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**Teacher Education Policy Forum for Sub-Saharan Africa**  
**UNESCO-ADB-ADEA**  
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*Draft Report*

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## Acronyms

ADB	African Development Bank
ADEA	Association for the Development of Education in Africa
AFD	Agence Française de Développement
AU	African Union
AUC	African Union Commission
AUF	Agence universitaire de la Francophonie
BREDA	Regional Bureau for Education in Africa
CFTC	Commonwealth Fund for Technical Co-operation
COL	Commonwealth of Learning
CPD	Continuous Professional Development
CPTD	Continuing Professional Teacher Development
ECOWAS	Economic Community of West African States
EFA	Education for All
ENI	Ecole normale d'instituteurs
ENS	Ecole normale supérieure
ESD	Education for Sustainable Development
FTI	Fast Track Initiative
GTZ	Deutsche Gesellschaft fuer Technische Zusammenarbeit
ICTs	Information and Communications Technologies
IFADEM	Initiative Francophone pour la formation à distance des maîtres
IICBA	International Institute for Capacity Building in Africa
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
IPET	Initial Professional Education of Teachers
MDGs	Millennium Development Goals
NFE	Non-Formal Education
ODL	Open and Distance Learning
OIF	Organisation internationale de la Francophonie
PTR	Pupil-Teacher Ratio
PSE	Programme sectoriel de l'Education
REC	Regional Economic Community
RESAFAD	Réseau Africain de Formation à Distance
RESEN	Rapport d'Etat d'un Système Educatif National
SSA	Sub-Saharan Africa
TTISSA	Teacher Training Initiative for Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
UA	Unit of Account
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
USD	United States Dollars
WGTP	Working Group on the Teaching Profession

## **Introductions**

### *UNESCO*

Professor Komlavi Francisco Seddoh, Chief a.i. of the Section for Teacher Education of UNESCO's Division of Higher Education, introduced the Forum by thanking all participants and explaining how delegates to this Forum had been chosen for their particular involvement in teacher issues, as well as their specialized knowledge and expertise in the development of teacher policies in their national contexts.

A previous Teacher Policy Forum took place in November 2007 and brought together policy experts, participants from a variety of Sub-Saharan African (SSA) countries and UNESCO Field Office colleagues from SSA to discuss the issues, content, process, challenges and lessons learned regarding the development of teacher policy. Key recommendations expressed in this Forum included the organization of a follow-up Forum and the development of a Toolkit or technical tool to support teacher policy development. This Forum, as a follow-up of the previous one, is therefore meant to be a smaller experts' meeting which is intended to define the way forward for the development of the technical tool to support SSA countries in their teacher policy development efforts.

Both Forums take place within the framework of the UNESCO Teacher Training Initiative for Sub-Saharan Africa (TTISSA), which is a ten-year, high-level initiative that is aimed at improving national teacher policy and strengthening teacher education in SSA countries. TTISSA's logical framework is holistic and aims at four key outputs, notably: 1) Improvement of teacher status and working conditions, 2) Improvement of teacher management and administrative structures, 3) Development of appropriate teacher policies and 4) Enhancement of teacher education and professional development. TTISSA is prioritizing policy development to address issues in relation to all areas of the teaching profession.

Participants were reminded that this Forum would focus on the processes of teacher policy development in SSA. Some of the most common issues in this respect include the following:

- Policies are all too often developed without sufficient discussion with stakeholders such as teacher training institutions.
- More often than not, there is no teacher policy – TTISSA has identified approximately 26 countries in SSA which do not appear to have any national teacher policy or plan.
- Where it exists, teacher policy is all too often fragmented.
- Teacher policy is often not budgetized, which implies that the policy is not grounded in reality and is not likely to be implemented.

Furthermore, it was recalled that the collection of appropriate data and research results to support teacher policy development, the consideration of emerging issues and mobilization of funds are also key aspects of teacher policy.

The intervention was concluded by placing this Forum within the broader framework of TTISSA's move towards strengthened support to teacher policy development. This emphasis is in line with recent developments such as the forthcoming Eighth High Level Group Meeting on Education for All (EFA), which is to take place in December 2008 in Oslo and which will examine the teacher issue as one of its main focus areas. A special Task Force on Teachers for EFA has been created, to which UNESCO's Section for Teacher Education has

been contributing. This Task Force developed a first draft of a global action plan on teachers, flagging up issues of data (collection and usage), teacher education policies and financing of teachers. This Forum is therefore very much in line with the increased emphasis at the international level on teacher issues, and most specifically, the increased focus on the development of coherent national teacher policies.

#### Commonwealth Secretariat

Dr Caroline Pontefract, Director of Social Transformation Programmes Division at the Commonwealth Secretariat, which houses the Secretariat of the Association for the Development of Education in Africa (ADEA)'s Working Group on the Teaching Profession (WGTP), first thanked all participants for their presence at the Forum. The scope of the Commonwealth Secretariat's work includes activities in 53 Member States. Partnerships with external institutions, in particular UNESCO and the African Development Bank (ADB), are considered to be essential.

Participants were reminded that collaboration between the ADEA WGTP, ADB, and UNESCO has been active since 2007. In particular, the African Union (AU), ADEA and UNESCO convened a meeting last year to operationalize their joint support to the Plan of Action of the Second Decade of Education for Africa. As a result, UNESCO and ADEA are working in close partnership, along with the African Union Commission (AUC), the Regional Economic Communities (RECs), the ADB and other stakeholders at continental and international levels.

It is particularly important to take a holistic approach to policymaking in regard to teachers, meaning an approach which considers issues of teacher status and working conditions, management and support and professional development. It is also essential for policies to be evidence-based, costed and developed in discussion with all relevant stakeholders.

It is also through relentless advocacy for teachers that the issue was brought up in the International Advisory Panel meeting held in Japan in 2007 and further maintained high on the EFA agenda, where it is now being rightfully flagged up as one of the most important issues to be discussed at the upcoming High Level Group Meeting on EFA. The intervention concluded by recalling that this Forum, as previously underlined, is a follow-up of last year's TTISSA Teacher Policy Forum and will as such build upon recommendations and inputs made on that occasion.

#### African Development Bank

Mr Thomas Hurley, Director of the Human Development Department at the African Development Bank (ADB), first reiterated the other speakers' expressions of gratitude to all participants for their presence at this Forum. The importance of teachers, and particularly teacher training, was underlined as an essential means of realizing internationally agreed goals.

It is estimated that there is a need for four million additional teachers in SSA by 2015 if we are to achieve Universal Primary Education (UPE). It is also important to take into account gender issues and the specific issues of fragile states. It was particularly underlined that the massive recruitment of teachers in the last few years has often been accompanied by a decline in quality, further highlighting the importance of this Forum.

This Forum puts the emphasis on the above-mentioned challenges with regards to teachers, but is also complementary to the Action Plan of the ADB, which has committed US\$ 2.7 billion to current education-related activities, part of it for teachers in a dozen different countries. The Forum is of particular importance as it shall contribute to coordinate teacher-related activities and provide enhanced support to teacher policy development in Africa. After thanking once again participants for their presence, the Forum was officially declared open.

