developing legislations related to selecting teachers &amp; incentives Setting professional development curricula Programs and service providers' accreditation Monitoring &amp; quality assurance</p>	<p><u>Policy 1</u> Réforme des programmes scolaires : adoption d'un nouveau curriculum de l'éducation de base</p> <p><u>Related Practices</u> Renouvellement des pratiques pédagogiques avec une approche méthodologique basée sur l'Approche par les compétences</p> <p><u>Related Tools</u> Guides pédagogiques pour tous les enseignants Manuels et cahiers d'activités pour les élèves</p> <p><u>Policy 2</u> Définition des caractéristiques normatives des enseignants/tes</p> <p><u>Related Practices</u> Culture de l'évaluation</p> <p><u>Related Tools</u> Modules de formation et outils d'observation Normes de performances du professeur de collègue Normes et standards de qualité de l'éducation et de la qualité</p> <p><u>Policy 3</u> Elaboration d'un programme sur la lecture : le PALME : Partenariat pour l'amélioration de la lecture et des mathématiques à l'école élémentaire</p> <p><u>Related Practices</u> Amélioration des pratiques en didactique de la lecture Recherche-action</p> <p><u>Related Tools</u> Dispositif de recherche –action Outils de collecte de données Grille de synthèse des résultats des tests (baseline)</p> <p><u>Policy 4</u> Programme de renforcement de l'enseignement des</p>

(1.1.1999) determines the qualifications requirements for principals and teachers in basic and pre-primary education, general upper secondary education, vocational education and training as well as in liberal adult education and basic art education. This Decree applies to class, subject and special needs teachers as well as to career counsellors and pre-primary teachers.

mathématiques, des sciences et de la technologie : PREMST  
Related Practices

Amélioration des approches méthodologiques et rénovation de l'enseignement des sciences, des mathématiques et de la technologie,  
Formation à distance ponctuée par des regroupements : tous les enseignants de l'élémentaire sont touchés

Étude de leçon : pratique et confection

Related Tools

Modules d'auto-formation portant sur les connaissances de base

Fiches modèles

Policy 5

Création d'une Direction de la Formation et de la Communication (DFC)

Related Practices

Centralisation des actions de formation

Visibilité et cohérence dans la gestion de la formation

Related Tools

Plan de communication interne et externe

Dispositif de formation :

Schéma directeur de la formation

Policy 6

Réforme des Institutions de formation : création des Centres Régionaux de Formation des personnels de l'Éducation (Crfpé) au niveau de chaque Académie

Related Practices

Décentralisation de la formation ;

Unification des structures de formation au niveau académique ;

Approche holistique de la formation

Related Tools

Référentiels harmonisés de formation initiale et continue

### Policy 7

Adoption d'un nouveau programme de formation initiale des enseignants de l'éducation de base (préscolaire, élémentaire, EBJA, qui intègre l'alphabétisation, le non formel et les daaras modernes)

### Related Practices

Articulation entre la formation continue et la formation initiale  
Polyvalence dans la formation

### Related Tools

Dispositif de formation continuée en articulation avec la formation initiale ;  
Référentiels et modules de formation harmonisés ;  
Plateformes pour la formation initiale et continue des enseignants avec le RESAFAD ;  
Mise en place d'un dispositif IFADEM (avec l'OIF) pour la formation à distance des maîtres  
*(Introduction of new curriculum and a range of policies, practices and tools that support pedagogical, curricular and teaching functions)*

## Group 2

### **Mexico**

#### Educative culture

Nouvelle culture de mérite individuel basée sur le profil établi par les autorités éducatives. Elle permet d'identifier les points forts et les faiblesses des candidats et de répondre à leurs besoins de formation.

In November 2013, the Ministry of Education announced the profiles, the parameters and the indicators for the newly hired staff.

*(New culture based on individual merit has been established, and ne profiles and indicators have been developed in relation to the hiring of new staff)*

These criteria recognize the heterogeneity of the professional diploma and the special social, economic and cultural conditions

### **Mozambique**

#### Principle

The Ministry of Education adhered in the Initiative for Teacher Education in Sub-Saharan Africa (TTISSA) in 2011, launched in 2006 by UNESCO, to support Member States in improving the quality and size of the teaching workforce

#### -Policy

· Necessity to design a policy on teachers

#### Practices

Pedagogical innovations: Modular Education and competence based teaching in the Primary Teacher Education Colleges and Technical Vocational Education

Technological innovations: ICT introduced as school subject, at this stage with priority for Teacher Training Colleges, Technical Schools and Secondary Schools of the second cycle

### **Uganda**

#### Policy Framework

Government developed a 10-year strategic plan (2012-2022) for business, technical vocational education and training commonly referred to as the Skilling Uganda Strategic Plan. The implementation plan covers all levels of education from pre-primary up to university.

The 2008-2015 Education Sector Strategic Plan (ESSP) is based on the government's White Paper for Education, its long-term commitments to the international community, and on the medium-term goals and plans and current undertakings of the Ministry of Education and Sports. The ESSP is

where teachers operate, to ensure that each teacher has the right profile to do his / her job and help children to go as far as possible in their academic career

Particular emphasis given to the need of making the teacher training for primary education more practical and more focused on the Portuguese learning and teaching-learning methodologies  
Evaluation reaffirmed as major challenges: the improving of learning at each level of education by developing the capacity of human resources, including more rigorous management, shift supervision for a dynamic pedagogy in the classroom.

contextualized within the broader National Development Plan.

