

Report on the 2nd Policy Dialogue Forum of the Task Force on Teachers for EFA Amman/Jordan, 6th to 7th July 2010

“Providing teachers for EFA: Quality matters”

Opening Session

The 2nd Policy Dialogue of the Task Force on Teachers for EFA focused on the crucial role of teachers regarding the quality of education for Education for All (EFA), with particular attention to the Arab States. It was officially opened and conducted under the patronage of His Excellency the Minister of Education of the Hashemite Kingdom of Jordan, Dr. Ibrahim Badran, and received a message of Her Majesty, Queen Rania of Jordan.

A total of 50 participants gathered from the member constituencies of the Task Force on Teachers for EFA and from Arab States. They were first welcomed by Mr. Antonio Marquez Camacho, newly appointed co-Chair of the Task Force on Teachers for EFA from the European Commission, and chairperson of the opening session. Mr. Márquez-Camacho thanked the Hashemite Kingdom of Jordan for its hospitality and the UNESCO Office in Amman for its assistance in organising the Forum, and expressed his gratitude to UNESCO headquarters for hosting the Secretariat of the International Task Force on ‘Teachers for EFA’ (‘Teachers for EFA’ Secretariat).

The Director of the UNESCO Office Amman, **Dr Anna Paolini**, welcomed the holding of the Forum. She thanked his Excellency the Minister of Education of the Hashemite Kingdom of Jordan for his patronage of the Forum, and stressed the relevance that the choice of Amman as a venue for the Forum gave to the Arab States. In the Arab States, just as elsewhere, quality and relevance of education are crucial needs, stated Dr. Paolini.

Dr. Caroline Pontefract, Director of Education of the United Nations Relief and Works Agency (UNRWA) headquarters in Amman gave a comprehensive overview of the work of the agency. She explained that UNRWA provides assistance, protection and advocacy for some 4.7 million registered Palestine refugees in Jordan, Lebanon, Syria, and the occupied Palestinian territory. UNRWA operates one of the largest school systems in the Middle East by being the main provider of basic education to Palestine refugees. It strives to provide quality basic education and relevant, market oriented vocational training to half a million students in 700 schools, 10 vocational training centres and 3 educational science faculties. While its students are among the best educated in the region, there are concerns regarding poor quality, compounded by differing perspectives on quality education. The system lacks systematic evaluation particularly regarding teacher performance and teacher policies. According to Dr. Pontefract, UNRWA’s focus is on teacher quality and on teaching and learning, and it appreciates the Task Force on Teachers for EFA for providing opportunities for exchange and collaboration, contributing to global knowledge and understanding, and helping to place teachers and their development central to the quality of education.

In his opening speech, his Excellency the Minister of Education of the Hashemite Kingdom of Jordan, **Dr. Ibrahim Badran**, focused on teacher quality, stressing the changing role of teachers who are expected to adapt continuously to the evolving learning needs of students and their society, to act as facilitators and supporters, to keep pace with the changing technology, and to instil in their students, skills and values for leadership and teamwork. At present, an average of 75% of total education expenditure is devoted to teachers, but, Dr Badran questioned whether this is sufficient to make the teaching profession attractive and to keep experienced teachers in schools under demanding conditions? Large global inequalities should be considered: while in some developing countries spending per student does not exceed US\$500/year, this amount is

ten-fold in European countries and reaches up to over 20 times in the United States. Jordan regards education as one of its most valued social assets, and parents are ready to invest in their children's education. To follow suit, the Hashemite Kingdom of Jordan will increase teachers' salaries, and teacher pre-service education is compulsory. 25 universities are collaborating to design a new teacher training program with the aim of preparing qualified teachers. The Ministry of Education is also making post available to teachers to widen their career path and make them feel a part of the whole system. This new dynamic has raised the status of teachers in Jordan. His Excellency wished good success to the endeavours of all countries, and to the Policy Dialogue Forum.

The message from **Her Majesty Queen Rania** of Jordan stressed still another dimension of quality teachers: commitment, guarding and guiding children, defending their right to education even under hard conditions, and being a model of values. In her message, Her Majesty thanked the organisers for holding the Forum in Amman, reaffirming the commitment of the Arab States to provide the best possible education to their 40 million or more children.

