



The International Task Force on Teachers for Education For All
5th International Policy Dialogue Forum
Windhoek, Namibia, 28-29 2012

Three years of global partnership to address the teacher challenge – Three years
from the 2015 Benchmark: achievements and perspectives

Final report
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General rapporteur

Executive summary

The International Task Force on Teachers for Education For All has worked since 2009 to coordinate global efforts to address three aspects of the “teacher gap”: a) the policy gap, b) the capacity gap and c) the financing gap. The fifth international policy dialogue forum organised by the Task Force was held in Windhoek, Namibia on 28-29 November 2012, with the objectives of taking stock of existing efforts to reduce the teacher gap and setting an agenda for the three years leading to the 2015 EFA Benchmark. Throughout the forum, the contributions of delegates from Namibia, a country which exemplifies many aspects of the teacher challenge, illustrated many of the challenges, analyses, solutions and recommendations presented. The opening ceremony, consisting of welcomes and overviews of the issues and mission of the Task Force, was followed by a series of presentations giving an overview of teacher policies and practices in the Namibian situation. A plenary session on regional responses to the teacher challenge included presentations about Europe, Asia, Africa, the Arab world, Latin America and the Caribbean, detailing advancements made in addressing the teacher challenge and suggesting some commonalities between regions.

Thematic group sessions addressed i) teacher education and professional development, where the panel examined what forms of teacher education have a positive impact on teachers’ skills, knowledge, competencies and classroom performance and the policy implications for governments, international development agencies, teacher education institutions, researchers and practitioners; ii) teachers’ status and working conditions, where a key recommendation was the establishment of national teacher policies; and iii) inclusion in teacher policies and practices, which addressed the problem of children from marginalized groups being excluded from education or marginalized within the education system, examined the relationship between inclusion and teacher policies and practice, and described a variety of research and other initiatives addressing these issues. Two further groups considered iv) teachers and teaching for sustainable development, discussing the global effort to place environmental and sustainability issues at the heart of the teaching and learning process; and v) monitoring and evaluation of teacher policies and practices, with presentations and discussions investigating the aims and objectives of evaluating teacher policies and identifying principles for conducting such evaluations. Informed and realisable recommendations from each of these subgroups are provided, followed by a synthesis of all recommendations.

A closing plenary suggested future policy directions for the Task Force, including prioritisation of the development of national comprehensive teacher policies; comprehensive diagnosis of teacher issues prior to developing policy; efforts toward the professionalization of teaching; improved data collection and capacity building with a focus on inclusion; and advocacy and other strategies to provide adequate finance for education. The task facing the Task Force now – not merely the Secretariat but the entire global alliance of agencies and governments with a vested interest in teachers’ issues – is to continue to work in synergy at the national, regional and global levels to ensure those recommendations are translated into actions and promote the incremental changes needed to fill the teacher gap. The forum also demonstrated that Task Force members have insightful, informed, realistic visions about the directions the alliance should take over the next three years. Priorities must be identified within these and an action plan developed for the next three years.

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List of acronyms and abbreviations

ACDE	African Council for Distance Education
AfDB	African Development Bank
CEART	Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel
CPD	Continuing Professional Development
DESD	Decade of Education for Sustainable Development
ECOWAS	Economic Community of West African States
EFA	Education For All
EI	Education International
ESD	Education for Sustainable Development
ETUCE	European Trade Union Committee for Education
GCE	Global Campaign for Education
IFADEM	Francophone Initiative for Distance Teacher Education
ILO	International Labour Organisation
INEE	Inter-Agency Network for Education in Emergencies
NGO	Non-government organisation
ODL	Open and Distance Learning
PACTED	Pan-African Conference on Teacher Education in Africa
PASEC	Program on the Analysis of Education Systems
PREAL	Partnership for Educational Revitalisation in the Americas
REAP	Rights, Education and Protection
SABER	Systems Approach for Better Education Results
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SSA	Sarva Shiksha Abhiyan (the Education For All Movement in India)
TISSA	Teacher Training Initiatives in Sub Saharan Africa
TMIS	Teacher Management Information System
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNDAF	United Nations Development Action Framework
UNESCO	United Nations Education, Science and Cultural Organisation
UNICEF	United Nations Children's Fund

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Introduction

The International Task Force on Teachers for Education For All is a global alliance of EFA partners which has worked together since 2009 to address the “teacher gap” which threatens to compromise Education For All, the Millennium Development Goals and the quality of education worldwide. The Task Force addresses three aspects of the teacher gap: a) the policy gap, b) the capacity gap and c) the financing gap. To this end it reinforces national, regional and global coordination amongst partners and stakeholders seeking to devise and implement comprehensive and sustainable strategies to recruit, train, retain and support the motivated, committed, competent teachers necessary to achieve EFA.

The fifth international policy dialogue forum organised by the Task Force was held in Windhoek, Namibia on 28-29 November 2012 on the theme “Three years of global partnership to address the teacher challenge – Three years from the 2015 EFA Benchmark: achievements and perspectives”. At a pivotal moment, three years from its inception and with three years to go before the 2015 deadline, the objectives were thus a) to take stock of the past three years of global cooperation and existing efforts to reduce the teacher gap and achieve the EFA goals and b) to draw lessons from these experiences to set an agenda for the three years ahead, defining priorities for teacher policy development, identifying target groups and agreeing common, results-oriented approaches. This stocktaking and agenda setting exercise was structured around five sub themes: i) Teacher education and professional development; ii) Teachers’ status and working conditions; iii) Inclusion in teacher policies and practices; iv) Teachers and teaching for sustainable development; and v) Monitoring and evaluating teacher policies and practices.

At the invitation of the Government of Namibia, the fifth international policy dialogue forum took place in Namibia, a country which exemplifies many aspects of the teacher challenge. As was made clear in an eloquent presentation by Dr Abraham Iyambo, Namibia’s Minister of Education, Namibian education is currently suffering from large class sizes, multi-grade teaching, insufficient manuals and text books and teacher attrition. The remarkable openness and hospitality of the Government of Namibia to the Task Force and the policy dialogue forum, combined with the Minister of Education’s resolve that as many Namibian teachers and education officials as possible should be involved, contributed greatly to the richness and success of the event and the depth of the exchanges. Throughout the policy dialogue forum, the Namibian dimension functioned as a rich case study, providing an eloquent illustration of many of the challenges, analyses, solutions and recommendations presented.

Opening ceremony

The opening ceremony, moderated by the Permanent Secretary of the Ministry of Education, began with a welcoming address by the Hon. Samuel S. Nuuyoma, Governor of the Khomas Region, who warmly welcomed the delegates to Namibia, expressing his hope they would take advantage of the conference in Windhoek to visit other parts of the “Land of the Brave.” Explaining that Namibia is currently becoming aware of the need for teacher reform and does not yet have a comprehensive policy on teachers, the governor expressed his hope that the best practices presented at the forum would be of benefit to Namibia in moving forward with teacher reform. The Director and representative of UNESCO Namibia, Prof. A. Wright, after putting on record his heartfelt thanks to the people of Namibia, the Minister of Education and the Government of Namibia for hosting the forum, recalled UNESCO’s long history of working on teacher development and reiterated the continuing relevance and

importance today of the 1966 ILO/UNESCO Recommendations concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel.

The Co-chair of the Task Force, Dr Amarjit Singh, offered an overview of the Task Force since its inception, evoked the new momentum created by the UN Secretary General's Education First initiative, firmly setting teachers at the heart of the EFA agenda, and recalled the success and impact of the fourth policy dialogue forum in New Delhi, India in May 2012 and of the regional Conference on advancing the teaching profession held in Jamaica in November 2012. Dr Edem Adubra, head of the Task Force secretariat, gave a brief overview of the policy dialogue forum, reminding delegates that the forum was a brief battery-charging pause in a long, intensive process of research and information gathering, policy development and implementation, which would continue long after the meeting.

The opening ceremony concluded with a keynote address by Dr Abraham Iyambo, Minister of Education of Namibia, who gave a detailed and passionate exposition of the state of education, teaching and the status of teachers worldwide, 46 years after the 1966 Recommendation concerning the status of teachers. He called for serious introspection regarding a wide range of unacceptable realities: the number of children still out of school, the teacher gap, unequal access to education, teachers' status, inadequate access to pre-primary education, levels of adult illiteracy and children who although at school are failing to learn the basics. The Minister urged those present to take positive action and produce practical and implementable change to restore the dignity of teachers and to make teaching "a profession, a career, a vocation of premier choice."

Teacher Policies and Practices in Namibia: an overview

A rich and informative plenary session of presentations to reflect the Namibian experience of teacher policies and practices was opened by Martin Matsuib, Professional Development Coordinator at the Namibia National Teachers Union (NANTU), who introduced key education issues in Namibia from the teacher's perspective. Despite high rates of qualified teachers, good teacher policies, a coordinated CPD system and well trained education managers, Namibia has amongst the lowest reading and numeracy outcomes in the region and below average results in national examinations. There is a lack of clear evidence regarding the causes of this situation, but issues of concern highlighted include the failure to include teachers as strategic partners in policy design, the non-implementation of policies once developed, a shortage of learning and support materials and the heavy administrative workload of school principals, meaning they are not available to provide instructional leadership and supervision. Presentations on Teacher Education and Professional Development in the Namibian Context recalled the large-scale programmes introduced to transform teacher education after Independence in 1990, when 13 000 teachers were un- or under-qualified. Under the pre-independence apartheid regime, the educational system had promoted respect for external authority rather than critical thought and had been divided on racial grounds, resulting in low educational quality. The post-independence shift towards an egalitarian education system using English as the language of instruction brought its own challenges. The teacher training system has been progressively reformed, raising admissions criteria, introducing mentoring and induction programmes and involving teacher unions in dialogue on teacher training. Recently alternative routes have been developed to fast-track teachers into the classroom in an attempt to respond to the shortage of classroom teachers.

Teacher management and support, Teacher monitoring and evaluation, Teacher education and diversity and Teacher education for vocational education were the themes of the remaining presentations in this session which regrettably proved far too short for the wealth of interesting and valuable material which had been prepared. These built up a complex picture of challenges and opportunities: of teachers living and working in poor conditions especially in rural areas, limited career development options and teaching jobs seen as a "waiting place" until better opportunities arise. However, positive advances include new qualifications, such as the B Ed in Primary Education introduced in 2010 and the inclusion in training of the requirements of the (2006) National Professional Standards for Teachers. Large strides have also been made in awareness of inclusiveness and diversity issues and in legislation to outlaw discrimination, although, as in other contexts, there is need for more commitment, understanding and ownership of these policies. The need for technical and vocational education to become a national strategic priority was convincingly exposed. In order to meet the realities and needs of young people and the employment market, a comprehensive new approach to TVET is needed, including dedicated technical and vocational teacher education.

The two hours available for this session did not do justice to the presentations which had been prepared, or to the scheduled responses of the designated discussants and rapporteurs. However, delegates were given the opportunity to copy the slide

shows of the presentations for future study, using the memory sticks included in the conference packs. Opportunities to learn from this session should therefore continue well beyond the end of the forum.

Regional responses to the Teacher Challenge

A plenary session on regional responses to the teacher challenge included presentations by regional experts from Europe, Asia, Africa, the Arab world, Latin America and the Caribbean. Once again the wealth of high quality information available would have justified much longer than the hour and three quarters available. However the presenters skilfully encapsulated progress over the entire Regions through synthetic presentations, showcasing specific examples of good practice. Delegates heard of striking overlaps and commonalities both between the different Regions and with the Namibian reality presented earlier.

The European response was presented by Professor Vlasta Vizek Vidovic, UNESCO Chair for management and governance in higher education at the University of Zagreb. In Europe, after a difficult shift from discipline based to competence based teacher education, teacher initial education now takes place in universities, allowing some connections between research and school practice; there is awareness of the positive correlation between teacher quality and student attainment and of the need to continue to improve the training of teacher educators. Thanks to the work of a number of regional actors, teacher education networks, and data sources, there is now a substantial regional evidence base around teacher issues, providing information, statistics and examples of good practice; harmonisation of certain principles of teacher education, competencies and qualifications has been achieved. Since the current economic crisis, several countries have cut teacher expenditure; also of concern are the aging teacher population, particularly at secondary level, shortages of teachers in certain disciplines, and a trend towards early teacher retirement.

Dr Sumarno, Deputy Director of Program and Evaluation, Ministry of Education and Culture of the Republic of Indonesia presented the responses initiated by Asian countries, where the challenge of improving teacher quality is at least as important as the numerical teacher shortage, Innovative policies and success stories from Asia include the government of Bangladesh's affirmative policy to increase the number of female teachers; innovative CPD, appraisal and incentive policies for teachers in Indonesia; 45 days annual in-service teacher training and revised terms of service to attract high quality candidates and improve education quality and the professional standards of teachers in Vietnam; an increase in the academic qualifications of teachers and the narrowing of the teacher qualification gap between rural and urban areas in China; and, in Laos, the reduction of one teacher schools, along with the introduction of housing allowances for teachers, early payment schemes and incentives to teach in underserved communities.

African responses to the teacher challenge were presented by Dr Rita Bissoonauth, Senior Policy Officer in Education at the African Union Commission. These include the first Pan-African Conference on Teacher Development (PACTED 1) and the Teacher Development Roadmap which evolved from this. A monitoring and evaluation framework to monitor implementation both of the Roadmap and of existing solutions used by partners to promote teachers' professional development has been designed by the Task Force. A number of Higher Education establishments throughout the continent are now offering Master's and Doctoral level qualifications in Teacher Education as part of a pan-African flagship project sponsored by the African Union and UNESCO.

