"Teaching: A Profession"

ANNUAL MEETING AND
10TH POLICY DIALOGUE FORUM

International Task Force on Teachers for Education 2030

18-21 September 2017 | Lomé, Togo
10th Policy Dialogue Forum
Teaching: A Profession

18-21 September 2017
Lomé, Togo

Context
To achieve Sustainable Development Goal (SDG) 4, the world will need to increase the supply of teachers, especially in developing countries and small island developing states. The latest statistics indicate that to attain universal primary education by 2020, it is predicted that countries will need to recruit a total of 10.9 million primary teachers. By 2030, the demand is expected to rise to 25.8 million teachers. But a quality education system is more than just an issue of supply and demand. This is why Target 4.c of SDG 4 makes a specific reference to the issue of quality: “By 2030, substantially increase the supply of qualified teachers...” [emphasis added].

Indeed, the Incheon Declaration and Framework for Action for Education 2030, adopted by Member States in May 2015 for implementing SDG 4, committed Member States 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” [emphasis added].

Since the adoption of the SDGs and the Framework for Action, the objective of the International Task Force on Teachers is to use the platform of its annual policy dialogue fora to unpack the meaning and implications of the teacher target to its members and partners. To this end, the 8th Policy Dialogue Forum in 2015 focussed the discussions on “Implementing the Teacher Target in the Sustainable Development Goals and Education 2030 Agenda”, while the 9th Forum in 2016 addressed the theme of teacher motivation. Continuing along these lines, the theme for the 10th Forum, to be held in Lomé, Togo, is to unpack the concept of ‘professionally qualified’.

What does ‘professionally qualified’ mean?

The issue of teacher quality pervades all discourses about improving education systems and students’ learning outcomes. This is because for children to be adequately prepared for today’s complex labour market -- and to live as responsible citizens in our diverse and inter-connected societies -- they need to develop the right knowledge and skills for the 21st century. A quality education today needs to go beyond skilling children in reading, math, and science. A quality education today needs teachers who can work with children to help them be creative and critical thinkers; children who can collaborate and communicate with people of diverse cultures; children who can be innovators while at the same time advocating for environmental and social justice. Today’s world needs highly skilled professional teachers who can shape the future citizens of the world we want to live in.

The challenge arises as to how to implement, support, and monitor teacher quality. At a minimum, governments can regulate the minimum level of formal qualifications required to become a teacher. A ‘qualification’ is typically defined as the formal outcome (or award) of an accreditation or validation process that certifies that an individual has learned the knowledge, skills, and wider competences according to specific standards [OECD, 2010]. For example, countries can establish that the minimum qualification required for becoming a teacher is a Bachelor’s degree. The purpose is to ensure a common
understanding of the minimum knowledge, skills, and other competences required for an individual to gain entry in the profession.

Formal qualifications, however, are just the first step in the process to becoming a teacher. Qualifications function in conjunction with teaching ‘standards’. Broadly speaking, standards describe what teachers should know and be able to do, including desirable levels of performance at different stages of a teacher’s career (Ingvarson, 2002). In this sense, standards can be used to define and measure teaching competence with respect to the knowledge, skills, and attitudes that are valued in a profession. In some countries, teaching standards are designed, monitored, and governed by professional teaching councils, with which teachers must register in order to obtain a licence to practice. Qualifications frameworks and standards of practice, therefore, are two mechanisms that governments or teacher organisations can implement to ensure quality teaching.

Teaching: A profession?

The 1966 UNESCO/ILO Recommendation concerning the Status of Teachers argues that “Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.” However, some sociologists dispute this and argue that teaching is a semi-profession in comparison to other professions such as medicine or law. These scholars claim that teaching lacks three core characteristics that define a profession: (1) a profession is informed by a profession-specific, systematised, and scientific body of knowledge that informs the daily activities of practitioners; (2) practitioners of the profession undergo a lengthy period of higher education training and induction, and engage in continuous professional development; and (3) a profession has autonomy in connection with the right to exercise professional judgement and decision-making in practice and in governance over the profession (Guerriero, 2017).