Introduction Session

Chaired by **Mr Sumarna Surapranata**, representing the co-Chair of the Task Force, the Republic of Indonesia, the Forum opened with participants introducing themselves to the plenary.

Mr Surapranata presented the International Task Force on Teachers for EFA and referred to the six EFA goals, stressing the importance of good quality teachers for the achievement of the six goals. Yet, in 2007 the world was found to be short of 1.9 million additional teacher posts for Universal Primary Education alone. In addition, 8.4 million teachers were projected as needed to replace teachers leaving the system between 2007 and 2015. The most severe teacher gap is faced by Sub-Saharan Africa, where 1.2 million additional teacher posts are needed, followed by the Arab States with 282 000 additional teacher posts, and South and West Asia with a gap of 240 000 teacher posts. The speaker recalled that the International Task Force on Teachers for EFA was created following the Oslo EFA High Level Group meeting (December 2008), as a voluntary global alliance of EFA partners to strengthen and coordinate existing activities, broaden the knowledge base, and advocate for teachers for EFA, considering the three gaps that explain the shortage of teachers, i.e. the policy gap, the capacity gap, and the financing gap. The Task Force's membership includes 63 countries and 24 organisations. It is guided by a Steering Committee and supported by a Secretariat hosted in UNESCO headquarters and financed by the European Commission, France, Germany, Indonesia, and Norway.

Dr Amina Osman thereafter introduced herself as the new Head of the Teachers for EFA Secretariat, taking over from the interim head **Dr Edem Adubra**, Chief of the Teacher Education Section at UNESCO. She recognized "teachers as the single most important education resource in any country" (Global Monitoring Report 2010) and key to meeting the quality imperative of EFA. She stressed the multidimensionality of education quality, which can be measured through learning outcomes, but includes several other dimensions like relevance of education, development of life skills, good citizenship and preparedness to the world of work. Teachers are not the sole determinants of the quality of learning outcomes but they are an important factor and one policy makers can impact upon. There is a direct relation between efficient use of resources in education planning the provision of teachers and the quality of education in the classrooms. Dr Osman remarked that if equality of educational opportunities means equality of outcomes, it also requires an inequality in terms of supply and calls for positive discrimination: underprivileged communities require extra efforts and resources to bridge the gap. Many constraints are still faced on the way to enhanced education quality. Conceptual shifts that could lead to improvement may

include the private sector as education service provider, community participation and contribution to education, and increased investment in continuous teacher support..

Ms Gerd-Hanne Fosen from the Norwegian Ministry of Education presented an initiative to improve teacher education and the teaching profession in Norway, in response to Norway's declining ranking in the *Programme for International Student Assessment* (PISA). The ranking level was attributed to a decline in teacher status and teacher quality, and teachers were therefore prioritised across various departments of the Ministry of Education to improve the situation. The initiative rests on a collaborative endeavour between twelve government and non-government partners that have joined forces to develop, follow-up, monitor, evaluate and adjust their activities so as to improve the status and quality of teachers and school leaders. One particular focus is on teacher recruitment: how "to get the best teachers and how to get the best out of them". Thus the Norwegian Teacher Recruitment Campaign puts the following question to prospective recruits: "Brain and Heart – do you have both of these to become a teacher?" The Norwegian example, suggested Ms.Fosen may be useful for other countries.

The EFA goal of education quality is the most un-met goal in the Arab World, reported **Dr Malak. Zaalouk, Regional Education Adviser**, of the UNICEF Middle East and North Africa (MENA) Regional Office, with low teacher status is low and a lack of criteria to assess teacher quality and education quality. A paradigm shift is needed towards professionalisation and empowerment of teachers and, to eventually create a comprehensive guiding framework for the development and introduction of performance standards for Arab teachers. The framework would allow for teacher quality to be monitored on the basis of performance standards developed and acknowledged by stakeholders through participatory mechanisms. Self-evaluation of teachers according to clear professional criteria should replace inspection, and promotion should be based on performance and efficiency rather than on seniority. A system of teacher licensing should be established, and new career paths for teachers created, for example: junior teacher → expert teacher, → trainer → mentor → educational leader, or curriculum developer. Teachers would thereby become autonomous professionals, responsible for and involved in their own professional development, and the teaching profession would gain higher status and become more attractive. The League of Arab States in cooperation with international partners is working on the proposed framework. Suggested projects include the establishment of an International Intellectual Forum for Arab Teachers to develop a new educational thinking, the establishment of an International Arab Academy for Teachers and Educational Studies as a leading centre for education in the Arab world, National Councils for Education to promote dialogue and coordinate national activities, partnerships and networks between schools and education colleges, combining education theory and practice.