Within the Arab world, Dr Ahman Qablan of the Department of Curricula and Instruction, Hasherite University, Jordan, speaking on behalf of himself and of Professor Malak Zaalouk of the Middle East Institute for Higher Education (MEIHE), American University, Cairo, presented the Arab Teacher Enhancement and Professional Development Initiative. On the basis of regional research into teachers' education, practice and professional status, the initiative has developed a guiding framework for teacher professional development policies and programmes, leading to the identification of two regional centres of excellence in Egypt and Jordan with complementary missions.

Presentations by Dr Winsome Gordon, Chief Executive Officer of the Jamaican Teaching Council and Dr José Luis Guzmán of the Education department of the Central American University of El Salvador, demonstrated how in Latin America and the Caribbean a number of regional partnerships, networks and conferences have worked to revitalise and coordinate teacher development and support in the region. These include the regional strategic project on Teachers for EFA, led by OREALC/UNESCO, Santiago; professionalization of the teaching profession through regulation and standard setting led by CARICOM; and other initiatives led by the World Bank, UNICEF and the Partnership for Educational Revitalisation of the Americas (PREAL). Three weeks prior to the Windhoek meeting, from 6-8 November 2012, the Latin America and Caribbean conference on "Advancing the Teaching

Profession: Achieving Education For All Goals” in Montego Bay, Jamaica, brought together 180 participants from 198 countries to define strategies to professionalise teaching, identified as a prerequisite to the achievement of EFA goals.

Thematic group sessions

The dual objectives of the policy forum dialogue: to take stock of the past three years' efforts to reduce the teacher gap and to set an agenda for the three years ahead, were structured around five sub-themes. Delegates were invited to sign up to participate in the sub group of their choice, over two sessions, with the overall mission of elaborating recommendations for submission to the whole conference in a plenary session, during which the reports from the five sub groups were shared. The first session of each sub group meeting was informed by presentations from a number of experts and practitioners who shared research, experiences and good practices from a variety of geographical and institutional contexts. The different sub group sessions are presented below; each is followed by the recommendations generated¹.

Group 1: Teacher education and professional development, moderated by Dr Yusuf Sayed

Key issues

Research shows that the quality rather than the quantity of education is the key to economic growth and that what matters most in enhancing education quality is teacher preparation. This evidence raises significant questions about what forms of teacher education and professional development create effective teachers. The panel examined what forms of in and pre-service education have a positive impact on teachers' skills, knowledge, competencies and classroom performance and the policy implications for national governments, international development agencies, teacher education institutions, researchers and practitioners. The panel contained a rich and diverse set of presentations which included a general account of the field of teacher education and professional development and detailed single and multiple case studies mainly focused on sub-Saharan Africa. The wide ranging presentations and discussion focused on the context of initial teacher training programmes, the need for CPD, teacher management issues such as licensing, evaluation and standards, the governance of teacher education, the need for robust horizontal and vertical policy alignment, innovative modalities of training, material development, and principles for future work. The session explored the following questions:

- How can teacher-training institutions enhance equity and quality of pre and in-service teacher professional development?
- What policies are needed to enhance the status of the teaching profession, effectively manage teacher recruitment and deployment, and enhance the quality of teacher education and development?
- What forms and modalities of teacher professional development enhance teacher performance and student learning?
- What are the successful strategies to enhance teacher quality and meet teacher shortages including the use of new technologies and approaches?

A number of **existing initiatives, frameworks and networks** were identified. These include PREAL (Programa de Promoción de la Reforma Educativa en América Latina y el Caribe/Partnership for Educational Revitalisation in the Americas); UNESCO initiatives such as the UNESCO Chairs programmes in higher education institutions; regional initiatives such as IFADEM (Initiative francophone pour la formation à distance des maîtres) and ACDE (the African Council for Distance Education); and Brazil-African partnerships. Given the importance of working in partnerships and networking to develop capacity and provide technical support, the sub group recommended the Task Force should compile an inventory of existing and potential networks and partnerships and what they can contribute. It further stressed the importance to teacher education of research and the dissemination of best practices and the need for the Task Force to continue to promote these activities.

Recommendations to national stakeholders

- Involve teachers and others such as NGOs in social dialogue on education policies

¹ In making their recommendations, the different groups recalled some general principles and caveats:

- Whatever policies and frameworks are put in place need to be implemented. The key issue is not the absence of policies but the lack of implementation - which may be due to a variety of reasons, including political will or capacity.
- Recommendations should adopt a value added strategic approach, should not duplicate and overlap work of other actors and initiatives but should complement and reinforce these.
- Policies and their implementation should be context appropriate.
- Front-line providers, such as universities and teacher training institutions are key to any successful interventions.
- Teacher participation in policy and implementation is not only a right, but crucial to successful implementation.
- Policies to address teacher education and professional development in conflict and fragile contexts is crucial.
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- Recognise professional teacher associations and unions and involve them in teacher professional development
- Develop clearer, more joined up policy frameworks. Policy alignment needs to be vertical (across government and other education levels) and horizontal (links between different teachers policies and frameworks)

Teacher education providers

- Reorient teacher education curricula
- Train teachers to use new technologies
- Focus on practice and offer creative models of practice based inquiry
- Strengthen links with schools and use schools as training sites
- Mainstream inclusive education and cross cutting issues, such as citizenship, in teacher training

Government

- Take up and mainstream innovative teacher education practices
- Support and prioritise vocational education teachers

NGOs

- Ensure initiatives are aligned and have the potential to be mainstreamed

Recommendations to regional bodies

- Play a supportive and facilitating role including support for research, innovation and lesson learning
- Enhance the participation of key regional economic and development partners, such as ECOWAS and AfDB
- Support existing regional (and national) networks in teacher education – UNESCO can do this through its Chairs

Recommendations to the Task Force on Teachers for EFA

- Conduct an inventory of technical support and expertise
- Mobilise networks by bringing more organisations formally into the process including philanthropic, private sector foundations
- Advocate with others to mobilise political will, resources, etc. to meet teacher shortages and get teachers to areas of need
- Lead policy on key teacher education and professional development issues, such as teacher licensing, teacher governance, fragile and conflict contexts, teacher supply in areas of need, teachers for secondary education, inclusive approaches in setting standards for teacher training, performance, etc.
- Create a working group on teacher licensing
- With the ILO, lead policy on standards for the teaching profession
- Disseminate research, creating an information hub for evidence informed good practice
- Create evidence informed policy briefs, on “what works” on topics such as sustainable and affordable teacher CPD; leadership training/head teacher training; mentoring; “what makes a good teacher”; teacher education curriculum etc.
- Establish a portal for teacher education for the issues above
- Encourage lesson learning across countries and regions, including sharing of toolkits and manuals
- Improve country level technical support and foster partnership and networks

Group 2: Teachers’ status and working conditions, moderated by Mr Bill Ratteree

Key issues

Research from countries defined as among the best in achieving high education outcomes reveals a strong relationship between quality learning and teachers’ status, living, working and teaching conditions. However, increases in many countries to meet expanding enrolments and EFA goals have come at the cost of quality in training and investments in professional, material and social conditions of teaching that reduce attractiveness of the profession as a whole. A key issue is how to improve absolute or relative low teacher salaries and other incentives that inhibit recruitment and retention, perpetuating shortages. Persistently low teacher salaries compared to basic living requirements in poor, developing countries, and even more to incomes of comparably trained professionals, negatively affect teacher status, motivation and teaching quality, whereas widespread use of poorly trained and paid contractual teachers and career structures which do not reward good teaching impact on teacher motivation and on public perceptions of teaching. Lack of investment or financial incentives to ensure adequate teacher living conditions (decent housing, transport, health and medical facilities) and professional development opportunities (assessment and CPD, including for specific teaching and learning issues related to student health such as HIV and AIDS and teenage pregnancies) reduce qualified teacher recruitment and retention in rural and remote areas and post-conflict countries. Teaching and learning environments too often include overly large classes, insufficient teaching and learning materials, violence and

insecurity and inadequate school buildings. These negative factors are compounded by poor management that penalises and demotivates teachers, especially overly bureaucratic hiring and deployment process and poor school leadership.

Comprehensive teacher recruitment and retention strategies, based on teacher professionalization, are needed to recruit and retain those most apt and motivated to teach, not merely job seekers, and to focus on talented young people. Strategies should also address context-specific issues such as expatriate teachers hired to meet country and post-conflict shortages. Though relatively underutilized, education social dialogue in its various forms – information sharing, consultation, negotiations/collective bargaining – between education management and teachers’ organizations and, as appropriate, relevant stakeholders, is a proven value. However, often teachers are not engaged in education reform and policy decisions but simply execute management decisions.

Existing initiatives, frameworks and networks for addressing these issues include global and regional initiatives such as the Global Campaign for Education (GCE) campaign on teachers; the Joint ILO/UNESCO Committee of Experts (CEART); the Global partnership for Education (GPE) and United Nations Development Action frameworks (UNDAF) and other development assistance frameworks. National level initiatives include teacher union efforts through Education International (EI) and national trade union centres for education funding & good teacher policies; cooperatives or funds for teachers which exist in some countries (such as Gambia, Ghana and Swaziland) to facilitate improved teacher salaries and welfare; negotiated national single-spine salary structures for better salaries; teacher organized CPD/in-service centres; and civil society initiatives to complement government funding.

Recommendations to national stakeholders

- Establish and/or apply a comprehensive, national teacher policy on all professional, material and social factors that make for recruitment, deployment, retention and motivation of teachers to achieve quality learning outcomes
- Develop and/or apply an up to date Teacher Management Information System (TMIS)
- Establish a dedicated Teaching Service Commission separate from the overall public service
- Ensure teacher recruitment policy targets teacher candidates who show an aptitude and motivation for teaching, not just those wanting a secure job
- Professionally support un- or under-performing teachers to meet quality standards
- Regularly assess teachers through teacher assessment bodies, emphasising professional assessment, not bureaucratic compliance
- Where necessary, and following due process, sanction, even dismiss consistently poor or disreputable teachers
- Develop quality teaching standards and codes of ethics/professional conduct in consultation with teachers and their organizations; apply these effectively
- Develop career ladders & good teaching award schemes carefully designed to reward and promote quality professional practice and dedication to teaching (not just qualifications)
- Establish or re-establish (in post-conflict countries especially) coherent management systems that favour good teacher recruitment, administration and support
- Identify innovative funding mechanisms to increase investment in teaching
- Make education funding and organization decisions more transparent to teachers and civil society
- Engage parents’ associations and civil society to complement government funding for school materials, schools, support to teacher housing, etc
- Establish institutionalized, good faith social dialogue structures and mechanisms between education authorities and teachers/teachers’ organizations, including effective dispute resolution procedures to avoid or reduce conflicts
- Use international standards and bodies such as the 1966 Recommendation on teachers, CEART recommendations and tools such as the ILO Handbook on good human resource practices for the teaching profession to help countries create good teacher policy and practice through a rights-based approach
- Strengthen systems of teacher management and governance, including licensing and self-regulation
- Ensure conditions of service and teacher support are compatible with effective teaching, particularly in hard to reach areas

Recommendations to regional bodies

- Provide good practices for country policies, for example on teacher CPD, in a more systematic manner

Recommendations to the Task Force on Teachers for EFA

- Step up advocacy campaigns, such as the GCE campaign on teachers, to include accountability for outcomes by all partners, including teachers

- Step up knowledge sharing on good policies and practices:
 - Identify means for “fast track” information sharing between Task Force members
 - focus on an improved Task Force Website as first point of information, with more contributions from TF members
 - share information on like-minded organizations, networks and countries, for example the Inter-Agency Network for Education in Emergencies (INEE) to assist post-conflict countries
- Direct technical assistance and policy analysis to requesting Task Force member countries
- Explore the possibility for some countries to co-finance their technical assistance
- Ensure assistance is coordinated (avoid overwhelming with multiple consultants) and targeted to develop local capacity
- Strengthen civil society engagement through Task Force work; enable serving teachers to participate more actively
- Focus on specific issues & solutions so that future dialogue forums can build up those actions

Pledges for action

- Swaziland is prepared to help co-finance Task Force assistance on specific country needs
- GCE is prepared to help the Task Force to strengthen civil society engagement
- Liberia is prepared to lead the working group on developing EMIS/TMIS systems for post-conflict countries
- Thailand is prepared to host visits for country information exchanges and learning

Group 3: Inclusion in teacher policies and practices, moderated by Dr Simone Doctors

Key issues

Sources of educational exclusion and marginalisation are extremely diverse, with the poorest, most marginalized children, particularly girls, most likely to enter school late, drop out early or never enter school at all. Failure to address inequalities, stigmatization and discrimination linked to gender, ethnicity, language, location and disability are holding back progress towards EFA. Other marginalized groups: nomadic children, abused children, HIV&AIDS orphans, indigenous children, street children, albino children, child soldiers, refugees and displaced children are more likely to be excluded from education or marginalized within the education system, and gender tends to interact with and exacerbate these factors. States affected by conflict and other emergencies are amongst the furthest from reaching EFA goals. It is necessary but not sufficient for education systems to educate and support teachers to educate all children in an inclusive manner. In order for education systems to be truly inclusive, inclusive principles must be at the heart of teacher policies and practice at all levels: teacher recruitment, selection, deployment, transfer, appraisal/assessment, promotion, appointment to school management positions, leave provisions, access to medical care and transport, access to suitable accommodation and equipment, access to training and CPD, working hours, study leave, pay policy and salary payment modalities, etc. The panel examined the relationship between, on the one hand, teacher policies and practices and, on the other, educational inclusion or exclusion and marginalization. Among the questions addressed were:

- How is marginalization (latent or deliberate, natural or socially constructed) reflected in the teaching force?
- How do teacher policies, cultural norms and educational practices trigger, exacerbate or accommodate marginalization in educational systems?
- What political, legal and administrative measures could be (or have been) put in place to promote inclusive education?
- How could teacher education stop the perpetuation of exclusive practices?