Policy Provision 1

Distance Learning

Related Monitoring Mechanism

Assessment Framework

Related Lesson Learned

More teachers trained

Policy Provision 2

TDMS + STDMS

Monitoring Mechanisms

Supervision reports

-Related Lesson Learned

Enhanced support supervision and planning

Policy Provision 3

Modular Approach

Related Monitoring Mechanism

Assessment & Reports

-Related Lesson Learned

Enhanced specialized skills acquisition

Strategic Actions

Standardize the teaching profession by harmonizing curriculum and training programmes, and developing teacher competency profiles standards

Promote e-learning through investment in ICT infrastructure and capacity development of teacher educators and teachers in innovative pedagogical approaches

Develop Teacher Information Management System

Develop a comprehensive teacher policy

Develop a comprehensive framework for continuous professional development of teachers and teacher educators

Increase minimum requirements for admission to Teacher Training Institutions

Provide incentives for teachers in disadvantaged areas

Design a reward system for outstanding teachers in various fields

### Group 3

#### Indonesia

##### Certification

Le programme de certification des enseignants est l'un des programmes que le gouvernement de l'Indonésie a mis en œuvre pour réformer le système de l'éducation nationale.

Le programme de certification a été conçu pour améliorer l'apprentissage des élèves en rehaussant les qualifications des enseignants qui sont censés avoir une licence ou un diplôme S1 en matière de qualifications d'enseignants.

*(New certification program aimed at improving student learning and enhancing teacher qualifications)*

The government has planned to certify all the teachers at the end of the year 2014.

##### Capacity Building and CPD

Teachers' professional development is a key of capacity building by embedding the professional development in the context of the process. It must be thought of as a long-term process, which begins with initial preparation and only ends when the teacher retires from the profession. This approach to the education and development of teachers requires a transformation of processes and policies that support teachers, their education, their work and their growth in the profession

##### Quality

Improving the qualification of the teacher educators

##### Teacher Management

Sustainable and replication of the good practices programs

Structuring & Redeployment of the teachers and Maintain of the Teacher's Quality

Reviewing and Controlling of

Teacher's Certification Program

Extending the career pathway for teachers

##### Improving Teachers Quality

#### South Africa

##### Policy Framework

South Africa's three main policy frameworks, the National Development Plan, the Action Plan to 2014, and the Integrated Strategic Planning Framework for Teacher Education and Development lay out the government's commitment to education, sets clear goals that support student learning while placing a major focus on how to support teachers

##### Policy

Education White Paper 6 which articulate the need to provide all different types of learners be included and accommodated in the school system, including the classroom Setting clear policies and systems around teacher recruitment, professionalization, innovation and education / professional development.

##### Tools

The Institutes for Curriculum and Professional Development identify teachers' professional needs, implements training and creates professional learning communities. eEducation platform may asking questions such as: What is happening in the classes? What are teachers' challenges? How are the online courses working? What type of ongoing support are teachers getting? What is the impact of these interventions on student performance? How to promote mutual learning?

##### Questions to guide interventions

What is happening in the classes?

What are teachers' challenges?

How are the online courses working?

What type of ongoing support are teachers getting?

What is the impact of these interventions on student performance?

How to promote mutual learning?

#### Venezuela

##### Actions required

Provide clear targets and strategies for the teacher policy and quality education goals, especially collecting teacher performance and student learning outcomes.

Identify what is happening around the policy interventions across the education system

##### Policy

There are 8 teacher policy goals identified based on evidence from effective global teacher policies. However, these concepts are quite general in the policy:

Setting clear expectations for teachers;

Attract the best students into teaching;

Preparing teachers with high quality and relevant training;

Teachers skills need to match to students' needs;

Strong school leadership is crucial;

Monitoring student performance and student learning;

Support teachers at the school level in their instruction;

Motivating teachers to perform

Upgrading the teacher educators' entry qualification  
 Research and development  
 Curriculum support programmes  
 Management courses for school's administrators and principals  
 Inspection of educational institutions  
 Publicizing the achievement of teachers

**Group 4**

**Lao PDR**

Policies

Be relevant and related to the Government's socioeconomic development policy and Education for All (EFA) by supplying teachers for all levels, deployed adequately and equitably to meet the demands of educational growth;  
 Teacher education policy is to be found in three sets of policy formulation under the Education Sector Development Plan (ESDP).

CPD

Ensure that teachers receive continuous and systematic upgrading related to their teaching subjects and to teaching and learning methodology in order for them to become highly skilled teachers

Teacher Management

Focus on providing teachers with adequate conditions and facilities to perform their teaching tasks and responsibilities in order to place the teachers at the center of decision-making related to education quality improvement;

**Mauritius**

Principles of Recruitment

All individuals who want to enter the teaching profession should satisfy a number of requirements as set by the Public Service Commission (PSC), the sole official recruiting agency of Government in Mauritius.

The most important criteria that are taken into consideration are merit of candidates based on academic qualifications, competence in the job applied for and performance at interview.

Teacher Education Program for Primary School

When successful candidates are appointed, they become de facto trainee teachers and have to undergo a three-year training course, inclusive of one year teaching practice, at the Mauritius Institute of Education (MIE), sole teacher-training organization in the country.

During their training at MIE, trainees are subjected to a wide array of pedagogical and psychological tools

Innovative Measures

Online learning,  
 Digitization of the curriculum  
 Increased use of education technologies in classroom practices.