Session 1: Providing Teachers for EFA: quality matters for learning outcomes

Dr Aidan Mulkeen, Head of the Education Department at the National University of Ireland, Maynooth and formerly of the World Bank, focused on the multiple dimensions of education quality. Defining quality of education is, according to Dr. Mulkeen the foremost challenge: quality education is relevant education, and relevance depends on time, place, and purpose. It is known that education can decrease the incidence of HIV infections, that standards for quality are ever increasing, and that the two most important drivers of learning are the home background of the learner, and the teacher. But while teaching is central to education quality and can increase learning achievement considerably, it is less clear, stated Dr. Mulkeen, what exactly defines teaching and teacher quality for it is not just the best trained teachers who achieve the best results!

Dr. Mulkeen pointed out that while in African countries, access was very successfully progressing from a GER of 43% in 1960 to a GER of 97% in 2005, the quality of education was actually falling. The Southern and Eastern Africa Consortium for Monitoring Educational Quality

(SACMEQ) found that the desirable level of reading skills is achieved by only 23% of grade 6 students in Kenya, and by only 0.6% of grade 6 students in Malawi. Not only do students perform badly, but teachers also often do not sufficiently master the language they teach in, or the content of the subjects they teach. If teachers do not master the curriculum, they resort to reading from the textbook, writing notes on the board, in short to rote learning of factual knowledge which is neither understood nor applied by teacher and students alike. Overcoming the vicious cycle of low teacher quality i.e. little learning - weak teacher/students - low teacher quality, would require boosting teachers' content knowledge. This could best be done by teaching the topics of the school curriculum in teacher education, which is not often the case. Structured and supervised teaching practice during teacher pre-service education is often limited or neglected, and teacher trainers themselves often lack relevant teaching experience, resulting in crucial skills, like how to teach reading, not taught into enough depth. These shortfalls, opined Dr. Mulkeen, are relatively easy to correct, but require the political will to do so.

Quality, according to the presenter, can be improved through quality management. Teaching, as other processes can be monitored with targets set for teacher performance and teachers supported to achieve the objectives. Another powerful means of improving education quality is parental involvement: the home environment is vital and one of the two main drivers of learning success. Parents should be teachers' best assistants, and teachers can help them by explaining the learning targets, showing how they can assist their child in homework and encourage their child. Quality of education, concluded Dr. Mulkeen, is manageable, partly though the quality of teaching and some of the implications are straightforward: focus teacher pre-service training on the school curriculum, train teaching skills, monitor teacher performance, encourage teachers to work with parents.

Mr. Basri Saleh Salmoodi, Assistant Deputy Minister for Planning and Development of the Ministry of Education and Higher Education of the Palestinian Authority described his country's experience regarding the improvement of quality of education. Despite significant progress towards the achievement of EFA, the Trends in International Mathematics and Science Study (TIMSS) results revealed low learning achievements in maths and science in Palestinian schools. The learning results measured through TIMSS serve as a baseline to monitor the quality of education. An education of quality therefore became a major challenge for the educational authorities. Teacher education was prioritized, analyzed and found to be too diverse, fragmented, and uncoordinated in regard to both pre-service teacher education and continuous development. A Teacher Education Strategy was developed with the overall aim to provide capable and qualified teachers and to improve their status; as well as to improve the management of the teacher education system including by connecting teacher pre-service education and continuous development within a coherent and integrated system. The strategy also integrated an evaluation of teacher education and performance, and the development of a licensing and grading system for quality teachers. According to Mr. Salmoodi, capacity development is needed for the Ministry of Education and Higher Education of the Palestinian Authority to implement the strategy and develop a system for monitoring and evaluation, with above all the commitment and awareness of all stakeholders.