In a rich and stimulating sub group, several panellists reported on international research covering a wide range of different countries into inclusive policies and practices in educational institutions, whereas others focused on experiences from one country or sector. The sub group revealed that a strong and growing body of evidence is emerging regarding issues of inclusion and teacher policy and practice, from large, multi-country research to studies focusing on one country or one marginalised group. Attitudes to inclusion are highly cultural and are as much a barrier as physical or material obstacles or a lack of adequate infrastructure; this is exacerbated by a lack of common understanding of inclusion and of the sub topics it includes, and a failure to realise that inclusion is a global issue, and is not confined to the global South. Definitions and understanding of marginalization may be very context dependent. A lack of adequate, reliable disaggregated data hinders planning and, where policies do exist, implementation, monitoring and evaluation are often weak. Within teacher education, there is often insufficient support on inclusive pedagogy, a need to improving teachers’ and teacher educators’ pedagogical knowledge and ICT skills, an absence of links between teacher education theory and practice and a lack of teacher involvement in policy decisions.

Regrettably, several of the speakers due to present during the session were prevented from attending at the last minute by the unwillingness of a number of airlines to accept them as passengers, since they did not hold transit visa for South Africa, despite the fact that they held visas for Namibia, where the conference was held. The session participants were therefore unable to hear planned presentations on teacher policies and practices in the post-conflict context of Afghanistan and on teacher training within the Government of India's *Sarva Shiksha Abhiyan* programme.

The session revealed a wide range of **existing initiatives, frameworks and networks**, including an active international research community studying inclusion and teacher issues. Research includes a European Agency for Special Needs Education 25 country study of Teacher Education for Inclusion; a Task Force-funded transnational study of five African countries of preparedness for Inclusion in educational institutions; UNICEF/Michigan State University's cross-national study of distribution of teachers for children marginalized by social origin, economic status or location; the UNESCO IITE Teacher of the Arctic project (supported by the regional government of Republic of Sakha Yakutia); VSO Valuing Teachers research comprising a large body of work including 16 country reports; and a Commonwealth/UNESCO study on the feminization of the teaching labour force in six Commonwealth countries. National research includes Commonwealth secretariat work on albinism in Malawi; Commonwealth studies of gender, school and classroom processes in Maldives and Cameroon; VSO research on gender equality in Rwanda and Cameroon, and on disability in Kenya.

Other international initiatives include UNICEF's Rights, Education and Protection (REAP) programme for teachers of children with disability in Asia and Africa; the Commonwealth handbook to Implementing inclusive education based on Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD); Commonwealth guidelines for provision of quality education to nomadic populations in Africa; a Sightsavers international Project on inclusive education in Cameroon; Media in Education Trust in Africa's collaborative efforts between Botswana, Namibia, South Africa and Stockholm University; efforts in India under the SSA scheme, including teacher training; and Commonwealth school improvement strategies to tackle boys' underachievement in the Caribbean. Cameroon is one of several countries whose Ministry of Education has created a department for inclusive education.

Recommendations to national stakeholders

- Promote inclusive and equitable (gender-sensitive etc.) pedagogy in teacher education (pre-service, in-service/CPD) , including psycho-social factors
- Ensure CPD and career development opportunities are available to teachers on an equitable basis
- Ensure a supply of locally trained and well-supported teachers to deliver inclusive education
- Provide training in inclusion awareness and good practices for teachers and other actors: teacher trainers, school managers, administrators, policy makers...
- Identify individuals in the community for training in inclusion awareness
- Create national standards for inclusive education and identify specific indicators of inclusion
- Ensure competency frameworks, such as UNESCO's ICT-Competency Framework for Teachers, are inclusive
- Acknowledge the importance of the Rights-based approach, monitoring which countries are ratifying the UN agreement
- Strengthen advocacy, collaboration and networking at regional levels
- Make concrete commitments in terms of financial allocations

Recommendations to regional bodies

- Support inter- and intra-regional connections and collaborations
- Promote networking and collaborative research, which involves teachers and policymakers
- Promote cross-national indicators and measurement efforts
- Support the creation of guidelines for setting national standards for inclusive education
- Promote and support communities of practice working on inclusive education
- Include more region-specific targets and practices

Recommendations to the Task Force on Teachers for EFA

- Ensure that promotion of teacher policies and professionalization systematically includes issues of inclusion
- Hold governments accountable on their commitments to inclusion; for example, involve high profile officials in advocacy initiatives, monitor countries who have ratified the UN agreement
- Continue to facilitate sharing of good practices and research findings
- Promote and support communities of practice
- Ensure connections between government, NGOs, academic bodies at different regional levels

- Acknowledge excellent work done by individuals or groups (possibly introducing a prize)
- Identify and support of centres of excellence

Pledges for actions

- VSO for the next three years will focus programs, research and advocacy on inclusive teaching and education
- UNICEF for the next three years will focus programs, research and advocacy on inclusive teaching and education
- Commonwealth will continue to work in the area of inclusive education

Group 4: Teachers and teaching for sustainable development, moderated by Dr Di Wilmot

Key issues

Teaching for Sustainable Development is a global educational priority for teachers at all levels and sectors which seeks to promote a deep understanding of environmental and sustainability issues and place these at the heart of the teaching and learning process. However, participation in the sub group was relatively low. How can this be explained? Education for Sustainable Development (ESD) is an orientation to education, which ought to be a key design principle of teacher education curricula: an ongoing challenge is therefore to reorientate teacher education toward Sustainable Development. ESD is also a powerful force for curriculum change, curriculum review and ongoing development. Teaching for Sustainable Development is uneven: by its very nature it differs from context to context in terms of conceptualisation, status and visibility of teacher and curriculum policy, policy implementation, the role of global, regional and national organisations, networks and initiatives in enabling and supporting ESD and the development and sharing of resources. The sub group revealed a number of common features of teacher education for teaching for sustainable development, including teachers and teacher educators requiring support in ESD. Whereas teachers need the capacity and competency to deal with the new knowledge entailed, ESD practices can be strengthened and enhanced by sharing and exchanging ideas and resources. To this end it is important to strengthen existing channels and to create new channels of communication between the different ESD initiatives in the world. Although international organisations and networks necessarily have an impact on teaching for Sustainable Development, in reality access to global and regional networks varies from context to context.

In specific contexts, national educational agendas need to be oriented toward ESD. There is also a need for greater co-ordination of Sustainable Development within different national policy frameworks and more collaboration between different education sectors, government departments and other stakeholders. In Namibia, for example, ESD is evident in policy frameworks, but there is a need for review and revision. National actors need to strengthen communication and collaboration with initiatives in other parts of the world in order to advance ESD.

Existing initiatives, frameworks and networks include UNESCO's Decade of Education for Sustainable Development; UNESCO's International Teacher Education network for orienting teachers to ESD; and regional ESD networks and initiatives in Africa and Asia. These need to identify and engage proactively with new professional (discipline focused) networks; to identify regional University teacher education and research initiatives, and exchanges; and to build partnerships with civil society and NGOs. In the case of Namibia, a number of initiatives exist, including networks between Namibian stakeholders within environment, education and other sectors.

Recommendations to national stakeholders

- Create new and strengthen existing initiatives, policy frameworks and networks
- Elicit sector-based responses which create partnerships with all stakeholders
- Create a participatory, inclusive bottom up and top-down developmental process
- Strengthen teacher knowledge and capacity to deal with ESD
- Teacher education programmes and qualifications for ESD
- Integrate ESD into teacher and curriculum policy frameworks
- Develop national teacher education programmes and mechanisms for accreditation

Recommendations to regional bodies

- Identify new and strengthen existing networks
- Create new and strengthen existing channels of communication
- Share good ideas and best practices and resources
- Create a data base of ESD initiative and actors
- Set collaborative ESD research and teaching agendas within the region

- Develop regional teacher education programmes and mechanisms for accreditation
- Review current ESD initiatives to align with national contexts

Recommendations to the Task Force on Teachers for EFA

- Prioritise the profile and status of ESD on the International Task Force agenda
- Strengthen the articulation between UNESCO's International Teacher Network of reorienting teacher education to ESD and the Task Force on Teachers
- Identify and support dissemination of information on 'green' teacher education initiatives
- Expand the ESD initiatives to other educational initiatives
- Develop common standards to ESD for teachers education programmes
- Play a strong advocacy role within structures of educational forums and bodies
- Develop a data base of ESD regional and global networks
- Identify funding for ESD curriculum development, research, teaching resource development
- Continue to organise dialogue fora to share ideas and resources on ESD
- Make ESD resources available to all
- Disseminate ESD good practices and ideas through existing professional associations
- Draw up a list of journals which include publications on ESD from around the world
- Establish and expand existing social networks within and between different communities of practice
- Campaign to make ESD a strand in every educational conference or meeting
- Play a stronger advocacy role in ensuring current teacher education curricula include ESD
- Continue to work through the DESD to appeal to international agencies to keep funding ESD initiatives

Group 5: Monitoring & evaluation of teacher policies & practices, moderated by Dr Jean-Claude Mantes

Key issues

Effective monitoring and evaluation are key to ensuring good policies translate into good practice and scaling this out into other contexts. However inadequate teacher policies, combined with a lack of information about what is effective in teachers' policies and practice, are currently undermining the achievement of EFA goals. In countries which have not yet achieved EFA, teacher employment and management practices frequently suffer from inadequate policies, capacity, financial resources and statistical information, all of which impede progress towards EFA. However, in several cases, policies have been developed based on social dialogue involving a variety of stakeholders.

Within the concept of evaluation, it is necessary to differentiate between the evaluation of policies, the evaluation of teaching practices and the evaluation of existing capacity. The group presentations and discussions investigated the aims and objectives of evaluating teacher policies. Put simply, the practice of evaluation seeks to determine whether the means and resources employed have been efficiently used and produced the desired outcomes. In theory, evaluations should produce information regarding the functioning of the education system, school organisation and management practices and allow sources of inefficiency to be identified, thus enabling the actual capacity available to be measured against (theoretical) objectives and policies to be adapted accordingly. Efficiency can be improved by the relevant education actors adopting corrective measures. Thus a policy is refined by including existing resources.

Programmes such as SACMEQ and PASEC offer methodological frameworks to identify the level of knowledge of pupils and teachers but do not allow the holistic evaluation of policies. For this purpose, SABER (World Bank) or TISSA (UNESCO) provide more comprehensive frameworks.

A diagnostic analysis is an essential first step to defining a reformed and efficient teacher policy. Such an analysis requires:

- a reliable statistical information system
- a participative approach which promotes ownership within a culture of consensus and social dialogue
- a holistic, inter-sectoral approach and
- wide dissemination of the results so that these are fully owned by all stakeholders.

In formulating teacher policies, the following aims and principles should be borne in mind:

- Teacher policies are an integral part of education sector strategy but also need to adopt an inter-sectoral approach
- Teacher policies include different dimensions (recruitment, training, status, deployment, reward) which should be managed in a holistic manner
- Teacher policies must take account of macroeconomic and financial constraints.

Teacher policies by definition have a strong human and social dimension. Quantitative information must therefore be complemented with insights from qualitative approaches. Specific socioeconomic realities and inter-sectoral questions must be taken into account.

Recommendations to national stakeholders

- Prior to defining a teacher policy, conduct a diagnostic analysis using a holistic, inter-sectoral, participative approach which promotes ownership within a culture of consensus and social dialogue
- Ensure a reliable statistical information system is available
- Disseminate results widely to allow full stakeholder ownership
- Use both quantitative and qualitative information
- Take account of specific socioeconomic realities and inter-sectoral questions
- Regularly evaluate teaching practices using combinations of different evaluation tools
- Link the results of evaluations to CPD strategies
- Take account of convergent indicators of literacy, including media and information literacy (which should be included in the post-2015 agenda)
- Establish and support a comprehensive, participative, inter-sectoral dialogue, throughout the development of policies and programmes
- Promote the principle of accountability of teachers, of the state and of managers
- Introduce measures to attract and retain talented teachers
- Improve teacher employment conditions, work environment and career prospects, in order to improve teacher motivation
- Introduce a monitoring and evaluation mechanism to allow results based, rather than resource based, management.
- Manage teacher policies in a holistic manner
- Take account of macroeconomic and financial constraints when developing teacher policies

Recommendations to the Task Force on Teachers for EFA

- Build knowledge of how education systems really function and of effective strategies which bring about results
- Include convergent indicators of literacy, including media and information literacy in the post-2015 agenda

Synthesis of all recommendations

The recommendations of the thematic sub groups are summarised below within three themes: **teacher education and development; teacher status, working conditions, management, administration and career support;** and **teacher policies and the professionalization of teaching.** Each of these themes includes Inclusiveness and a focus on Education for Sustainable Development as intrinsic and integrated. A fourth theme of **evidence and research** is cross-cutting and relates to and impacts on all others. The recommendations are synthetically summarised in table 1 below.