Funding has been provided for the staffing of all schools with the relevant ICT support officers, and also for the continued recruiting and training of educators

Curriculum Policy

New curriculum policy makes digital technology a core input right from Standard 1. It will cater for Standards 1 and 2 in 2015, while Standards 4, 5 and

**Niger**

Innovations pédagogiques

La réforme curriculaire ;  
 Le socioconstructivisme est retenu comme cadre général de référence pour l'élaboration des programmes d'études. Cette orientation prône des approches de construction de connaissances et de développement de compétences par les apprenants, plutôt que des démarches pédagogiques de simple transmission de contenus. Le socioconstructivisme propose à l'enseignant de toujours mettre l'apprenant dans des situations telles qu'il puisse réellement construire des connaissances et développer des compétences ;

L'Approche par les situations ;  
 L'entrée par les langues nationales ;  
 Les Ecoles Rurales Alternatives ;

Les Technologies de l'Information et de la Télécommunication à l'Ecole (TIC) ;  
 Manuels de l'élève, du programme officiel du Niger, pour le niveau CE2, sont numérisés et transformés en applications Android ;  
 Utilisation des tablettes à l'école pour permettre à chaque élève du primaire d'avoir tous les livres de son niveau et minimiser les coûts d'acquisition répétée des manuels scolaires mais surtout



6 already have a fully digital curriculum being dispensed through the use of interactive white boards through the Sankoré Project.

#### Practices.

Sankoré Project: Digitalization of classrooms started with the Standard IV classrooms and has now been extended to Standard V and Standard VI classrooms in all primary schools. It is also being extended to other sectors.

iTEAMS Project:  
This project adopts the model already in place at the ESSA Academy in Bolton, UK, which involves, among others:

Digitization of Classrooms and interactive learning environment;

Setting up of a high speed Wi-Fi network in the 6 pilot schools;

Deployment of 1:1 iPad mini to all students, teachers and headmasters

PC Tablet project: Tablet PCs have been distributed to teachers and learners of Year 4 in mid 2014. This measure will hopefully bring cognitive gains to learners and allow more flexibility in terms of time, space and mode in teaching and learning activities

- › ICT across the curriculum is a means of making learning more interesting and lively for youngsters. The new technologies act as a support to learning.

#### Tools

- › Cloud based school attendance management system by SMS since 2011 in schools

- › Projects of Education Management Information Systems (EMIS).

Mobile Education: Possibilities of enhancing websites for schools and also connecting the public to the Ministry's Discussion website.

Online Security: Education programs are key to enhance security

#### Innovations required

Emphasis is to be made on research on professional training of teachers and a needs analysis to see where the shoe pinches.

Research and policy initiatives should be directed towards teacher education so

d'améliorer considérablement la qualité des apprentissages ; Une stratégie de scolarisation appelée Ecoles Rurales Alternatives « ERA » qui repose essentiellement sur la multi gradation des classes du primaire a été initié. L'Ecole Rurale Alternative (ERA) est une école où un enseignant encadre des élèves de deux niveaux ou plus, ensemble, de manière simultanée et à la fois séparée. Il se base sur une méthode participative et utilise un matériel adapté à chaque niveau. Les programmes auxquels sont soumis les élèves sont les mêmes que ceux des classes traditionnelles. Les techniques novatrices d'enseignement utilisées dans les Ecoles Rurales Alternatives possèdent des aspects pédagogiques positifs qui peuvent être transférés aux autres types de classes.

*(Several new innovations introduced, including socio-constructivism, national languages, the use of technology, and related to rural schools)*

that teachers become confident in the way they teach.

### Appendix 5. Sub-theme 3: Professional Status of Teachers

Extracts from Country Presentations (4 groups of three countries each)

Group 1		
Finland	Jordan	Senegal
<p><u>Practice of Collecting Data on Teachers in Finland</u> Statistics Finland collect data on education in Finland, on regular bases. The ‘Teachers in Finland 2013’ comprises statistical data on pre-primary education provided in schools, basic education, the formal qualifications of principals and teachers in upper secondary education and adult education, gender and age structures, types of teaching duties and regional differences between teachers. In addition, the survey includes information on the attractiveness of teacher education, continuing education and professional development of teachers, work placement periods taken for vocational teachers and group sizes in basic education.</p> <p><u>Career and working hours</u> Teachers’ profession enjoy high status in Finland and is respected by the society. Teachers in Finland generally have many opportunities to develop their professionalism; Most teachers’ working hours are based on teaching duties. The teaching duties vary between 16 and 24 weekly 45-minute lessons according to the type of institution and subject;</p> <p><u>Continuing professional development of teachers (CPD)</u> Teachers themselves are given greater responsibility for developing their own professional skills and expertise; attention is being paid to</p>	<p><u>Aims of Policy Framework</u> Transforming teacher career into an attractive one that promotes excellence, activity and creation. Setting up a pre- service qualification system that is capable enough to recruit competent staff in the educational system Designing an active sustained model of professional development that enhances lifelong learning. Creating an active school–based professional development that promotes lifelong learning. Creating monitoring and evaluation system within teachers’ comprehensive policy framework and working on implementing policies.</p> <p><u>Integrative Model for a New Education Policy</u> Professional Development Career Path Investment of Teachers’ efforts <u>General Path of Professional Growth</u> Stability Adaptation Acceptance Mastering Excellence Creativity <u>Requirements of Career Path</u> Teachers national professional development standards’s accreditation Enhancement of professional development curricula Programs and service providers’ accreditation Accreditation of teachers License system Accreditation of incentives and</p>	<p><u>Priorities</u> La mise en place d’une éducation de base conformément au droit universel à l’éducation ; La promotion du développement de l’enseignement des sciences, de la technologie et des innovations (STI) ; La diversification de l’offre éducative et de formation L’amélioration de la qualité de l’éducation L’adaptation de l’offre de formation professionnelle aux besoins du marché du travail Le renforcement</p> <p><u>Policy 1</u> Elaboration d’une politique de Grh : élaboration de textes réglementaires et mise en place d’un arsenal juridique organisant la fonction enseignante</p> <p><u>Related Practices</u> Immatriculation des enseignants contractuels Mise en place un système de paiement avec bulletin de salaire Transfert de compétences de la fonction grh aux structures déconcentrées Célébration de la journée mondiale de l’enseignant), décorations Dépérissement progressif du corps des volontaires et des vacataires : désormais les enseignants sortant sont des maîtres contractuels au niveau de l’élémentaire et des professeurs contractuels au niveau du moyen/secondaire Titularisation universelle des</p>

self-motivated continuing education promotion system

The government has increased quite significantly its direct financial support for Teachers CPD in recent years, with the current annual funding reaching slightly over 22 million euros in 2013. The funding is now decreasing and is 16,3 million euros in 2015.