There ensued a plenary discussion which was informed by the following questions:

- (1) If education quality is about learning outcomes, what are the implications for teacher policies?
- (2) Which teacher policies are needed to improve learning outcomes?

Some of the points made in the course of the debate are summarised below.

The importance of school leadership for the quality of teaching and learning was stressed upon. Regarding teacher education, while it is true that its quality and relevance matters more than its duration, too short periods of teacher preparation are not suitable to produce quality teachers and attract the best to the profession. Moreover, there should be differentiation in teacher pre-service training according to the expected level of teaching of prospective teachers. Legislation matters also, as shown by the example of India, where the right to free and compulsory

education up to Grade 8 is guaranteed by the constitution and the law protects teachers from being used for other duties to avoid loss of teaching time.

Flexibility, accountability and transparency are called for in teacher management as is the engineering of outputs rather than of inputs, a shift from supply-driven measures to demand-driven activities. Teachers can take charge of their own professional development, as is the case in Jamaica. High quality school-based support to teachers is an efficient incentive, as in Bhutan. Recruitment policies for teachers are of high importance and have to be designed “to attract the best”. Monitoring of teacher performance was mentioned several times as a means to give more attention to teachers and to define more transparently what teachers are expected to do. A holistic view of the entire education system from early childhood to tertiary education is required in teacher policy. When it comes to learning achievement, “soft skills” like punctuality, team work, readiness to accept criticism should be considered since they are gaining relevance for the labour market, and human values should also receive increased attention. Test scores demonstrate cognitive achievements, but are not the whole purpose and essence of education. A paradigm shift is called for, a new definition of how we learn and what makes students learn well. Teachers and schools perform better if they are granted a certain professional autonomy. In this regard, Education International mentioned that it is conducting two pilot studies in Uganda and Mali aiming at establishing competency profiles for primary teachers as “quality educators”. Standards for good performance, measurability, monitoring, are the call of the day.

Session 2: Providing teachers for EFA: quality matters for relevance of teaching to the socioeconomic context – life skills, citizenship, employability and lifelong learning

Professor Heila Lotz-Sisitka, Murray & Roberts Chair of Environmental Education and Sustainability at Rhodes University, South Africa advocated for the same importance being ascribed to relevance in education as for efficiency or inclusion. Current global challenges include unsustainable development models, climate change and loss of ecosystem services. This calls for new concepts for development, including equity, sustainability, resilience and adaptation, hence new teaching practices. Education for economic development has evolved into Education for All, but the latter should expand into education for sustainable development.

In this context, stated Professor Lotz-Sisitka, while efficiency, mastery, inclusion and participation are the dominant discourses regarding quality in the educational arena, parent, learner and community discourses place a stronger emphasis on relevance to the context, culture, future, livelihood opportunities and jobs, and socio-economic realities and changes. This pleads for an expanded framework for thinking about quality education, whereby quality as efficiency and quality as inclusion are complemented by quality seen as relevant engagement within the concept of “learning as connection”.

Learning as connection, she explained, develops life skills, citizenship, values and ethics, understanding the relation between society, environment, and economy, better understanding of the world of work, creative thinking and a capacity to act and make choices.

The promotion of such learning inevitably has consequences for teacher education and requires that teachers’ attention be brought to focus on the dynamic concept and practice of relevance, efficiency, and inclusion. Norms, standards, and indicators of quality as well as specific courses in teacher education such as life skills, career guidance or education for sustainable development are required. Innovative work in this regard is being done under the banner of the UN decade of education for sustainable development, pointed out the presenter in conclusion

Dr Tayseer Al Noaimi, former Minister of Education of the Hashemite Kingdom of Jordan reported on Jordan’s progress towards realisation of all EFA goals. He stated that the shifting EFA context presents new challenges: globalization and the requirements of the knowledge economy, the economic and financial crisis, forced migrations, and sustainable development.

The country is working towards adapting its education system accordingly, with its main assets being high political commitment and an educational reform focused on quality with strong associated monitoring and evaluation mechanisms. The national teacher policy seeks to make the teaching profession attractive and to develop teachers' knowledge and skills by means of innovative teacher pre-service training, rationalizing in-service training policies and practices, and by building up an effective on-going school-based professional development model that ensures lifelong learning and an open and dynamic environment in all schools.