Qualifications, standards, codes of conduct, and professional registration can, therefore, function to ‘professionalize’ teaching, and these mechanisms can be put in place to ensure that teachers are ‘professionally qualified’, perform as professionals, and are treated as such. A professionally-qualified teaching workforce can address two challenges in achieving SDG 4: First, a professionally-qualified teacher can ensure the public that the individual at the front of the classroom possesses the minimum required qualifications and competencies to facilitate quality learning. Second, teaching, as a profession, can improve the status of teaching, generally perceived to be a low-status profession. As a consequence of higher prestige, teaching can become an attractive career choice. With the projected teacher shortage impacting Africa the most, professionalizing teaching can support developing countries to meet the increasing teacher demand. While many advancements have been made in the last few decades to professionalize teaching in developed countries, progress in developing countries has been slow.

Organization

For this reason, the organizers of the 10th Policy Dialogue Forum have chosen the theme: “Teaching: A profession”. In plenary and breakout sessions, discussions will be organized around the following four sub-themes:

A. Knowledge and Competencies: What does the research literature say about what knowledge, skills, and competencies are required for effective teaching? Do teacher education institutions revise their curricula to incorporate new research findings of effective teaching? What are the processes by which countries in different socio-economic and cultural contexts apply and recognize teaching qualifications? How are qualifications linked to professional standards? How
can the aspirational value of teaching standards be captured? What ongoing professional learning is required of practising teachers to ensure they maintain currency and stay abreast of best practice?

B. Governance: Should countries implement governance mechanisms to ensure adherence to professional teaching standards; and if so, how? What roles can various stakeholders at each level of the governance system play? What should be the specific role of teacher organisations in developing and monitoring teaching standards? What are the cyclical requirements for review and approval of teacher education programs to ensure they maintain currency and are informed by best practice?

C. Values and Accountability: What fundamental values should govern the profession? How should professional teaching standards address accountability of the actors? How can the public interest in the teaching profession be accounted for in the process of developing values? What are the professional dispositions required for teaching, for example, a sense of empathy, an ability to work collegially?

D. Addressing Diversity: How should professional teaching standards be developed, implemented, and monitored to ensure inclusion and equity with respect to the diversity of teachers, learners, and teaching-learning processes? How can standards be developed so that they remain focused on the whole learner as well as the diversity of learners?

Pre-forum Thematic Sessions

In addition, pre-forum sessions will be organized around the work of the Task Force’s four thematic groups, which are:
1. Inclusion and equity in teacher policies and practices;
2. Information and Communication Technology (ICT) and distance education for teacher development;
3. Teacher management in crisis and emergency situations; and
4. Early Childhood Care and Education (ECCE) teachers and facilitators.

These thematic groups have been working with the Task Force on an ad-hoc basis and meet regularly during the policy dialogue fora. The goal of the pre-forum sessions is to help the groups organize in a more systematic and institutional way to support the Task Force’s program during the new phase of its strategic plan. The groups will examine challenges regarding the professionalization of the teaching workforce and set out possible steps for Task Force members to support national efforts in improving the quality of teaching. Within each thematic area, the objectives of the pre-forum sessions are to:

   a. identify and discuss key policy issues to improve the professionalization of teachers;
   b. identify existing initiatives and programs to build collaboration;
   c. identify technical and financial partners to reach out to and include in follow up actions;
   d. identify lead organizations and countries on specific areas of joint actions; and
   e. suggest means of follow-up after the session.

The Forum will also host a series of exhibitions curated by Task Force members around the theme of professionalization of teaching. The exhibitions will take a wide variety of forms such as video documentaries, multimedia presentations, print and online publications, and galleries of prints and photography.

