



Annual Meeting and
11th Policy Dialogue Forum -
International Task Force on Teachers
for Education 2030



November 5-9, 2018
Montego Bay, St. James

**CONFERENCE
PROGRAMME**



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International Task Force on
Teachers for Education 2030

5-9 November 2018 | Montego Bay, Jamaica



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Strengthening Teacher Education: A prerequisite for quality teaching, training and learning

MESSAGE

The Most Hon. Andrew Holness ON, MP Prime Minister



I take great pleasure in extending a warm Jamaican welcome to all delegates, participants and attendees to the eleventh annual International Policy Dialogue on teachers and teaching. Our beautiful island, Jamaica is honoured to be hosting an international forum of this nature with more than 60 countries from around the world.

Education is a critical pillar on which societies are developed and teachers are crucial partners in the development of any nation. In that regard, Jamaica has made important strides in transforming our education sector particularly at the early childhood level.

It is important that as we seek to build a secure, economically independent and prosperous nation there must be a strategic move toward improving education and ensuring that stakeholders in the sector are fully equipped to meet the modern more dynamic demands in all areas including science, technology engineering and mathematics. I am pleased that the International Task Force for Teachers for Education has been working to address the “teacher gaps” in providing good quality education for all peoples of the world by 2030. It is an alliance calling on and enabling all stakeholders to address the quantitative and qualitative teacher gaps. Indeed, Jamaica and other nations can pull on this resource to assist in further improvements.

This forum provides an opportunity for knowledge sharing and support for policy sharing to create outlets to enrich the learning opportunities of every child, youth and adult with the overall goal of improving outcomes. Some of the areas which will be addressed at this forum include: Teacher competencies and pedagogical approaches, TVET teaching for poverty eradication, gender equity (emphasis on engaging boys in education) and diversified teaching—the right of every child to receive meaningful education among others.

Jamaica is proud of our cadre of teaching professionals. In fact, Jamaican teachers are sought after as more than 87 percent of teachers are trained, 53 percent hold first degrees and 34 percent diplomas. As a Government we continue to work to improve efficiencies in the classrooms to ensure our students receive the highest quality education that will compete among the best of the best in the international area. I take this opportunity to commend the Ministry of Education, Youth and Information and the Jamaica Teaching Council in driving the policy of the Government to build and maintain a standard of excellence in education.

I wish you a successful forum as we engage in discussions to strategically improve on best practices in the education sector.

MESSAGE

Senator the Honourable Ruel Reid, CD, JP Minister of Education, Youth and Information



A warm Jamaican welcome to our International participants and congratulations to the International Task Force on Teachers and Teaching for 2030 for organizing the 11th International Policy Dialogue Forum! It is an honour to be involved in this initiative, a historic meeting of education stakeholders—local, regional and international. Our Government holds your Organization in high regard as you continue to have the well-being and development of all educators high on your agenda.

The Permanent Secretary Mr. DeanRoy Bernard and his team must be applauded for their efforts to make this event possible. I must especially mention Dr. Winsome Gordon, Chief Executive Officer of the Jamaica Teaching Council and her team on the leadership and sustained collaboration with UNESCO over the months of preparation. The team will continue to serve you throughout the event, ensuring your comfort and pleasure as you deliberate on issues that are of national, regional and global importance to the advancement of teachers and teaching

We visualize the Forum to be a great opportunity and an inspiring occasion, especially leading to a discussion on how to engage teachers in a dialogue on the benefits of the Fourth Industrial Revolution. Although we have acknowledged for decades the importance of individualized teaching and learning, we have been defied by underlying issues. Now, the digital age opens immense opportunities for individualized teaching and learning. As the borders diminish, we must continue to engage in collaborative solutions with prime stakeholders to meet growing needs for human development and understanding of global citizenship.

It is anticipated that the recommendations from this Forum will evolve into positive outcomes and will inspire countries to increase funding to the teaching profession, reorganize and improve professional training and introduce strategies to attract and retain their teachers. It is also expected that the Teacher Task Force will continue its mandate to serve the exchange of ideas, provide technical support and opportunities for a highly qualified and effectively governed teaching profession.

The education system in Jamaica has had significant successes over the past decade and is well on its way to achieving Sustainable Goal 4. However I am cognizant that much more needs to be done to provide quality education for all by enabling quality teachers and teaching.

Let's work together to make it happen!

I look forward to your productive deliberations and reasoned solutions at this landmark Forum.
God Bless You all!

MESSAGE

Garth Anderson, Ed.D, President Jamaica Teachers' Association



I deem it an honour to forward a message for the magazine on the occasion of the 11th International Policy Dialogue Forum for Teachers and Teaching. The meeting of educators to discuss and share view points around policy formations on teachers and teaching is quite timely. This is the case as the teaching profession is situated in a space and operates in a context of change driven mainly by technology innovations and a new business model and view of education. It is of great importance, that I share with you the theme for our Conference Year. "Promoting the Teaching Profession: A Beacon of Hope and Inspiration to our Nation." This theme is very much aligned with the focus of the Forum. It was deliberately selected to direct attention to the significance of the teaching profession and the need for government to invest in the sector and to pay the respect due in thoughts, words and deeds. This is critical in order to achieve sustainable socio- economic growth and development.

Education systems across the world are coming under extreme pressure to account for the investment of public funds. This approach is being spearheaded by the private enterprise which is demanding accountability and value for money from the sector. This view of the purpose and function of education has caused teachers, and rightly so, to reflect on our roles and responsibilities and indeed the future of our profession. Consequently, the need to examine policy prescriptions to address areas of concerns in order to advance the profession is fully endorsed.

One such key ingredient in the education matrix is that of teacher education, which has the awesome responsibility to train and nurture pre-service teachers for life in the classroom. In addition, to aid in the process of ongoing teacher development to ensure relevance and effectiveness. So as we engage in the dialogue, it's my hope that we will be able to provide meaningful guidance in areas such as: standard setting for teacher educators, licensing of teachers, quality and selection of new entrants to the profession, programme structure for teacher training, creative ways of treating with ongoing professional development of teachers and remuneration for teachers and teacher educators.

I therefore use this opportunity to welcome delegates, policy makers, observers, teachers and teacher educators to Jamaica.

We are delighted that this dialogue is taking place in our region since Jamaica has a long rich history of teacher education development and is the home for the oldest teacher training institution in the Western Hemisphere, the Mico Teachers' College (now Mico University College).

Let's use this time to crystalize our thoughts and experiences on the way forward on the mother of all professions – Teaching – Ours is the task to nurture lives and build humane communities.

On behalf of the officers of the JTA and our 25,000 members I wish for a successful Forum.



Concept note

“We will ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”

Incheon Declaration, 2015

CONTEXT

Teacher quality is a key factor affecting student outcomes, and therefore, has always been central to the world education community’s initiatives geared towards initial teacher education and continuous professional development. In addition to addressing quality imperative, the need to align with internationally agreed ratio whereby pupils per trained teacher should not exceed 40:1 (UIS, 2014), beckons at closing teacher quantity gap as well. The International Task Force on Teachers for Education 2030 and partners have demonstrated so far, their efforts and commitments to promoting teacher and trainer quality at all levels of education including TVET.

Since the adoption of the Sustainable Development Goals (SDGs) and the Incheon Declaration and Education 2030 Framework for Action, for the past three years, the International Task Force on Teachers for Education 2030 (TTF) revamped its efforts to make valuable contributions to close teacher quantity and quality gaps. It has revisited the three strategic areas of its work (advocacy, knowledge creation and sharing and country support and engagement) – and used its annual Policy Dialogue Forum (PDF) as a robust rallying platform for its members and partners to share experiences and develop strategies for improving teacher quality, status, teaching and learning.

Therefore, Policy Dialogue Fora are needed to confront different perspectives while trying to unpack the meaning and implications of the teacher target and its importance to the other SDG 4 targets. They serve to also disseminate knowledge and experiences on key concepts and are proposed by the TTF to all those organizations working on teachers as a hub for discussing different approaches to theory and practice on teachers and teaching. The annual policy dialogue forum is a valued programme for TTF members and partners, and included as a flagship activity in the TTF 2018-2021 Strategic Plan.

It is also essential to address teacher education in a broader and clear teacher policy framework. This is why teacher policy development has been introduced as

an effective move to support countries to refrain from tackling teacher education as a stand-alone step. The teacher policy development guide published by the TTF (UNESCO, 2015) seeks to analyze other dimensions of the teaching profession intertwining together and affecting teacher education.

In March 2016, the 8th PDF in Mexico City, launched in a way the milestones on new perspectives for the “Implementation of the Teacher Target in the Sustainable Development Goals and Education 2030 Agenda”.

In December 2016, the 9th PDF held in Seam Riep, Cambodia, dealt with an essential topic to the Education 2030 Agenda with the theme, “Teacher Motivation: What do we know and what do we need to achieve the Education 2030 Agenda?”

The 10th Policy Dialogue organized in Lomé, Togo in September 2017, with the theme, “Teaching: A Profession”, sought to unravel the issue of teacher professionalization by highlighting what it means to call anyone a teacher.

This year, the forum to be held in Jamaica will focus on yet another central concept in the SDG Teacher Target, the training of teachers: “Strengthening Teacher Education: A Prerequisite for Quality Teaching, Training and Learning.”

Focusing the 2018 PDF on Teacher Education is very strategic in dealing with different dimensions of the Teacher Target in SDG 4. As mentioned above, the TTF started in Mexico looking closely into the Teacher Target in the SDG 4 and Education 2030 Agenda, in order to securitize the teacher issue. From this overarching approach, the focus shifted to specific areas. In Cambodia, Teacher Motivation was debated as an important policy pillar of the 2015 Incheon Declaration, and a critical factor affecting teachers’ performance and impacting on how they motivate learners and achieve learning. Then in Togo, when probing into teaching as a profession, it became even clearer that how teachers are prepared and supported

throughout their career deserves closer and keener consideration. One of the recommendations at the end of the forum stipulated that to establish teaching as a profession, a clinical and practice-based approach is needed in which the learner is at the center of all practice. Teaching strategies must be evidence-based interventions that effectively facilitate learning for all.

Consequently, the rationale for the choice of the 11th PDF theme stems from the interest aroused among participants in the very first sub-theme on “Professional Training and Development” discussed last year in Lomé, Togo. The discussions clearly underscored teacher training and development as having the most direct link with the closing of the quality teacher and teaching gaps and as a repository for actions to improve educational quality and learning in an inclusive and equitable manner. The threefold concern of Incheon Declaration – ensuring that teachers are well trained, motivated and supported – can then be encapsulated in this year’s theme.

Strengthening teacher education in order to guarantee quality teaching, training and learning for all calls for policy options that include, but also go beyond, the sole sphere of teacher training and continuous professional development, the types of training offered and their durations and objectives. Planning to reinforce teacher education also requires policy dialogue between policymakers and practitioners and may require a holistic approach to teacher competency profile and learner profile, as well as the negotiation of adequate allocation of resources. More, it is evident that indicators like the ratio of pupils to trained teachers have impacts on students’ learning outcomes. Between 1999 and 2012, pupils to trained teacher ratios declined in 44 out of 50 countries with data, requiring policies of upgrading teacher qualifications in pre-service training (Education for All Global Monitoring Report, Policy Paper 19, April 2015; UIS, 2016).

Regardless of geographical contexts, the need to close quality gap persistently arises to meet the requirement below:

‘If we want schools to produce more powerful learning on the part of students, we have to offer more powerful learning opportunities to teachers... Unless teachers have access to serious and sustained learning opportunities at every stage in their career, they are unlikely to teach in ways that meet demanding new standards for student learning or to participate in the solution of educational problems.’