Table 1: Synthesis of all recommendations

Teacher education and development	Teacher status, working conditions, management, administration, career support	Teacher policies and the professionalization of teaching
<p>NATIONAL</p> <p><i>Reorient teacher education curricula at the national level and mainstream innovative, inclusive teacher education practices including training in the use of new technologies, creative models of practice based inquiry, and teacher knowledge and capacity to deal with Education for Sustainable Development.</i></p> <p><i>Increase links with schools in the teacher education process. Teacher education must include cross cutting issues such as citizenship and involve an inclusive and equitable pedagogy. Professional teacher</i></p>	<p>NATIONAL</p> <p><i>Ensure conditions of service and support are compatible with effective teaching. Strengthen systems of teacher management and governance. Establish a dedicated Teaching Service Commission, along with coherent management systems that favour good teacher recruitment, administration and support. Professional teacher associations / unions must be recognised and involved.</i></p> <p><i>There should be concrete commitments in terms of financial allocations. Identify innovative funding mechanisms to increase</i></p>	<p>NATIONAL</p> <p><i>National teacher policies should be joined up, well aligned, inclusive and guided by social dialogue and international standards and bodies; their implementation should be monitored and evaluated and lessons learned. Nations should develop quality teaching standards and codes of ethics and professional conduct in consultation with teachers and their organizations.</i></p> <p><i>Teacher recruitment, deployment, retention and motivation policies should be based on a rights-based approach, with recruitment policy targeting teacher</i></p>

<p>associations / unions should be involved in developing pre-service and in-service teacher education programmes.</p> <p>There should be support for trainers of vocational education teachers. The education of teachers to work in remote areas and fragile and conflict contexts should prepare them adequately for that reality.</p> <p>REGIONAL</p> <p>Support existing networks in teacher education. Enhance the participation of key regional economic and development partners in inclusive teacher education.</p> <p>TASK FORCE</p> <p>Ensure assistance is coordinated and targeted to develop local capacity in support of inclusive teacher education and development. Establish a portal for teacher education and facilitate the sharing of toolkits and manuals.</p> <p>Make ESD resources available to all and develop common standards for ESD for teacher education programmes. Advocate to mobilise political will, lead policy on key teacher education and professional development issues and step up advocacy campaigns to include accountability for outcomes.</p>	<p>investments in teaching, such as engaging parents' associations and civil society to complement government funding.</p> <p>It is vital that education funding and organization decisions be transparent; career development opportunities must be available to teachers on an equitable basis. Up to date Teacher Management Information Systems should be used.</p> <p>There should be training in inclusion awareness and good practices for teachers and other education actors: teacher trainers, school managers, administrators, policy makers.</p> <p>Teachers in remote areas and in fragile and conflict contexts should benefit from appropriate management and support.</p> <p>REGIONAL</p> <p>Support the development and strengthening of systems of teacher management and governance.</p> <p>TASK FORCE</p> <p>The Task Force should increase knowledge and sharing of good policies and practices, and be sure to include issues of inclusion and hold governments accountable on their commitments to inclusion. With the ILO it should lead policy on standards.</p> <p>The Task Force should bring more organisations into the process.</p>	<p>candidates who show an aptitude and motivation.</p> <p>Inclusive competency frameworks should be developed. Teachers should be assessed through teacher assessment bodies and support provided for un- or under-performing teachers. Where necessary, and following due process, poor or disreputable teachers should be sanctioned or dismissed. There should be national standards for inclusive education, and a supply of locally trained and well-supported teachers to deliver inclusive education.</p> <p>There should be institutionalized, good faith social dialogue structures and mechanisms between education authorities and teachers/teachers' organizations.</p> <p>REGIONAL</p> <p>Support the development of quality teaching standards and codes of ethics and professional conduct.</p> <p>TASK FORCE</p> <p>Provide technical assistance and policy analysis to requesting Task Force member countries. Explore the possibility for some countries to co-finance their technical assistance. Strengthen civil society engagement, enabling serving teachers to participate more actively. Address issues of inclusion in teacher professionalization and create a working group on teacher licensing</p>
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Evidence and research

<p>NATIONAL</p> <p>National teacher, teacher training and education policies should be formulated on the basis of good quality evidence.</p> <p>REGIONAL</p> <p>Enhance evidence and research through the promotion of networking and collaborative research, which should involve teachers and policymakers and include the promotion of cross-national indicators and measurement efforts on inclusivity. Play a supportive and facilitating role, including support for research, innovation and lesson learning; provide good practices for country policies in a more systematic manner.</p> <p>TASK FORCE</p> <p>The Task Force should seek to create evidence informed policy briefs and maintain inventories of technical support and expertise, as well as disseminate research. It should focus on specific issues and solutions so that future dialogue forums can build on those actions. It should continue to facilitate inclusion through connections between government, NGOs and academic bodies at different levels, and should prioritise the profile and status of ESD on its agenda.</p>
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Recommended themes for the way forward

The final session of the forum had initially been intended as a synthesis for the recommendations from the sub groups. In the event, given the conference ambition to set the Task Force agenda for the next three years, it was judged preferable to give delegates the opportunity to identify and discuss the key policy objectives which should constitute priorities for the Task Force between now and 2015. The session was therefore conducted as a plenary, during which all participants were able to suggest policy directions for the Task Force structured around the three gaps: policy, capacity and finance. These are summarised in table 2 below.

Table 2: Recommended themes for the way forward

Nature of gap	Proposed themes	Rationale
Policy gap		
<i>National teacher policies.</i>	<p><i>National teacher policies.</i></p> <p><i>Mapping exercise of where national teacher policies exist and what these consist of</i></p> <p><i>Policy standards</i></p> <p><i>Indicators</i></p> <p><i>Consultation</i></p> <p><i>Information systems</i></p>	<p><i>Development of national comprehensive teacher policies as a priority</i></p> <p><i>Share information with countries which do not yet have policies or need advice or to benefit from the experiences of others</i></p> <p><i>Where policies exist, standards are needed to ensure implementation</i></p> <p><i>Key priority indicators are necessary to allow evaluation and comparison of policy outcomes.</i></p> <p><i>Wide public consultation is necessary in order to develop policies with strong ownership and commitment to implementation</i></p> <p><i>Information systems are necessary for development, implementation and evaluation of policies.</i></p>
<i>Professionalization of teaching</i>	<p><i>Professionalization of teaching</i></p> <p><i>More international research on teacher policy and practice</i></p> <p><i>Contractual and unqualified teachers</i></p>	<p><i>Policies to professionalise teaching are needed.</i></p> <p><i>International evidence on teacher policy and practice is needed</i></p> <p><i>Contractual and unqualified teachers are still a reality which jeopardises the profession. Policies are needed to phase out contractual teacher status and offer training to unqualified teachers, allowing them to achieve the academic and professional level of qualification to ultimately integrate into</i></p>

		<i>the profession as fully qualified teachers.</i>
<i>Teacher deployment and attrition</i>	<i>Teacher deployment on basis of need</i> <i>Teacher attrition</i>	<i>Need for SMART policies to ensure teachers are deployed where they are needed, especially in rural areas so children have equitable access to education.</i> <i>Need for policies to retain better qualified teachers and stop the negative impact on capacity/quality of their leaving the profession, e.g. in Namibia; more research is needed in this area.</i>
<i>TVET policies</i>	<i>TVET teacher training and training</i>	<i>Current absence of TVET training policies, including trainer training in professional/technical and vocational education.</i>
<i>N.B. general remarks regarding the policy gap</i>	<i>Comprehensive diagnosis of teacher issues</i> <i>Teachers in the post 2015 agenda</i> <i>Improve task Force website</i>	<i>In general, comprehensive diagnosis of teacher issues is necessary before developing policy</i> <i>Need for Task Force to address the evolution of teacher issues after 2015 and identify future directions</i> <i>More information sharing is needed</i>
Capacity gap		
<i>Availability of evidence</i>	<i>Research/data collection</i>	<i>More systematic information is needed at national and international levels on many issues e.g. the effectiveness of teacher training programmes, links between teacher training and performance, why teachers join/leave the profession</i>
<i>Capacity in training and research institutions and at policy level</i>	<i>Capacity building in training and research institutions and at policy level</i>	<i>Strengthen policy making, implementation and monitoring capacity</i>
<i>Capacity within teachers' organisations</i>	<i>Capacity development within teachers' organisations</i>	<i>Need for improved capacity development within teachers' organisations, including support in elaborating national development plans</i>
<i>Absence of awareness of inclusion</i>	<i>Inclusion as a focus at all levels of capacity development</i>	<i>Need for inclusion as a focus at all levels of capacity development: not just focussing on children with disabilities but on all aspects of exclusion and equity.</i>
<i>Quality of teacher education</i>	<i>Improvement of pre-service and in-service education</i>	<i>Need for ongoing improvement of pre-service and in-service education, including resource centres, supporting universities and colleges to become centres of excellence</i>
<i>Availability of CPD</i>	<i>Affordable, innovative methods of CPD for teachers</i> <i>Open and distance learning (ODL)</i>	<i>Need for affordable, innovative methods of CPD for teachers, particularly in remote and rural areas</i> <i>Open and distance learning (ODL) may be a cost effective mode of teacher development, especially for TVET</i> <i>Need to promote teacher competence in ICTs</i>

	<i>Teacher competence/education in ICTs</i>	
<i>N.B. general remarks regarding the capacity gap</i>	<i>Definition of capacity</i> <i>Identification of existing capacity</i> <i>Evidence led capacity building</i> <i>Emphasis on social learning</i> <i>Context-appropriate skills</i>	<i>In general, there is a need to define capacity (human/institutional), identify existing capacity, build bridges, establish connections. Capacity building should combine research and practice and use evidence to lead to effective improvement of education systems. The emphasis should be on social learning rather than social engineering: identify skills teachers do have, not what they lack. Include these in practice, rather than importing methodologies from elsewhere.</i>
Financing gap		
<i>Lack of awareness of central role of finance</i>	<i>Teacher policies at the centre of the education debate</i>	<i>Need for consensus regarding the vital role of teachers/teaching and the need for adequate finance.</i>
<i>Lack of commitment to education financing</i>	<i>Advocacy of donors and governments</i>	<i>Need for commitment from donors and governments to financially support education financing and the Task Force's work</i>
<i>Lack of TF focus on education financing</i>	<i>Small working group on education financing</i>	<i>Need for the creation of a small working group on education financing representative of the currents in the Task Force, to urgently look at what is possible in the way of innovative financing to increase resources for investment in teachers . This should include focussing within national resources, not only international development aid, given that most recurrent budgets go to teacher costs.</i>
<i>Commitment to finance CPD</i>	<i>Balance between teacher initial education and CPD</i>	<i>CPD funds are always the first to be cut. Need to balance initial teacher education and CPD and look at time and cost implications of CPD</i>

Summary of closing ceremony

The policy dialogue forum was officially closed by the Deputy Minister of Education. The closing ceremony included a vote of thanks given by His Excellency Haroun Ali Suleiman, Minister of Labour, Economic Empowerment and Co-operatives of Zanzibar, and brief interventions by one of the Task Force co-chairs and a representative of VSO on behalf of civil society.

Conclusion

The policy dialogue forum demonstrated the wealth of actions and activity undertaken by Task Force members over the past three years and the enormous added value provided by regional and international collaboration, exchanges and information sharing. In particular, it showcased the valuable evidence base which is progressively being created on different aspects of teacher issues, and is a clear case of the value of a collective effort exceeding the sum of its parts. The recommendations which emerged from the thematic group sessions are informed, realistic and realisable, being based on the collective experiences and knowledge of an international community of experts and experienced practitioners.

The task facing the Task Force now – not merely the Secretariat but the entire global alliance of agencies and governments with a vested interest in teachers’ issues – is to continue to work in synergy at the national, regional and global levels to ensure those recommendations are translated into actions and promote the incremental changes needed to fill the teacher gap. The forum also demonstrated that Task Force members have insightful, informed, realistic visions about the directions the alliance should take over the next three years. The next task will be to identify priorities within these and to develop an action plan for the next three years. This should be sufficiently structured to allow global planning, implementation and monitoring of broad policy objectives, yet sufficiently flexible for individual countries and organisations to pursue strategies and activities which correspond to the local or national context, whilst continuing to encourage dynamic exchanges and cross fertilisation.