Participants

Approximately 350 participants including delegates from Teacher Task Force Member States, representatives of intergovernmental and non-governmental organizations, teachers and educators, teachers’ union representatives, researchers, and policy makers will participate in plenary sessions.
sub-themes breakout sessions and thematic working groups.

**Expected Outcomes**

With the objective of the 10th Policy Dialogue Forum to strengthen exchanges on the professionalization of teaching by unpacking the meaning and implications of ‘professionally qualified’, the primary expected outcome will be to develop a global report on a core set of standards for the teaching profession. To that end, the expected outcomes of the group discussions, plenary sessions, and the exhibitions will be to:

1. Discuss and agree on a common understanding of the current state of the professionalization of teaching and how to formalize teaching as a profession;

2. Take stock of progress and share good practices on the overall theme and sub-themes in order to develop a global set of core standards for teaching; and

3. Promote collaboration and networking among stakeholders on further research and advocacy at the national, regional, and global levels in order to inform the implementation and monitoring of SDG 4.c.

For further information about the Forum and the program of activities, please visit our website (http://www.teachersforefa.unesco.org/v2/index.php/en/lome-togo). You can also follow us on Twitter (@TeachersForEFA) and Facebook (International Task Force on Teachers – UNESCO).
Sunday 17 September 2017

16:00 – 18:00
Briefing meeting with speakers, moderators, rapporteurs, and facilitators

Monday 18 September 2017

08:15 – 09:00  Registration

09:00 – 10:30  Regional Consultations: “From Seam Reap to Lomé: What Have We Achieved?”

For these consultations, participants attending the Annual Meeting and Policy Dialogue Forum of the International Task Force on Teachers (TTF) for Education 2030 are grouped according to the geographic region to which they belong. TTF regional group members are expected to agree on ways of revamping regional collaboration within the TTF network. They will take stock of on-going and new teacher-related initiatives and platforms in existence since the TTF meeting in Seam Reap in December 2016. They will identify regional priorities for action in 2018 within the framework of the Draft 2018-2021 Strategic Plan and in view of contributing to SDG monitoring mechanisms at regional level. They should identify potential sources for resource mobilization and champion personalities to support the TTF programme. Participants will share general comments on key items in the Draft 2018-2021 Strategic Plan, and nominate candidates for election to the TTF Steering Committee. Facilitators are identified below:

Africa Region

Charmaine Villet, Dean, Faculty of Education, University of Namibia, Namibia
Advertus Orea Wright, Assistant Minister for Teacher Education, Liberia
Jane Egau Okou, Commissioner, Teacher Instructor Education and Training, Uganda
Henry C Tukombe, Permanent Secretary, Ministry of Education, Zambia
Manda Kizabi, Permanent Delegation of the Democratic Republic of the Congo to UNESCO
Virgilio Juvane, Senior Programme Coordinator, UNESCO International Institute for Capacity Building in Africa
Callistus Ogol, Senior Education Expert, Department of Human Resources, Science and Technology, African Union Commission
### Programme

#### Arab States Region
- **Misfer Alsolouli**, Regional Centre of Quality and Excellence in Education, Saudi Arabia
- **khalifa Al Suwaidi**, Representative of the Board of Trustees, UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers

#### Asia Region
- **Taro Numano**, Senior Researcher, National Institute for Educational Policy Research, Japan
- **Prasert Tepanart**, Deputy Director for Administration and Communication, Southeast Asian Ministers of Education Organization (SEAMEO)

#### Europe and North America Region
- **Jenny Beate Moller**, Senior Advisor, Education Section, Department for Global Health, Education and Research, Norwegian Agency for Development Cooperation (NORAD)
- **Erfan Diebel**, Advisor, Education Section, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

#### Latin America and the Caribbean Region
- **Susana Franco**, Conseillère Responsable Affaires Culturelles et Education, Delegation Permanente du Mexique auprès de l’UNESCO
- **Guy Serge Pompilus**, Directeur de la Formation et du Perfectionnement, Ministère de l’éducation nationale et de la formation professionnelle, Haiti

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**10:30 – 11:00**  
**Coffee Break**

**11:00 – 13:00**  
**Teachers Task Force Steering Committee Meeting (Part one)**

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**11:00 – 13:00**  
**Pre-forum Thematic Sessions**

This session is intended to build on the experiences and expertise of TTF members to support TTF efforts in improving the status of teachers and the quality of teaching and learning from the perspective of their specific area of focus.