Feiman-Nemser 2001, in Burns, M. and Lawrie, J. (eds),

Where it’s needed most: Quality professional development for all teachers, INEE 2015:7

Besides, Jamaica hosting the 11th PDF represents one of the groups of countries SDG Goal 4.c is calling for giving priority to: “... least developed countries and Small Island developing States”. The host country and region (the Caribbean) are typical targets whose specific challenges should receive attention and be addressed.

In sum, the proposed sub-themes (section 4 below) that the Forum will discuss illustrates why teachers and educators’ skills and competencies have a bearing on many SDG 4 goal targets, including those related to knowledge and skills for labor (TVET) and to equal chances for quality learning. This extended coverage underpins the 11th PDF holistic approach in addressing this year’s thematic focus area and breaks with the promptness to associate teachers and educators’ debate to basic education issues only. As mentioned above, the focus on TVET will remind all that trainers/instructors and other education personnel represent an important group among teachers and educators.

OBJECTIVES

The Policy Dialogue Forum aims at establishing a shared vision among members and partners of the Teacher Task Force on crucial issues for the implementation of the Teacher Target in the SDG and Education 2030 Agenda. Teacher education is at the center of any strategies or policies that aim at the “supply of qualified teachers” for a quality and inclusive education. The TTF overarching objective is to contribute to increasing the quality and the quantity of teachers and educators through appropriate teacher policies. It directly contributes to, and illustrates the spirit of Incheon Declaration, 2015:

“We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”

More specifically, at the 11th PDF, stock will be taken by TTF members and partners of country progress and research findings linked to teacher education and CPD towards achieving SDG 4.c. The PDF offers a platform for multi-stakeholder communication and networking and the identification of ways to urge for adequate resource mobilization for teacher development.

Finally, deliberations will aim at informing ongoing con-

cerns and reflections for effectively monitoring progress on SDG4, as pursued by the SDG – Education 2030 Steering Committee, UNESCO’s Global Education Meeting in December 2018 and the UN’s High Level Political Forum in July 2019.

EXPECTED OUTCOMES

Within the framework of the four sub-themes, the outcomes of the keynote speeches, group discussions, plenary sessions, and the exhibitions will produce the following outputs:

1. Participants will have taken stock of a broad spectrum of models of teacher training and innovations from all regions and shared good practices on new trends in teacher education and CPD.
2. Participants will have developed collaboration and networking in order to promote further research and advocacy at the national, regional, and global levels.
3. Participants will have made recommendations on how to improve teacher education through international cooperation to the Teacher Task Force, the national governments, the SDG4 Steering Committee and the development partners.

THE 11TH PDF THEME

“Strengthening Teacher Education: A prerequisite for quality teaching, training and learning”.

This theme is directly in line with the implementation and monitoring of the SDG 4.c targets related to teachers and complement lessons learnt from the previous fora. The discussions will be organized around the following four sub-themes to shed light on various ways of developing teacher education:

1. Knowledge, skills and competencies for teacher development
2. Teacher training: Skills and competencies for work
3. Promoting equal learning opportunities for all through teacher education
4. Teacher education: Digital learning and continuing professional development

As they stand in this concept note, the sub-themes introduce key thematic focus areas, bringing forth highlights on related issues. They are drafted to guide plenary presentations and to trigger off discussions at breakout sessions.

Sub-theme 1: Knowledge, skills and competencies for teacher development

This sub-theme will address the set of knowledge, skills and competences teachers should have. It will look at teacher education as career-long education and the roles of teacher educators. A special attention will be paid to system features that shape aspects of teachers’ professional careers, the nature of teachers’ professional development, competency frameworks, curriculum development and professional learning communities/communities of practice. It will refer to curriculum processes from development to implementation through teaching, evaluation and learning outcomes.

The rapid and varied changes in today’s societies have implications for the type of education at schools and teacher education that are needed. Teacher education in the increasing complex world must be forward-looking and prepare teachers who are continuous learners themselves. Teacher education in a globalized world must facilitate teachers to think about the sort of education that is meaningful and relevant to young people’s needs in 21st century different learning environments. Here an additional aspect regarding TVET teachers will marginally be referred to. (Sub-theme 2 elaborates more on TVET teachers, instructors/trainers’ education and CPD). Teaching practice in general education refers to

pedagogical practice, i.e. how best to teach and to foster learning through various methods. Teaching practice for TVET teachers includes both pedagogical and vocational practice.

Discussions will contribute to the development of global guidelines for a core set of knowledge, competences and attributes for teaching standards developed in teacher competency frameworks (TCF).

To conclude, this sub-theme will probe the role of research, aimed at empowering teacher communities of practice so they can develop the capacity to reform their own situations.

Sub-theme 2: Teacher training: Skills and competencies for work

This sub-theme will look at the specific requirements in training teachers, trainers and facilitators in technical and vocational education and training (TVET) for the employability of youth (and adults). The challenge is twofold and lies in the function of basic education and its curriculum potentials for prevocational skills acquisition. In addition, the sub-theme aligns with the following SDG 4 Target 4.3, 4.4 and 8.6:

4.3. “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”.

4.4. “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”.

8.6. “By 2020, substantially reduce the proportion of youth not in employment, education or training”.

The question arises to know how teacher and trainer preparation and continuous professional development can be tailored to meet different technical and vocational skills demands in emerging and developed labor markets, and particularly in continuously changing labor markets due to globalization, automatization and digitization. The answer to this query henceforth may preclude public policy dominations and impose public private partnerships.

Furthermore, given the fact that good quality teaching and training are crucial to TVET, this sub-theme will also shed light on the status and challenges trainers in companies and tutors. It will further scrutinize some relevant factors on TVET teachers and teaching. These include the governance on TVET teachers, their recruitment and deployment, engagement of industries for pre-service and

in-service training of TVET teachers, continuous professional development (CPD) of TVET teachers with licensing concept (as an emerging trend), equipment and materials for teaching and learning on TVET, appropriate pedagogy in the context of teaching TVET, keeping abreast of the changing skills demands in the labor market, etc.

Sub-theme 3: Promoting equal learning opportunities for all through teacher education

Against the backdrop of the SDG 4 agenda, stakeholders within the global education community have started to mobilize and collaborate to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The dual focus of the agenda on equity and learning puts teachers at the heart of policy responses that could be developed to foster equal participation and learning globally. Teachers can be an impactful equalizing force to overcome unequal life chances from birth. This sub-theme will explore the role of teacher education and professional development programs in perpetuating or mitigating inequalities at both the classroom and system level.

In the classroom, teacher practices can impact equitable participation and learning for vulnerable groups. The teacher-student relationship is subject to cultural stereotypes, norms, and perceptions that influence teachers’ beliefs and efforts that children from all groups with all abilities can learn. In addition, teachers may not be sufficiently prepared to cope with the diversity of students in the classroom, particularly when facing large class sizes, hindering the learning process for many students. This sub-theme will consider how teacher training and professional development programs can be designed to better cater to the diversity of children in the system, and ensure that the teacher practices they promote do not perpetuate the situation of exclusion of disadvantaged children.

At the system level, providing disadvantaged groups with better access to more qualified and experienced teachers has been an underlying factor for countries which have succeeded in achieving more equitable learning outcomes. With the bulk of the remaining disparities in levels of participation and learning associated with dimensions of poverty, location, ethnicity, gender, or disability, the absence of adequately trained teachers in the most deprived areas constitutes one of the most important issues. Thus, this sub-theme will also reflect upon how policies, institutional structures, and service delivery related to teacher education and professional development can help ensure that teachers are adequately posted and trained to meet the needs of the most disadvantaged children.

Sub-theme 4: Teacher education: Digital learning and continuing professional development

The massive recruitment of new teachers, particularly in least developed countries, with little or no training is a real cause for concern. Thus, garnering interest in pedagogical approaches that include efficient use of information and communication technologies (ICT) in teacher education and CPD can help quickly meet learner needs.

In the digital age, technology-integrated education requires digital skills and digitally-infused pedagogy to ensure efficacy and efficiency of ICT use for personalized adaptive and student-oriented teaching and learning. Taking to scale promising solutions in the use of advanced information and communication technologies (ICT) for teacher education remains an unmet expectation. The sub-theme will offer opportunity to share results achieved in effective use of ICT in pedagogy, teacher development and resourcing, education actors' networking through communities of practice. Approaches used to ensure equity, reaching disadvantaged groups, as well as the risks associated with ICT, while underscoring that ICTs cannot replace teachers, overcoming teacher resistance and enhancing public-private partnerships (PPP) will be covered. Technology is being used in new ways in teacher professional development and training. New teacher education and training programs have turned to ICT as a mean of professional development. The UNESCO ICT Competency Framework for Teachers, among the promising tools, is aimed at helping countries to develop comprehensive national teacher ICT competency policies and standards, and to harness digital facilities for professional learning. Yet, policies and strategies for ICT competencies of teachers need to be spelt out clearly in teacher education programmes. This is the sine qua non condition to tap on digital learning advantages to promote continuing professional development.

DISCUSSION ARTICULATION

A deliberate combination of a Ministerial panel on the theme of the forum, presentations in plenary sessions, breakout sessions and "Special Presentations" will showcase a rich array of good practices and lessons learnt for enhancing teacher training, fostering innovation and promoting effective learning in the TTF Member States and network.

The Ministerial panel is a noteworthy innovation in the organization of the annual policy dialogue fora of the Teacher Task Force. For the first time, six Ministers in charge of Education from the five UNESCO regions are invited to join the host Minister as high-level policy-makers, to share their perspectives on the critical issue of teacher education with the forum participants. They will talk about innovative reforms they have initiated to enhance the quality of learning by improving teacher training and the status of teachers.

The sub-themes will be introduced in a plenary session, before participants break into 4 groups to engage more deeply into the various dimensions of the sub-themes they have selected. In addressing the sub-themes, an attempt will be made to link core principles with context-based applications and/or lessons learnt, research evidence, practitioner's voice, implications for improving learning and teacher/trainer indicators. Research evidence and pilot projects will be presented and debated. The forum will enable the acquisition of pertinent knowledge and insights for the introduction or revision of teacher training policies.

PARTICIPANTS

The 11th PDF will bring together over 200 participants from around the world and about 100 teacher stakeholders from the host country. It will allow policy makers, researchers, representatives from UN and other international organizations, teacher organizations, teachers, private sector organizations and foundations, to dialogue and network. It will provide the platform for stocktaking of existing policies and practices, exchange of information, experiences and good practices on teacher-related gaps among all the various constituencies.



Programme

The theme and sub-themes that the co-chairs have already endorsed are as followed:

Theme: **“Strengthening Teacher Education: A prerequisite for quality teaching, training and learning”**

- **Sub-theme 1:** Knowledge, skills and competencies for teacher development
- **Sub-theme 2:** Teacher training: Skills and competencies for work
- **Sub-theme 3:** Promoting equal learning opportunities for all through teacher education
- **Sub-theme 4:** Teacher education: Digital learning and continuing professional development

The Policy Dialogue Forum (PDF) agenda has one plenary session and three breakout sessions for each sub-theme, planned as followed:

1. In plenary all participants are presented with key issues in all sub-themes, before breaking later into the groups. (Keynote speakers for the four sub-themes are selected based on regional/gender/stakeholder balance.)
2. In the 1st breakout session, called **“Input session”**, there will be 4 or 5 panellists presenting on the sub-theme with different lenses (policy maker, practitioner, researcher or development agency)
3. In the 2nd breakout session, called **“discussion session”** the participants in the group share their own experiences, responding to the inputs from plenary and the 1st breakout session
4. In the 3rd breakout session, **“wrap up session”**, the group start drawing conclusions on key issues to retain about the sub-theme and lessons learnt, and proposing recommendations related to the sub-theme that the moderator and rapporteurs will work on for presentation in plenary.