## **Overview of Teacher Issues in Sub-Saharan Africa**

Following the introductory presentations, Dr Jean-Marc Bernard, Economist of Education and Country Sector Work Adviser at UNESCO BRENDA-Pôle de Dakar, presented a forthcoming publication on teachers that is being prepared by the Pôle de Dakar. This publication will include five chapters:

- Teacher needs in order to achieve UPE and sustainability of efforts during that period
- Teacher remuneration and the expansion of enrolment
- New teachers: professional status, profiles, remuneration
- Which teachers for which learning outcomes?
- Ideas for the improvement of teacher management

The option chosen to estimate teacher needs in this publication is that which best enables the national management of needs rather than that which aims to support advocacy for donor involvement. More specifically, the target date and target pupil-teacher ratios (PTR) were adjusted according to national goals (2010, 2015 or 2020) rather than choosing uniform criteria. Attrition rates were also contextualized, and the definition of UPE was based on the achievement of a 100 per cent primary school completion rate rather than a 100 per cent net enrolment rate. With these criteria and updated data, the Pôle de Dakar estimates that there is a need for around 2.4 million teachers in order to achieve UPE.

Future efforts to be deployed will, on average, have to be less than or equal to the efforts which were mobilized between 2000 and 2005. However, it was also highlighted that recent years have been marked by an unprecedented recruitment of teachers on a wide scale, which was made possible at the price of reducing salary costs and with the support of increased international mobilization.

The presentation went on to show how teacher salaries in SSA went down from 1975 to 2004, though mostly through a decrease in remuneration in Francophone Africa. However, this evolution was initially due to the financial crisis, and it was only after 2000 that it was accompanied by a real increase in the hiring of teachers. The decrease in teacher salaries, it was emphasized, corresponded to a lowering of qualifications in several Anglophone countries and to the creation of new non-civil servant statutes in many Francophone countries. This development has led to several concerns about the quality of learning outcomes. Teacher policies, it was explained, have not yet been formulated in many cases, and where they do exist, the choices which have been made thus far are already highly controversial.

Beyond issues of salaries and status, there was also a stress on teacher deployment issues, which are a major concern as teachers are not necessarily allocated to the schools with the biggest student populations. According to the presentation, major teacher policy issues

include: recruitment and training of adequate numbers of new teachers, adequate in-service training opportunities for untrained teachers, efficiency of teacher deployment and provision of professional development opportunities for teachers.

The presentation concluded by highlighting the positive message that teacher needs can be satisfied if the levels of recruitment achieved in recent years are maintained. However, it was recalled that these levels are the highest ever seen (or at least since a very long period of time) and that these advances were enabled by a decrease in salary costs, a strong differentiation of the teaching force and strong international mobilization. In conclusion, it was underlined that the fulfilment of teacher needs towards UPE cannot be limited to an extension of today's emergency-driven approach but rather requires the emergence of real, coherent teacher policies which encompass issues of recruitment, training, management and careers.

### **The ADEA Working Group on the Teaching Profession (WGTP) and its Support to Sub-Saharan Africa**

Mr Virgilio Juvane, Coordinator of the ADEA WGTP and Advisor (Education) at the Commonwealth Secretariat, began by presenting the history of the ADEA Working Group on the Teaching Profession (WGTP). The Working Group was created in 1993 within the framework of ADEA and is hosted and led by the Commonwealth Secretariat. It has comprised a unique multilingual entity since 2003, when two groups (one Francophone and one Anglophone) were merged.

The objective of the Working Group is to develop quality education by creating an enabling environment for teacher training and continuous professional development in partnership with Ministries of Education, institutions, networks, local communities, development partners, NGOs and the private sector. The Working Group seeks to improve the status, motivation, and professional performance of teachers and education personnel. It was explained that the WGTP target professional groups go beyond teachers to include teacher educators, administrative and support personnel (Head Teachers, inspectors, advisors, etc.), professional organisations and teacher unions.

Key issues addressed by the Working Group were then detailed. Among them are the impact of teaching and learning conditions on teacher performance, teacher training and continuous professional development (CPD), including content and length of programmes, certification, and support services, in-school personnel and professional support issues, national personnel issues including working conditions, benefits, labour relations, management structures, gender and finally finance issues such as the education sector budget, teacher salaries and methods of payment.

The presentation then went on to discuss the strategies adopted to tackle these issues, including advocacy, networking, professional exchange and capacity building. The WGTP deploys these strategies in relation to teacher education, management and support, training for school self-evaluation, modules to support multi-grade teaching and the development of resource manuals for Head Teachers and inspectors. One of the key themes of professional exchange is the recruitment of contract teachers, as well as support to professional networks and exchanges on the issue of teachers and HIV and AIDS.

The presentation then detailed the focus of the 2003 ADEA Biennale, which tackled issues of professional development of teachers, pedagogical renewal and social dialogue on contract teachers. The reform of primary teacher training, in-service and CPD, training on specific subjects like science and maths, networks of teacher training institutions and research on teacher training were all important areas of focus. Furthermore, the reflection on contract teachers considered issues of policy frameworks for their integration and professionalization, training and development, status and career development. A Conference is planned again on this issue in 2009, which will target Anglophone and Lusophone countries.

The presentation concluded by underlining the need for concerted solutions to teacher issues, with coordinated work between UNESCO through TTISSA, ADEA, the ADB and the AU. This work must also integrate the outcomes of the upcoming High Level Group Meeting on EFA in Oslo, which will have teacher issues as one of its main focus areas.

### **African Development Bank's Work in Education**

Mr Etienne Porgo, Lead Education Specialist at the ADB, first emphasized the scope of the Bank's overall activities. It was explained that between 1967 and 2007, the Bank's interventions primarily covered the areas of transport, agriculture, finance, social issues, energy, water and sanitation, industry and communication, with some cross-sectoral interventions as well. Socially oriented interventions corresponded to 11.2 per cent of the Bank's investment during that period. After a discussion of the evolution of the Bank's activities in education, the repartition of the Bank's interventions in the sector by sub-region was presented. In total, the Bank invested US\$ 2.4 billion in education between 1997 and 2007. Most of the money devoted to education during this time went to primary, secondary and technical and vocational education, with a far lesser amount devoted to higher education, non-formal education, early childhood education or institution building. As opposed to earlier years when the focus was very much on access, quality dimensions have been at the centre of the Bank's interest in recent years.

Current operations in education include 112 activities, among them three studies, for a total amount of 1.6 billion UA, that is to say 43 per cent of the social sector. The 2009-2011 period should see a mobilization of around 0.7 billion UA in 19 countries and three multinational projects.<sup>1</sup>

With regard to teacher education, it was explained that teacher training is part of ADB activities in the formal and non-formal education sub-sectors. Examples were given of projects which are taking place in Sierra Leone, Eritrea, Djibouti, Guinea, Mali, Tunisia, Cape Verde, Cameroon, Chad and Angola and which focus on initial and in-service training of teachers, gender, HIV and AIDS, capacity building, infrastructure, administrative management, support to fragile states or science and technology, to cite a few areas.