For Dr. Al Noaimi, the key shifts in the new teacher policy include an integrated and cost-effective teacher utilisation policy, the creation of a career path for teachers based on a coherent ranking system. Teacher professional development, he explained, is changing towards a demand-driven, outcome-based, coherent and flexible system, open to multiple contents and providers (including private ones), and based on clear standards.

The ensuing debate identified two key elements of relevant education: (a) teaching relevant subjects, and hence ensuring sufficient numbers of qualified teachers in these areas, and (b) teaching the desirable behaviour and skills in a manner conducive to learning.

Initiatives to train more teachers in shortage subject areas were discussed, such as maths and science teacher training in Kenya, or the development by UNESCO of ICT competency standards for teachers. It was pointed out that such examples highlight the importance of identifying gaps and designing related programmes. These initiatives, according to participants, should be associated with appropriate schemes to retain teachers in these shortage subjects.

Relevance, it was held, does not only relate to the subject that is being taught, but also to the way students are taught and to the competencies they develop. For example, the use of textbooks prepared for foreign countries sometimes diminishes the relevance of what is being taught. Furthermore, mother tongue education is not sufficiently developed while it has been shown that it can improve learning. In this context it was pointed out that the level of learning taking place in schools is actually a key factor in a country's economic performance. With reference to Hanushek's analysis of economic development in 50 countries, it was pointed out there is a positive correlation between students' test proficiency and economic performance (15 additional points on international tests means an added 1% in terms of economic growth for developed countries over the next 40 years, and a 2 to 3 % increase in developing countries), hence the need to provide teachers who can promote student achievement.

Session 3: Providing teachers for EFA: quality matters for efficient planning and resource allocation

Dr Aidan Mulkeen's presentation focused on challenges and possible solutions in planning, deploying and managing teachers. Beyond their diversity, countries have in common the need for adequate planning for teachers, attempting to reduce wastage through teachers not taking up their posts after their qualification or resigning from their posts prematurely. However, such planning faces a number of challenges relating to appropriate attraction, training, deployment, management and retention of teachers.

Hiring sufficient numbers of teachers of the right profile is constrained, explained Dr. Mulkeen, by the numbers, qualifications and aspirations of school leavers. Weakness in education in one area, for example science and maths, often leads to a vicious circle whereby weak teaching leads to avoidance of maths and science subjects at secondary school and in teacher training, resulting in few well qualified teachers for these subjects. Possible solutions to break this vicious circle include training more teachers, adjusting entry requirements, booster courses before teacher training and/or for teachers on-the-job, and booster actions at school (quality reforms, magnet schools, or science camps).

Once hired, teachers need to be appropriately deployed throughout the country, which often proves difficult. Improved deployment can be supported through the provision of housing for

teachers, adequate and appropriately targeted monetary incentives (e.g. in the Gambia, an incentive of 30-40% of the normal salary has been put in place and experienced teachers are now requesting their transfer to benefit there from), targeting those who want to work in rural areas through affirmative action in selecting for teacher training, and leaving more choice to teachers.

Teacher absenteeism, Dr Mulkeen pointed out, still accounts for a loss of 20-25% of teaching time with an additional 20-25% loss through “absence on the premises”, which is a considerable source of inefficiency in the use of human resources in education. In spite of this, teacher attendance is rarely monitored although experience proves that it can have a positive impact. Possible solutions include improved school leadership and increased community involvement, aiming at reducing some of the causes of absenteeism such as teacher training during teaching time or teachers having to collect their salaries during teaching time.

Dr Mulkeen concluded that in order to increase teacher retention, improved career structures for teachers are needed, since the existing structures with limited salary growth and few rewards for good performance do little to retain staff. Career progression which is often tied to additional academic qualifications can be a perverse incentive since it pulls the best and most ambitious teachers out of school. Alternative solutions include ensuring an induction period, different professional grades within the classroom, or merit-based promotion to the rank of a “senior teacher”.