The innovation with the 2018 annual Policy Dialogue Forum is that, for the first time, the agenda includes a **Ministerial panel**. Five Ministers in charge of Education from each of the five UNESCO regions are invited to join the host Minister as high-level policymakers, to share their perspectives on the critical issue of teacher education with the forum participants. They will talk about innovative reforms they have initiated to enhance the quality of learning by improving teacher

training and the professional status of teachers.

An important activity at the event will be the Regional Groups meetings, which are the following:

1. Africa Region
2. Arab states Region
3. Asia Region
4. Europe and North America Region
5. Latin America and the Caribbean Region

Each group will discuss how, as a region, they will contribute to the implementation of the Task Force Strategic Plan 2018-2021. They will also review what has been done after the last meeting in Lomé, what teacher-related events, networks and initiatives at regional level the Group needs to take into consideration; what upcoming events to consider, etc. The group will also discuss the rotation of its members in the Steering Committee.

The TTF Strategic Plan has also established four thematic working groups, which are the following:

1. **Thematic group 1:** Pre-primary Teachers
2. **Thematic group 2:** Inclusion and equity in Teacher policies and practices work
3. **Thematic group 3:** Teacher Management in Crisis and emergency contexts
4. **Thematic group 4:** ICT and Distance Education for Teacher development

Participants could join the thematic group of their choice in Jamaica (note that thematic working groups' sessions are different from the breakout sessions on the sub-themes).

ANNUAL MEETING KEYNOTE SPEECH

This year a Keynote speech will be delivered during the annual meeting of the members of the International Task Force on Teachers for Education 2030.

Speaker:

Kwame Akyeampong, Professor, Deputy Director of the Centre for International Education, University of Sussex, UK

Professor Akyeampong began his academic career in Ghana at the University of Cape Coast where he became the Director of the Institute of Education, an institution responsible for research and development in pre-tertiary teacher education in Ghana. He holds a Masters degree in mathematics education from the University of Leeds, UK and a PhD in Education from the University of Nottingham, UK. His research interests cover the areas of teacher education policy, educational access and quality reforms and the political economy of education reforms in the sub-Saharan Africa context. He has published extensively on teacher development and led impact evaluation studies on education interventions to improve access to education for out of school children in Ethiopia and Ghana. From 2017-2018, he co-chaired a group of experts tasked by the Global Education and Skills Forum to research the qualities of effective teachers who teach disadvantaged students. Prior to joining the University of Sussex in 2004, he served as a visiting Professor at the Centre for International Cooperation in Education (CICE) at Hiroshima University and a Senior Fulbright Scholar at Georgia State University in the USA. From 2011 to 2013, he served as a senior policy analyst with the Education for All Global Monitoring Report team at UNESCO in Paris.

SUB-THEMES

Sub-theme 1: Knowledge, skills and competencies for teacher development

1/ Background and Objectives

Madeline Hunter in her very significant paper on teacher competency posed a still thought-provoking question: "If your life depended on a student's successful learning and you could describe excellence in only one school variable, on which would you bet your life? School organization? School building? A particular programme? Books? Materials? Learner-teacher ratio? Classmates? Amount of money spent? Or the teacher?" M. Hunter went on to say that in a loud voice the answer would be the teacher.

Teachers have a telling impact on learners and their successful learning. However, vast amounts of money are spent for the purposes which do not contribute substantially on learners' success. We invest minimally in the deliberate development of the one professional that is now our greatest educationally asset, according to Hunter.

In the era of knowledge expansion, globalization, high technology and rapid social transformation, the aim of teaching is now more focused on helping learners to become independent learners, who can create their own knowledge, generate new ideas, are culturally competent, creative, innovative, problem solvers and who are reflective and critical thinkers in today's modern technological and global society.

Expectations directed towards teachers are getting higher and higher. We often hear how teachers must support learners to have the skills that will help them to work collaboratively and sensitively in a team, who can be good decision-makers, who can plan and manage their time effectively, who can listen to one another and choose the proper communication strategy at the right time. To meet these demands, learners have to develop 21st century skills. But what about the teachers' 21st century skills and competencies? What about the teachers' knowledge? What about teachers' professional development? What instructional skills will 21st century teachers need to prepare their learners? How are these skills different from the skills teachers needed in the past?

Researchers and teachers are becoming increasingly aware that the character and nature of the 21st century classroom, and the demands on both teachers and learners, is undergoing significant changes. So, what is the role of the teacher in today's classroom, in today's school and beyond the school? What competencies do they need to fulfil their roles? How do our teacher pre- and in-service programmes prepare our teachers to meet the demands of the 21st century school?

This sub-theme will address the set of knowledge, skills and competencies teacher education would need to

develop in order to ensure successful learning for modern day learners. It will look at teacher education as life-long education where teachers as professionals have the opportunity to continuously growth, develop, refresh and upgrade themselves. Special attention will be paid to system features that shape aspects of teachers' professional careers, the nature of teachers' professional development, competency frameworks, curriculum development and professional learning communities/communities of practice.

2/ Content

The Incheon Declaration at the World Education Forum (May 2015) expressed commitment to "ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems". One of the key dimensions to fulfilling this commitment is a comprehensive set of teacher standards that can inform the training and continuing professional development of teachers globally. UNESCO reports that an increasing number of countries are developing professional standards for teachers in an effort to improve quality and learner outcomes.

During the Plenary and Breakout Sessions, the speakers' input will remind the audience of ongoing research and developments around teacher standards and competency frameworks. Inputs will revolve around the following:

- A common understanding of 21st century teaching and learning
- The role of the teacher in the 21st century classroom
- The knowledge, skills and attributes that characterize good quality teaching practices
- Outline a continuum of abilities and responsibilities that are central to quality teaching and professional excellence
- The role of competency frameworks in providing teachers with reference descriptors to assist them in their development, making explicit the knowledge, skills and attributes that characterize good teaching practices, promoting quality teaching, enhancing the profile and standing of the profession
- The role of pre and in-service teacher education programmes in the professional competence of a teacher, providing direction for Higher Education Institutions and professional development service providers in relevant and good quality programmes for selection, certification and continuing professional development.

Highlight the main challenges and opportunities for consolidating the work around teacher competency frameworks on national, regional and global levels. Discussions

and feedback in the breakout sessions will address the following:

The need for teacher competency frameworks as it relates to:

- Mutual recognition of qualifications
- Ensuring competence, quality and readiness of teachers to effectively teach in an increasingly globalized society
- Enhancing teacher mobility
- Need for social relevance in teacher education programmes both nationally and globally
- How to build teacher competency frameworks.

TUNING Africa Teacher Competency Framework (as an example of a framework developed by African Universities for Teacher Education Programmes).

3/ Group Team

Sub-theme Coordinator:

- Dr. Charmaine VILLET, Ph.D., Dean of the Faculty of Education, University of Namibia

4/ Biographies

Keynote:

Dr. Tuija TURUNEN, Dean/Prof. UNESCO UNITWIN, UArctic Thematic Network of Teacher Education for Social Justice and Diversity, Finland

Professor Tuija Turunen holds a position of Dean at the Faculty of Education, University of Lapland, Finland. She leads several national and international projects and has an excellent track record of high quality scientific and popular publications. She has presented her work in numerous international conferences and in various public media. Professor Turunen leads UArctic Thematic Network on Teacher Education for Social Justice and Diversity, which currently hosts over twenty member institutions across the circumpolar north. She also leads the Arctic Council Sustainable Development Working Group (SDWG) project: Teacher Education for Diversity and Equality in the Arctic and UNESCO UNITWIN Network on Teacher Education for Social Justice and Diversity in Education. Professor Turunen's current research interests focus on teacher education, professional development in higher education, educational transitions, especially starting school, multi-professional work in schools, and preventive school welfare work.

Panel:

Mr. James McIntyre, Program Manager, The Mastercard Foundation

James manages the Mastercard Foundation's Leaders in Teaching initiative, a multi-country education initiative focusing on strengthening the quality of teaching and learning at the secondary level. Based at the Foundation's branch office in Kigali, James also supports key education work across the Foundation's portfolio. An experienced

project management professional, prior to joining the Foundation James managed education programming and policy research initiatives in Canada, East Africa, Afghanistan and Pakistan with the Aga Khan Development Network, the International Council on Security and Development and Classroom Connections. James holds an honours BA from York University and an MSc from the London School of Economics.

Overview of presentation:

The Mastercard Foundation's Young Africa Works strategy sets out an ambitious goal for the next decade: by 2030, our work will enable 30 million young people in Africa, especially young women, to secure employment they see as dignified and fulfilling. Using youth employment as a key measure of socio-economic progress, we aim to help millions of people to find a pathway out of poverty. Improving the quality of education and vocational training is a key part of this strategy, to ensure that young people are equipped with the skills and knowledge that they need to succeed. The Foundation is deepening our engagement in select countries to better understand their aspirations and identify priority sectors for growth.

In 2018, the Foundation launched the Leaders in Teaching initiative, a multi-country initiative that aims to strengthen the quality of teaching and learning at the secondary level, by holistically addressing key challenges faced by teachers and education systems. Key components of this initiative focus on strengthening pre and in-service teacher education in Rwanda's new competence-based curriculum and strengthening the support that teachers receive from school leaders. This presentation will provide an overview of the Foundation's approach to supporting the professional competence of teachers through programmes focusing on selection, certification and continuous professional development.

Ms. Maria Assunção Flores, Associate Professor with Qualification at the University of Minho, Portugal

Maria is an Associate Professor with Qualification at the University of Minho, Portugal. She received her PhD in Education at the University of Nottingham, UK, in 2002. She has been involved in more than 20 research projects, some of them international funded projects. She was a visiting scholar at the University of Cambridge in 2008/2009 and at the University of Glasgow, UK, in 2016/2017. She has published extensively in international and national journals, books and book chapters (in total, more than 200 publications in Portuguese, English, Spanish and French).

She is a member of various international associations. She is currently the Chair of the International Study Association on Teachers and Teaching (ISATT) (www.isatt.org) and President of the Estreia diálogos (The International Collaborative Action Research Network for the Portuguese speaking countries) the aim of which is to promote

a democratic and inclusive research approach in several domains such as education, community development, child studies, etc. (see www.estreialdialogos.com). She is Emeritus member of the Board of Directors of the International Council on Education for Teaching (www.icet4u.org).

Prof. Irma Eloff, Professor, University of Pretoria, Republic of South Africa

Irma Eloff is the founder of the African Deans of Education Forum (ADEF). She is a former dean of Education at the University of Pretoria. She was the seventh dean and the first woman to hold the position. Previous positions also include Department Chair for Educational Psychology and School Chair for Educational Studies at UP.

She is currently a professor of Educational Psychology at the University of Pretoria. She has also held visiting professorships at Yale University, Universität Innsbruck, Rhodes University, the University of Wisconsin-Milwaukee, CPUT Wellington, Bathspa University UK and Fordham University in New York.

Irma is an NRF-rated researcher and a registered psychologist. In July 2014 she won the international Prize for Excellence in HIV Research Related to Children from the International AIDS Society (IAS) and the Coalition for Children Affected by AIDS. In 2012 she was chosen amongst the top three Most Influential Women in Business and Government in South Africa in the Education category. She has presented lectures across the globe on themes of positive psychology and teacher education.