The presentation concluded by highlighting the magnitude and relevance of the Bank's activities in education. New orientations were recalled, in particular with regard to previously mentioned areas, underlining that pursuing resource mobilization efforts, increasing

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<sup>1</sup> The ADB's financial statements are expressed in UA, or Units of Account, whose value is defined in relation to grams of fine gold. As of February 2009, 1 UA equalled approximately US\$ 1.49192.

selectivity and insisting upon results-based management would be increasingly important features of the Bank's activities.

## **Policy Brief on Processes of Teacher Policy Development**

After the ADEA and ADB presentations, Professor Seddoh of UNESCO presented the Policy Brief on Processes of Teacher Policy Development prepared by Mr Yusuf Sayed of the University of Sussex, which will be finalized following comments by participants in this Forum.

It was explained that the Brief highlights a number of issues in regard to teacher policies, inter alia:

- Policy on primary teacher education is fragmented, incomplete and more often than not simply non-existent.
- The development of coherent, medium-term and financially sustainable teacher policy is widely neglected.
- Teacher policy is often an afterthought to the EFA and the Millenium Development Goals (MDGs).
- In many countries, the authority lines within Ministries are not clear, costing is not adequate, responsiveness of the teacher education system to change is low and general engagement is limited.

The presentation went on to detail the five main phases in policy development, namely agenda setting, formulation, adoption, implementation and monitoring and evaluation of the policy. Policy development is not a linear process or a single event, but rather a complex, multilayered and iterative process. Policy is also not neutral, but rather embedded in values and social goals and concerns. The range of actors involved at each stage of the process was described, and precisions were given as to the different stages at which they intervene in the policy development process.

Factors for consideration in teacher policies include the structure of the labour market and the social status of teaching, which affect the supply of teachers, as well as recruitment processes and the nature of teacher education (including practicum, assessment and induction). The presentation also highlighted the crucial importance of teacher management and working conditions issues and explained the need for teacher policies to be comprehensive and ensure coherence of training throughout the career of each teacher. The importance of standards was also emphasized.

The presentation then detailed the elements of a comprehensive teacher policy, as outlined by Mr Sayed in his draft Policy Brief. These elements include pre-preparation of teachers, that is to say recruitment, selection and admission of trainee teachers; the preparation itself, with due consideration to programme content and relevance, duration, flexibility and modalities; certification; in-service training, including induction, mentoring and CPD; and finally working conditions and management for efficient deployment and enhanced quality and motivation of teachers.

Country examples developed in the Policy Brief were quoted and the main recommendations from the paper described. Among them are the following:

- Integrate teacher policy development with the overall education system and frameworks within countries
- Ensure consultative and collaborative policy development processes
- Base policies on factual data from research
- Account for the contextual realities of SSA countries, such as teacher shortages, the large numbers of untrained teachers entering the system and the subsequent challenges in relation to upgrading
- Improve teacher management and consider innovative approaches for attracting, developing and retaining effective and motivated teachers

The presentation concluded by placing this Policy Brief in the wider context of the Forum: the Brief is intended to be part of a technical tool or Toolkit to be developed by UNESCO through TTISSA, in collaboration with its partners. Other potential elements of such a tool were outlined, and it was explained that Policy Briefs are planned in several areas including costing and financing, research and specific themes like Quality Assurance in Teacher Education, Education for Sustainable Development (ESD) and Non-Formal Education (NFE).

## **Country Presentations**

### Angola

Dr Viriato Neto, Deputy Director of the National Institute for the Training of Personnel (*Instituto Nacional de Formação de Quadros*) of the Ministry of Education, presented Angola's Teacher Training Master Plan (*Plano Mestre de Formação de Professores*). The Plan, which was launched in 2008, came about in a context of massive increases in the education system following the end of Angola's civil war in 2002. It is geared towards both primary and lower secondary teachers and covers pre-service, in-service and distance training. It has four common and four specific axes. It was explained that the plan has been costed and has a budget of approximately US\$ 226 million. It has also been accompanied by the development of other policy instruments such as the National Qualifications Framework for Teachers and the Teacher Career Statutes. All of this is progressing in Angola, a country in which both teacher salaries and the education sector budget are relatively high.

### Nigeria

Professor Muhammad Junaid, Executive Secretary of the National Commission for Colleges of Education, described the situation in Nigeria, where despite the existence of many teacher training institutions and programmes, there is a paucity of qualified teachers (teachers with the Nigeria Certificate of Education) at both the primary and lower secondary levels. This has led to the development of Nigeria's National Teacher Policy. The policy covers teachers at all levels of the system and focuses on opportunities for teachers' continuous professional development and lifelong learning. It is standards-based, with a focus on the evaluation of teacher performance. The presentation described in detail the process of developing the policy, which included detailed research, development meetings and workshops involving multiple stakeholders and harmonization measures to ensure coherence with broader sectoral policy. The policy was presented for validation to the National Council on Education in December 2007, but it was reported that it is still undergoing review and will hopefully be approved in December 2008.

### Congo

Mr Joseph N'guembo, Director of Studies and Planning (*Directeur des Etudes et de la Planification*) of the Ministry of Higher Education (*Ministère de l'Enseignement Supérieur*), spoke of the chronic deficit of teachers in Congo, particularly in certain subject areas such as science. The country developed its teacher training policy, the Education Personnel Training Policy (*Politique de Formation des Personnels de l'Education*) in 2008. Following the TTISSA framework, the policy covers initial and in-service training, professional qualifications, status and working conditions (remuneration, career paths, etc.), research and partnerships with teachers and education professionals at all levels. It was explained that the policy was drafted by a group composed of representatives from Congo's four Ministries of Education and then validated at a national workshop in May 2008. At present, a dissemination campaign is underway and teacher training is being organized, particularly in the sciences using microscience kits.

### South Africa

Ms Diane C Parker, Chief Director of Teacher Education from the Department of Education, described the legacies of the apartheid system in South Africa, which resulted in differentiation in the education system and thus many under-qualified teachers. Following this period, the country decided to reduce the number of teacher training institutions and to incorporate them into the university system. Eventually, South Africa developed the National Policy Framework for Teacher Education and Development in 2007. It was explained that this policy focuses on both initial professional education of teachers (IPET) and continuing professional teacher development (CPTD). IPET includes a teacher recruitment campaign and a bursary scheme, while CPTD focuses on the recognition of training undertaken via a points system linked to career development. The development of South Africa's policy involved research, stakeholder meetings and consultations, appointment of a Ministerial Committee and publishing in a gazette for public comment. The policy, as well as other national frameworks, are currently in implementation and have shown interesting initial results.