#### Student admission to teacher education

Most well-suited and the most motivated applicants are selected for the teacher education programmes. One of the key challenges for the future is to maintain the high status and attractiveness of teaching profession and education.

enseignants ayant terminé les deux années de contractualisation  
Related Tools

Statut de l'enseignant :

Loi 6133 portant sur le statut général des fonctionnaires  
Décret 2002 qui organise le corps des contractuels

Domiciliation des postes budgétaires au niveau des départements

Fichier unique informatisé

#### Policy 2

Informatisation de l'ensemble des procédures liées à la réalisation efficace et efficiente des processus de la GRH au sein du Ministère de l'Education et du Ministère de la Fonction publique

#### Related Practices

Dématérialisation des données physiques du personnel pour – professionnaliser la gestion des carrières des enseignants en mettant à profit les résultats de l'audit.

#### Related Tools

Mise en place du SIRH (Système d'information des ressources humaines sous format web  
-Utilisation du MIRADOR (Management Informatisé des Ressources humaines Axé sur une Dotation rationnelle)

#### Policy 3

Mise en place de dispositif de communication

Instauration de tables de concertation permanente

#### Related Practices

Concertations permanentes sur les projets et les activités du Ministère

Organisation d'élections de représentativité pour mieux structurer et organiser le dialogue social

#### Related Tools

Site web rénové

Penc Me » et « pétao » : plateformes collaboratives.

Comité national de dialogue

social /secteur de l'éducation  
 Commission gestion  
 démocratique  
Policy 4  
 Mutation des enseignants par une  
 commission nationale. Cette  
 compétition est dite Mouvement  
 nationale (Postes d'adjoints et de  
 responsabilité : élémentaire,  
 collèges, lycées, adjoints IEF,  
 enseignement technique  
Related Practices  
 Souci de transparence et de  
 démocratisation  
 Satisfaire autant que possible les  
 vœux des enseignants  
 Organiser la mobilité dans le  
 temps (grandes vacances) et dans  
 l'espace (sur l'ensemble des 14  
 académies)  
Related Tools  
 Mirador  
*(A broad range of policies,  
 practices and tools aimed at  
 supporting teachers, including  
 measures to transfer contract  
 teachers over to regular status)*

### Group 2

Mexico	Mozambique	Uganda
<u>Reform Orientation</u> La Réforme considère comme une condition nécessaire l'évaluation de la performance des enseignants par la mise en place de mécanismes justes et techniquement fiables reconnaissant la complexité de la nature de leur travail ainsi que les conditions du contexte dans lequel ils l'exercent.	<u>Recruitment</u> > Admission to the teaching profession: preceded by a public application and applies to any Mozambican citizen with pedagogical training; Public sector teachers in Mozambique are hired by appointment (employees) or contract (state agents). <u>Policies</u> < Necessity to create standards and professional qualifications to credit teachers and consequently make the teaching career more stable and competitive	<u>Policy Provision 1</u> Terms & Conditions of Service <u>Related Monitoring Mechanism</u> Supervision reports + Union advocacy <u>Related Lesson Learned</u> Bargaining agreements necessary <u>Policy Provision 2</u> Opportunities for CPD <u>Related Monitoring Mechanism</u> Work-plans & Appraisals <u>Related Lesson Learned</u> Need to make them compulsory <u>Policy Provision 3</u> Scheme of service -Related Monitoring Mechanism Appraisals and Reports <u>Related Lesson Learned</u> Encourages upgrading
<i>(New reform recognizes the            complexity of the teaching            profession)</i>		

### Group 3

Indonesia	South Africa	Venezuela
<u>Teacher Law</u> Teacher Law (Law Number 14, year	<u>Incentives</u> > The professional status of teachers is	<u>Principle of "Teaching State"</u> The Organic Law of Education

2005 on Teachers and Lecturers) is one of the programs that the government of Indonesia (GOI) has implemented to reform national education system. With it, GOI expects to boost teacher competencies, pedagogy, personality, social and professionalism.

Working Conditions

It was noted that teachers usually held second jobs, which may have partly explained high rates of absenteeism; the increased salaries associated with certification were meant to improve teacher livelihoods so they could be dedicated to teaching exclusively in one school. In order to support this, a minimum teaching load of 24 hours was required to be eligible for certification

Incentives and Welfares for Teachers

In 2015, all teachers have been approved as qualified teacher. In spite of accomplishing the plan, government needs to consider the amount of the teachers in 2014, the process of the certification, and last but not least is the financial. The financial implications of teacher certification are considerable and will shape the education budget in the future.

Motivation and valorisation

L'accroissement de motivation des enseignants par le biais d'une augmentation de salaire, et le recrutement de personnes plus qualifiées dans la profession en offrant un programme intitulé 'le Programme de renforcement des Capacités et le Développement Professionnel Continu.

linked to South Africa's innovation ideas, which include the eEducation program, which provides teachers with learning and professional connection opportunities with peers, creating a bursary scheme to attract young teachers

Practices

Systematized Continuous

Professional Development System where teachers need to obtain 150 professional development points in a three- year cycle based on a menu of options.

-Questions to guide interventions

- What are the impacts of improving salaries and working conditions?
- How to measure effectiveness of salary incentives, in-kind incentives, and different teacher recruitment strategies

What does the evidence-base indicate and what can we contribute in terms of to effectively raising the status of the profession?

Is it necessary for teachers to have a minimum of a university degree?