Sub-theme 2: Teacher training: Skills and competencies for work

1/ Background and Objectives

Development of the TVET workforce has been a focal area for UNESCO and Member States since a specific Recommendation concerning the Status of Teachers in 1966. It remains a concern at policy, system and institutional level in particular given the critical role of skills for employability in the workplace and for life. The Incheon Declaration underpinning the Education 2030 agenda emphasized that quality education requires 'well qualified, trained, adequately remunerated and motivated teachers.....deployed across the whole education system'. The Declaration underlines the breadth of expectation that teacher and trainer provide relevant teaching and learning methods and content that meet the needs for all learners' embracing both economic and social inclusion goals.

The 2015 TVET recommendation provides a frame to action the 2030 Agenda for TVET teachers and trainers. It flags up the importance of the professional development across the broad range of staff engaged teaching TVET - teachers, trainers, instructors etc. both in the classroom and in the workplace. Furthermore, UNESCO's TVET Strategy 2016-2021 confirms that adequately prepared TVET staff is fundamental for TVET systems to provide youth and adults with innovative skills in areas such as greening, digitalization and entrepreneurship needed in fast changing labour markets and to empower active citizens in sustainable societies. The Strategy calls for further analysis and assessment of the specific challenges facing TVET staff through policy reviews and evidence based analysis; it also stresses the need for capacity building initiatives for national decision makers and institutions responsible for the training of TVET leaders, staff and managers at national, regional and international levels. UNESCO-UNEVOC Internal Centre has launched an international TVET leadership programme and is implementing regional leadership programmes in Africa and Latin America including the issue of TVET staff.

Despite the enabling Recommendation and the priority in the UNESCO Strategy given to TVET staff, there remain major challenges facing the development of TVET staff at policy, system and institutional level. Policy makers should integrate the specificity of TVET staff into the teacher training policies in order to attract, develop and motivate all TVET staff. At a system level, regulatory frameworks can help establish quality standards for TVET teaching and training, while teacher-training institutions should be encouraged to enhance the pedagogic capacity and work experience provided during pre-service and in-service professional development. At an institutional level, a key challenge is to empower TVET teachers and trainers to deliver innovative TVET teaching and learning especially in employability skills of the future in greening, digitalization

and entrepreneurship. Finally, institutions should embrace the development needs of in-company trainers who play a key role in imparting the core and technical skills for employability, but which remain often outside the teacher-training framework.

2/ Content

The Plenary Session input session will remind the audience of the strategic framework and priorities defined by UNESCO for Teacher Training: Skills and Competencies for work and life.

The plenary session will:

Provide an overview of relevant findings from the Education Policy Reviews.

While the Education Policy Reviews have not focused specifically on the challenges and opportunities across the range of TVET staff, they have provided insights that are also relevant for the TVET sector. In particular the importance of:

- Policies and strategies to attract, retain and motivate professional teachers, and which give teachers a respected professional status;
- Improving access to pre-service teacher training institutions and the capacity of the pre-service institutions to develop the professional competences of the education workforce to deliver quality of teaching and learning and teachers' capacity to assess student learning;
- Establishing (together with VET staff and principals) clear performance criteria against which teachers can be assessed, as well as career paths for the teaching profession;
- Developing relevant and attractive in-service/CPD programmes which are widely available to in-service teachers in urban and rural areas; and motivating teachers to take part;
- Supporting teachers in using and applying more interactive and effective learning methodologies in the classroom. Of particular importance is the development of ICT related pedagogic tools.
- Providing leadership capacity building in particular for the changing roles of school principals.

Capture the main challenges and the opportunities for consolidating the TVET Workforce arising from recent/ ongoing studies at international and regional levels as well as from key practitioners.

Through these studies, the following key challenges and opportunities for the development of the TVET workforce can be identified:

- At a policy level, the challenge is to better recognise and integrate the specific needs for the TVET staff within national teacher training policies and strategies. Policies should address the attractiveness

of TVET training as a professional option with equal status and opportunities for initial and in-service development between general education and TVET workforces. National policies should also consider the value of direct experience in the workplace for TVET staff, either as they set out on the profession as well as during their professional career, as well as incentivising close cooperation between school and bodies representing business or social enterprise;

- At the system level, the broad challenge is to develop clear regulatory frameworks that define the quality and performance standards, which can help guide the training and development support for TVET staff. An additional priority is to develop capacity among teacher trainer institutions to provide relevant pre-service training and continuing professional development according to the specific needs and standards expected of broad range of TVET staff teachers, trainers and instructors. A key part of the professional development for TVET staff is to provide a strong pedagogic basis, and in particular the mastering and effective use of ICT tools within learning;
- At the institutional level is the challenge facing TVET staff to provide the transversal and technical skills needed in a rapidly changing labour market and society. This focal area addresses the demands on the TVET workforce to help provide innovative skills in key areas such as greening, entrepreneurship and the digital economy that are disrupting existing occupations and forming new ones. This challenge area comprises the opportunities for engaging TVET staff in the development of innovative curricula and qualifications and upskilling them to deliver the training;
- At the interface between the institution and the workplace is the challenge of supporting TVET staff who provide training and instruction within the workplace. This focal area addresses the specific needs facing in-company trainers in terms of technical skills; pedagogic capacities; defining and measuring learning outcomes; and the challenges of ensuring health and safety for the learner within the workplace. A key consideration of this area is the policy framework that enables and incentivises systematic cooperation between school and business and the integration of work-based learning within the curriculum;
- Lastly, at an institutional level, the theme of TVET staff providing skills and competencies for work will stress the importance of developing capacity of TVET leaders and managers in TVET schools and institutions such as teacher training institutions. This focal area calls on TVET leaders to inspire and

support TVET staff in the institutions and in-company through an institutional culture that values TVET staff, through putting in place close cooperation structures the integrate school and the workplace and by encouraging TVET staff opportunities for continuous professional development and career progress.

3/ Group Team

Sub-theme Coordinator:

- Mr. Borhene CHAKROUN, Chief of Section of Youth, Literacy and Skills Development, UNESCO
- Mrs Miki Nozawa, UNESCO-UNEVOC

4/ Biographies

Keynote:

Mr. Peter GREENWOOD, Programme Expert UNES-
CO-UNEVOC

Peter Greenwood began his professional life as a university teacher before becoming a professional trainer under the European Social Fund in Italy. He developed expertise in education and training programme management at European level in Brussels under the EU COMETT programme before joining the European Training Foundation in 1995. During his time at the ETF he had different responsibilities including the development of the ETF national Observatory network, the launch of the Torino Process, management of ETF operations and leadership for the ETF corporate performance and strategic partnerships with international organisations including UNESCO. In 2017, he retired from ETF and joined UNEVOC as a programme expert with a focus on strengthening the UNEVOC network; developing UNEVOC's thematic knowledge resources, particularly in the fields of greening and entrepreneurship, teacher training and innovation.

Panel:

Mr. Reinaldo Hernandez, Director Formacion General,
Duoc UC, Chile

Reinaldo Hernandez is currently the General Studies Director at Instituto Profesional Duoc UC in Chile; where he has held various leading roles for the past 10 years. He was the Head of the English Language Program; English Program Coordinator; and Teacher of English as a Foreign Language. In Cuba, he performed managerial jobs as Commercial Director and International Manager for two important companies in Havana. He also worked as English Language Methodologist and Secondary School English Teacher in his hometown.

Reinaldo has a Master's Degree in Educational Psychology from Universidad del Desarrollo in Chile; he has a Major Degree in Education and English Language Teaching from Instituto Superior Pedagogico, and a Degree in Teaching English to Young Learners from Escuela Pedagogica, both in Havana. Hernandez has furthered his preparation by taking courses at Instituto Superior de Relaciones Internacionales of Cuba, Instituto Superior Politecnico of Havana, Department of Continuing Education of the University of Oxford in England, and The Global Institute-ETS

in The United States.

His areas of expertise are: competence-based learning, design and development of language assessments, integration and assessment of generic competences, curriculum design, methodology of foreign language teaching, leadership and change management. In the last few years, Reinaldo has participated as senior expert or consultant in international events and innovative projects conducted by Oxford University Press, Seminarium Certificacion, National Geographic Learning, CORFO and UNEVOC.

Dr. Shermaine Barrett, Senior Lecturer, the Graduate School in the Faculty of Education and Liberal Studies, University of Technology, Jamaica

Shermaine Barrett is a Senior Lecturer in the School of Technical and Vocational Education at the University of Technology, Jamaica (UTech, Ja.) where she served as Head of School for the period, 2007 – 2011. She is currently Programme Leader for the MEd./PhD in Educational Leadership and Management.

Dr. Barrett holds a PhD in Work and Human Resource Education from the University of Minnesota, USA, a Masters of Arts in Adult Education – Kappa Gamma Pi Award from the Mount Saint Vincent University in Halifax, Canada, a Bachelor of Education (B.Ed.) in Education Administration from the University of the West Indies and a Diploma in Technical Education majoring in Mechanical Technology from the College of Arts Science and Technology (CAST), UTECH's predecessor.

She has been working in the field of technical teacher education for the past 16 years and has served in several capacities that have enabled her to contribute to the development of TVET in Jamaica and beyond. She currently serves as a member of the HEART Trust NTA Technical Committee, and Chair of the Industry Lead Group for the development of Competency Standards for TVET Training Design and Development Level 5. She is also the Jamaica Representative on the China based World Maker Education Alliance (WMEA).

Dr. Barrett is author of the book *Adult Education, Social Change and National Development in Post Colonial Jamaica: Investing in Human Capital*. She has also published several journal articles and made several conference presentations around the theme of adults as learners in both face to face and online contexts, TVET education and teacher training among others.

Professor Jailani Md Yunos, Universiti Tun Hussein Onn Malaysia (UTHM), Malaysia

Professor Dr Jailani Bin Md Yunos works at the Faculty of Technical and Vocational Education at the University of Tun Hussain Onn in Malaysia. After an international education at the University of Sheffield and the University of Wisconsin-Stout, he has had extensive teaching and management experience at the University. He is a very active and recognized researcher and has managed numerous research projects, with particular focus on teacher training. His research has led to the publication of a wide number of articles in journals and books and his appointment as member of the Advisory Committee of the Journal of Engineering and Technology. At a regional level, he is Vice President of the Regional Association for

Vocational Teacher Education in East and South East Asia (RAVTE).

Mr. Christian Stueer, GIZ Project Director and Senior Technical Advisor, GIZ Regional Office Philippines & Pacific, Philippines

After the Second State Examination Christian worked for more than 20 years as a teacher at secondary and vocational schools in the Federal State of Bavaria, Germany. He served in different functions like Head of Faculty and Member of the School Management Team. In addition he was engaged in the development and implementation of further training programs for teachers.

In 2010 he joined GIZ to help to establish a university of applied sciences for technical vocational teachers in Riyadh, Saudi Arabia. He headed the degree program for Information and Communication Technology.

In 2013 he took responsibility for a regional project about In-Company-Training which includes Standard Development, Curricula and Course Development, Implementation Activities to support the private sector engagement in TVET aiming for a Dual Cooperative Training.

Since end of 2016 Christian signs responsible for the GIZ contribution to the K to 12 PLUS project. As Part of his responsibilities he works on policy recommendation towards an enabling environment for Dual Vocational Education and Training and helps to improve In-Company Training in the Philippines as an essential part of Dual TVET.