The expected outcomes of these thematic sessions are to:

- identify and discuss key policy issues to improve the professionalization of teachers;
- identify existing initiatives and programs for further collaboration;
c. identify technical and financial partners to reach out to and include in follow-up actions;
d. identify lead organizations and countries on specific areas of joint actions; and
e. suggest means of follow-up after the session.

Concurrent sessions on each of the four thematic areas and facilitators are identified below:

### Pre-primary teachers

| Yoshie Kaga, Program Specialist, UNESCO |
| Nicolina Postic, Program Specialist, International Labour Organization |

### Inclusion and equity in teacher policies and practices

| Gina Thésée, Professor, Université du Québec à Montréal, Canada |
| Purna Kumar Shrestha, Lead Education Adviser, VSO International |
| Basu Dev Kaffle, Professor, Tribhuvan University, Nepal |

### Information and communication technology (ICT) and distance education for teacher development

| Natalia Amelina, Chief, Section of Teacher Professional Development and Networking, UNESCO |
| Institute for Information Technologies in Education |
| Temechegn Engida, National Professional Officer, UNESCO International Institute for Capacity Building in Africa |

### Teacher management in crisis and emergency situations

| Inka Hopsu, Teachers Without Borders, Finn Church Aid, Finland |
| Girmai Gebrehiwet, Director, Human Resources Development, Eritrea |

| 13:00 – 14:30 | Lunch |

| 14:30 – 17:30 |

| 18:00 – 20:30 |

| International Task Force on Teachers for Education 2030 Annual Meeting and Launch of the Online Teacher Policy Development Guide |

| 18:00 – 20:30 |

| Side Meeting¹ 1: Norway Teacher Initiative Partners Meeting: “Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning” |

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¹ All side meetings are for invited participants.
Tuesday 19 September 2017

09:00 – 09:30  
Launch of the Exhibition  
H.E. Mr Octave Nicoué K. Broohm, Minister of Higher Education and Research, Republic of Togo

Group photos

09:30 – 10:30  
Opening Ceremony

- Anthem of Togo
- Welcome message from the Mayor of the city of Lomé
- Message from Mr Yao Ydo, Director, UNESCO Regional Multi-sectoral Bureau in Abuja, Representative of UNESCO
- Interlude
- Statement from Ms Jenny Beate Moller, Co-chair, International Task Force on Teachers for Education 2030
- Overview of the Forum: Mr Edem Adubra, Head of the Secretariat, International Task Force on Teachers for Education 2030
- Interlude
- Opening Speech: H.E. Mr Octave Nicoué K. Broohm, Minister of Higher Education and Research, Republic of Togo

10:30 – 11:00  
Coffee Break

10:30 – 11:00  
Press Conference

Tuesday, 19 September 2017

11:00 – 12:30  
Plenary Session 1: Teaching: A Profession

The purpose of the keynote presentations for this first plenary session is to set the context for each of the sub-themes that will be explored during the three breakout sessions.
## Programme