Mr Hedi Saidi, Director of studies, planning and programming in the Ministry of Education and Training of Tunisia presented the country experience from Tunisia. The political will to achieve the EFA goals with a holistic vision of quality is reflected by the spending levels of 5% of GDP on education, and Tunisia almost achieved UPE in 2000 with an enrolment rate of 97% and a pupil-teacher ratio of 1:23. However, the number of primary school aged children subsequently decreased by 26% leaving the country with an excess of primary teachers.

Tunisia has redeployed its primary teachers to respond to other EFA goals through provision of early childhood care and education in rural areas (between 2006 and 2010, the percentage of primary school children who have received pre-primary education grew from 62% to 77%). Secondly, primary teachers were used to improve the quality and equity of education through various specific measures like the reinforcement of maths, language and computer science education, improvement of school management (by relieving school heads of teaching duties), improved replacement of absent teachers, additional remedial support targeted at the most needy pupils and schools, and support to handicapped children. However, there was no large-scale redeployment of excess primary school teachers to support secondary education due to the duration of upgrading schemes for primary teachers.

Chaired by **Dr Edem Adubra**, Chief of the Section for Teacher Education at UNESCO, ensuing discussions in plenary focused on the challenges policymakers face in relation to efficient planning for teachers and instructive national experiences in this regard, for instance on cost-effective ways of improving teaching quality. It was underlined that for this entire adequate budget allocation is needed. Some of the issues raised are highlighted below:

1. Planning for appropriate teacher provision for EFA

Appropriate planning is a necessary precondition for efficient resource allocation in teacher provision for EFA. Challenges in planning, participants underlined, first relate to a lack of appropriate data and their use, particularly regarding demand for teachers and attrition levels, especially in countries where many teachers immigrate to other countries. Large plural societies face additional difficulties regarding planning. In India, for example, teachers need different languages, therefore compounding the problem: in linguistic communities where quality of education is low, fewer qualified teacher applicants can be hired, hence quality of education suffers.

It was suggested to undertake regional planning in order to account for specific situations, and to involve teacher unions in the planning. The importance of accurate demographic data for planning was underlined.

2. Efficient use of human resources

Several participants reported how available human resources could be used more efficiently: teachers can be redeployed across levels, programmes, or regions. In order to support deployment of teachers to remote areas, Indonesia has doubled or tripled the salary of teachers in these areas. The Caribbean experience in this respect is interesting as the region has an integrated teacher labour market. Such a move however requires international recognition of teacher diplomas.

3. Teacher status and resource efficiency

Teacher status and job security was underlined as a factor impacting on teacher quality. At the same time it was recognized that the achievement of the EFA goals requires financial efforts which necessarily impact on teacher status.

4. Efficient use of resources for teacher training

Efficient ways of appropriate teacher training were discussed. One possible modality is distance education. The discussion centred on how to impart not only knowledge but also teaching and other skills on trainees. In India for example, distance education is crucial to train the necessary one million additional teachers, but the lack of appropriate evaluation of the results of distance education in India was also underlined.

5. Cost effective ways of improving teacher quality

Discussants underlined the complexity of the relationship between teacher-related variables and quality of learning outcomes. Pupil-teacher ratios and teacher academic or professional training and status have all no proven and consistent impact on learning outcomes. It was stressed that variables which do not have an impact when isolated may have an impact when taken together, pleading once more for a holistic vision of teacher policy. Such analyses are important for efficient planning and resource allocation, as it is important to allocate resources to the policy initiatives which have the most impact both on teacher numbers and on teaching quality.

Some low-cost options to improve teaching quality were discussed. Jamaica has set in place a system whereby the best teachers help other teachers. Virtual libraries were established and community involvement encouraged. Finally, prizes and awards for teachers, such as the Queen Rania prize or the UNESCO-Hamdani bin Rashid Al Maktoum prize, can have a positive impact on teachers' motivation.