Annexes

i) Conference programme

Day 1: 28/11/2012

Time	Content	Moderator/ Responsible Party	Venue
8:30 – 9:15	Registration	Secretariat	Safari Hotel
9:15 – 9:30	Officials' visit to the Exhibition	Liaison Office	Safari Hotel
9:30 – 10:30	Session 1: Opening Ceremony - Welcome Address, <i>Khomas Governor</i> - Statement, <i>UNESCO</i> - Overview of the Task Force, <i>Co-chair of the Task Force</i> - Overview of the Policy Dialogue Forum, <i>Chief: TF Secretariat</i> - Statement, <i>Minister of Higher Education & Research of Guinea</i> - Keynote Address, <i>Namibia Minister of Education</i>	Permanent Secretary: MOE Namibia	Safari Hotel
10:30 – 11:00	GROUP PHOTO and COFFEE BREAK		
11:00 – 13:00	Session 2: Teacher Policies and Practices in Namibia: An overview A Teacher's perspective Namibian experience: Key themes Topic 1: Teacher Education and Professional Development Chairperson: Dr. M. K. Tjivikua (PoN) Discussants: Dr. Amukugo (UNAM) and Mr. J. Udjombala Rapporteurs: Regional Director and a teacher/NGO Topic 2: Teacher Management Chairperson: Dr. Iijambo (UNAM) Discussants: Prof. Fred Opali (IUM) and Mr. B. Haingura (NANTU) Rapporteurs: Regional Director and a teacher/NGO Topic 3: Teacher Monitoring and Evaluation Chairperson: Uhuru Dempers (Namibia Education Coalition) Discussants: Dr. Med (MOE/MCA) and Dr. C. Villet (UNAM) Rapporteur: Regional Director and a teacher/NGO Topic 4: Teacher Education and Diversity Chairperson: Mr. L. Davids Discussants: Rev. M. Kapere (CCN), Mr. M. Conteh (NIPAM) Rapporteurs: Regional Director and a teacher/NGO Topic 5: Teacher Education for Vocational Education Chairperson: Mr. Franz Gertze	Permanent Secretary: MOE Ms. Loide Shaanika Dr. Hertha Pomuti (NIED) Dr. John Nyambe (CPD) Dr. Elizabeth Ngololo Dr. L. Kahikuata Mr. M. Ndjoze- Siririka	Safari Hotel

Time	Content	Moderator/ Responsible Party	Venue
	<p>Discussants: Mr. S. Van Staden (PoN) and Prof. Earle Taylor (IUM)</p> <p>Rapporteurs: Regional Director and a teacher/NGO</p>		
13:00 – 14:30	LUNCH BREAK		
14:30 – 16:15	<p>Session 3: Plenary</p> <p style="padding-left: 40px;">Regional Responses to the Teacher Challenge</p> <p style="padding-left: 40px;">- Africa , Arab States, Asia; Latin America & the Caribbean, and Europe & North America</p>	Regional Experts	Safari Hotel
16:15 – 16:30	<p>COFFEE BREAK</p> <p>(Participants join their groups immediately)</p>		
16:30 – 18:00	<p>Session 4: Thematic Group Sessions</p> <p style="padding-left: 20px;">Group 1: Teacher education and professional development</p> <p style="padding-left: 20px;">Group 2: Teachers’ status and working conditions</p> <p style="padding-left: 20px;">Group 3: Inclusion in teacher policies and practices</p> <p style="padding-left: 20px;">Group 4: Teachers and teaching for sustainable development</p> <p style="padding-left: 20px;">Group 5: Monitoring and evaluating teacher policies and practices</p> <p style="padding-left: 20px;">Relevant practices and experiences from group members</p> <p style="padding-left: 20px;">(5 Regional Directors as Deputy Rapporteurs for International sessions)</p>	Coordinators of the 5 sub- themes	Safari Hotel
19:00 – 21:00	<p>ONLY for Organizers</p> <p>De-briefing Summary and conclusions session on Day 1</p>	Secretariat & moderators	Safari Hotel

Day 2: 29/11/2012

Time	Content	Moderator/ Responsible Party	Room
9:00 – 11:00	Session 5: Group sessions (cont'd) Conclusions for reporting in plenary	Coordinators of the 5 sub- themes	Safari Hotel
11:00 – 11:30	COFFEE BREAK		
11:30 – 13:00	Networking (Side meetings, consultations for regional or institutional collaboration, visit to exhibition stands, finalization of general report, etc.) Site visits (identified schools/ and education institutions of higher learning-sites to be announced)	Secretariat and Liaison offices	Safari Hotel Outskirts of Windhoek
13:00 – 14:30	LUNCH BREAK		
14:30 – 16:00	Session 6: Plenary session - Presentation of Group Reports General discussion	Coordinators of the 5 sub- themes	Safari Hotel
16:00 - 16:30	COFFEE BREAK		
16:30 – 17:30	Session 7: Plenary Conclusions and Recommendations for the way forward – Implications for: - Member States - Regional organizations - The Task Force global network (within the framework of the “ <i>Education First</i> ” initiative)	Co-chairs Task Force	Safari Hotel
17:30 – 18:00	Closing Ceremony-Deputy Minister of Education	Permanent Secretary/Head of International Task Force	Safari Hotel
19.00- 21.00	Farewell/closing dinner	Secretariat/Liais on office	Hilton Hotel

ii) List of participants (as provided to the consultant)

NAMIBIAN PARTICIPANTS					
NO	FIRST NAME	POSITION	MINISTRY/INSTITUTION/ ORGANISATION	REGION	ROLE AT THE CONFERENCE
1.	Mr. Alferd lilukena	Permanent Secretary	Ministry of Education	Khomas	Delegate
2.	Mr. Erastus I. Negonga	Permanent Secretary	Ministry of Gender, Equality & Child Welfare	Khomas	Delegate
3.	Ms. Veno Kauaria	Director	Ministry of Education	Khomas	Delegate
4.	Ms. T. Seefeldt	Director	Ministry of Education	Khomas	Delegate
5.	Dr. Med Chottepanda	M & E Consultant	Ministry of Education	Khomas	Delegate
6.	Mr. Tuaunda Keeja	Deputy Director	Ministry of Education	Khomas	Delegate
7.	Mr. Getzen H. Rutjindo	Deputy Director	Ministry of Education	Khomas	Delegate
8.	Ms. Sandra Van Zyl	Deputy Director: Higher Education	Ministry of Education	Khomas	Delegate
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**International Task Force on Teachers for
EFA
5th international policy dialogue
Windhoek, Namibia
28-29 November 2012
Evaluation form review and analysis**

**Simone Doctors
16 December 2012**

This report presents the review and analysis of the evaluation forms completed by delegates to the 5th international policy dialogue convened by the International Task Force on Teachers for Education for All in Windhoek, Namibia on 28-29 November 2012. For clarity, the report follows the order in which questions were presented on the evaluation forms. It finds a high level of overall satisfaction with the policy dialogue forum. A number of suggestions for improvement are made, based on the analysis of the evaluation forms. Finally, the report makes some suggestions for improving the evaluation forms for future use.

Respondents to evaluation

129 evaluation forms were completed by delegates (a response rate of approximately 54%, based on 240 delegates). Of the 129 respondents, 59 (45.74%) were female; 66 (51.16%) were male; 4 (3.10%) did not indicate their gender (see chart 1).

Respondents described their roles as follows (see chart 2):

Focal Point 6/129 (4.65%)
Steering Committee member 18/129 (13.95%)
Expert/resource person 21/129 (16.28%)
Civil society 9/129 (6.98%)
Teacher 32/129 (24.81%)
Government official 41/129 (31.78%)
Other 1/129 (0.78%)
No response (NR) 1/129 (0.78%)

Respondents were not asked about the country or organisation they represent, nor about their institutional role. That information would have allowed further valuable disaggregation of the evaluation results.

1. Respondents indicated they learned about the policy dialogue as follows (see chart 3):

Secretariat: 37 (28.68%)
Ministry: 68 (52.71%)
Agency: (CSO/NGO etc) 8 (6.20%)
Task Force website: 8 (6.20%)
Other 7: (5.43%)
NR: 1 (0.78%)

2. For the majority of respondents, this was their first experience of participation in Teacher Task Force policy dialogues or conferences (see chart 4). 113 (87.60%) respondents indicated no previous participation, whereas 15 (11.63%) had participated in previous events and 1 (0.78%) did not respond. Of those who had attended previous policy dialogues or conferences, 7 delegates had attended one such event; 4 delegates had attended two; 2 delegates had attended three; 1 delegate had attended four; 1 delegate did not state how many.

3. Question 3 read: "Did you any information about the opportunity to share your learning and good practices in the policy dialogue?" The typographic error appears to have confused several respondents, 21 (16.28%) of whom did not respond. Of those who did respond, several amended the question to read "did you receive any information..." 77 (59.69%) respondents answered affirmatively; 31 (24.03%) responded negatively.

4. 70 (54.26%) respondents had received concept papers or the policy dialogue programme schedules in advance to enable them to prepare for the policy dialogue, whereas 57 (44.19%) had not and 2 (1.55%) did not respond to this question (see chart 5).

5. This question is addressed in 2 above, since it gives further information to clarify the responses to question 2.

6. Delegates' reasons/objectives for attending the policy dialogue were given using open, qualitative responses. These are grouped into categories below, followed by the number of responses in each category (see chart 6). Several respondents indicated more than one reason, so the numbers given exceed the number of respondents.

- A. Learn about other countries'/organisations' teacher challenges, best practice, policies and practice (54 delegates)
- B. Share my country's/organisation's teacher challenges, best practice, policies and practice/present a paper (41 delegates)
- C. Learn more about the Task Force and its mission/learn about education in general (20 delegates)
- D. Invited/sent by/representing my country/organisation/department; member of steering committee/donor/relevance for job (20 delegates)

- E. Deepen knowledge of teacher issues and policy globally (23 delegates)
- F. Promote collaboration/partnership, build/develop networks (13 delegates)
- G. Support teachers/promote teacher status and conditions/improve teaching practice/advocacy/promote EFA goals/support Task Force activities (22 delegates)
- H. (no response: 12 delegates)

7. The majority of respondents stated that the conference fulfilled their reasons for attending (see chart 7), with 73 (56.59%) delegates replying “yes” to this questions and 51 (39.53%) replying “yes, to some extent”. Only 3 delegates (2.33%) replied “no”, whereas 1 (0.78%) replied they were “not sure”. One (0.78%) did not respond to this question.

8. The most beneficial aspect of the conference were described by respondents using open, qualitative responses. These are grouped into categories of response below (see also chart 8). The majority of respondents indicated that the opportunities for sharing ideas, experiences and information and the group work sessions had been most beneficial to them. Several respondents indicated more than one aspect, so the responses given exceed the number of respondents.

- A. Perspectives on Namibia: 7 respondents
- B. Networking: 16 respondents
- C. Group work: 90 respondents
- D. Plenary: 5 respondents
- E. Sharing ideas/experiences/information: 110 respondents
- F. Presentations/learning from experts: 16 respondents
- G. (no response 16 respondents)

9. Likewise, the sessions delegates found most interesting were described using open, qualitative responses. These were described by respondents in various different ways and have been grouped into the different categories below, based on the sessions designated (see also chart 9). Some respondent designated several sessions: for example, several designated the thematic groups sessions 4 and 5 and session 6, the plenary in which the results of these were presented.

- Session 1: Opening ceremony: 3 respondents
- Session 2: Teacher policies and practices in Namibia: 11 respondents
- Session 3: Regional responses to the teacher challenge: 15 respondents
- Sessions 4 and 5: thematic group sessions: 75 respondents
- Session 6: Plenary presentation of group reports: 18 respondents
- Session 7 Plenary on recommendations and the way forward: 8 respondents
- Site visit: 1 respondent
- All of them: 6 respondents
- No response: 18 respondents

Respondents were asked to explain their answers to the above question. Many did not, possibly because this was not presented as a separate question on the questionnaire. Of the majority of respondents who indicated they found the thematic group session most interesting, explanations given tended to stress the opportunities these sessions offered to participate, interact, share experiences, discuss their own issues, to go into more detail and explore communalities, in addition to mentioning the high quality of facilitation. One respondent wrote: “you could hear different perspectives of a situation, relate to it and find a common way of tackling the problem.”

10. Respondents’ overall satisfaction with the policy dialogue, focussing on a variety of different aspects of the event, was elicited using a Likert scale (very satisfied - somewhat satisfied – neutral - somewhat dissatisfied - very dissatisfied). Their responses are collated and presented in table 1 below.

The responses demonstrate a high level of overall satisfaction: the majority of respondents are either very satisfied or somewhat satisfied with all aspects. There were particularly high levels of satisfaction (over 80% declaring themselves very satisfied or somewhat satisfied) with the conference content, the venue, the registration process, food, materials and resources and the facilitation/moderation of both plenary and thematic sessions.

Delegates were least satisfied with their opportunity to participate actively in the sessions, opportunities for networking, the existence of concurrent sessions, and the length and timing of plenary and thematic sessions. Comments by certain respondents shed some light on these scores: some respondents felt the amount of time spent in plenary sessions reduced the opportunity for active participation and for networking. Several regretted not being able to participate in all the thematic sessions and suggested future meetings should be limited to one main theme. Several delegates considered that the plenary sessions

contained too many interventions, tended to run over time too frequently and were too often interrupted to accommodate the other commitments of VIP guest speakers and dignitaries. Regarding the timing of the thematic group sessions, several respondents considered insufficient time was made available for these, which was regrettable since they were “the main activity on which the recommendations were based”.

The rate of non responses for certain aspects, such as logistics (which covered international travel matters), accommodation and “other services” (which covered IT, first aid and information) suggests that certain respondents did not use these services or feel these aspects applied to them. The relatively high number of “neutral” or non responses for the exhibition suggests some delegates did not visit the exhibition.