<table>
<thead>
<tr>
<th>Moderator:</th>
<th>Boly Hamidou, Commissioner of Human Resources, Science and Technology, Economic Community of West Africa (ECOWAS)</th>
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<tbody>
<tr>
<td>Panellists:</td>
<td></td>
</tr>
</tbody>
</table>
| A. **Knowledge and Competencies:**  
Title to be confirmed  
Zhang Munxuan, Shanghai Normal University, China |  |
| B. **Governance:**  
Current Situation of Governance in Mexico in Teachers and Principal Matters  
Yolanda Edith Leyva Barajas, Director General, Evaluation of Teachers and Principals, Instituto Nacional para la Evaluación de la Educación (INEE), Mexico |  |
| C. **Values and Accountability:**  
Monitoring the Progress of SDG Target 4c in the Global Education Monitoring Report (GEMR): Implications of Accountability Systems  
Katarzyna Kubacka, Global Education Monitoring Report, UNESCO |  |
| D. **Addressing Diversity:**  
Overview of Educational Strategies for Addressing Diversity in Eritrea  
Rashid Mohammed Osman, Regional (Zoba) Education Director, Ministry of Education, Eritrea |  |
| Questions and Answers |  |

### 13:00 – 14:30  Lunch

### 14:30 – 15:30

**Plenary Session 2: Teaching: A Profession: Feedback from a Regional Review**

This session will present a rationale for the development of guidelines for teacher standards. Four case studies will illustrate this rationale; namely, the case of the General Teaching Council of Scotland, one of the first teaching councils to become independent, and the model of AFTRA, a federation of African countries building a network of teacher standards across the continent. The session will also highlight the example of India and how the country is building teacher standards within a diversity of contexts, and the case of Chile that has developed a national framework defining standards for the teaching profession based on a tripartite agreement to establish a teacher performance evaluation system.

<table>
<thead>
<tr>
<th>Moderator:</th>
<th>Edem Adubra, Head of the Secretariat, International Task Force on Teachers for Education 2030</th>
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</thead>
</table>
| Panellists: | International Forum of Teacher Regulatory Authorities (IFTRA) Network:  
A. **Exploring the Concept of Professionally Qualified? The Role of Teacher Standards**  
Peter Lind, Registrar, Teachers Registration Board of South Australia, Australia |
B. Professional Autonomy
   Ken Muir, Chief Executive and Registrar, General Teaching Council, Scotland

C. Linking Standards to Professional Growth
   Lorena Meckes, Universidad Catolica, Chile

D. Sharing and Supporting Development of Standards in Africa
   Steve Nwokeocha, Africa Forum of Teaching Regulatory Authorities (AFTRA)

E. Addressing Diversity: Building Teacher Standards within a Diversity of Contexts and a Vast Population—the Case of India
   Padma Sarangapani, Tata Institute of Social Sciences, India

Questions and Answers

15:30 – 16:00  Coffee Break

16:00 – 18:00  Breakout Session 1

Participants choose one of the four sub-themes and stay with that same sub-theme during all breakout sessions. Moderators and Rapporteurs will also stay with their assigned theme. Each sub-theme is organized into three breakout sessions and one plenary session. The first break-out session of each sub-theme will have four panellists presenting expert analysis on key issues, sharing of country/regional experiences, or discussing current research, prevailing policies, or good practices in relation to the sub-theme.

<table>
<thead>
<tr>
<th>Sub-theme 1: Knowledge and Competencies</th>
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<tbody>
<tr>
<td>Moderator: Luc Ria, École normale supérieure (ENS) de Lyon, France</td>
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<tr>
<td>Rapporteurs: Deena Boraie, School of Continuing Education, The American University in Cairo, Egypt</td>
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<tr>
<td>Steve Nwokeocha, Africa Forum of Teaching Regulatory Authorities (AFTRA)</td>
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<tr>
<td>Panellists: A. Rethinking and Repositioning Curriculum in the 21st Century: A Global Paradigm Shift - Implications for Teacher Competences</td>
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<tr>
<td>Carmel Gallagher, Senior Consultant, UNESCO International Bureau of Education (IBE)</td>
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<td>B. Title to be confirmed</td>
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<td>Pascale Ratonvondrahona, UNESCO Institute of Statistics</td>
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<td>C. Title to be confirmed</td>
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<tr>
<td>Koffi Obouanale Lucien Lantomey, Directeur Enseignements Préscolaire et Primaire, Togo</td>
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<tr>
<td>D. Promoting ICT-Empowered Innovative Pedagogy to Achieve Education 2030</td>
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<tr>
<td>Natalia Amelina, Chief, Section of Teacher Professional Development and Networking, UNESCO Institute for Information Technologies in Education</td>
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Sub-theme 2: Governance