Summing Up the Key Messages and Next Steps

Presentations, contributions and discussions during the Policy Dialogue Forum were summed up by Dr Amina OSMAN, Head of the Teachers for EFA Secretariat. Dr Osman used the brand name "QEFA", meaning Quality Education for All. She listed constraints to the achievement of QEFA:

- Systems are not evaluated and there are no career progression for teachers
- Lack of consensus regarding minimum teacher qualifications, and lack of clear professional standards. Teacher pre-service education is not focused sufficiently on curriculum content, on changing demands on teachers like ICT or soft skills for the labour market, and on pedagogy and teaching skills. Continuous professional development for teachers is inadequate and uncoordinated.
- Insufficient career paths are available for teachers to keep good and ambitious teachers in the education system. Low qualification and low salaries contribute to a decline of teacher status in most countries.
- Teachers are not in pace with new technology, ICT, new developments.

Questions raised during the Forum, were mainly on the following: retention, remuneration, relevance and quality as well as partnerships.

Relevance and quality education are also about values, good citizenship, human qualities and social skills; as well as context and taking into account pedagogy and the language of instruction. In a rapidly evolving world, teachers need to keep pace with new technology, emerging issues such as climate change, globalisation. It was indicated that to keep quality teachers in schools and make the profession more attractive, there was need for new partnerships with key actors including teacher unions.

This requires some necessary policy conditions such as: political will and commitment. Ministries of education have to be in the driver's seat for quality education for all and will need capacity development. The focus has to shift from inputs to outputs, however to achieve equality in outputs, it may require inequality in inputs to compensate for situations of disadvantage. Inequities in resource allocation including at school level should be addressed.

There should also be a shift in terms of teacher policy, and moving from a compliance mentality to a more empowered role at school level. At the core is setting the tone and affirming Education as a right.

Regarding teachers, it is imperative to change their role to a more empowered, professional role, offering job security, career prospects, and access to adequate qualification to do their work the best way. Teachers have to become involved in their own professional development, including peer support and self-evaluation. Support structures are required at decentralised levels such as teacher development centres and professional development units in schools. It will serve the education system as well as the status and motivation of teachers if they are provided with open access to posts in curriculum development or supervision.

Implications for policy making, stated Dr.Osman, include ensuring efficient planning to build the resilience of the education system to enable teachers to respond to emerging challenges (ICT, globalisation, climate change, unsustainable development, fragility, post disaster and post conflict etc.) and maintain good citizenship, human values etc. ; as well as to absorb the impact of attrition, depletion, absenteeism or teacher strikes.

The sustainability of the education system calls for reliable data, establishing standards for teacher qualification, re-visiting teacher training and in doing so, focusing on the quality of teacher trainers, considering local demands like the use of a local language of instruction, the need for more female teachers, etc. Ministries of education are also duty bound to ensure that sufficient maths and science teachers to serve all children are provided, and that qualified teachers are suitably deployed to serve all children.

Political action can include focusing government and public attention on teacher issues, inviting diverse groups of stakeholders to join efforts to address teacher issues, convincing stakeholders of the urgency of the matter. Nothing less than QEFA, Quality Education for All, is at stake. A focus on quality enables countries to move from equity of access to equity of outcomes in education for all. The Head of the Teachers for EFA Secretariat concluded the summing up presentation by saying that planning for provision of teachers for EFA needs to address both quantity and quality.

The subsequent discussion underlined the need to act at country level as members of the Task Force and to be catalytic in raising awareness both at governmental and public levels. Task force members could act as conveners to bring people together to address teacher related matters; use knowledge acquired including at such Policy Fora to convince key stakeholders that a mind shift or a broader paradigm is needed. Task Force members could encourage synergies and bring stakeholders together to facilitate a process of stimulating multiple strategies and options for action, identifying outcomes.

It was suggested to send an evaluation format to establish to what extent the issues raised during the Forum are discussed at ministry level in the participating countries, and how far these ideas or suggestions are taken up and followed upon.

Participants agreed that the Forum has disseminated new knowledge and ideas. It has once again shown the enormous need for policy design and implementation to tackle the problems, and the urgency of action. The International Task Force on Teachers for EFA was established exactly for

that purpose, i.e. to follow up on existing efforts, making in-country experience accessible to all and identifying best practices, new ideas and feasible teacher strategies to promote QEFA.