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	NR
Logistics information and support (e.g. flights, visa, transit etc)	53 (41.09%)	23 (17.83%)	21 (16.28%)	4 (3.10%)	1 (0.78%)	27 (20.93%)
Conference content	68 (52.71%)	44 (34.11%)	8 (6.20%)	2 (1.55%)	2 (1.55%)	5 (3.88%)
Venue	96 (74.42%)	21 (16.28%)	6 (4.65%)	0	1(0.78%)	5 (3.88%)
Registration process	79 (61.24%)	29 (22.48%)	11 (8.53%)	5 (3.88%)	3 (2.33%)	2 (1.55%)
Opportunities to actively participate in the sessions	48 (37.21%)	51 (39.53%)	20 (15.50%)	9 (6.98%)	0	1 (0.78%)
Opportunities for networking	55 (42.64%)	43 (33.33%)	24 (18.60%)	4 (3.10%)	0	3 (2.33%)
Food (quality, service)	66 (51.16%)	42 (32.56%)	13 (10.08%)	5 (3.88%)	0	3 (2.33%)
Accommodation	70 (54.26%)	15 (11.63%)	13 (10.08%)	3 (2.33%)	0	28 (21.71%)
Materials/resources (papers, handouts etc.)	67 (51.94%)	44 (34.11%)	7 (5.43%)	8 (6.20%)	1 (0.78%)	2 (1.55%)
Concurrent sessions	42 (32.56%)	49 (37.98%)	21 (16.28%)	3 (2.33%)	0	14 (10.85%)
Facilitation/moderation of plenary sessions	62 (48.06%)	54 (41.86%)	11 (8.53%)	0	1 (0.78%)	1 (0.78%)
Facilitation/moderation of thematic sessions	65 (50.39%)	53 (41.09%)	9 (6.98%)	1 (0.78%)	1 (0.78%)	0
Length/timing of plenary sessions	34 (26.36%)	57 (44.19%)	21 (16.28%)	15 (11.63%)	1 (0.78%)	1 (0.78%)
Length/timing of thematic sessions	36 (27.91%)	57 (44.19%)	20 (15.50%)	13 (10.08%)	2 (1.55%)	1 (0.78%)
Language support	66 (51.16%)	21 (16.28%)	17 (13.18%)	5 (3.88%)	1 (0.78%)	9 (6.98%)
Exhibition	44 (34.11%)	39 (30.23%)	19 (14.73%)	5 (3.88%)	0	22 (17.05%)
Other services and hospitality (IT, first aid, information)	57 (44.19%)	36 (27.91%)	19 (14.73%)	1(0.78%)	1 (0.78%)	15 (11.63%)

Table 1: Breakdown of responses indicating overall satisfaction with the policy dialogue

11. Topics or themes listed by respondents as being of interest for a future policy dialogue are grouped below according to theme and presented in approximate order of the frequency with which they were cited. There were 25 non responses to this question. Several respondents indicated a number of different themes.

A. Teacher education and professional development, inclusive teacher education, teacher education and diversity, harmonising/tuning teacher education across regions, innovative teacher training initiatives, recruiting candidates for teacher training, links between theory and practice in teacher education and professional development, teaching for sustainable development, how to include demand-driven interventions in teacher education as and when needed, curriculum of teacher education, teacher competencies and child development, training in classroom discipline, subject content in teacher training, in-service teacher training, distance teacher education, exchange programmes

B. Education quality: are all children learning?, impact of education leadership on quality, how to address gaps identified by standardised tests (SATs, SAQMEC), subject networking with other countries to support quality teaching and learning, subject content in teacher training, teaching mathematics, how to assist teachers to improve classroom practice, development of quality culture in schools, teachers in a classroom perspective

C. Policy formulation and implementation, research on teacher policies and practice, how to develop and implement teacher policies, monitoring and review of policy, implementation of recommendations from 5th Forum, same themes as 5th Forum and what has been done since Forum (6 respondents on implementation)

D. Professionalization of the teaching profession, valorisation of the profession, teachers' responsibility for valorisation of their profession, factors of absenteeism (illness, alcohol abuse, dress code), accountability and responsibility of teachers

E. Education financing in relation to teacher policies and status, teachers' labour market, teacher salaries, international monitoring of teachers' salaries, economic aspects, increase in resource allocation, TMIS

F. Teachers' work and employment conditions, teachers' housing, excessively long probation periods, teacher welfare, status of teachers, licensing of teachers, support for teachers, incentives for retaining teachers, teacher career ladder, contractual teachers

G. Teachers for marginalised, fragile contexts, teacher training in post conflict contexts: models and curricula, teaching in conflict/post conflict areas, deployment of teachers to hardship areas, nomadic education and teacher training, refugee education, vulnerable children and education, challenges of rural and urban areas

H. School management, leadership education, teacher management and administration, impact of leadership on education quality (8 respondents)

I. Evaluation of teachers' performance, performance based management, quality teacher indicators and impact on learning, constructing a consensual framework for teacher evaluation, firing incompetent teachers and policy makers

J. TVET, teacher education for vocational education (7 respondents)

K. Trainer training, selection and qualifications of teacher trainers, curriculum of teacher trainer education

L. ICT- integrated pedagogy, teachers' ICT competency, teacher education and ICT

M. Teachers in post 2015 agenda (3 respondents)

N. Curriculum development, use of mother tongue, language and culture as vehicles for EFA

O. Secondary education, secondary school issues

P. Improving quality of education in the Namibian context, teaching for sustainable development in Namibian context

Other suggestions made regarding future policy dialogue included the recommendation that secondary school learners should be included in the participants and that one theme only should be chosen to allow in depth discussion.

12. Respondents declared their intention to share the learning and experience of this policy dialogue with their colleagues, departments and agency through meetings (30 respondents), workshops (12), reports (18 respondents), by making presentations (13 respondents), by sharing the paper or electronic documents from the forum or their own notes (25 respondents). A small number of respondents (3) regretted they would be unable to share the learning due to the nature of

their institutional organisation or to institutional fear of change. Several respondents indicated a variety of methods; there were 9 non responses.

13. 74 (57.36%) respondents reported their intention to share their experiences with a wider audience, with a number of these declaring their intention to use a blog (2 respondents), website (9 respondents), newsletter (9 respondents) or Facebook (1 respondent). 33 (25.58%) respondents replied negatively to this question, with a further 10 (7.75%) saying they did not know and 12 (9.30%) non responses.

14. Respondents declared they/their agencies would support the implementation of task force activities in a wide variety of ways, which are grouped below (several responses detailed more than one method or action):

- A. Support them in any way possible (15 responses)
- B.As a steering committee member (10 responses)
- C.Through advocacy (12 responses)
- D.By disseminating information (21 responses)
- E.Implementation/proposing implementation of ideas/recommendations from the forum in home country/organisation (21 responses)
- F.Research (8)
- G.No response (32)

A further 14 responses contained very specific pledges of action; it is hoped that these delegates/organisations have identified themselves and their pledges of cooperation to the Secretariat: it would have been useful to identify these organisations on the questionnaire. In addition, 2 respondents declared that there was “nothing worth implementing”; a further 2 stated that they had no power to act without higher level approval.

There were a number of very specific and encouraging responses indicating an intention to implement learning, such as this one: “by reviewing our teacher education programmes, bringing in some of the issues not currently addressed in our programmes... [we will] put them on our teacher education committee to form part of our strategic plans, build in M&E processes to ensure it is implemented and that funds are secured for it. Also build it into our teacher policy development.”

Other comments/suggestions

A number of questionnaires included additional comments. The following indicates the transformational experience of participation in the forum for one delegate: “My region nominated me to attend this policy dialogue. It was the first of the kind. I am disabled; however I am an able educator. With my personal limitation I felt valued for having contributed immensely to this discussion. Even though my education is only an honorary degree, I am now challenged to study further, especially in the field of educational sustainability. I would like to continue taking part in Task Force activities” (name and address supplied).

Consultant’s conclusion and recommendations

Review and analysis of the questionnaires reveals a high degree of satisfaction with the policy dialogue forum and suggests a number of improvements for future events. The review and analysis was time consuming and complex, due to the nature of the questionnaire which, in particular, contains a large number of completely open questions with no guidance or parameters given regarding the responses. This meant it was necessary to code the responses individually. Furthermore, some questions are unclear, and this is reflected in the responses: in addition to the typographical error in question 3, there was a further problem with the positioning of the boxes for respondents to tick and the lack of clarity regarding how to indicate “yes” and “no” answers (it became clear on analysis that many respondents had put a cross through the response they wished to choose, whereas in many cultures this would indicate rejecting that response i.e. choosing the other one).

Asking informants to state their nationality would have provided valuable information. In particular, many of the Namibian responses appeared to function as a distinct group, although it was not possible to verify this as the questionnaires are anonymous. It would also be useful to have information about the respondents’ role/organisation outside of the Task Force, in order to analyse their responses more meaningfully.

Simone Doctors, independent education consultant and general rapporteur, 16 December 2012