Sub-theme 3: Promoting equal learning opportunities for all through teacher education

1/ Background and Objectives

In the classroom, teacher practices can impact equitable participation and learning of vulnerable groups. The teacher-student relationship is subject to cultural stereotypes, norms, and perceptions that influence teachers' beliefs and efforts that children from all groups with all abilities can learn. In addition, teachers may not be sufficiently prepared to cope with the diversity of students in the classroom, particularly when facing large class sizes, hindering the learning process for many students. This sub-theme will consider how teacher training and professional development programs can be designed to better cater to the diversity of children in the system, and ensure that the teacher practices they promote do not perpetuate the situation of exclusion of disadvantaged children.

At the system level, providing disadvantaged groups with better access to more qualified and experienced teachers has been an underlying factor for countries which have succeeded in achieving more equitable learning outcomes. With the bulk of the remaining disparities in levels of participation and learning associated with dimensions such as poverty, location, ethnicity, gender, or disability; the absence of adequately trained teachers in the most deprived areas constitutes one of the most important issues to address. Thus, this sub-theme will also reflect upon how policies, institutional structures, and service delivery related to teacher education and professional development can help ensure that teachers are adequately posted and trained to meet the needs of the most disadvantaged children.

2/ Content

The sub-theme will be introduced by a setting-the-scene plenary presentation, highlighting some of the main aspects of the teacher training/equality of learning opportunities nexus. The keynote will:

- Provide an overview of the context in which teacher education interacts with equality of learning opportunities of children;
- List some of the key features necessary of an inclusive and equity oriented teacher education system;
- Identify –from various perspectives -the challenges teachers and governments face in ensuring equal opportunities of learning for all children;
- The keynote speech will be complemented by a multi-stakeholder panel in the input session which shall provide focused inputs on the following guiding questions:
- How to develop teacher training adapted to deal with heterogeneity in the classroom? Are teachers trained and supported to face the diversity of situations they might be confronted to at the classroom level?
- What are some of the best practices to deal with specific vulnerable groups? And in particular how to address socio-cultural stereotypes when these affect learning opportunities of children?

- What are some of the key features a teacher training and management system needs to develop to ensure that trained teachers benefit all children? How do develop effective incentives and allocation mechanisms under constrained resources?
- The input session, and the following discussion session, will include example of national and regional teacher education and training programmes aimed at improving equality of opportunities, as well as discussion about best practices, successes and challenges in implementing such programs.

3/ Group Team

Sub-theme Coordinators:

- Mr. Patrick MONTJOURIDES, NORRAG, Norway
- Ms. Talia Miranda DE CHAISEMARTIN, Global Partnership for Education

4/ Biographies

Keynote:

Mr. Caine Rolleston, UCL Institute of Education, University College London and Young Lives

Caine Rolleston has led the education research within Young Lives since 2011. He is based at UCL Institute of Education. He has worked on education and international development in a range of countries including Ghana, Vietnam, Ethiopia, Peru, India and Sri Lanka. His research interests include issues in the economics of education in developing countries, educational access and equity, privatisation, learning metrics and trajectories, longitudinal studies in education and development, cognitive and non-cognitive skills development and survey design, employing both quantitative and qualitative research methods.

Panel:

Ms. Katarzyna Kubacka, GEM Report

Katarzyna Kubacka joined the GEM Report team in April 2016. Previously, she worked for nearly 5 years at the Organisation for Economic Co-operation and Development (OECD), Education and Skills Directorate. While there, she was a policy analyst on the Education and Social Progress project, focusing on the development of cognitive and socio-emotional skills and individuals' wellbeing; and on the Teaching and Learning International Survey (TALIS) - a survey of teachers and school leaders around the world. Prior to moving to Paris, she was based at the Vrije Universiteit Amsterdam as a researcher in the area of interpersonal processes. She is from Poland and holds a PhD and M.Sc. in Social Psychology from the Vrije Universiteit Amsterdam (The Netherlands) and B.Sc. in Social and Cognitive Psychology and in Social Sciences from Jacobs University Bremen (Germany).

Mr. Francis Ndem, UNICEF

Francis Ndem is education specialist in UNICEF, working on teacher related issues, linkages between community participation and education outcomes, analysis of MICS surveys, as well as economic analysis. He has 15 years of education sector work experience. Francis served as

education specialist and education economist at the World Bank and African Development Bank, working on economic and sector analyses, equity, value for money, sustainability and accountability in education, as well as various thematic studies in education economics. He was also team leader for the World Bank/African Development Bank education programmes in Cote d'Ivoire, Angola and Republic of Congo, covering Early Childhood Development, basic quality education, TVET, science and technology, and other areas.

As Adviser of the Permanent Secretary, Ministry of Primary and Secondary Education in Togo, Francis coordinated the development of the national education sector plan and contributed to setting up methodological tools for results-based financing of schools. Francis was also an education policy analyst at UNESCO, where he contributed to education sector analysis in several countries including Mali, Côte d'Ivoire, Guinea Bissau, and Central African Republic. He contributed to the set up and provision of trainings for officials of ministries of education in African countries.

Francis holds a Master's degree in education and training, and a degree in statistical engineering. He is the author of numerous publications on education.

Ms. Emily Cupito, J-PAL Africa

Emily Cupito is the Associate Director of Policy for J-PAL Africa. She leads the policy team, whose mission is to assist practitioners and policymakers in scaling programmes proven to be effective. This work includes selecting areas in which proven innovations can have impact, disseminating relevant research results, working with partners to scope the context, and assisting policymakers in maintaining impact while bringing proven innovations to scale. Current projects include Teaching at the Right Level, Asset-Collateralized Loans for Water Tanks, Parliamentary Debates, Incentives for Immunisation, and Sugar Daddies Awareness. The team works across the continent. Prior to her work at J-PAL, Emily worked at IPA Uganda as a Senior Project Coordinator for the Global Financial Inclusion Initiative and as a Project Coordinator on a randomised evaluation of Village Savings and Loan Associations. She previously worked as a Presidential Management Fellow with the US Federal Government. Emily received a Master's in Public Policy from Duke University and a Bachelor's in Economics and Public Policy from the University of North Carolina at Chapel Hill.

Dr. Winsome Gordon, Chief Executive Officer, Jamaica Teaching Council

Dr. Winsome Gordon is the Chief Executive Officer of the Jamaica Teaching Council, established in 2008 as part of the National Education System Transformation Programme in Jamaica. It registers and sets professional standards and appraisal for various categories of teachers and a code of ethics; sponsors and oversees teacher development; advocates for the teaching profession; recognizes and rewards excellence in teaching; and maintains a Teacher Management Information System (TMIS). She is a strong advocate for the education of boys in Jamaica, the wider Caribbean and the global community and underscores school as a place of success for all.

In 1981 she successfully completed her Doctorate of

Philosophy and later the Harvard University Investment Appraisal Programme, and Public Sector Investment Programme offered by The World Bank.

Previously, she served as senior staff for 20 years in UNESCO Education Sector, where along with her team, she initiated and gave leadership to major programmes, among them were the:

- Launch and development of Girls' Education in Africa and Asia
- Education and poverty – recognizing child poverty as an important economic consideration and education as the opportunity for social advancement
- Establishment of Guidance Counselling for Youth Development for Africa that led to the establishment of a centre in Malawi. The Centre evolved into the African University for Guidance Counselling and Youth Development.
- Establishment of reading as a subject in Africa and the African Reading Association.

Acknowledging that teachers are at the core of education for all, her programmes invariably focused on the role of the teacher in achieving meaningful and sustained educational outcomes.

For her work in education, Dr. Gordon received the national award of the Order of Distinction conferred by the Governor General of Jamaica.

Sub-theme 4: Teacher education: Digital learning and continuing professional development

1/ Background and Objectives

Being an important element of everyday life, new technologies brought along the demand for special skills related to information and communication technologies (ICT) activities for teachers and students. In the digital age, technology-integrated education requires digital skills and digitally-infused pedagogy to ensure efficacy and efficiency of ICT use for personalized adaptive and student-oriented teaching and learning. Taking to scale promising solutions in the use of new information and communication technologies (ICT) for teacher education remains an unmet expectation. ICT is widening a new horizon of opportunities to take forward SDG 4, seizing digital opportunities requires political will, effective planning, and concerted resources for strong implementation, as recommended in the 'Qingdao Declaration', released during the International Conference on ICT and Post-2015 Education from 23-25 May 2015 in Qingdao, the People's Republic of China. The increasingly powerful capacities and lower price of ICT have enabled a rapid diffusion of digital devices and applications, and made ICT more affordable in low-income countries. ICT can enable countries to close many gaps and reduce significantly the cost of deploying innovative services across sectors. ICT-enabled cost-saving delivery models of service provision are already changing, if not disrupting, the education sector in high-income countries as well, and making possible innovative digital services essential for education systems in low-income countries.

As the pedagogical practices are shifting from knowledge-delivery to knowledge creation, teachers need to be equipped with necessary skills and knowledge to facilitate students' higher order learning. ICT plays an enabling role in improving the quality of teaching through expanding the training opportunities and connecting teachers to share their knowledge and support with each other. Developing competency standards for teachers is a key factor to systematically implement nation-wide large-scale teacher development. It is important to support building teachers' community of practices (CoP) to enhance innovations through lifelong learning with technology.

Technology is being used in new ways in teacher professional development and training. New teacher education and training programs have turned to ICT as a means of professional development. Yet, policies and strategies for ICT competencies of teachers need to be spelt out clearly in teacher education programmes. This is the sine qua none condition to tap on digital learning advantages to promote continuing professional development.

In line with "Education 2030" Agenda, developed by UNESCO, the session will highlight the power of ICT to reinforce teacher professional development and educational systems, to advance quality and effective learning, and to ensure more effective service provision. Empowering teachers through systematic training and support is central to enhance the use of ICT in pedagogy. The sub-theme will offer opportunity to share results achieved in effective use of ICT in pedagogy, teacher development and resourcing, education actors' networking through

communities of practice. Approaches used to ensure equity, reaching disadvantaged groups, overcoming teacher resistance and enhancing public-private partnerships will be covered. The presenters of this session will share with the participants insights of how their country has been leveraging the power of ICT for providing quality teacher training.

2/ Content

Key trends which will highlight the role of ICT for achieving the Education 2030 Agenda to be emerged across the session, and are identified as follows:

- Providing leadership capacity building in particular for the changing roles of school principals.

General observations on teachers and the teaching environment

- Teachers are central to improving the quality of education. This relatively new focus on the need for quality teaching is reflected in the SDGs.
- A new emphasis on school-based teacher professional development, practice and learning is proving effective, enabling peer-to-peer collaboration.
- The reform and transformation of teacher education as an on-going and life-long engagement is becoming more of a greater critical challenge for education systems.
- The practice of teaching is essentially a singular and isolated one. Initial teacher education requires profound reform to be capable of graduating new teachers who are (1) competent and willing to engage in group/shared teaching, (2) professional practice sharing and regular peer-to-peer collaboration.
- The national status of teachers including government's support for an improving sense of professionalism and a regime of pay and condition reflective of a new status. Teaching must be returned to a first choice destination for secondary school graduates.
- Successful scaling and mainstreaming of teacher professional development is dependent on a strategy to motivate teachers. It requires a validation and recognition structure such as credit accumulation towards graduate diplomas.

Mobile and blended professional development systems

- The relatively universal availability of mobile technologies/smart phones and greater availability of usable internet bandwidth in both the developed and developing worlds have already facilitated successful teacher ongoing professional development.
- Mobile learning frameworks which include assessment and certification systems have proved effective in several countries in Africa where well - designed teacher in-service programmes are in place which are either wholly online or follow a blended learning model.
- Digitally -based teacher professional development programmes are attractive to teachers as they are school-based, allowing for peer collaboration and are less disruptive to the school environ-

ment, reducing teacher absence.