What are the challenges that South Africa and other countries face with these types of minimum qualifications?

provides general guidelines for the education sector and defines the "Teaching State" in relation to the crucial importance for teachers in society, though these documents are somewhat general.

Group 4		
Lao PDR	Mauritius	Niger
<p>Aim to raise the status of teachers by improving their professional quality and providing appropriate policies for extrinsic and intrinsic rewards. (TESAP, 2011)</p> <p><u>Policy in Teacher performance, remuneration and incentives</u></p>	<p><u>Incentives</u></p> <p>The status of teachers is constantly being enhanced with regular in-service training sessions and workshops, enhanced professional qualifications, and pay packages. As far as salaries are concerned,</p>	<p><u>Cadre juridique et institutionnel</u></p> <p>Enseignant communautaire Enseignant titulaire Enseignant contractuel</p> <p><u>Gestion administrative des enseignants communautaires</u></p> <p>Les enseignants communautaires</p>

The Prime Minister Decree on Civil Servant Teachers No. 177 classified teachers into eight groups, namely: (1) crèche and kindergarten teachers; (2) pre-primary and primary teachers; (3) lower secondary teachers; (4) upper secondary teachers; (5) vocational and technical teachers including teachers teaching in colleges; (6) Universities; (7) Pedagogical Advisors and permanent trainers; and (8) teachers who also hold managerial post such as Rector, Director and Principal. The teacher-student ratio and working hour per week for the group of teachers have been defined

teachers in the secondary sector require a university degree and salary for degree holders being at par in any sector, teachers are among the 15% best paid in the Civil Service. The primary sector is catching up as the salary is being equalized with that of the secondary sector.

Educators in both Private and Public sectors enjoy the same salaries and conditions of work which are reviewed every five years by the Pay Research

#### Recruitment Requirements

Primary sub sector: Educators are holders of a Cambridge Higher School Certificate or General Certificate of Education A level and have successfully completed the Teachers' Diploma (Primary) – a Two- Year full time course

Secondary sub Sector: Educators are recruited from degree holders. At present, Educators in the secondary sub sector do not need formal teacher training prior to recruitment. They are provided with an induction course before they start teaching.

However to ensure that all existing Educators are professionally trained, they are encouraged to follow an in-service course leading

#### Practices in Teacher Evaluation

Every year there is a report made on each teacher through the Performance Monitoring System whereby the teacher or appraisee is interviewed by the appraiser who is the Head of School

#### Practices in CPD

Teachers have to follow training sessions, workshops and continuous professional development organized at regional or national level

For professional upgrading of in-service primary school teachers, an Advanced Certificate in Education programme (ACE), using the dual mode of Distance Learning and face-to-face teaching sessions has been delivered by MIE.

Very often the Mauritius

sont en régression, ils sont essentiellement constitués aujourd'hui des animatrices des jardins d'enfants communautaires.

#### Gestion des enseignants titulaires

La gestion administrative des agents de l'Etat repose essentiellement sur le Statut General de la fonction publique pour le personnel titulaire

#### Des obligations des fonctionnaires :

De veiller au respect de la loi et des droits et libertés fondamentales garantis par la Constitution ainsi qu'aux intérêts du service public.

D'éviter, dans le service comme dans la vie privée, tout ce qui peut être contraire ou de nature à compromettre l'honneur, la moralité, la confiance et la réserve qui s'attachent à leurs fonctions.

De consacrer l'intégralité de leur activité professionnelle à l'exercice de leur emploi, d'être présents à leur lieu de service pendant les heures légales de travail et d'accomplir par eux-mêmes les tâches qui leur sont confiées.

#### Gestion des enseignants contractuels

Enseignants contractuels: les enseignants contractuels sont des nigériens de deux sexes qui assurent les fonctions d'éducation, d'enseignement et d'encadrement dans les établissements publics

d'enseignement des cycles de base 1, base 2 et moyen. Ils exercent sous la responsabilité des collectivités territoriales avec lesquelles ils sont liés par contrat ; Le décret N°2003-

234/PRN/MESSR/T/MEB1/A/M FP/T du 26 septembre 2003 fixe les règles statutaires applicables aux enseignants contractuels

#### Leur recrutement

La mise en œuvre de la Politique Sectorielle de l'Education a eu

Examinations Syndicate invites officials from Cambridge, UK to train teachers who work with 'O' and 'A' Level Students, especially when a new subject is being introduced or if there is a change in the syllabus.

#### Tools

Capacity building programs aimed at improving the status of teachers with the aim to equip teachers with the tools to achieve high standards, through ongoing focused professional development.

Quality Assurance and Inspection Division to help Educators improve their teaching methods to meet the needs of each and every child and to ensure that no child is left behind.

pour conséquence une accélération de la scolarisation au Niger. Pour faire face à une forte demande croissante du personnel enseignant on eu recours aux volontaires de l'éducation, puis à la contractualisation de la profession. Les enseignants contractuels constituent aujourd'hui la majorité écrasante des effectifs du corps enseignant ; ils sont recrutés sur la base d'un contrat renouvelable après deux ans.

Leur formation initiale et continue Il faut noter ici que des efforts énormes ont été consentis pour améliorer la prestation pédagogique des enseignants contractuels.

Mais la gestion de cette catégorie pose problèmes :

Abandons et démissions des EC ; Arrêts de travail intempestifs

perturbant le déroulement de l'année scolaire ;

Méconnaissance des textes législatifs et réglementaires qui régissent les EC ;

Faible niveau de qualification des EC ;

Insuffisance de moyens de travail ;

inefficacité du régime disciplinaire qui régit les EC ;

Insuffisances de sanctions positives ;

La faiblesse de la sécurité et la fiabilité des données ;

La difficulté dans l'harmonisation des données ;

L'insuffisance d'organisation judiciaire des circuits

d'information autour de l'application actuelle

L'examen de la problématique de la gestion des enseignants

contractuels permet de se rendre compte que les difficultés et

contraintes ci-dessus mentionnées impactent fortement sur la

maîtrise des effectifs des

enseignements et sur la qualité de leurs prestations au sein des établissements scolaires.