Annex: Graphs and tables

Chart 1: Respondents by gender

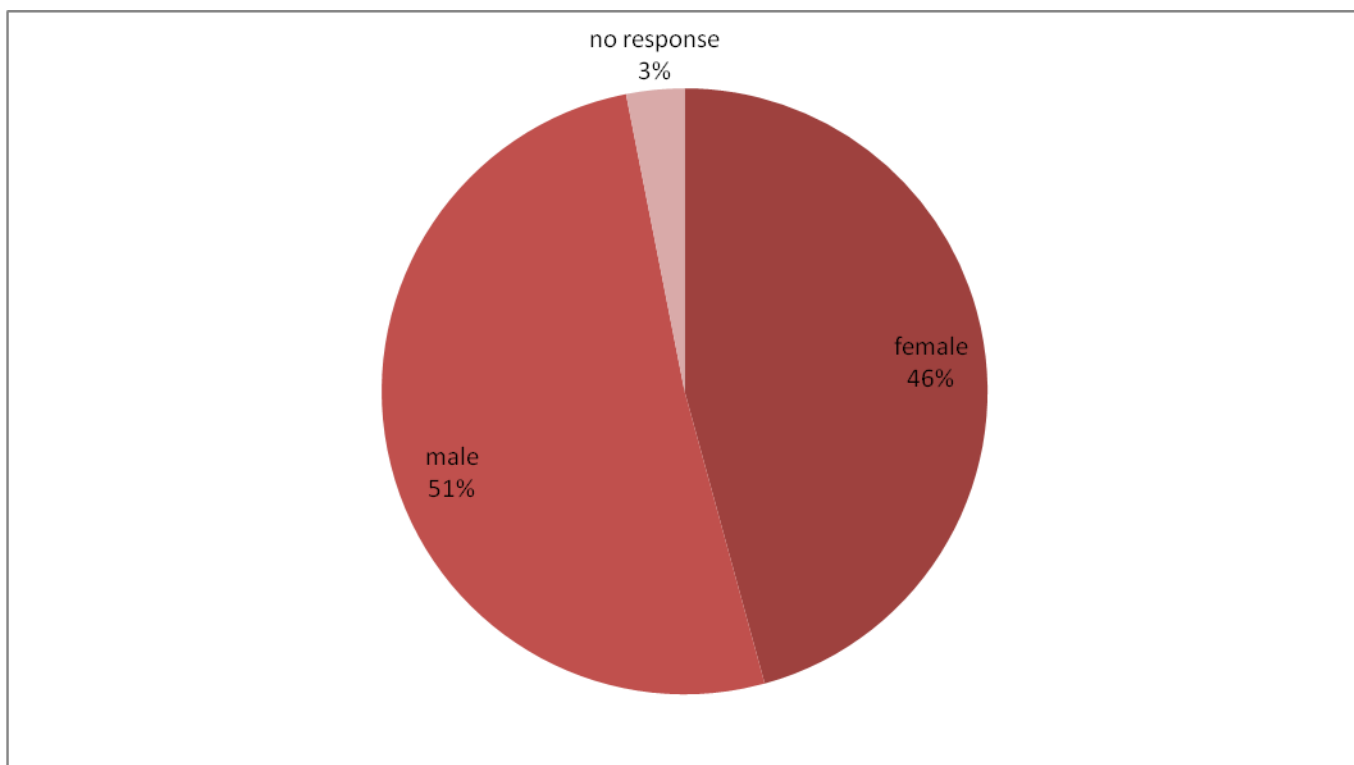


Chart 2: Respondents by role

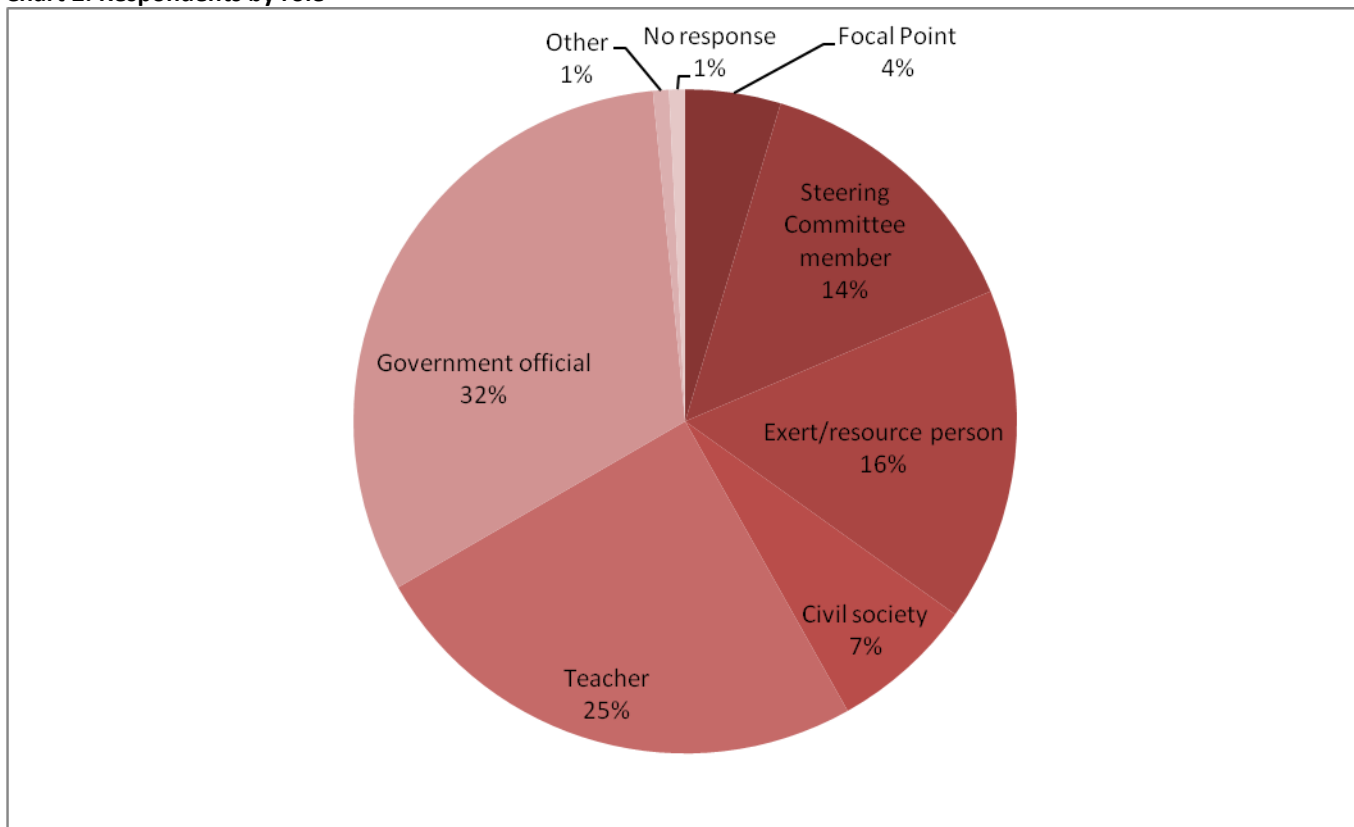


Chart 3: Source of information about policy dialogue forum

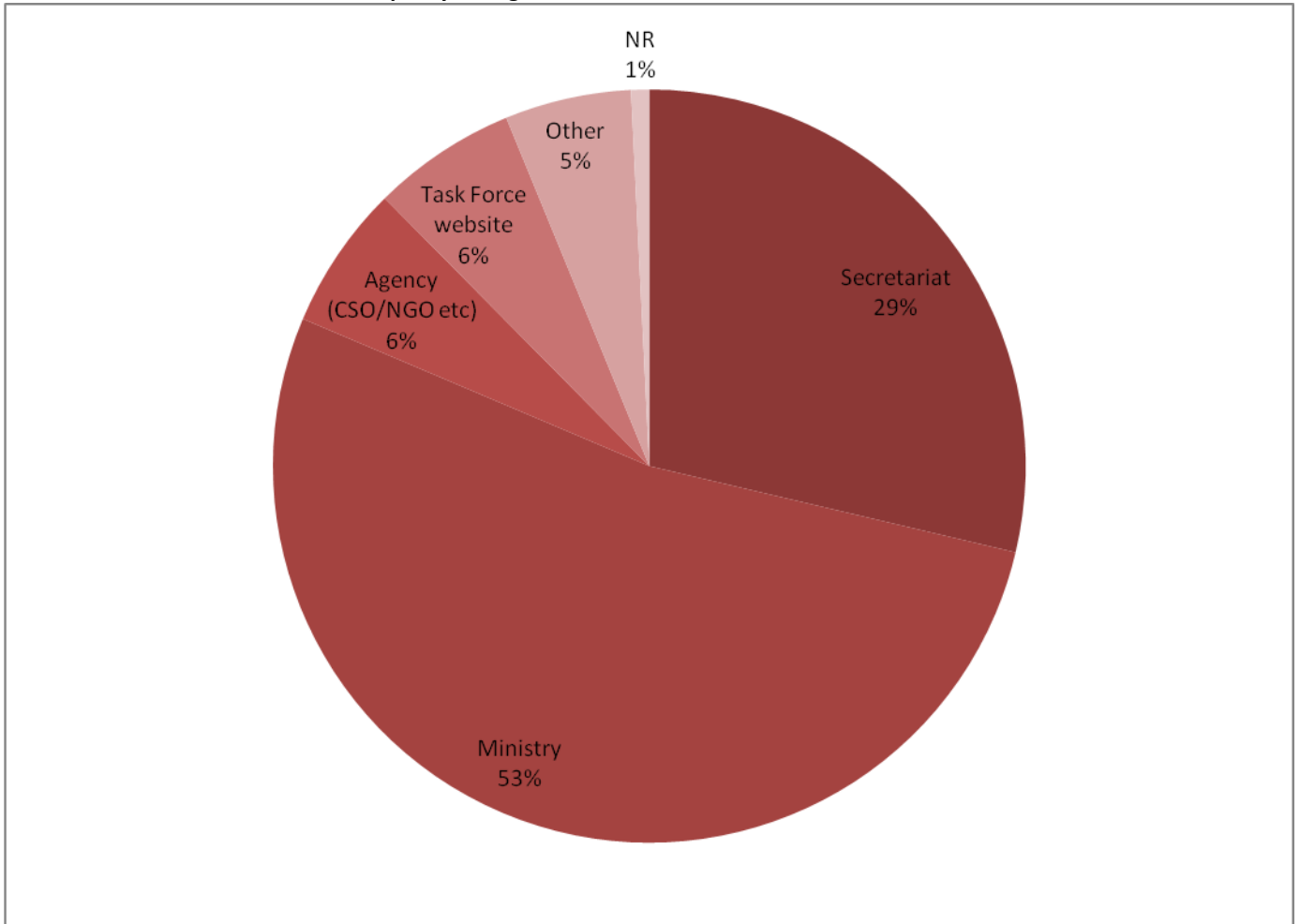


Chart 4: Previous participation in Task Force policy dialogues or conferences

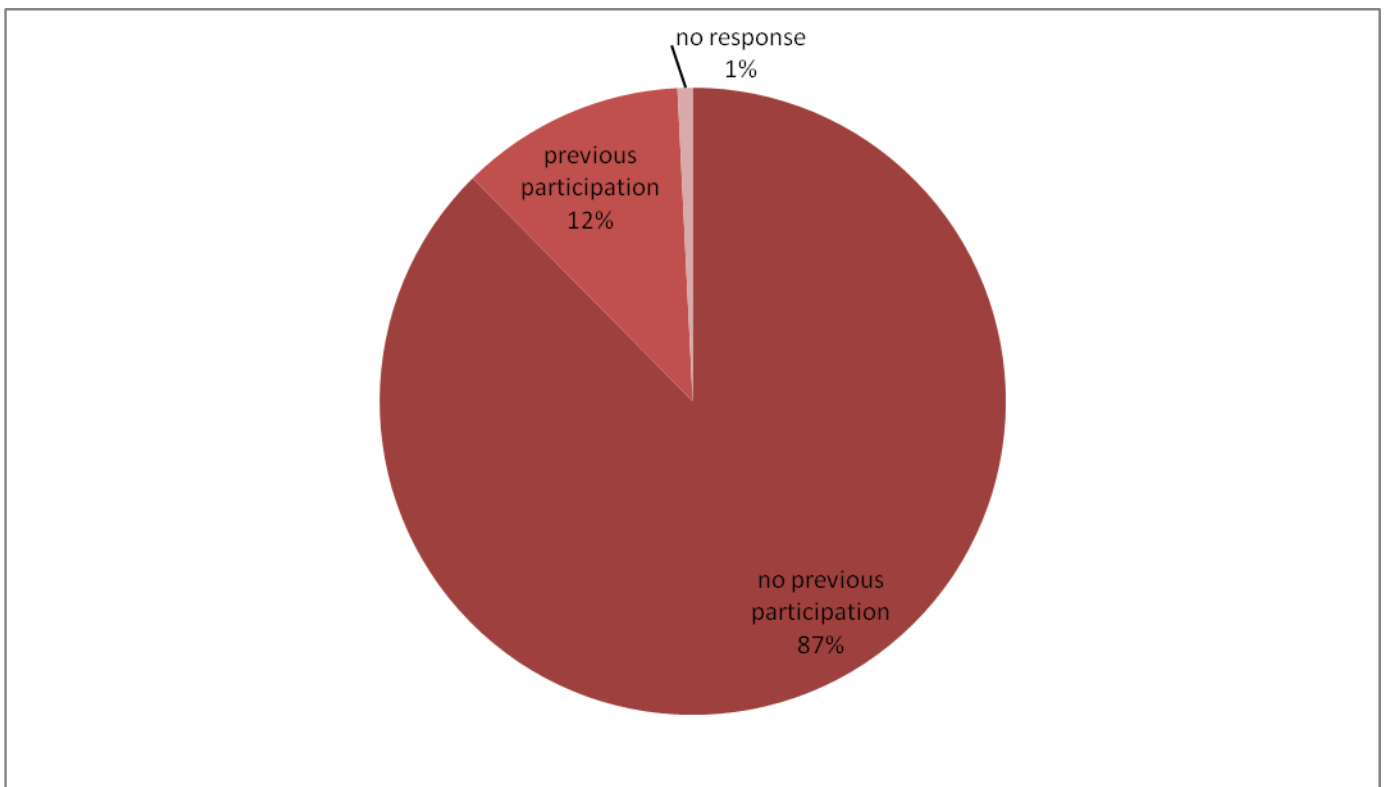


Chart 5: Document received in advance of policy dialogue

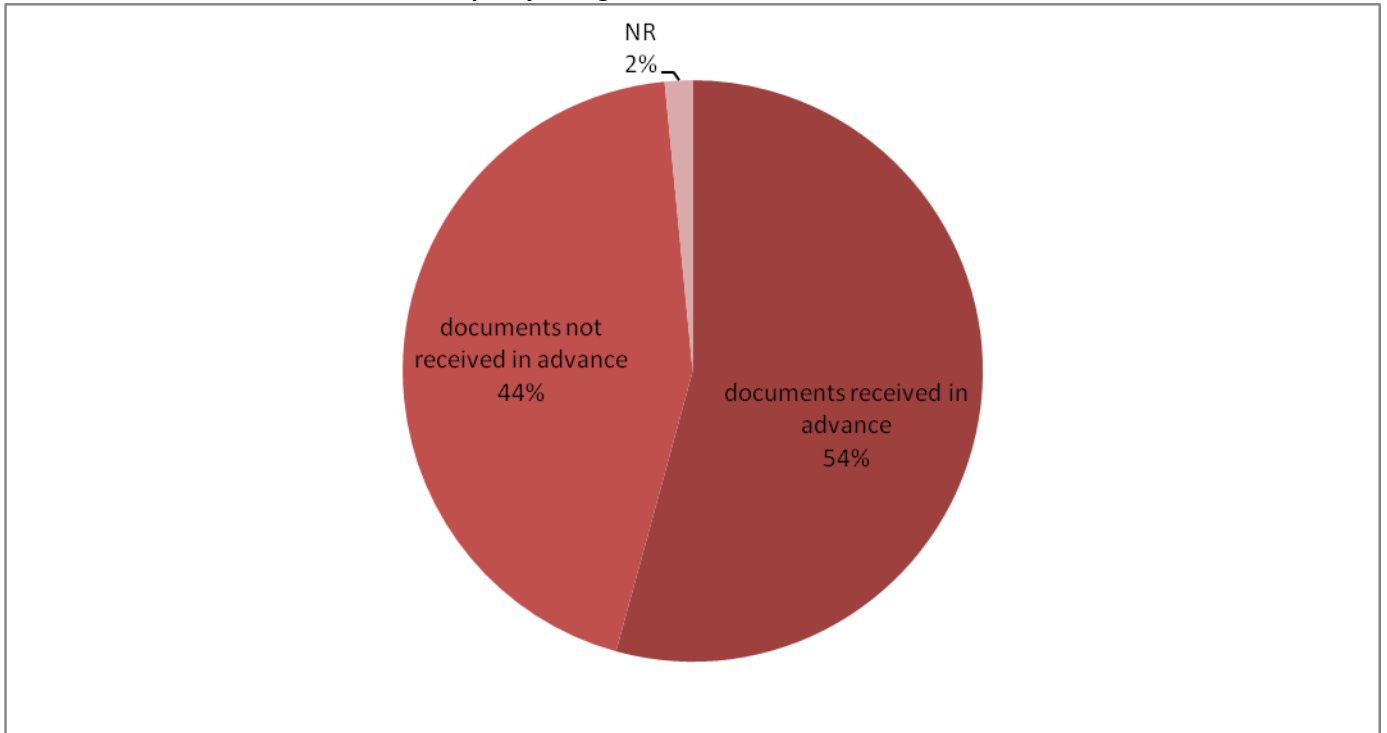
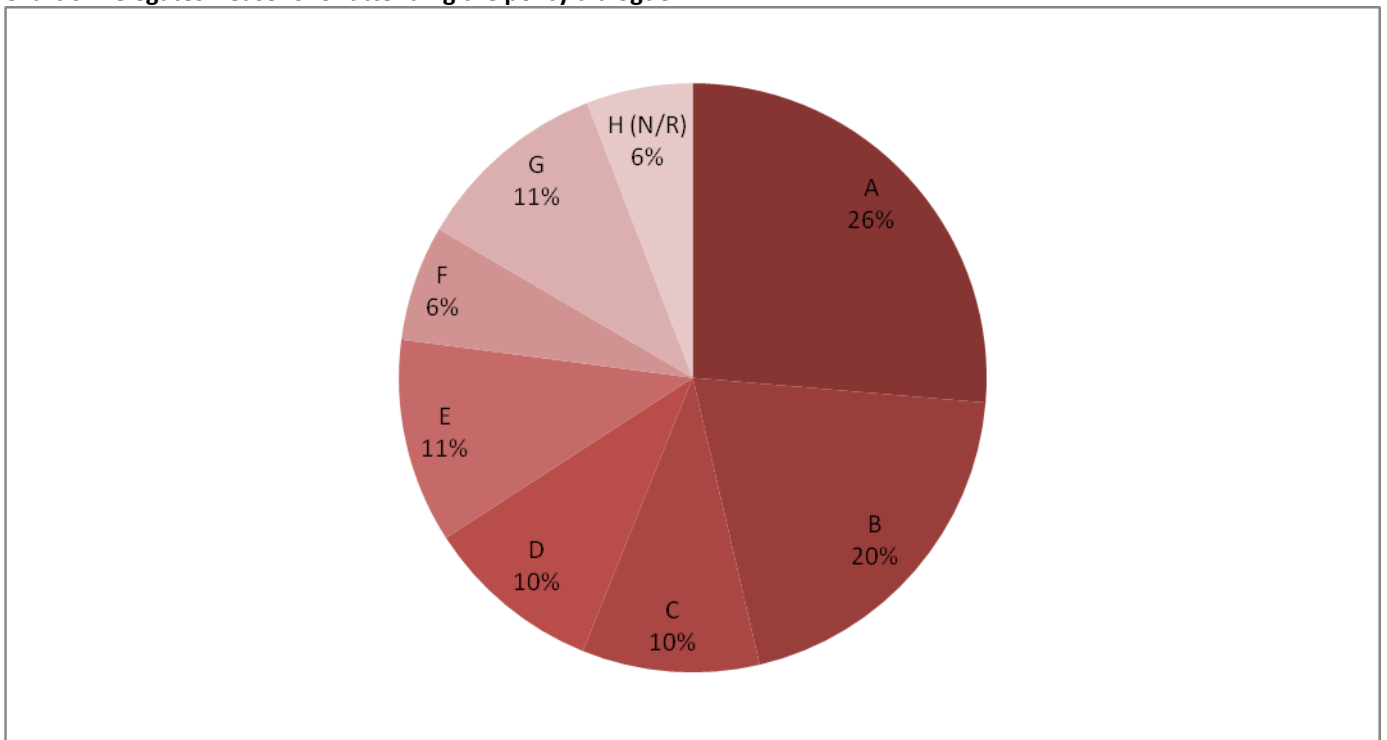