### Guinea

Mr Alpha Oumar Balde, Inspector General of Education (*Inspecteur Général de l'Education*) of the Ministry of Pre-University and Civic Education (*Ministère de l'Enseignement Pre-Universitaire et de l'Education Civique*), spoke of the many evolutions in Guinea's initial teacher education model in recent years and the many programmes and projects conducting in-service training (mostly for the primary level). This led to the development of the country's National Policy on Initial and Continuous Training of Primary and Secondary Teachers (*Politique Nationale de Formation Initiale et Continue des Enseignant(e)s de l'Elémentaire et du Secondaire*), which was developed between 2000 and 2006. The policy focuses on 12 key principles in regard to teacher education, but does not cover issues of status, working conditions, management and other dimensions. It was explained that while the policy does have management structures and an institutional framework for implementation, Guinea is now working to revise the policy to make it more holistic, institutionally simpler and better integrated into the country's Education Sector Programme (*Programme sectoriel de l'éducation* or PSE).

### Tanzania

Mrs Rose Massenga, Director of Teacher Education of the Ministry of Education and Vocational Training, described the system in Tanzania, where teachers are classified as Grade A, B or C (with Grade A being the highest) and where Grade B and C teachers are being upgraded through in-service training. The country developed its Teacher Development and

Management Strategy in 2007. It was explained that the strategy covers pre-service and in-service training of teachers at all levels, as well as assessment and evaluation and infrastructure of teacher training colleges. It also mentions technical and vocational education and training (TVET) teachers. The strategy was developed through a process involving data collection by consultants, stakeholders' workshops, costing and endorsement.

## **Synthesis and Discussion of Country Presentations**

Following a plenary discussion of the country presentations, Ms Ramya Vivekanandan of UNESCO's Section for Teacher Education provided a synthesis of them, outlining the main points of each as above and citing some commonalities found in the different country experiences with policy development. Concerning research and data collection, it seems that policy development has generally been preceded by data collection and situation analyses (e.g field visits to collect data on the status of teachers and provision of teacher education in Tanzania, field studies in Angola, qualitative and quantitative research in six geo-political zones in Nigeria). This leads to the questions of what types of data are collected, how and by whom. Concerning stakeholder involvement and mobilization, it was noted that most countries have developed their policy in a consultative manner, implicating various stakeholders. Development partners were actively involved in many countries, and validation workshops were organized. However, it was noted that it would be useful to know whether *all* stakeholders were actively consulted and how exactly social mobilization had been conducted.

Concerning the incorporation of cross-cutting and emerging issues into teacher policies, it was observed that some of the countries' teacher policies give figures on gender breakdown or discuss the use of information and communications technologies (ICTs) and open and distance learning (ODL). But it was not clear how these and other cross-cutting or emerging themes such as HIV and AIDS, NFE and ESD are addressed in the teacher policies themselves. In regard to costing and financing, it was noted that it is unclear to what extent the countries' teacher policies have been costed, with the exception of those of Angola and Tanzania which spoke explicitly about this dimension.

In regard to political and institutional ownership and validation, it was evident from the country cases that a strong political will and prioritization of teachers is needed in order to develop a teacher policy. Once a policy begins to be developed, the institutional responsibility tends to vary from country to country, and validation processes are not necessarily simple. The question to consider is how to ensure validation and continued momentum behind teacher policies. Development of a teacher policy generally necessitates development of an action plan and more specific tools, a clear financing mechanism and integration within broader education sector policies and programmes.

## **Panel on Partner Organizations' Support to Teacher Policy Development in Sub-Saharan Africa**

### *Agence Française de Développement (AFD)*

Mr Jean-Claude Balmes, Chief of the Education and Training Division of AFD, spoke of challenges and points of reflection concerning the professionalization of teachers. In today's context, massive enrolment in primary education has "spilled over" into the secondary level.

The large-scale recruitment of teachers that has followed as a result has been marked by heterogeneity in terms of modes of recruitment, statutes, salaries and career paths. The most important point is to offer all teachers with a stable framework, professional support, possibilities for promotion and other avenues for professionalization. This is particularly challenging in rural areas, where there are many teachers who have not had training opportunities. France's cooperation in this area includes the support of AFD to UNESCO-BREDA through the Pôle de Dakar as well as general capacity building work. Most of AFD's funding is channelled through budget support, such as in Mali (budget support and expertise for reform of initial teacher training), Madagascar (budget support for initial and in-service teacher training) and Togo (programme support for the elaboration and financing of a scheme for training Heads of teacher training institutions).

#### Commonwealth Secretariat

Dr Caroline Pontefract, Director of the Social Transformation Programmes Division of the Commonwealth Secretariat, emphasized the idea of shared values and principles which unite the 53 Commonwealth countries, such as those of democracy, good governance and egalitarianism. As a means to support these countries, the Commonwealth Fund for Technical Co-operation (CFTC) is a mutual and voluntary fund to which member countries contribute resources and which provides technical assistance to specific countries. The Secretariat's Social Transformation Programmes Division covers the areas of education, health and gender and works with governments, NGOs and development partners in order to undertake policy and research work in these areas. Key areas of research are in relation to HIV and AIDS, gender and boys' underachievement in schools. In regard to ICTs and ODL, the Secretariat works closely with the Commonwealth of Learning (COL). Concerning teachers, the Secretariat hosts the ADEA WGTP, which has done considerable work in relation to teacher policies, multi-grade teaching and school leadership. It has also led on the development of the Commonwealth Teacher Recruitment Protocol, which aims to balance the rights of teachers to migrate internationally against the need to prevent the exploitation of scarce human resources in developing or low income countries. The Protocol has now been translated and is available in several languages. Teacher issues will feature highly on the agenda of the 17<sup>th</sup> Conference of Commonwealth Education Ministers, which will be held in Kuala Lumpur in June 2009.

#### GTZ

Dr Dagmar Fuchs-Schmitz of GTZ outlined the agency's five major fields of activity in relation to teacher issues: 1) advocacy for holistic and systemic reform for teacher education models, 2) country support, 3) strengthening the relevance of learning, 4) construction of teacher training colleges and schools and 5) stipends for training. In addition, GTZ has been active in the Fast Track Initiative (FTI), particularly its processes of alignment and harmonization. In this regard, the agency participated in the development of the FTI's *Guidelines for Capacity Development in the Education Sector*, which can be used by UNESCO in its support to teacher policy development in Member States. Generally speaking, GTZ believes that education must be related to the job market and that students, rather than subject matter, should be at the centre of learning. This implies a focus on problem solving skills and the interpretation of new knowledge, which suggests that teachers must be trained in an interdisciplinary and reflexive manner.

#### Organisation internationale de la Francophonie (OIF)

Dr Soungalo Ouédraogo, Director of Education and Training of OIF, discussed the organization's Francophone Initiative for Distance Training of Teachers (*Initiative Francophone pour la formation à distance des maîtres - IFADEM*), which it implements in

partnership with the Francophone University Agency (*Agence universitaire de la Francophonie* - AUF). IFADEM aims to improve the competencies of primary teachers in regard to their teaching of French through in-service training using ICTs. It also seeks to respond to the challenges of recruiting more primary teachers and improving their status and working conditions. At present, the Initiative is active in a pilot phase in Benin, Burundi, Haiti and Madagascar.