*(A broad range of policies and reforms, including related to contractual teachers, and teacher education and support)*

## **Appendix 6. Evaluation of Forum**



An evaluation form in English and French was presented to participants of the Forum, and 64 completed forms (22 in English, and 42 in French) were returned. Some 29 countries (Africa-23, Asia-4, Europe-2, Not mentioned-3) were represented in the evaluation. Those who did not complete the form may have encountered logistical, timing or other challenges. A listing of those who completed the questionnaire, without identifying names, is included in the Appendices.

The questionnaire contained a small number of quantitative (for the first two items below) and qualitative questions in the following categories:

1. Forum organization
2. Forum content
3. Comments on themes and sub-themes
4. Possible impacts on your organization's work
5. Suggestions for future improvement in holding the Forum

In general, participants were satisfied or extremely satisfied with the Forum, especially including the information, discussion, networking and presentations. Below is a presentation and analysis of the data from the Forum evaluation.

#### a. Forum Organization

With regard to the organization of the Forum, as exemplified in the table below, there appears to be a general to a high level of satisfaction with the diverse aspects related to bringing people together, communications, arrangements and the leadership. There were some comments and concerns related to technical, logistical and related matters, which were largely circumstantial. The availability and dissemination of Forum materials in advance, in both English and French, was highlight as an area that would improve the event.

#### *Participant Evaluation related to Forum Organization*

#	Aspects (the numbers below refer to the number of participants who answered the question; for example, for #1, 63 responses were provided for the 64 completed questionnaires)	Rating out of 5 (Mark X where it is appropriate)					Non applicable
		1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	
1	Announcement and information about the Forum <i>63/64</i>	1= 1%	8= 12%	19= 30%	18= 28%	17= 26%	
2	Practical information sent out to participants <i>62/64</i>	3= 4%	8= 12%	18= 29%	15= 24%	18= 29%	
3	Arrangements related to travel and stay (tickets, visa, hotel, etc.) <i>54/64</i>	4= 7%	7= 12%	18= 33%	11= 20%	9= 16%	5= 9%
4	Organizational Leadership of the Forum <i>62/64</i>	1= 1%	8= 12%	15= 24%	23= 37%	15= 24%	
5	Structure of the Forum (plenaries and sessions)		2= 3%	21= 33%	28= 44%	12= 19%	

	63/64						
6	Time management 62/64		4= 6%	21= 33%	26= 41%	11= 17%	

**b. Forum Content**

Concerning the content of the Forum, participants rated the quality of the presentations highly (some 56% ranking it as “very good” or “excellent”) but provided a more nuanced score for the relevance of the papers (with the majority ranking it as “good”), and the “cross-sectional coverage” (with over 50% ranking it as “good” or “fair”). For “participants’ interactions” and the “possibility for your own participation,” the majority, in both cases, ranked these areas as “very good” or “excellent”. In general, participants strongly supported the focus of this Forum. The issue of time-management was also underscored, and a number of participants recommended holding the Forum over three days, rather than two. The desire for more networking and focused discussions was considered a pivotal concern, and one that the Task Force is uniquely positioned to engage with. Importantly, the issue of gender balance was also noted by a few participants in relation to presenters and presentations.

***Participant Evaluation related to Forum Content***

#	<b>Aspects / Aspects</b> (the numbers below refer to the number of participants who answered the question; for example, for #2, 63 responses were provided for the 64 completed questionnaires)	Rating out of 5 (Mark X where it is appropriate) / Score 1-5 ( <i>Placer un X à l’endroit approprié</i> )					Non applicable
		1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	
1	Quality of presentations and papers 64/64	1= 1%	3= 4%	24= 37%	29= 45%	7= 10%	
2	Relevance of papers and documents 63/64		3= 4%	29= 46%	17= 26%	14= 22%	
3	Cross-sectional coverage of themes 63/64		7= 11%	25= 39%	23= 36%	7= 11%	1= 1%
4	Participants' interactions / 61/64	2= 3%	2= 3%	27= 44%	20= 32%	11= 18%	
5	Possibility for your own participation 60/64	1= 1%	4= 6%	22= 36%	21= 35%	12= 20%	

**c. Comments on themes and sub-themes**

Participants generally agreed that the themes and sub-themes were pertinent, engaging and insightful. At the same time, many voiced concern that they would have liked to have seen more depth to the discussion. There was an impressive amount of content presented, and the interest here was in having the time and organizational space to fully and effectively debate, critique, analyze and compare the case studies. Several participants also noted that it would have been helpful to start this engagement before the actual Forum so as to augment and accentuate the ensuing discussions, which would have been dependent on translated documents being sent out well in advance. No one questioned the significant efforts of the Task Force secretariat, and it is understood that there are many reasons for which materials may not have been ready well in advance, including the delivery of presentations and materials to the Task Force in a timely manner.

A central comment in relation to the themes addressed was the position of the teacher within society, and the agreement with the focus on the teacher within education as a means to rectifying educational and social concerns. It was widely seen and perceived that the status of the teacher goes hand-in-hand with the development of the society. To this end, building capacity in education must pass through the teacher-force, who is uniquely positioned to raise educational standards for all of society. However, the problematic is overlapping, cross-cutting and multi-sectoral, which places the Task Force in a very strategic position to bring the diverse sectors and actors together to engage in EFA and other related educational issues.