Chart 6: Delegates' reasons for attending the policy dialogue



- A. Learn about other countries'/organisations' teacher challenges, best practice, policies and practice
- B. Share my country's/organisation's teacher challenges, best practice, policies and practice/present a paper
- C. Learn more about the Task Force and its mission/learn about education in general
- D. Invited/sent/representing country/organisation/department; member of steering committee/donor/relevance for job
- E. Deepen knowledge of teacher issues and policy globally
- F. Promote collaboration/partnership, build/develop networks
- G. Support teachers/promote teacher status, conditions, practice/advocacy/promote EFA/support Task Force activities
- H. No response

Chart 7: Policy dialogue fulfilled delegates' reasons for attending

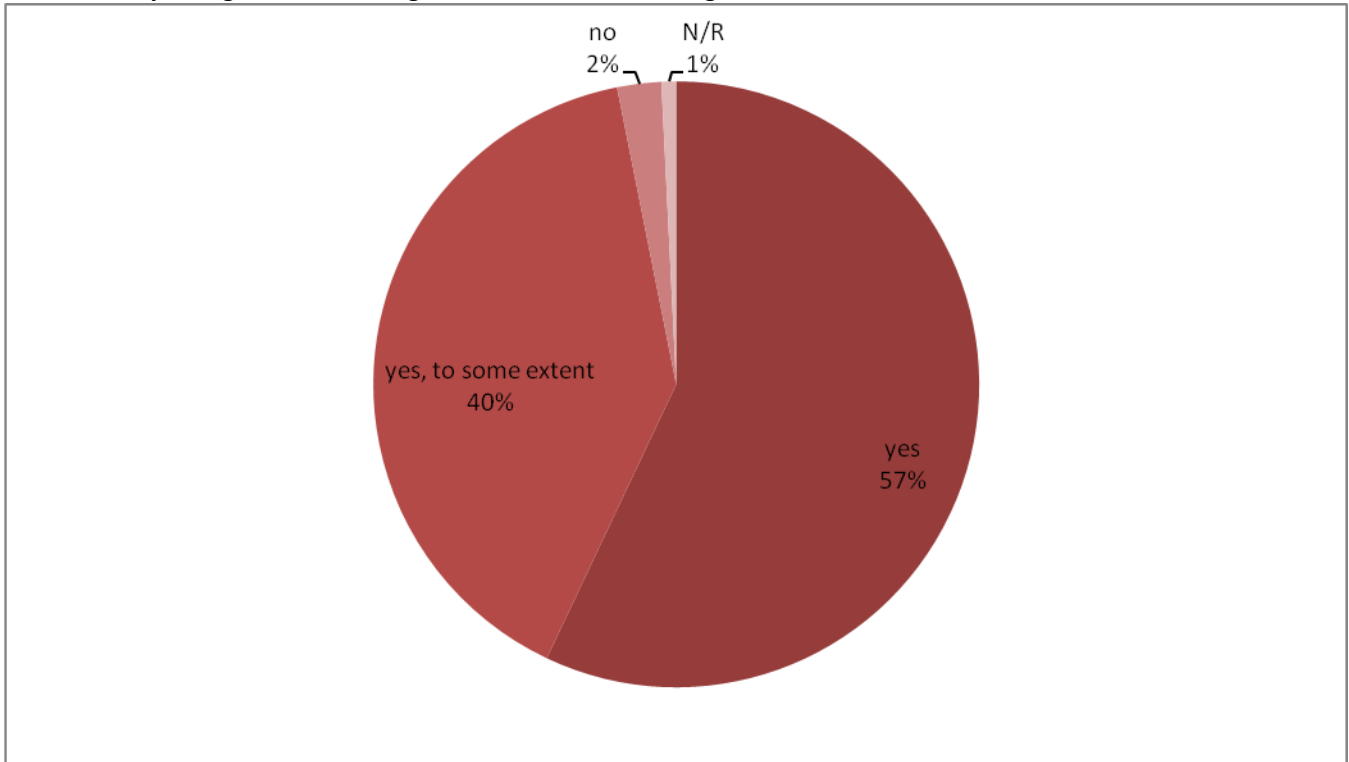
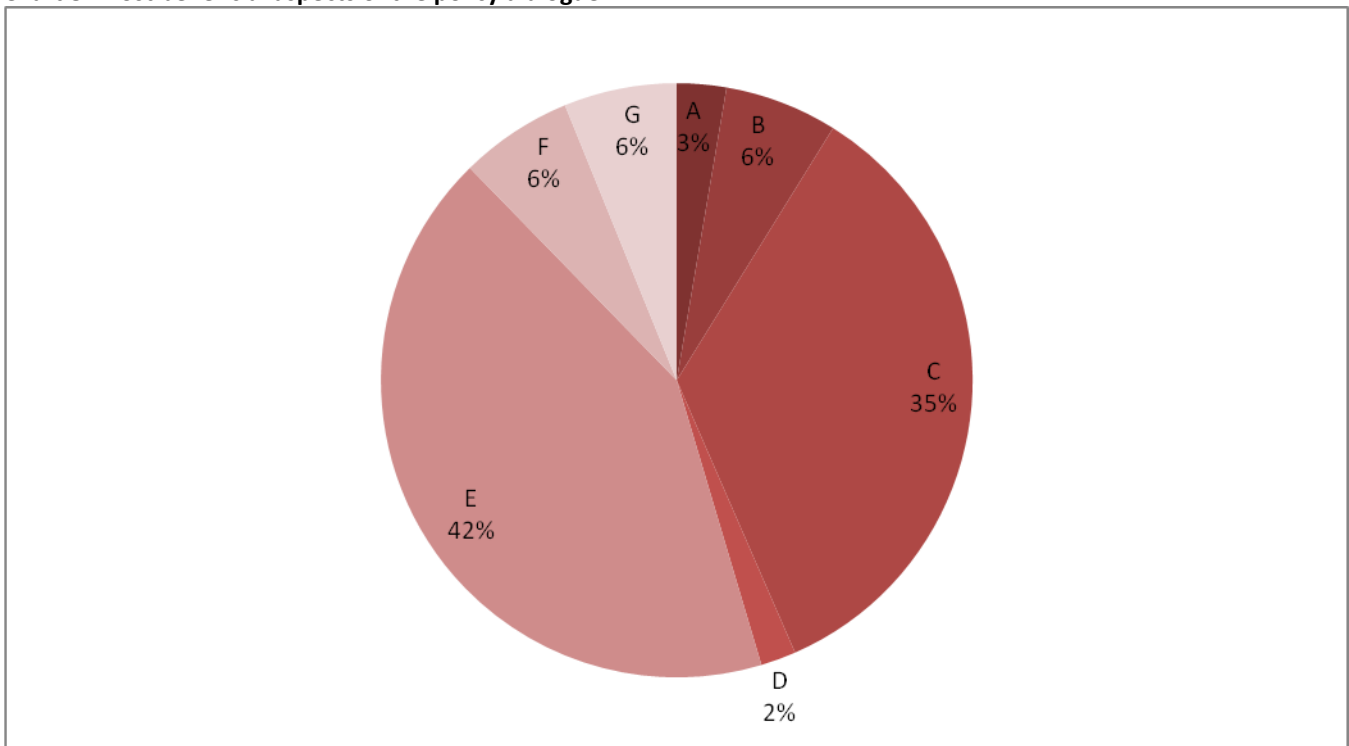
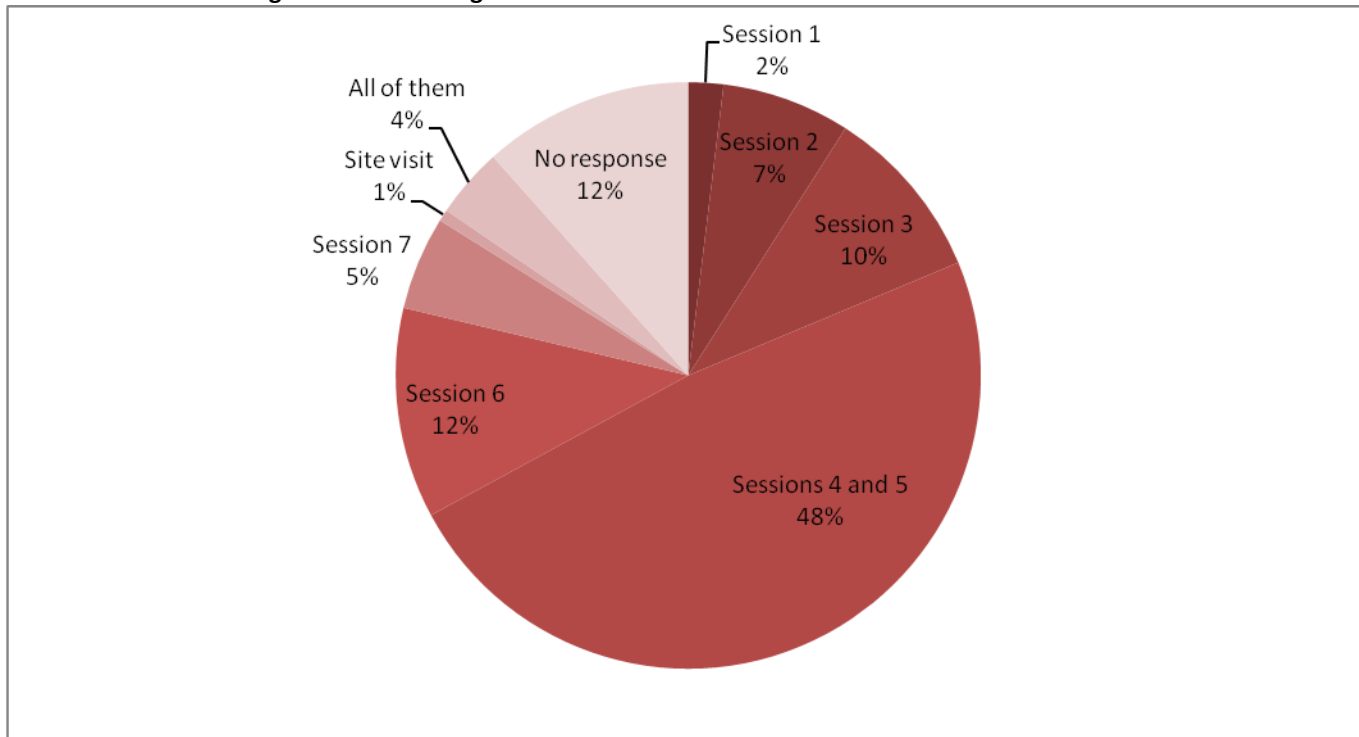


Chart 8: Most beneficial aspects of the policy dialogue



- A. Perspectives on Namibia
- B. Networking
- C. Group work
- D. Plenary
- E. Sharing ideas/experiences/information
- F. Presentations/learning from experts
- G. No response

Chart 9: Most interesting sessions for delegates



- Session 1: Opening ceremony: 3 respondents
- Session 2: Teacher policies and practices in Namibia: 11 respondents
- Session 3: Regional responses to the teacher challenge: 15 respondents
- Sessions 4 and 5: thematic group sessions: 75 respondents
- Session 6: Plenary presentation of group reports: 18 respondents
- Session 7 Plenary on recommendations and the way forward: 8 respondents
- Site visit: 1 respondent
- All of them: 6 respondents
- No response: 18 respondents

Chart 10: Respondents' intention to share their experiences with a wider audience