| Moderator: Nicoué Lodjou Gayibor, Professor, University of Lomé |
| Rapporteur: Michael Salvatori, Ontario College of Teachers, Canada |
| Panellists: A. Case Study of Professionalising Teachers in Kenya |
| Nancy Njeri Macharia, Teachers Service Commission, Kenya |
| B. Enhancing Professionalism: Lessons from Teacher Training, Working and Living |
### Program Overview

**Conditions Study in African Union Member States**  
*Marguerite Khakasa*  *Miheso-O’Connor*, Kenyatta University, Kenya

**C. Governance Mechanisms that Ensure Adherence to Professional Teaching Standards**  
*Jacqueline Mattio Lottin*, Abu Dhabi Education Council, United Arab Emirates

**D. The Requirements of the Teaching Profession**  
*Yusuf Sayed*, Director, Centre for International Teacher Education, Cape Peninsula University of Technology

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<tr>
<th>Sub-theme 3: Values and Accountability</th>
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</table>
| **Moderator:**  
*Paul Mushi*, Educator, Open University of Tanzania, Tanzania |
| **Rapporteurs:**  
*Lorena Meckes*, Universidad Catolica, Chile  
*Veronique Attias-Delattre*, Université de Paris Est, Marne-la-Vallée |

<table>
<thead>
<tr>
<th>Panellists:</th>
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| **A.** Values and Accountability: At the Heart of Teacher Professionalism  
*Jane Hofmeyr*, Jet Education Services |
| **B.** Enhanced Teaching and Teacher Development in the Blended Modes of Delivery: Towards Enhanced Values and Responsibility among Non-Traditional Teachers  
*Deus D. Ngaruko*, Deputy Vice Chancellor, Open University of Tanzania |
| **C.** Values and Accountability: Teacher Appraisal  
*Pablo Fraser*, Project Manager, Teaching and Learning International Survey (TALIS), Organisation for Economic Co-operation and Development (OECD) |
| **D.** Title to be confirmed  
*David Ofori Acheampong*, General Secretary, Ghana National Association of Teachers |

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<th>Sub-theme 4: Addressing Diversity</th>
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</table>
| **Moderator:**  
*Maryse Quashie*, Université de Lomé |
| **Rapporteurs:**  
*Padma Sarangapani*, Tata Institute of Social Sciences, India  
*Winsome Gordon*, Jamaica Teaching Council, Ministry of Education |

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<tr>
<th>Panellists:</th>
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</table>
| **A.** Title to be confirmed  
*Thomas W. Schroeder*, Technical University of Dortmund, Germany |
| **B.** UNESCO & SEAMEO Collaboration in Enhancing the Quality of ECCE Teachers  
*Prasert Tepanart*, SEAMEO, Thailand |
| **C.** The New Zealand Early Childhood Curriculum and Diversity  
*Carmen Dalli*, Victoria University of Wellington, New Zealand |
| **D.** The project “Fight Against Gender-Based Violence in the School Environment” and its Implementation in the Education System in Togo  
*Antoine Boudou*, Ambassade de France au Togo, Togo |

**18:00 – 19:00**

**Side Meeting 2: Teacher Exchange Programme**

**Side Meeting 3: Requirements for the Teaching Profession**
Wednesday 20 September 2017

09:00 – 10:30

Breakout Session 2

Under the guidance of the Moderator, the second breakout session will utilize discussions and sharing of experiences to explore in more depth the issues brought up during the presentations in the previous session. The purpose is to identify gaps in knowledge, data, expertise, or resources and to discuss how these can be addressed.

Breakout Session 2 will take place in the same room as Breakout Session 1 and benefit from the same interpretation services.