- Accordingly, school managements provide stronger supports and encouragements to their teachers in pursuing professional development as cost-effective models of professional development for their teachers.

Continuing teacher professional development – content themes

- Quality ICT-enabled teaching and learning can only occur in school environments which enjoy a positive ICT culture, have a basic level of digital equipment and where ICT use and integration is championed by the principal and senior staff.
- Clearly, a basic level and configuration of ICT in schools for use in their classrooms is essential to allow teachers to pedagogically incorporate them in their daily teaching.
- Teachers must become competent in the management of technology in the classroom.
- A ‘phased approach’ model for teacher professional development, based on the ICT competency framework, which is contextualized for implementation in each country and which includes head teacher capacity building to support digital whole school development;
- Integrated blended learning approaches ensure practical application of professional learning with technology (mobile and fixed) and the regular use of OER in school and classroom practice.
- Teachers must also acquire the pedagogical skills to incorporate and interweave 21st century skills within their teaching subjects.
- The quality of teaching and learning is improved through school-based and virtual teacher communities of practice for collaboration on e-lesson and e-resource design.

3/ Group Team

Sub-theme Coordinators:

- Ms Natalia AMELINA, Program Specialist, UNESCO IITE Moscow
- Mr. Bijay DHUNGANA, Vice-President - International Centre of Excellence For Innovative Learning (ICEFIL)
- Mr. Jerome MORRISEY, GESCI, Kenya

4/ Biographies

Keynote:

Mr. Tao Zhan, Director of the UNESCO Institute for Information Technologies in Education (IITE)

Dr Tao ZHAN is the Director of UNESCO Institute for Information Technologies in Education (IITE) located in Moscow. He received his Ph.D from Shandong University in China in 1987, majoring in number theory and later became a Research Fellow of Humboldt Foundation at University of Freiburg in Germany, and Professor of Mathematics at Shandong University. Before joining UNESCO IITE in February 2017 he had served as the President of Shandong University and Jilin University, Director-Gener-

al of Educational Management Information Center of Ministry of Education in China. Dr Zhan was also a member of the Drafting Group for Incheon Declaration 2015 and the UNESCO Framework for Action Education 2030. His vision for IITE is working together with Member States and international education community for the achievement of Sustainable Development Goal for Education (SDG 4) with the unique power of Information and Communication Technologies (ICT).

Panel:

Ms. Esther Mwiyeria, Kenya, Country Program Manager of African Digital Schools Initiative (ADSI)

Esther Mwiyeria has specialized in ICT and Education over 28 years. She worked as a lecturer in the Kenya Polytechnic in mathematics and computer studies; then she supported consultancies in office automation projects which ranged from assessing training needs of corporate clients, developing relevant training materials, delivering the training and offering post training support. As a Microsoft Certified Systems Engineer she was involved in the design and implementation of various network solutions in the private, public sector. Esther’s accumulated experience was instrumental in the deployment of ICT solutions in more than 300 schools and the capacity building of more than 4,000 educators in various capacities.

Ms. Salomé Martinez, Professor, University of Chile, Laureate of the UNESCO- Hamdan Prize on Teachers

Ms Salomé Martinez is a Professor at Universidad de Chile, the Director of the Laboratory of Mathematical Education at CMM (CMM-Edu). She holds a Ph.D. in Mathematics from the University of Minnesota.

She is the director of the Suma y Sigue teacher training Program, awarded with the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers, 2017-2018.

She obtained the Award for the Academic Excellence of Young Female Scientists 2011 of the Chilean National Academy of Sciences, in recognition of her contributions to the development of mathematics and mathematics education in Chile, and for her scientific leadership. She has led a line of work focused on Teacher Training in Mathematics, characterized by the generation of collaboration networks, the creation of multidisciplinary teams, its national impact and focus on the development of teaching resources. She has directed three R&D projects in this area, financed by CONICYT-Chile. She has also led a line of collaborative projects with the Ministry of Education focused in pre-service and in-service teacher education. In addition, she has led the creation of the Direction for Gender Equality and Diversity of the Faculty of Physical and Mathematical Sciences (FCFM), from which efforts towards the advancement of gender equality will be articulated in an unprecedented experience in Chile. She was part of the first Equality of Gender Opportunities Commission of Universidad de Chile, and of the Commission of Gender Equality and Academic Development of the FCFM.

Prof. Elifas BISANDA, Vice Chancellor, Open University of Tanzania

Prof. Elifas Tozo Bisanda is the Vice Chancellor of the Open University of Tanzania (OUT) for a period of five (5) years with effect from 3rd June, 2015.

Before his appointment, Prof. Bisanda, who is a Professor of Mechanical Engineering, was the Deputy Vice Chancellor (Regional Services) for two (2) years (2007-9), then Deputy Vice Chancellor (Academics) for a period of six (6) years (2009-2015) at the Open University of Tanzania. Prior to joining the Open University of Tanzania, Prof Bisanda has worked at the University of Dar es Salaam for 20 years (1981-2000), three years at the University of Namibia (2000-2003), and four years at the Kigali Institute of Science and Technology – KIST (2003-2007).

Prof. Bisanda holds a PhD in Materials Science from the University of Bath, UK (1991), an M.Sc. in Metallurgical Engineering from Cranfield University UK (1984), and a B.Sc. in Mechanical Engineering from the University of Dar es Salaam (1981). He is also a Registered Professional Engineer and a Fellow of the Institution of Engineers Tanzania. He is also a fellow of the Tanzania Academy of Sciences (TAAS).

Mr. Huang RONGHUAI, Vice-director of Faculty of Education, Beijing Normal University, UNESCO INRULED, China

Ronghuai Huang is a Professor in Faculty of Education of Beijing Normal University (BNU). He has been engaged in the research on smart learning environment, educational technology as well as knowledge engineering. He received 'Chang Jiang Scholar' award in 2016, which is the highest academic award presented to an individual in higher education by the Ministry of Education of China. He serves as Co-Dean of Smart Learning Institute, Director of UNESCO International Rural Educational and Training Centre, and Director of China National Engineering Lab for Cyberlearning Intelligent Technology. He is very active in academic organizations both at home and abroad. He is also Committeeman of the Science Subject Expert Committee of the National Textbook Committee, Vice-chairman of China Education Technology Association. Since 2013, he serves as the Chairman for many times of the International Conference on Advanced Learning Technology (ICALT). He is also the President of International Association of Smart Learning Environments (IASLE), and Editor-in-Chief of Springer's Journal of Smart Learning Environment and Journal of Computers in Education. Till now, he has accomplished and is working on over 100 projects, and his ideas have been widely spread, with about 400 academic papers and over 40 books published at home and abroad.

Prof. Hamdy ABDELAZIZ, Faculty Member, Hamdan Bin Mohammed Smart University, UAE

Professor of Distance Learning and Curriculum Design, School of e-Education, Hamdan Bin Mohamed Smart University, UAE. Prof. Educational Leadership Department Chair, Hamdan Bin Mohamed Smart University, UAE; Former supervisor of the National e-Learning Center in Egypt; Former director of the Distance Teaching and Training Program, Arabian Gulf University. Prof. Abdelaziz holds a PhD. from University of Arkansas, USA, 2004, with first class honors. Prof. Abdelaziz translated and published

15 books in the field of Pedagogical Design, Teacher Preparation and Development, Brain-based Learning and Teaching, eLearning, and Creative Culture and Schools. Prof. Abdelaziz published more than 40 research papers in regional and international journals. Many of his models of online pedagogy and assessment are applied at the international level. Won numerous awards of excellence for the best scientific papers presented at international conferences and Khalifa Award for Education "Distinguished University Professor in the Field of Teaching in the Arab World".

CONCURRENT SPECIAL SESSIONS

A workshop on the Education Workforce Initiative report (by the International Commission on Financing Global Education Opportunity)

1/ Background and Objectives

The Education Workforce Initiative (EWI) aims to turn the Education Commission's Learning Generation recommendation on expanding, strengthening and diversifying the education workforce into action – harnessing the latest evidence and innovations to inform new ways of approaching education workforce design and implementation to improve learning outcomes and prepare children for this century.

EWI is interested in catalyzing forward-thinking education workforce reform that:

- Re-thinks the design of the education workforce (with a focus on district, chiefdom and school level) to ensure the right roles are in place to improve efficiency and effectiveness of the education system;
- Explores the changing role of the teacher, school and district leaders and the introduction and professionalization of other roles within the workforce, so they are fit for providing a holistic quality education in the 21st century and have a strong focus on leading learning; and
- Strengthens the current and future education workforce through more effective recruitment, preparation, deployment, induction, support and professional development that allows for the changing roles (mentioned above) and the potential of technology to enable open and distance learning.

The Education Workforce Report (EWR) aims to draw on the latest experience and evidence, lessons from other sectors and explore new approaches to inform education workforce design and implementation. The EWR will consider the whole of the workforce: including school leaders, classroom assistants and district education officers, but recognizes that it is the teachers who have the biggest impact on learning outcomes. Developing the capacity of teachers and enabling them to teach effectively will therefore be a central theme in the report.

Chapter 5 of the report will focus on strengthening the education workforce. It will consider successful approaches to increasing the competencies and skills of the workforce. It will look at the most effective strategies for ensuring that the workforce has the right levels and mixture of skills needed to support learning, and thus resonates closely with the overarching theme of this policy forum.

The session aims:

- To share the aims of the Education Workforce Initiative

and the Report

- To inform the writing of the Education Workforce Report: seeking input from a wide range of experts and policy makers working on strengthening the teacher workforce
- To identify successful, innovative reforms in teacher development taking place in different countries that could be shared globally through the Education Workforce Report

2/ Content

Rather than asking “how do we best train teachers” this session will ask: “how do we create the conditions for teaching to become a learning profession”. As it is still early days in the writing of the report, this session aims to learn from participants, rather than presenting findings. Through structured groupwork, participants will be asked to share examples from their own education systems of reforms and initiatives that have propagated learning mindsets, cultures and practices within the teacher workforce. We are particularly interested in hearing about system level reforms in lower and lower middle income countries.

The session will start with an overview of the Education Work Force Initiative and the Report. There will then be a presentation on chapter five, explaining how teacher training and professional development fits into the wider framework of workforce strengthening, and presenting and overview of the evidence and examples of promising approaches to effective teacher learning. The session will explore four ways in which teachers learn.

- Peer learning: (for example STIR Education in India and Uganda)
- Mentoring and coaching: (for example Zonas de Influencia Pedagógica, Angola)
- Self-directed/ digital learning: (for example TESS India)
- Generating and using evidence: (for example evidence based supervision, Jordan)

There is a strong evidence base that effective teacher professional development programs should involve collaborative methods such as peer observation, reflection on practice, coaching and mentoring. There is growing evidence of the potential of digital learning for increasing teacher competence, and to deliver at scale and to teachers working in remote and difficult to access areas. Evidence around the fourth area: generating and using evidence, is perhaps less well developed within education, but looking at the health profession: doctors' direct involvement in the generation and use of medical research has arguably contributed to their professionalization. Supporting teachers to become active researchers and users of educational research has the potential to do

likewise for the teaching profession.

Whilst the examples are drawn from continuous professional development programmes, the EWR will also explore initial teacher training initiatives. The session will therefore ask participants to consider both “phases” of teacher learning. Trainees on initial teacher training courses expect to learn. But can Initial Teacher Training courses propagate habits and practices that will enable teachers to be active learners throughout their careers?