## **Group Work on Processes of Teacher Policy Development**

Following the presentations from partner organizations, the participants were split into two working groups (one English, one French) and asked to consider a number of questions. The results of the group work were presented in plenary the next morning and synthesized. The questions addressed by the groups were as follows:

- What obstacles did you encounter when trying to implement your policy (political, financial, human capacity, integration with sector-wide policies, etc.)? What are the financial sources for your policy?
- What data are needed and can realistically be gathered before developing a background analysis of national teacher issues?
- What key stakeholders were and should be involved for ownership, social mobilization and validation of the policy and at which stages? How did you manage to validate your policy?
- Which elements should be prioritized in a first draft of a tool to support countries? (e.g. tool to support background analysis, Policy Briefs on policy development processes / costing and financing / specific emerging issues, case studies). Which emerging issues were and should be included? In what format?
- What further support, beyond this Forum, could you give to the development of this tool?

In regard to the first question addressing obstacles and challenges faced in teacher policy development, the groups cited issues such as linking up with broader education sector policy, the management of partnerships (multiplicity, capacity, and ownership of stakeholders), financial challenges (ensuring the allocation of sufficient resources and managing those resources), the implementation capacity of both key individuals and structures and logistical issues in relation to convening stakeholders, disseminating the policy and other major activities.

Data collection, invoked in the second question, also poses a major challenge in that there are often multiple sources for the data needing to be collected (e.g. from different Ministries) and also in that reliability can not always be assured, with the groups citing many instances and examples of self-reporting and negative incentives. In regard to what types of data to collect, the groups felt that it was important to include both quantitative and qualitative information and to disaggregate (urban/rural, public/private, age, gender, etc.). They underlined that information must be collected on issues such as attrition and salaries (including the private sector) and must be complemented by data on the whole education system.

The third question regarding stakeholders sparked animated discussion among the groups. They emphasized that there needs to be an ongoing process of consultation as well as a balance between a smaller group with technical knowledge and expertise on teacher issues and a larger group involving diverse stakeholders. These should include both domestic and external actors. Throughout the process, the groups insisted, there is a need to get real ownership instead of just participation in meetings and consultations.

As to the fourth question concerning elements to include in a tool to support teacher policy development, the groups emphasized the importance of a holistic approach, looking beyond teacher training to consider all aspects in relation to teachers. They suggested that the eventual Toolkit should follow a three-part structure and should include a diagnostic tool to support background analysis of the teacher issue, as well as briefs on policy development processes and costing and financing. Other elements to include, the groups suggested, were case studies, international frameworks and normative instruments, capacity building guidelines and a list of annotated references for further reading. It was agreed that a technical group could be convened to develop the Toolkit, which would then be validated by a larger advisory group consisting of the countries and organizations represented at this Forum. UNESCO (Section for Teacher Education and BREDA-Pôle de Dakar) would take the lead in this process, supported by ADEA and the ADB.

Finally, in regard to the last question on further support and additional ideas, the group members confirmed their availability and interest in supporting the Toolkit work. They also suggested the possibility of establishing a permanent consultative group representing the delegates to this Forum (though this would depend on the outcomes of the upcoming High Level Group Meeting on EFA) and a potential distance education course on teacher policy development to be designed and implemented with the UNESCO International Institute for Educational Planning (IIEP).

## **Building Partnership for Teacher Policy Development in Sub-Saharan Africa**

After the presentation of the group work, there was a discussion on building partnership for teacher policy development in SSA, denoting the importance of continued collaboration and support among partners after the Forum. Given that UNESCO will align its strategies and harness internal mechanisms to ensure realization of the Forum's objectives, participants were encouraged to reflect on the process of reinforcing partnerships and involving more countries. They were specifically requested to comment on how they envisioned their partnership with UNESCO and how far they could engage in their commitments. The following is a summary of the responses:

### **AFD**

Mr Jean-Claude Balmes stated that the AFD is ready to cooperate with all its strategic partners, underscoring its partnership with UNESCO's Section for Teacher Education and BREDA through the Pôle de Dakar. This cooperation will be reinforced particularly through supporting countries with their evaluation systems and pilot projects. ADF's network of experts was described, especially in regard to educational renovation and reinforcement of Normal Schools, as was the assistance provided in terms of ICTs through the African Network for Distance Training (*Réseau Africain de Formation à Distance* - RESAFAD). The need to build capacities in the south, where much research and reflection are required before

proceeding, was emphasized. Through the Pôle de Dakar, it was suggested that AFD could further contribute to reviews and studies. Likewise, it was proposed that AFD could finance programmes in Francophone countries for the development of teacher policies.

### GTZ

Dr Dagmar Fuchs-Schmitz confirmed that teachers are a priority area and are central to GTZ's work. Currently there are two major areas for potential partnership:

- 1) Continue contributing to the development of the Toolkit. It would be helpful to facilitate the complex and difficult processes involved by maintaining exchanges with this experts' network.
- 2) Support the testing or piloting phase. UNESCO and ADB could take the lead role, allowing GTZ to find its niche. GTZ committed to assist in the revision of the Toolkit through inputs and feedback.

It was mentioned that although there might be many good ideas and plans discussed, an implementation gap often occurs, underscoring the need to closely monitor policy development and implementation. It was suggested that this exercise be followed through with the group. GTZ will be participating in the High Level Group Meeting on EFA in Oslo and plans to examine common concerns so that a "common ground crossing institutional borders might be found."

### OIF

Dr Soungalo Ouédraogo emphasized that the OIF assists French-speaking Member States with their national policies. OIF is committed to strengthening its synergies with its partners and activating its expert networks and suggested information sharing in a pilot phase dealing with national policy development. It was also mentioned that the OIF will continue to promote the use of ICTs in education.

### ADB

Mr Judicaël Etienne Porgo stated that the ADB will support this initiative through its technical expertise at the regional and national levels as well as through its financial resources. The Bank will take into account the Policy Brief presented during the Forum and will strengthen capacity with regard to the Nigerian case. It was stated that the ADB will also provide support to improve the working conditions of teachers, such as by providing for teachers' housing. Regarding ADB's 2009 programme, the Bank will take into account country proposals for assistance by responding to requests for support. The ADB therefore encouraged partners to submit their requests for consideration. It was also suggested that the private sector be more actively involved in successive Fora. In addition, it was recommended that two regional centres for teacher development in SSA be established: one in West Africa and another in East Africa, which would tighten collaboration with UNESCO's Education Sector. A webpage on this Forum will be also created.