10:30 – 11:00  Coffee Break

11:00 – 12:00

Plenary Session 3: Complementary Session on Diversification of Education Workforce

| Moderator: | Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, UNESCO |
| Rapporteur: | Katherina Hruskovec, Consultant, UNESCO |
| Panellists: | A. Dennis Sinyolo, Senior Coordinator, Education and Employment, Education International |
| | B. Amy Bellinger, Education Commission, The International Commission on Financing Global Education Opportunity |

13:00 – 14:30  Lunch

14:00 – 15:30

Breakout Session 3

The purpose of the third set of breakout sessions is to wrap-up the discussion from the previous session and gather the main conclusion, focused recommendations, and commitments on the key issues that arose.

Breakout Session 2 will take place in the same room as Breakout Session 1 and benefit from the same interpretation services.

15:30 – 17:00

International Task Force on Teachers for Education 2030 Steering Committee Meeting (Part two)
15:30 – 17:00

**Special Sessions**

### Special Session 1

**MESH* - An International Knowledge Management System: Professionalising Teaching, Improving Outcomes for Learners**

This special session will introduce participants to MESH. MESH is a knowledge management system developed through international collaboration between educators and supported by digital technologies to address the long standing problem in education of teachers keeping pedagogical knowledge and skills up-to-date and supported by research. The prototype MESHGuides are research summaries aimed at teachers that are published as knowledge maps online and also easily accessible via Smart phones.

Each element of the MESH knowledge management system has been developed and tested in some cases over decades, for example, the training and use of teachers as researchers, the publishing of knowledge maps/flowcharts as a knowledge management tool, and the quality assurance systems for publishing academic work.

### Special Session 2

**Information Sharing Session on the Use of the Teacher Policy Development Guide**

The International Task Force on Teachers for Education for All (Teacher Task Force) has pulled together its resources to proactively develop the *Teacher Policy Development Guide*. The objective of the Guide is to support the realization of the teacher target in the SDGs and Education 2030 by putting at the disposal of Member States and partners a tool that will facilitate the development or the review of national teacher policies. Four member states of the Task Force: namely, Eritrea, Lesotho, Madagascar, and Togo, have started using the Guide to develop their national teacher policies and practices.

The purpose of this special session is to share the experiences of these countries to understand the opportunities and challenges encountered and the lessons learned. Furthermore, the session will allow participants willing to embark on using the Guide to ask questions and articulate expectations according to their own contexts.

15:30 – 17:00

**Meeting of Moderators and Rapporteurs: Drafting of group session reports and outcome documents**

18:00 – 19.00

**Side Meeting 4: BRICS Countries Meeting**
Thursday 21 September 2017

09:30 – 11:30

Plenary Session 4

Reports from Sub-themes: Knowledge and Competencies & Governance

09:30 – 10:30
Moderator: Akakpo-Numado, Professor, University of Lomé
Note Taker: Peter Lind, Teachers Registration Board of South Australia, Australia

Reports from Sub-themes: Values and Accountability & Addressing Diversity

10:30 – 11:30
Moderator: Dr Akakpo-Numado, Professor, University of Lomé
Note Taker: Peter Lind, Teachers Registration Board of South Australia, Australia

11:30 – 11:45  Coffee Break

11:45 – 12:30

Outcome Document and Official Closing

- Presentation of the Outcome Document, Peter Lind, International Forum of Teacher Regulatory Authorities
- Message from Mr Jordan Naidoo, Director, Division for Education 2030 Support and Coordination
- Overview from Mr Edem Adubra, Head of the Secretariat, International Task Force on Teachers for Education 2030
- Message from the delegate of participants
- Closing Statement: H.E. Mr Octave Nicoué K. Broohm, Minister of Higher Education and Research, Republic of Togo

13:00 – 18.00

Lunch and Cultural Event (outside hotel; details to be provided)

Friday 22 September 2017

Continuation of Side Meetings (on a request basis)

Departure of Participants