Another area that could be probed, based on comments provided by participants, is related to engaging more with teachers, and also bringing together school leadership so as to enhance discussions outside of the policy realm. Rather, the policy realm could be enmeshed in the process of engaging with teachers. Similarly, some participants stressed that more formal representation from teachers and bodies representing teachers might be helpful. This is not a specific concern for the TTF but connects with the Forum, and should be considered in relation to how to conceptualize teacher issues within EFA.

#### **d. Possible impacts on your organization's work**

Participants generally believed that the Forum would be helpful in raising consciousness of issues, concerns and debates, and that the themes, presentations and networking they were exposed to would serve to further their reflection and work within their respective organizations. Many participants suggested presenting more “best practices” and guides that could be used within their organizations, particularly Ministries of Education, and also wished to have more ongoing contact with the issues and actors involved in the Task Force.

#### **e. Suggestions for future improvements in holding the Forum**

A range of suggestions, proposals and recommendations were offered by participants to improve future Fora, some of which were already alluded to above, including extending the length of the Forum to three days, enhancing networking opportunities based on regional, area or issue concerns, developing discussions on pertinent documents before the Forum, and streamlining the availability of documents in a timely manner. Other practical suggestions include the following:

- Having a standardized abstract for all materials presented in both English and French in order to ease access and usage.
- Basing presentations more on research and evidence, and distinguishing between descriptive and analytical presentations.
- Having more time for plenary discussions.
- Developing a formal monitoring and follow-up mechanism to the Policy Dialogue Fora.
- Developing guides, resources and documents that could be discussed, vetted and used by stakeholders.

A very important comment was made by a few participants, and was alluded to by others: there needs to be a clearer distinction between policy development (the process, the words, the intentions, the directives, etc.) and policy implementation. Whereas some policies may appear to be highly effective, it is not until a rigorous, comprehensive analysis of the implementation takes place that we will know if the policy was respected, was effective and/or made a difference. In sum, as a few participants emphasized, political will is key to assuring that teachers and education are supported at a plethora of levels, including in the classroom, as professionals, as workers, and as members of society.



**Appendix7. PDF Participant List**

No	Title	First name	Family name	Organization	Affiliation	Country
<b>National Participants from Morocco</b>						
1	Mr	Houssine	KODAD	Ministère de l'Éducation Nationale et de la Formation (MENFP)	Inspecteur Général des Affaires Administratives	Morocco
2	Mr	Khalid	FARES	MENFP	Inspecteur Général des Affaires Administratives	Morocco
3	Ms	Ilham	LAAZIZ	MENFP	Directrice chargée du Programme Génie	Morocco
4	Ms	Hind	BELHABIB	MENFP	Directrice chargée des Systèmes d'Information	Morocco
5	Mr	Mohammed	SASSI	MENFP	Directeur de l'Évaluation et de l'Organisation de la Vie Scolaire et des Formations Inter académiques	Morocco
6	Mr	Fouad	CHAFIQI	MENFP	Directeur du Curricula	Morocco
7	Mr	Mly Youssef	AZHARI	MENFP	Directeur du Centre National des Innovations Pédagogiques et de l'Expérimentation	Morocco
8	Mr	Mohammed	FARID DADOUCHI	MENFP	Directeur de la Promotion du Sport Scolaire	Morocco
9	Mr	Abdelali	ELAKRABA	MENFP	Directeur des Affaires Juridiques et du Contentieux	Morocco
10	Mr	Chafik	AZEBA	MENFP	Directeur des Ressources Humaines et de la Formation des Cadres	Morocco
11	Mr	Mohammed	BENABDELKADER	MENFP	Directeur de la Coopération et de la Promotion de l'Enseignement Scolaire Privé	Morocco
12	Mr	Mohammadin	ISMAILI	MENFP	Directeur chargé de la Vie Scolaire et de l'Enseignement Technique	Morocco
13	Mr	Bendaoud	MERZAKI	MENFP	Directeur chargé de la Promotion de l'Enseignement Scolaire Privé et du préscolaire	Morocco
14	Mr	Mly Ahmed	KARIMI	MENFP	Directeur Chargé de l'Appui social	Morocco
15	Mr	HAMID	EL GAZAR	Direction des Ressources Humaines (DRH)		Morocco
16	Mr	ABDEL AZIZ	GUEDARI	Direction de la Stratégie, des Statistiques et de la Planification (DSSP)		Morocco
17	Mr	Rachid	LAMAAKEL	DSSP		Morocco