Annex 1: Programme of the 2nd Policy Dialogue Forum

Monday, 5 July 2010

16.00 – 17.00 Arrival / Registration

Day One: Tuesday, 6 July 2010

08.00 – 09.00 Registration

09.00 – 09.45 **Official Opening**

Chair: Mr. Antonio Márquez Camacho, co-Chair of the Task Force, Policy Officer, European Commission

- Welcome Address by Dr Anna Paolini, Director, UNESCO Amman
- Address by Dr. Caroline Pontefract, Director of Education, the United Nations Relief and Works Agency (UNRWA)
- Message from H. M. Queen Rania of Jordan
- Opening Address by His Excellency, Dr. Ibrahim Badran, Minister of Education of the Hashemite Kingdom of Jordan

09.45 – 10.15 Coffee/Tea Break

10.15 – 11.00 **Introduction**

Chair: Sumarna Surapranata, Ph. D, the co-chair of the Task Force, Director of Teacher Training and Development, Ministry of Education of Indonesia

- Self presentation by participants
- *Presentation of the International Task Force on 'Teachers for EFA' and update on the EFA teacher gap*
Sumarna Surapranata, Ph. D, the co-chair of the Task Force
- *Introduction to the meeting: 'Teachers and the quality imperative for EFA'*
Dr Amina Osman, Head of the Secretariat of the International Task Force on 'Teachers for EFA'
- The GNIST experience - Partnership for a coherent and comprehensive effort for teachers

Ms Gerd-Hanne Fosen, Senior Adviser, Norwegian Ministry of Education

- UNICEF Experience – Dr Maalak Zalouk, Regional Education Adviser, MENA, UNICEF

11.00 – 12.00 Session I

Providing Teachers for EFA: quality matters for learning outcomes

Chair: Ms Anshu Vaish, Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, India

- *Presentation 1: Teachers and the challenge of quality*
Dr. Aidan Mulkeen, Head of the Education Department, National University of Ireland, Maynooth
- *Presentation 2: Country experience*
Mr. Basri Saleh Salmoodi, Assistant Deputy Minister for Planning and Development, Ministry of Education and Higher Education, Palestinian Authority

Introduction to Plenary discussion (Task Force Secretariat)

12.00 – 13.00 **Plenary discussion**

Chair: Ms Karin Jahr-de-Guerrero, Deputy Head, Education Division, German Ministry for Development Cooperation

13.00 – 14.30 Lunch Break

14.30 – 15.30 Session II
Providing Teachers for EFA: quality matters for relevance of teaching to socio-economic context - life skills, citizenship, employability and lifelong learning

Chair : Dr Caroline Pontefract, Director of Education, UNWRA

- *Presentation 1: Teaching for relevance*
Professor Heila Lotz-Sisitka, Murray & Roberts Chair of Environmental Education and Sustainability at Rhodes University, South Africa
- *Presentation 2: Country experience:*
Dr Tayseer Al-Nahar Al Noaimi, former Minister of Education of Jordan

15.30-16.00: Coffee/Tea break

Introduction to Plenary discussion (Task Force Secretariat)

16.00 – 17.00 Plenary Discussion

Chair: Mr. Maoudi Johnson, EFA Coordinator at the Ministry for Primary and pre-Primary Education of Benin

Day Two: Wednesday, 7 July 2010

08.30-09.30: Session III

Providing Teachers for EFA: quality matters for efficient planning and resource allocation

Chair: Ms Gerd-Hanne Fosen, Senior Adviser, Ministry of Education, Norway

- *Presentation 1: Quality issues in planning for teachers*
Dr. Aidan Mulkeen, National University of Ireland, Maynooth
- *Presentation 2: Country experience*
Mr Hedi Saidi, Director of Studies, Planning and Programming, Minister of Education and Training of Tunisia

Introduction to Plenary discussion (Task Force Secretariat)

09.30 - 10.30 Plenary Discussion

Chair: Dr Edem Adubra, Chief, Section for Teacher Education, UNESCO

10.30 – 11.00 Coffee/Tea Break

11.00 – 12.30 Summing Up the Key Messages and Next Steps

Dr Amina Osman, Head, Task Force Secretariat

Plenary Discussion

12.30 – 12.45 Closure and Group Photo Session

12.45 – 14.30 Lunch

Annex 2: Participants of the 2nd Policy Dialogue Forum

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