3/ Format and Group Team

Coordinators:

- Amy Bellinger, the Education Commission
- Ruth Naylor, Education Development Trust

Session format:

[Session introduction and aims](#)

HLSG member if available if not, Amy Bellinger

[Introduction to the EWI and EWR](#)

Amy Bellinger

[Chapter 5- strengthening the workforce: chapter 5 overview- the workforce lifecycle \(request for system level case studies\)](#)

Ruth Naylor

[Strengthening the workforce: a focus on building teacher knowledge and skills: creating a learning profession: what we know, and examples of promising approaches](#)

Ruth Naylor

[Small group discussions: creating a learning profession- sharing experiences from different education systems \(participants identify reforms and innovations in teacher development that have proved successful in the contexts where they work.\)](#)

Ruth Naylor - Amy Bellinger

[Feedback from small groups](#)

Ruth Naylor

[Next steps- further opportunities to engage with the EWR](#)

Amy Bellinger

4/ Biographies

Ms. Amy Bellinger, Education Commission

Amy is leading the Education Workforce Initiative for the Education Commission. Amy is an international education consultant working in the areas of innovations in education and programme/ organisation strategy, design and evaluation. Recent clients include DFID, the Education Commission and Results 4 Development. Amy is an Adviser to STIR Education. Prior to working independently, Amy was Head of International Education at Ark where she developed and implemented Ark’s first international education strategy including the launch of its first education programme in Africa and new education programmes in India. Amy’s previous career was as a management consultant for Deloitte, IBM and PwC. She has a BA Hons degree in Geography with European Study from Exeter University, U.K.

Ms. Ruth Naylor, Education Development Trust

Ruth is the lead author for chapter 5 of the Education Workforce Report, focusing on workforce strengthening. Ruth is a senior international education consultant at Education Development Trust. Her areas of expertise include teacher development and management, education for conflict affected populations, girls’ education and gender equity and monitoring and evaluation of education programmes. She has consulted for DFID, UNICEF, UNESCO, Norad, DFAT Australia and Save the Children. She has evaluated teacher training programmes Afghanistan, Angola, Indonesia, Nepal, South Sudan and Sudan. Her PhD thesis was on the training and teaching of science teachers in Tanzania.

Comparing Teacher Education Programs across countries (by the UNESCO Institute of Statistics & the Global Partnership for Education)

1/ Background and Objectives

Given the tremendous diversity in country teacher training programmes and qualification standards, central to this will be a collaborative dialogue between the UNESCO Institute for Statistics (UIS) and its partners and UNESCO Member States to map national education systems. Such mapping would be done through a sound global tool in a way that ensures a valid cross-national comparability of education statistics, the basis in turn for the exchanges between countries and at international level on alternative policies and good practices.

This session follows on from UIS efforts over many years to enhance national and international coverage and quality of data on teacher training – pre-service, in-service and continual professional development – and qualifications to teach. Its purpose is to:

1. Share information and views on the value of a universally agreed and applied comparative framework of teacher training and qualifications programmes as the basis for international and country policies
2. Discuss and recommend key dimensions of a teacher training and qualifications typology/taxonomy for further development
3. Discuss an improved methodology to gather, analyse and use more reliable data on teacher training programs and qualifications at national and international level, including consideration of a draft UIS questionnaire to help develop a typology
4. Review country challenges to improve collection and use of information on teacher training and qualifications, including a typology, and means of supporting country capacity to do so.

Said Ould Voffal

Said Ould Voffal is currently the Head of Education Surveys Section at the UNESCO Institute for Statistics (UIS) based in Montreal (Canada). He has been working at the UIS for seventeen years. Before joining the UIS in 2001, Mr. Ould Voffal worked for more than ten years as a professor and researcher in statistics at the universities of Montpellier II (France), Toulouse I (France) and Laval (Québec, Canada) and as a senior statistician at the Québec Institute for Statistics (Québec, Canada). He holds a PhD in Statistics from the University of Montpellier II (France) and a Master's degree in Applied Mathematics from the same institution. His areas of expertise in education statistics cover Education Finance, teachers, Tertiary Education-an in general all areas covered by Sustainable Development Goal 4 indicators.

Strengthening teacher capacity for delivering good quality life skills-based health education (by UNESCO's Section for Health and Education)

1/ Background and Objectives

The Incheon Declaration and Framework for Action recognizes the central place assigned within SDG4-Education 2030 to strengthening education's contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The delivery of such education content with a focus on both cognitive and non-cognitive aspects of learning calls on teachers to be appropriately capacitated and supported in order to effectively engage students in transformative learning. What strides has the education sector been taking and how well has it been faring in ensuring that teachers' competencies are keeping pace with the demands of life skills-based education that is designed to foster learners' lifelong good health and wellbeing?

2/ Content

- The session will examine key issues and good practice concerning the role and expectations of teachers in delivering good quality, life skills-based health education in schools. The session will:
- provide an overview of the education context in which life skills-based health education is situated;
- summarize what inputs and supports are needed by teachers to effectively design, deliver and assess classroom learning on health education content using a life-skills pedagogy;
- identify –from various perspectives –the challenges teachers face in ensuring effective curriculum delivery;
- present national and regional examples of teacher professional development activities and support strategies, highlighting where bottlenecks and challenges have been overcome; and,
- explore, from research and practice, the lessons learned from implementing teacher capacity building for effective life-skills based health education, alongside successful strategies for putting into practice what we know works and brings results.

3/ Format and Group Team

Presentation and Overview

Ms. Joanna Herat, Senior Programme Specialist, Section of Health and Education, Education Sector, UNESCO HQs, Paris

Provide an overview of the education context (vis-a-vis SDG 4-Education 20130) in which life skills-based health education is situated, the role and expectations of teachers within this context. Question what informs our understanding of teacher capacity needs, and this discussion today is a point of departure to understand these needs and gaps.

Define the scope of health education and the objectives and transversal nature of LSE within it – highlight CSE within the framework of the panel's presentations. Introduce objectives of the panel and all the panellists.

International context, research, good practice

Professor Helen Cahill Deputy Dean, Director Youth Research Centre, Professor of Youth Wellbeing, Melbourne Graduate School of Education, University of Melbourne, Australia

Summarize, from research and practice in the teacher education field:

- what inputs (eg competencies developed through training & structures) and, (ii) what supports are needed by teachers to effectively design, deliver and assess classroom learning on health education content using a life-skills pedagogy,

AND

- general trends in teacher education for new or emerging areas in skills based health education

To conclude: what are the research and policy priorities for future

The Pedagogy of Sexuality Education

Mr. Daniel Reyes, Independent Consultant, Former Executive Coordinator for the Sexuality and Affectivity Learning Program, University of Chile

Explore, through practical examples:

- the lessons learned from implementing teacher capacity building for effective life-skills based sexuality education – what have we learnt about meeting teacher's needs & equipping them to deliver;
- successful strategies in teacher capacity building for putting into practice what we know works and brings results -

Integrating CSE in teacher training curriculum

Mr. Edmond Muleya, Head of Education Nkrumah University, Kabwe, Ministry of General Education, The Provincial Education Office Central Province, Kabwe, Zambia

Illustrate, through country experience:

- how teachers are partners in curriculum development and the design of training needs and approaches
- good practice in relationships between teacher training institutions and central MOE to ensure alignment between curriculum, school services and teacher capacity building and support.

Institutionalizing teacher professional development

Ministry of Education, Jamaica (TBC)

Illustrate, through country experience:

- teacher professional development activities and,
- support strategies

highlighting how and where bottlenecks and challenges have been overcome – focus on means of systematising (policy through to classroom levels) holistic teacher capacity & professional development and supportive structures for life skills-based health education in schools.

Teaching health education

HFLE classroom teacher, Ministry of Education, Jamaica (TBC)

- Perspectives on the needs of classroom teachers and the adequacy of training and other efforts in preparing teachers for effective teaching and learning of skills-based health education
- Identify the challenges teachers face in ensuring effective curriculum delivery and what works in overcoming these challenges



Agenda

Monday 5 November 2018

Hilton Hotel - Negril Room

10:00 - 12:30 Meeting of the Steering Committee of the International Task Force on Teachers for Education 2030 English, French

Conference Centre - Room D1

14:00 - 16:00 Side meeting : Norwegian Teacher Initiative partners and countries' focal points meeting English, French

16:00 - 17:00 UNDSS Security briefing to all international participants English, French

17:00 - 18:00 Briefing meeting with speakers, moderators, rapporteurs, and facilitators

14:00 - 18:00 Registration of participants - Room C4
Set up of exhibition stands

Conference Centre

09:00 - 09:30

Visit of the exhibition by VIPs - Room D2

(note that the exhibition will be open throughout the duration of the forum)

Group photo

09:30 - 10:30

Opening ceremony - Room D1

Musical Fanfare: Herbert Morrison Technical High School Band

Master of Ceremonies: Mr. Darien Henry, Principal Cumberland High School

Welcoming remarks: Master of ceremonies

Prayer

Reverend Wayne Smith, Pastor, Lilliput Circuit of Baptist Churches

Greetings:

The Honourable Olivia Grange, CD, MP, Minister of Culture, Gender, Entertainment and Sport, Jamaica

Recital

Edna Manley College of the Visual and Performing Arts

Statements:

Dr. Claudia Uribe, Director, Regional Bureau for Education in Latin America and the Caribbean, UNESCO

Dr. Charmaine Villet, Co-chair of the International Task Force on Teachers for Education 2030

Dr. Edem Adubra, Head of the Secretariat of the International Task Force on Teachers for Education 2030

Recital

Edna Manley College of the Visual and Performing Arts

Guest Speaker:

Senator the Honourable Ruel Reid, CD, JP
Minister of Education, Youth and Information, Jamaica

Declaration of the opening:

Senator the Honourable Ruel Reid, CD, JP
Minister of Education, Youth and Information, Jamaica

Closing remarks: Master of Ceremonies

English
French
Spanish

10:30 - 11:00

Coffee break

11:00 - 12:30

PDF Plenary session 1: Ministerial Panel - Room D1

Representing Latin America and the Caribbean:

Senator the Honourable Ruel Reid, CD, JP, Minister of Education, Youth and Information, Jamaica

Representing Africa:

His Excellency Mr. Octave Nicoué Broohm, Minister of Higher Education and Research of Togo

Representing Asia:

Her Excellency Ms. Sengdeuane Lachanthaboune, Minister of Education and Sports of the Lao People's Democratic Republic

Representing Europe and North America :

Ms. Mailis Reps, Minister of Education and Research of the Republic of Estonia

Representing the Arab States:

His Excellency Mr. Alnuaimi Abdulla, Ambassador and Permanent Delegate of the UAE to UNESCO (Paris)

English
French
Spanish

12:30 - 13:00

Press Conference

12:30 - 14:00

Lunch break - Room D3

14:00 - 15:30

Part I: Annual meeting of the International Task Force on Teachers:
Regional consultations

"From Lomé to Montego Bay: What have we achieved? How can we contribute to the implementation of the Task Force Strategic Plan?"

1. Africa Region - Room C1-2
2. Arab states Region -
3. Asia Region
4. Europe and North America Region
5. Latin America and the Caribbean Region - Room C4

English, French

English, Spanish

15:30 - 17:00

Concurrent Special Sessions

- a. A workshop on the Education Workforce Initiative report (by the International Commission on Financing Global Education Opportunity) - Room C3
- b. Comparing Teacher Education Programs across countries (by UIS & GPE)
- c. Strengthening teacher capacity for delivering good quality life skills-based health education (by UNESCO's Section for Health and Education)

English, French

17:00 - 17:30

Coffee break - Room D3

17:30 - 18:45

Special Session - Room D1

Toward the development of an international guiding framework for teaching: Follow up to Lomé Outcome Statement

English
French
Spanish

19:00 - 20:00

Concert - Room D1

09:00 - 10:30

Plenary session 2: "Strengthening Teacher Education: A prerequisite for quality teaching, training and learning - Room D1

Inaugural address on the sub-themes

a. Sub-theme 1: Knowledge, skills and competencies for teacher development

Speaker:

- Teacher Education, Current Practices and Future Challenges.