### Economic Community of West African States (ECOWAS)

Mrs Rachel Jummai Ogbe explained that ECOWAS is not a funding organization. Through governments, it implements the Plan of Action of the Second Decade of Education for Africa. The need for a clear understanding of issues in order to synergize strategies and implementation was reiterated. It was also stated that ECOWAS will contribute by providing synthetic analyses and strategies, agreeing with the process for the way forward and then

reporting to its Member States and the AU. In addition, it was suggested that ECOWAS can highlight teacher issues in its programme in order to increase impact.

#### ADEA

Mr Virgilio Juvane mentioned that a working group has already been established through those present, that funds are already available and that ADEA is working closely with UNESCO. ADEA also functions in close partnership with countries, RECs and partners. It has an extensive network that can be drawn upon in order to facilitate work with teachers. It was suggested that other Working Groups of ADEA (e.g. Working Group on Higher Education, Working Group on Mathematics and Science and the Working Group on Open and Distance Learning) could be involved, with the WGTP as a contact point. ADEA can thus offer its human and institutional resources, communication networks, Regional Coordinators and its close relationship with Ministries of Education in order to support this work. ADEA can also contribute through its partnerships with the AU and the RECs. Suggestions were made to ensure effective partnership, notably:

- 1) Build upon concrete matters when exchanging plans and information. This could be initiated by informing the participants of this Forum of activities foreseen for 2009 in order to identify concrete avenues for cooperation.
- 2) Concentrate on policy issues with the objective of producing competent teachers. A possible starting point could be to focus on teacher training institutions.

#### Commonwealth Secretariat

Dr Caroline Pontefract clarified that like UNESCO, the Commonwealth Secretariat is not a funding institution. It hosts the Secretariat of the ADEA WGTP, which has expertise in regard to teachers and which will continue its technical inputs and support to UNESCO by bringing in stakeholders and using its networks so that the Toolkit will be developed and used. Commitment was professed for collaboration with UNESCO, and its capacity to reach governments was highlighted. It was also suggested that an agenda which includes reviewing materials and conducting monitoring and evaluation be prepared.

#### UNESCO BREDAPôle de Dakar

Dr Jean-Marc Bernard stated that the Pôle de Dakar can contribute to sector analysis and capacity building. It has developed a technical diagnostic tool which is ready for use for the diagnosis of management problems. Other tools can also be developed in collaboration with the Pôle de Dakar's expertise. Additionally, the Pôle can provide information on matters dealing with teachers' salaries.

#### UNESCO IICBA:

Mr Julien Daboue noted that in coordination with BREDAPôle de Dakar, IICBA can strengthen capacity in SSA through:

- 1) Needs assessments and mapping studies
- 2) Capacity building activities such as training of trainers and managers

#### Country Delegates

##### Guinea

Mr Alpha Oumar Balde stated that Guinea is awaiting the Toolkit in order to improve its teacher policy document, which to date is not holistic, as it limits itself to teacher training and

neglects issues of teacher status, working conditions, management and administration. As such, the country needs to take into account these and other issues such as recruitment, problems in teacher training and the improvement of learning outcomes. Guinea is aware of the challenges involved and is determined to defy these challenges, but it was noted that there are difficulties in terms of partnership, ownership and the evaluation of learning outcomes in schools.

#### Nigeria

Professor Muhammad Junaid expressed his gratitude for a very fulfilling Forum. It was acknowledged that Nigeria's teacher policy document is not a perfect one and as such, the Toolkit will be helpful. The country is seeking bilateral partnerships in order to assist other countries with policy development. Further participation in activities such as this is thus welcomed.

#### Congo

Mr Joseph N'guembo appreciated Congo's rewarding cooperation with UNESCO, notably with the Section for Teacher Education in the development of its teacher policy document and with the Pôle de Dakar in its *Rapport d'Etat d'un Système Educatif National (RESEN)*. Congo is looking forward to the development of its sector strategy with the World Bank and anticipates accessing the cooperative offers made by the Commonwealth Secretariat and GTZ. The country is also awaiting the Toolkit in order to finalize its teacher policy.

#### Seychelles

Ms Shirley Marie was grateful for having participated in the Forum, having learned about the various existing networks and the possibility of developing more networks in order to resolve several teacher issues. Seychelles is concerned with the problem of attracting new teachers and the strategies to be employed, especially with regard to mathematics and science teachers. The Toolkit is welcomed in order to support Seychelles in the development of a national policy on teachers.

#### Tanzania

Mrs Rose Massenga expressed her pleasure for having participated in the Forum and noted that although Tanzania already has a teacher policy document, this is a "living" document. As such, Tanzania will use the Toolkit to improve its policy and is more than willing to share with other countries its process of policy development, including difficulties encountered as well as the good practice gleaned.

#### South Africa

Ms Diane C Parker highlighted the value of impelling the work initiated in this Policy Forum. South Africa has been involved in teacher policy development and is still actively engaged to date. As such, it looks forward to the Toolkit in order to identify and understand the gaps and the way to move forward. South Africa can provide its experience and share its practices in the policymaking process with other countries. It was also stated that information from other countries would be appreciated as a basis for comparative analysis. South Africa is open to partnership, values this Forum and hopes to contribute to its next steps.

#### Angola

Dr Viriato Neto conveyed the need to consider the Lusophone point of view on a larger scale, as there are five Portuguese-speaking countries in SSA. Angola's experience has not come to the end of the road, and the country wishes to share lessons learned with other countries.

Policy terms of reference will be drafted, and the development of a Centre of Excellence in Angola will be proposed to the Ministry of Education.

### Burkina Faso

Mr Mathias Kyelem denoted that Normal Schools and teacher training institutions (*écoles normales supérieures* and *écoles normales d'instituteurs* or ENS and ENI) are at the heart of teacher education and training and as such can provide expertise and accompany the process of teacher policy development. It was affirmed that Burkina Faso will contribute to reflections and exchange in this area.

## **Developing a Toolkit for Teacher Policy Development**

After the discussion highlighted above and following presentation of a proposed draft structure for the Toolkit for Teacher Policy Development and group discussion as to this structure, Mr Ibrahima Bah-Lalya, Consultant, made a final presentation in regard to the Toolkit. The overriding principle of the Toolkit is that it is to be a tool for Ministries of Education (primarily planning officers), meaning that it must be concise, practical (drawn from concrete experiences) and user-friendly. It must also be aligned with both national frameworks (e.g. education sector plans) and broader international structures (e.g. ILO/UNESCO Recommendations concerning the Status of Teachers, Second Decade of Education for Africa) in relation to teachers. In addition, it must be holistic, facilitate capacity building and be an evolving document with room for change and improvement.

In regard to the content of the Toolkit, the outcomes of the group discussions were echoed. It should follow a three-part structure and must include: 1) a diagnostic tool to support background analysis of the teacher issue; 2) a policy development processes section consisting of Policy Briefs on costing and financing, processes, etc. and 3) a reference documents section including examples of country policies and case studies, a list of annotated references, a list of contact organizations and reference persons and international frameworks.