18	Mr	Abdelhak	GHOULI	DSSP		Morocco
19	Mr	Mohammed	JEBBARI	DSSP		Morocco
20	Mr	Bouhaira	EL IRAQI	DSSP		Morocco
21	Ms	Saadia	AGZAR	DRH		Morocco
22	Mr	Mohamed	BOUDHEN	DRH		Morocco
23	Ms	Saida	KARTITE	DRH		Morocco
24	Mr	Fadel	DOUHID	Unité Centrale de la Formation Des Cadres (UCFC)		Morocco
25	Ms	Dalila	BELARBI	UCFC		Morocco
26	Mr	Noureddine	EL MAZOUNI	Centre National des Innovations Pédagogiques et de l'Expérimentation (CNIPE)		Morocco
27	Mr	Aziz	EL HAJER	CNIPE		Morocco
28	Mr	Mohammed	HOUSSNI	CNIPE		Morocco
29	Mr	Ahmed	ECHAIBI	Centre National d'Education Environnementale (CNEE)		Morocco
30	Mr	Anouar	BOUKILI	DVS		Morocco
31	Mr	Hassan	EL MAHFOUDI	ENF		Morocco
32	Mr	Rachid	EL AMRANI	Direction de la coopération (DC)		Morocco
33	Mr	Mohamed	CHERIF ESSALIH	Direction des affaires générales et du budget (DAGBP)		Morocco
34	Mr	Rachid	HOUARI	DAGBP		Morocco
35	Mr	Hamid	BAAKIL	DAGBP		Morocco
36	Mr	Abdeljalil	BENZOUINA	DAGBP		Morocco
37	Mr	Abdelghani	HAFSI	DAGBP		Morocco
38	Ms	Sakina	MAHLIL	DAGBP		Morocco
39	Mr	Nabil	ABOUDI	DAGBP		Morocco
40	Ms	Salma	ELAIBOUD	DAGBP		Morocco
41	Mr	Abdelfatah	EL GHARIB	Direction des Affaires Générales (DAG)		Morocco
42	Mr	Mohamed	ADERDOUR	Académies Régionales d'Education et de Formation -Rabat Salé Zemmour Zaer (AREF RSZZ)	Directeur	Morocco
43	Mr	Hassan	ELHANI	AREF RSZZ		Morocco
44	Ms	Oum	AL KHEIR ABRA	AREF RSZZ		Morocco
45	Mr	Ahmed	MSAHLI	AREF RSZZ		Morocco
46	Mr	Mohammed	HARIRI	AREF RSZZ		Morocco
47	Mr	Abdellah	LGAMRI	AREF RSZZ		Morocco
48	Mr	El Hassane	LYAZIDI	AREF RSZZ		Morocco
49	Mr	Noureddine	BOUÇAGUE	AREF RSZZ		Morocco
50	Ms	Amal	BENBRAHIM	AREF RSZZ		Morocco
51	Mr	Noureddine	HIJRI	AREF RSZZ		Morocco
52	Mr	Jamal	BOUZOUZ	AREF RSZZ		Morocco
53	Ms	Aziza	ABOUDAIF	AREF RSZZ		Morocco
54	Mr	Tarik	BERHAL	AREF RSZZ		Morocco

55	Mr	Abderahmane	BELYAZID	AREF RSZZ		Morocco
56	Mr	Ahmed	KIKICH	AREF RSZZ		Morocco
57	Ms	Rabiaa	SALHI	AREF RSZZ		Morocco
58	Mr	Ahmed	HAFAR	AREF RSZZ		Morocco
59	Mr	Mohammed	EL GHOURI	AREF Fès-Boulmane	Responsable des RH	Morocco
60	Mr	Mohammed	EL MOUSSAOUI	AREF Fès-Boulmane	Responsable des Affaires pédagogiques	Morocco
61	Mr	Aziz	NAHIA	AREF Gharb Cherarda Beni Hssan	Directeur	Morocco
62	Mr	Abdellah	AL ANSARI	AREF Gharb Cherarda Beni Hssan	Responsable des RH	Morocco
63	Mr	Mohammed Essayed	AL KHAIR	AREF Gharb Cherarda Beni Hssan	Responsable des Affaires Pédagogiques	Morocco
64	Mr	Abdelouahab	BENAJIBA	AREF Tanger Tetouan	Directeur	Morocco
65	Ms	Samira	ISSOU	AREF Tanger Tetouan	Responsable des RH	Morocco
66	Mr	Mohammed	EL HMAIDI	AREF Tanger Tetouan	Responsable des affaires pédagogiques	Morocco
67	Mr	Abdellah	BOUAARFA	AREF Guelmim Semara	Directeur	Morocco
68	Mr	Hamid	LAKHAL	AREF Guelmim Semara	Responsable des RH	Morocco
69	Mr	Mostafa	MIHRAT	AREF Guelmim Semara		Morocco
70	Mr	Abdeljalil	CHAOUKI	Centre Régional des Métiers de l'Education et de la Formation (CRMEF) GS		Morocco
71	Mr	Mohammed	DAMARI	CRMEF GS		Morocco
72	Mr	Mohammed	ALAMI	CRMEF LBSH		Morocco
73	Ms	Nassima	ENNASIRI	CRMEF LBSH		Morocco
74	Mr	Abdellah	BOURHAOUTA	CRMEF Oriental		Morocco
75	Mr	Abdellah	OUARRADI	CRMEF Oriental		Morocco
76	Mr	Jaouad	ROUIHAN	CRMEF DA		Morocco
77	Mr	Abdelkarim	BENKADDOUR	CRMEF DA		Morocco
78	Mr	Youssef	AFRI	CRMEF THT		Morocco
79	Mr	Mohamed	JANNATI	CRMEF THT		Morocco
80	Mr	Hassan	JABAH	CRMEF MT		Morocco
81	Mr	Mohammed	ZIDANE	CRMEF MT		Morocco
82	Mr	Mohammed	HALIMA	CRMEF FB		Morocco
83	Mr	Mohammed	BELAHSSAN	CRMEF FB		Morocco
84	Mr	Abdessalam	MILI	CRMEF GC		Morocco
85	Mr	Jamal	HARRAQ	CRMEF GC		Morocco
86	Mr	Mustapha	KHADDOUR	CRMEF TT		Morocco
87	Mr	Abdelatif	CHAOUKI	CRMEF TT		Morocco
88	Ms	Saadia	OUIZA	CRMEF TA		Morocco
89	Mr	Abdelalai	ROUHI	CRMEF TA		Morocco
90	Mr	Abdesslam	ZISLI	CRMEF RSZZ		Morocco
91	Mr	MOSTAFA	BOUALI	CRMEF RSZZ		Morocco
92	Mr	Khalid	EL MAAZOUZI	CRMEF MTH		Morocco
93	Mr	Hassan	STOTI	CRMEF MTH		Morocco
94	Mr	Samir	EL BARDAI	CRMEF GCBH		Morocco
95	Ms	Saadia	BENZAYED	CRMEF GCBH		Morocco
96	Mr	Said	BENAKCHA	CRMEF CO		Morocco
97	Mr	Mohammed	TOUAA	CRMEF CO		Morocco
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