Dr. Tuija TURUNEN, Dean/Prof. UNESCO UNITWIN, Uarctic Thematic Network of Teacher Education for Social Justice and Diversity, Finland

b. Sub-theme 2: Teacher training: Skills and competencies for work

Speaker:

- Empowering TVET teachers and trainers – the key catalysts of skills for jobs and life

Mr. Peter GREENWOOD, Programme Expert UNESCO-UNEVOC

c. Sub-theme 3: Promoting equal learning opportunities for all through teacher education

Speaker:

- Teacher Quality and Inequality of Learning Opportunities

Mr. Caine ROLLESTONE, UCL Institute of Education, University College London and Young Lives

d. Sub-theme 4: Teacher education: Digital learning and continuing professional development

Speaker:

- Digital Skills and ICT Competency: Teacher's Good Fortune or Nightmare?

Dr. Tao ZHAN, Director, UNESCO Institute for Information Technologies in Education (IITE)

Moderator: Ms. Fatimata BA DIALLO, Directrice de l'Enseignement moyen secondaire général, Sénégal

English
French
Spanish

10:30 - 11:00

Coffee break - Room D3

Breakout session 1: "Input session": Experiences and research evidence on sub-themes

Sub-theme 1: Knowledge, skills and competencies for teacher development - **Room C1 - 2**

English, French

Speakers:

- Transformative Teacher Education in the 21st Century: A Singapore Model

Prof. Low Ee LING, Dean of Teacher Education, National Institute of Education, Singapore

- The role of pre and in-service teacher education programs in the professional competence of a teacher: Experiences from the Leaders in Teaching initiative in Rwanda

Mr. James MCINTYRE, Program Manager, Education and Learning, Mastercard Foundation, Rwanda Branch

- Teacher Education in a Changing World: Issues of Relevance and Quality

Ms. Maria Assuncao FLORES, Associate Professor, University of Minho, Portugal

- Creating a Doctoral Network for Teacher Education in Africa to support SDG4

Ms. Irma ELOFF (Prof.), Dean University of Pretoria, Republic of South Africa

Moderator:

Dr. Charmaine VILLET, Ph.D., Dean of the Faculty of Education, University of Namibia

Rapporteur

Ms. Joanna MADALINSKA-MICHALAK, Prof., University of Warsaw

Sub-theme 2: Teacher training: Skills and competencies for work **Room C4**

English, Spanish

Speakers:

Integrating Knowledge and Skill Based Curriculum in Teacher Training – Technical and Vocational Education and Training (TT-TVET) through Blended and Embedded Model

Professor Jailani Md Yunos, Universiti Tun Hussein Onn Malaysia (UTHM), Malaysia

- Providing effective frameworks for the professional development for TVET educators

Dr. Shermaine Barrett, Senior Lecturer, the Graduate School in the Faculty of Education and Liberal Studies, University of Technology, Jamaica

- The role of TVET staff in providing innovative skills in an age of disruption

Mr. Reinaldo Hernandez, Director Formacion General, Duoc UC, Chile

- In-company trainers – key for successful practical training

Mr. Christian Stueer, GIZ Project Director and Senior Technical Advisor, GIZ Regional Office Philippines & Pacific, Philippines

Moderator:

Mr. Peter GREENWOOD, Programme Expert UNESCO-UNEVOC

Rapporteur

Mr. Reinaldo Hernandez, Director Formacion General, Duoc UC, Chile

Sub-theme 3: Promoting equal learning opportunities for all through teacher education - **Room D1**

English
French
Spanish

Speakers:

- **Teacher training for diversity and inclusion – Evidence from the Global Education Monitoring Reports**

Ms. Katarzyna KUBACKA, Research Officer, GEM Report

- **Equity and efficiency in teachers' management**

Mr. Francis NDEM, UNICEF

- **Shifting the Paradigm from Inputs to Outcomes**

Ms. Emily CUPITO, Associate Director of Policy, J-PAL Africa

- **Gender Equity for Sustainable Development**

Dr. Winsome Gordon, Chief Executive Officer, Jamaica Teaching Council

Moderator:

Mr. Patrick Montjourides, Senior Research Associate, NORRAG

Rapporteur

Mr. Kwame Akyeampong, Professor of International Education and Development at the University of Sussex, UK

Sub-theme 4: Teacher education: Digital learning and continuing professional development - **Room C1-2**

English, French

Speakers:

- **ICT competencies of teachers**

Prof. Elifas BISANDA, Vice Chancellor, Open University of Tanzania

Prof. Hamdy ABDELAZIZ, Faculty Member, Hamdan Bin Mohammed Smart University, UAE

- **Suma y Sigue: An ICT based program for the development of mathematical knowledge for teaching**

Prof. Salomé MARTÍNEZ, Professor, University of Chile, Laureate of the UNESCO- Hamdan Prize on Teachers

- **Bridging the digital divide between Urban and Rural areas on ICT competency development of teachers**

Prof. Ronghuai HUANG, Director of National Engineering Center for Cyberlearning and Intelligent Technology, Director of UNESCO International Research and Training Centre for Rural Education, China

- **Pedagogic ICT Implementation strategies for teacher training in schools**

Ms. Esther MWIYEARIA, Country Program Manager, African Digital Schools Initiative (ADSI)

Moderator:

Dr. Natalia Amelina, Senior National Project Officer in Education, Chief of Unit "Teacher Professional Development and Networking", UNESCO IITE

Rapporteur:

Mr. Jerome Morrissey, Chief Executive Officer, GESCI, an UN-founded Initiative.

12:30 - 14:00

Lunch break

14:00 - 15:30

Breakout session 2: Discussions and experience-sharing

- a. Sub-theme 1: Knowledge, skills and competencies for teacher development - **Room C1-2** English, French
- b. Sub-theme 2: Teacher training: Skills and competencies for work - **Room C4** English, Spanish
- c. Sub-theme 3: Promoting equal learning opportunities for all through teacher education - **Room D1** English
French
Spanish
- d. Sub-theme 4: Teacher education: Digital learning and continuing professional development - **Room C1-2** English, French

15:30 - 16:00

Coffee break

16:00 - 17:00

Breakout session 3: Lessons learned, conclusions recommendations

- a. Sub-theme 1: Knowledge, skills and competencies for teacher development - **Room C1-2** English, French
- b. Sub-theme 2: Teacher training: Skills and competencies for work - **Room C4** English, Spanish
- c. Sub-theme 3: Promoting equal learning opportunities for all through teacher education - **Room D1** English
French
Spanish
- d. Sub-theme 4: Teacher education: Digital learning and continuing professional development - **Room C1-2** English, French

17:00 - 19:00

Concurrent sessions for the Teacher Task Force Strategic Plan thematic groups

1. Thematic group 1: Pre-primary Teachers - **Room C1-2**
2. Thematic group 2: Inclusion and equity in Teacher policies and practices work - **Room D1**
3. Thematic group 3: Teacher Management in Crisis and emergency contexts - **Room C6**
4. Thematic group 4: ICT and Distance Education for Teacher development - **Room C4**

Hilton Hotel Ball Room

20:00

Dinner hosted by Senator the Honourable Ruel Reid, Minister of Education, Youth and Information, Jamaica

Programme: Music from across the world

Master of Ceremonies: Ms. Anieta Bailey, Community Relations Education Officer, Ministry of Education, Youth and Information, Jamaica

Opening Remarks: Master of Ceremonies

Welcome: Mr. Dean-Roy Bernard, Permanent Secretary, Ministry of Education, Youth and Information, Jamaica

Greetings: Mrs. Katherine Grigsby, Director, UNESCO Kingston Cluster Office for the Caribbean

Dinner - Musical interlude: Performance by Charmaine Lemonious

Speech: Senator the Honourable Ruel Reid, CD, JP
Minister of Education, Youth and Information, Jamaica

Closing Remarks: Master of Ceremonies

Performance: Karen Smith

● Thursday 8 November 2018

Conference Centre	
09:00 - 10:30	<p>Plenary Session 3: Panel presentation and discussion - Room D1</p> <p>The Fourth Industrial Revolution and the Teaching Profession - Jamaican team</p> <p>English French Spanish</p>
10:30 - 11:00	<p>Coffee break</p>
11:00 - 12:30	<p>Part II: Annual Meeting of the International Task Force on Teachers - Room D1</p> <p>Keynote speaker:</p> <ul style="list-style-type: none">• Improving teaching and learning: identifying key challenges and potential solutions <p>Mr. Kwame Akyeampong, Professor, Deputy Director of the Centre for International Education, University of Sussex, UK invited by the Global Partnership for Education</p> <p>Discussions</p> <p>Annual meeting of the Teacher Task Force membership</p> <p>English French Spanish</p>
12:30 - 14:00	<p>Lunch break</p> <p>Donors meeting working lunch - invited participants only</p>
14:00 - 15:00	<p>Plenary Session 4.a: Sub-themes reports: presentation, issues, recommendations and Q&A - Room D1</p> <p>a. Sub-theme 1: Knowledge, skills and competencies for teacher development</p> <p>b. Sub-theme 2: Teacher training: Skills and competencies for work</p> <p>English French Spanish</p>
15:00 - 16:00	<p>Plenary Session 4.b: Sub-themes reports: presentation, issues, recommendations and Q&A - Room D1</p> <p>a. Sub-theme 3: Promoting equal learning opportunities for all through teacher education</p> <p>b. Sub-theme 4: Teacher education: Digital learning and continuing professional development</p> <p>English French Spanish</p>

16:00 - 16:30

Coffee break - Room D3

16:30 - 17:30

Plenary Session 5: Conclusion and the Way forward - Room D1

Adoption of the outcome document

English
French
Spanish

17:45 - 18:45

Steering Committee Debriefing meeting - Room D1

Reflection on the Annual Meeting and PDF outcomes and decisions
on follow up
(Outgoing and newly elected members)

English
French
Spanish

● Friday 9 November 2018

Hilton Hotel

09:00- 13:00 **Special session on UNESCO Blended-Learning Programme for Teacher Training in the Caribbean**

Organized by UNESCO/Kingston for invited delegates only

Visits to Educational Institutions

13:00 - 14:30 **Lunch break**

Rose Hall Great House

16:00- 20:00 **Closing Ceremony**

Programme: Music from across the world

Master of Ceremonies: Ms. Anieta Bailey, Community Relations Education Officer, Ministry of Education, Youth and Information, Jamaica

Opening remarks

Welcome: Mr. Dean-Roy Bernard, Permanent Secretary
Ministry of Education, Youth and Information, Jamaica

Remarks: Ms. Gerd-Hanne Fosen, Co-Chair of the International Task Force on Teachers for Education 2030

Remarks: Mrs. Katherine Grigsby, Director, UNESCO Kingston Cluster Office for the Caribbean

Reflections: A participant

Performance: John Rollins Success Primary School

Remarks: Hon. Bishop Conrad Pitkin, CD, Custos Rotulorum of St. James

Remarks: The Honourable Olivia Grange, CD, MP
Minister of Culture, Gender, Entertainment and Sport, Jamaica

Closing statement: The Honourable Floyd Green, MP, Minister of State in the Ministry of Education, Youth and Information, Jamaica

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UNESCO

7, place de Fontenoy

75352 Paris France