The presentation concluded by recalling the way forward for the development of the Toolkit. Once the draft structure is finalized and additional documents collected, UNESCO must create and convene a technical group to develop the various components. Following this, the draft must be piloted and tested in a couple of countries in order to refine it. Next, an advisory group must be created and convened to validate and finalize. Once the Toolkit reaches this final stage, it can be disseminated and used for supporting countries in various stages of the teacher policy development continuum.

## **Annex I: Concept Note**

**UNESCO-ADB-ADEA**  
**Teacher Education Policy Forum for Sub-Saharan Africa**  
*“Processes of Teacher Policy Development”*  
26-28 November 2008  
ADB Headquarters – Tunis, Tunisia

*Information Note*

### **Background**

*The Teacher Issue within the Second Decade of Education for Africa*

In 2006, Ministers of Education of the African Union (AU) adopted the Action Plan for the Second Decade of Education for Africa. The Action Plan constitutes the driving policy framework for the development of education in Africa until 2015, and its implementation is guided inter-alia by the following principles:

- (i) Ensuring enhanced political support particularly at national levels, but also at regional, continental and international levels.
- (ii) Concentration on strategic issues whose implementation will make a significant difference within Member States and also at regional levels.
- (iii) Enhancing the capacities of Regional Economic Communities (REC) and national implementation mechanisms.
- (iv) Institutionalizing exchange of documentation, sharing and celebrating of positive experiences and promising initiatives among Members States.

The Plan of Action is structured around seven focus areas, one of which is Teacher Development. The goal of this area is “to ensure the provision of sufficient teachers to meet the demands of education systems and to ensure that all teachers are properly qualified and possess the relevant knowledge, skills and attitudes to teach effectively.” While many African countries have sought to address the acute shortage of trained teachers within national contexts through innovative and often accelerated teacher education programmes, the AU recognizes that a key factor in increasing teacher numbers and enhancing their quality is the development of strong policy frameworks at all levels.

The role that teachers play in ensuring quality education is being increasingly recognized on an international level. Development partners and international organizations, committed to the achievement of Education for All (EFA) and education related Millennium Development Goals (MDGs), are thus placing increased emphasis on teacher education in their support to African countries.

It is within this overall framework that both UNESCO and the Association for the Development of Education in Africa (ADEA) are working to assist the AU in implementing the Plan of Action of the Second Decade of Education for Africa. In 2007, the AU, ADEA and UNESCO convened a meeting to operationalize their support to the Plan of Action. As a result, UNESCO and ADEA are working in close partnership with the African Union Commission (AUC), the Regional Economic Communities (RECs) and other stakeholders at

continental and international levels towards this end, particularly in regard to teacher education.

### UNESCO, ADEA and ADB Responses to the Teacher Issue

#### **UNESCO**

In 2006, UNESCO launched the Teacher Training Initiative for Sub-Saharan Africa (TTISSA). It is a ten year, high-level initiative that is aimed at improving national teacher policy and strengthening teacher education in 46 Sub-Saharan African (SSA) countries. The initiative is designed to assist countries in synchronizing their teacher policies, teacher education and labor practices with national development priorities for Education for All (EFA) and the Millennium Development Goals (MDGs). UNESCO Headquarters, through the Division of Higher Education's Section for Teacher Education (ED/HED/TED), plays a lead role in the strategic direction of the Initiative, working with the Regional Bureau for Education in Africa (BREDA), the International Institute for Capacity Building in Africa (IICBA) and the UNESCO Cluster and National Offices.

TTISSA's logical framework is holistic and aims at four key outputs, notably: 1) Improvement of teacher status and working conditions, 2) Improvement of teacher management and administrative structures, 3) Development of appropriate teacher policies and 4) Enhancement of teacher education and professional development. The TTISSA programme is prioritizing policy development to address issues in relation to all areas of the teaching profession. The objectives of TTISSA are being achieved through focus and activities which reflect the upstream mandate of UNESCO, i.e. providing a platform for capacity building, serving as a laboratory of ideas and international catalyst, performing a clearinghouse function in the documentation and dissemination of successful educational practices and setting norms, standards and guidelines. To this end, TTISSA undertakes and disseminates key studies, develops tools, policy briefs and materials and facilitates South to South sharing and collaboration.

#### **ADEA**

The Association for the Development of Education in Africa (ADEA) also focuses on teachers through its Working Group on the Teaching Profession (WGTP). It works with African ministries of education, development partners, teachers' organizations, NGOs and the private sector to develop and sustain the quality of teaching and learning for teachers and pupils in Africa. The main strategy adopted to deliver the Working Group Programme is to provide opportunities and a variety of participatory and consultative mechanisms to review teacher education, management and professional development, and support the development of sustainable policies and practices to revitalize the teaching profession. The interventions of the WGTP are axed to the following action areas: (i) advocacy, (ii) research, (iii) capacity building, and (iv) networking and professional exchange.

The ADEA WGTP has been developing activities covering the area of teacher preparation and continuing professional development. In this context, the support of teacher education institutions is a critical intervention area of the Working Group, aimed at strengthening teacher education systems and research across countries and their contribution to policy development. Specific training activities involving teachers, school principals and policy makers have been developed covering school self evaluation and multi-grade teaching. A specific area in which the Working Group has been involved with regard to broader policies is in assisting Ministries of Education in the management of contract teachers.

## **ADB**

Another partner playing a key role in supporting education in Africa is the African Development Bank (ADB). Teacher education is a key strand within the Bank's broader work in education and reflected in its recent higher education policy. The ADB's present support is multidimensional and involves policy, teacher education and other areas. Significant support has been provided to the Southern African Development Community (SADC) to develop policies strategies and capacity building.

## **Teacher Education Policy Forum for Sub-Saharan Africa**

Support to the key area of teacher policy development has been given by UNESCO, ADEA WGTP and the ADB. Towards achievement of TTISSA Output 3, support to the development of appropriate teacher policies, UNESCO organized a Teacher Education Policy Forum for Sub-Saharan Africa at UNESCO Headquarters in Paris in November 2007. It brought together policymakers from a number of SSA countries, researchers and resource persons from key international agencies and regional bodies (e.g. World Bank, Pôle de Dakar) and Education Specialists from UNESCO Field Offices in SSA. The purpose of the workshop was to enhance participants' understanding of dimensions of policy development and implementation processes and to determine the way forward for UNESCO's support in these areas through the TTISSA initiative.

Among the key recommendations which emerged from this initial Forum, the report of which has been printed and is available, was the need to develop practical tools such as policy briefs and toolkits to aid Member States in the process of teacher policy development. As such, Policy Briefs addressing key areas – namely Research, Policy Processes, Costing and Finance, Education for Sustainable Development, Training of Non-Formal Teachers, Quality Assurance for Teacher Education and Rights and Responsibilities – are being developed.

Another major recommendation of the first Forum was to hold future Teacher Education Policy Forums, narrowing the focus to concentrate on important thematic areas. It is therefore intended that the expertise and partnership of ADEA, UNESCO and the ADB as well as other partner organizations be brought together in a Teacher Education Policy Forum to be held at ADB Headquarters in Tunis on 26-28 November 2008.

Unlike last year's Forum which was general in nature, this year's gathering proposes a focus on the theme of "Processes of Teacher Policy Development." This thematic thrust has emerged from the wish of Member States to have tangible and detailed technical assistance and support in relation to the actual processes of developing and implementing national-level teacher policies, strategies and plans. Last year's Forum addressed this concern through the presentation of country cases from Nigeria and South Africa, whose representatives explained in detail the processes that their countries went through in developing their respective national teacher policies. The Policy Brief being developed on Policy Processes also responds to this need.

This year's Forum, with a theme of "Processes of Teacher Policy Development," will take the Policy Brief as a point of departure and consider in-depth the processes that SSA countries have gone through in developing national teacher policies, strategies and plans. The experiences vary widely from country to country, and taking stock of this diversity as well as commonalities will allow UNESCO, ADB and the ADEA WGTP to design concrete support

to those Member States which have yet to develop a teacher policy or which wish to enhance existing policies and their implementation. Various issues will be considered, such as data collection, political leadership, stakeholder involvement, social mobilization, institutional ownership, emerging/cross-cutting issues and costing and financing. Understanding how diverse SSA countries have addressed these issues in developing their teacher policies will allow UNESCO, ADB and the ADEA WGTP to design a Toolkit to enhance support in this area.

#### **Forum Objectives:**

- To enhance understanding of the processes of teacher policy development (e.g. data collection, political leadership, stakeholder involvement, social mobilization, institutional ownership, incorporation of emerging/cross-cutting issues, costing and financing).
- To enhance the coordination and alignment of the involved partners in view of supporting AU to implement the Teacher Development component of the Plan of Action for the Second Decade of Education for Africa.
- To develop an outline of a UNESCO/ADB/ADEA-WGTP technical tool, such as a toolkit on teacher policy development and implementation, and determine the way forward in development and implementation
- To develop teacher education advocacy, networks and support structures

#### **Participants**

The forum will bring together approximately 5-6 experts from countries which have developed a teacher policy, two international experts (one Anglophone, one Francophone). Other participants will be UNESCO (ED/HED/TED, IICBA and BREDAPôle de Dakar), ADB, and ADEA WGTP members as well as representatives from the African Union Commission, Regional Economic Communities (RECs), World Bank, Microsoft, GTZ, the Agence Française de Développement and the Commonwealth Secretariat. In total, there will be approximately 30 participants.

#### **Funding**

The financial resources for the Forum will be provided by UNESCO, ADB and ADEA.

#### **Expected Outcomes**

- UNESCO/ADB/ADEA WGTP technical tools, such as a Toolkit to support countries in the implementation of teacher policy, developed.
- Future support of UNESCO, ADB and ADEA WGTP to the development of teacher policies identified.
- Enhanced collaboration towards EFA in SSA between UNESCO, ADB, ADEA WGTP and partner organizations.

## Annex II: Programme

### Teacher Education Policy Forum for Sub-Saharan Africa “Processes of Teacher Policy Development” UNESCO-ADB-ADEA

26-28 November 2008  
 African Development Bank, Tunis

#### Final Agenda

<b>Wednesday, 26 November</b>		
Time	Topic	Presenter(s)
8:30-9:00am	Welcome & Introductions	Mr K Francisco Seddoh (UNESCO) Mr T Hurley (ADB) Dr Caroline Pontefract (ADEA WGTP)
9:00-9:30am	Overview of Teacher Issues in Sub-Saharan Africa	Mr Jean-Marc Bernard (UNESCO/BREDA-Pôle de Dakar)
9:30-10:00am	The ADEA Working Group on the Teaching Profession and its Support to SSA	Mr Virgilio Juvane (ADEA WGTP)
10:00-10:15am	<i>Coffee Break</i>	
10:15-10:45am	African Development Bank's Work in Education	Mr Etienne Porgo (ADB)
10:45am-12:00pm	Discussion	
12:00-2:00pm	<i>Lunch Break</i>	
2:00-2:30pm	Policy Brief on Processes of Teacher Policy Development	UNESCO
2:30-4:15pm	Country Presentations 1. <i>Angola</i> 2. <i>Nigeria</i> 3. <i>Congo</i>	Mr Viriato Neto Prof. Muhammad Junaid Mr Joseph Nguembo
4:15-4:30pm	<i>Coffee Break</i>	
4:30-6:00pm	Country Presentations 4. <i>South Africa</i> 5. <i>Guinea</i> 6. <i>Tanzania</i>	Ms Diane Parker Mr Alpha Oumar Balde Mrs Rose Massenga
<b>Thursday, 27 November</b>		
8:00-9:30am	Discussion of Country Presentations	UNESCO
9:30-10:00am	Synthesis of Country Presentations	UNESCO
10:00-10:15am	<i>Coffee Break</i>	
10:15-12:00pm	Panel on Partner	Mr Jean-Claude Balmès

	Organizations' Support to Teacher Policy Development in SSA	(AFD) Dr Dagmar Fuchs-Schmitz (GTZ) Dr Caroline Pontefract (Commonwealth Secretariat) Mr Soungalo Ouédraogo (OIF)
12:00-2:00pm	<i>Lunch Break</i>	
2:00-2:30pm	Discussion	
2:30-4:00pm	Group Work on Processes of Teacher Policy Development (groups to consider the following issues: <i>1. Data collection &amp; research</i> <i>2. Stakeholder involvement &amp; social mobilization</i> <i>3. Incorporation of emerging/cross-cutting issues</i> <i>4. Costing &amp; financing</i> <i>5. Political &amp; institutional ownership &amp; validation</i> <i>6. Development of a Toolkit</i>	2 groups
4:00-4:15pm	<i>Coffee Break</i>	
4:15-6:00pm	Group Work (continued)	
<b>Friday, 28 November</b>		
8:00-9:00am	Feedback & Synthesis from Groups	
9:00-10:00am	Developing a Toolkit for Teacher Policy Development	Mr Ibrahima Bah-Lalya
10:00-10:15am	<i>Coffee Break</i>	
10:15am-11:00pm	Developing a Toolkit for Teacher Policy Development (continued)	Mr Ibrahima Bah-Lalya
11:00am-12:00pm	Building Partnership for Teacher Policy Development in Sub-Saharan Africa	UNESCO/ADEA WGTP
12:00-2:00pm	<i>Lunch Break</i>	
2:00-3:30pm	Building Partnership for Teacher Policy Development in Sub-Saharan Africa	UNESCO/ADEA WGTP
3:00-3:45pm	<i>Coffee Break</i>	
3:45-5:00pm	Wrap-Up & Concluding	UNESCO

	Remarks	ADB ADEA WGTP
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## **Annex III: List of Participants**

### **Teacher Education Policy Forum for Sub-Saharan Africa UNESCO/ADEA/ADB**

*26-28 November 2008  
ADB Headquarters, Tunis*

#### **Final Participant List**

#### **1. Country Delegates**

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