A WORD FROM THE SECRETARIAT

Our joint initiative – the International Task Force on Teachers for EFA - ended the year 2012 on a high note with a series of meetings in Windhoek, Namibia, last November. These meetings provided the opportunity to review what we have collectively achieved since the establishment of the Task Force by the EFA High Level Group Meeting of Oslo (2008), challenges encountered and ways of strengthening our collaboration in order to address the teacher gaps and speed up the achievement of EFA goals 3 years from the 2015 benchmark.

You haven’t heard much from us since then. The purpose of this Newsletter is precisely to break this communication gap and to keep you updated on recent and on-going activities of the Task Force, its members and partners. It will also highlight new publications and upcoming events. We hope to make it a bimonthly publication. The newsletter is yours. Please share your events and teacher-related activities with us by email to: teacherstaskforce@unesco.org. We’ll disseminate them among the whole network. The online version of the Newsletter will be found on the Task Force Website: www.teachersforefa.unesco.org. Non-members of the Task Force in your network can also subscribe to the Task Force Newsletter by emailing us.

We truly hope this newsletter will foster stronger collaboration amongst our members.

Edem Adubra,
Head of the Secretariat
NAMIBIAN MEETINGS
NOVEMBER 27th-30th 2012

TASKFORCE STATUTORY MEETINGS
The Steering Committee (SC) meeting and the all-Task Force members meeting on 27th November focused essentially on the discussion of the new Terms of Reference that will serve as the foundation document for our platform. The final version of this document is under review by SC members and UNESCO, and will be disseminated shortly. The participants also agreed on the need to enhance synergy among Task Force members’ activities and other initiatives such as the UN Secretary-General’s “Global Education First Initiative” and the Global Partnership for Education (GPE).

5TH POLICY DIALOGUE FORUM IN NAMIBIA
The theme of the two-day forum was: “Three years of global partnership to address the teacher challenge – Three years from the 2015 EFA Benchmark: Achievements and Perspectives”. It was articulated around five major sub-themes:

1. Teacher education and professional development;
2. Teachers’ status and working conditions;
3. Inclusion in teacher policies and practices;
4. Teachers and teaching for sustainable development; and
5. Monitoring and evaluation of teacher policies and practices.

The forum enabled a rich and productive debate on what we have learnt on these issues, about networks and initiatives to build our work on, and how the Task Force could refocus its work to better inform effective teacher policies and practices around the world.

PACTED
The Pan African Conference on Teacher Development (PACTED) was initiated by the African Union in 2011. The African Union Commission, the Association for the Development of Education in Africa (ADEA) and the Task Force Secretariat convened a PACTED partners meeting to review the implementation of the roadmap on teacher education in Africa adopted by the Fifth Conference of Ministers of Education in Africa (COMEDAF V). PACTED partners, including country delegates, Education International (EI), UNESCO, l’Organisation internationale de la francophonie (OIF), UNICEF and the Commonwealth Secretariat agreed to assign lead agencies for each of the six sub-themes of the roadmap, and to implement the roadmap M&E framework in the 3 pilot countries (Kenya, Senegal and Togo) identified by AUC. India and Thailand joined the meeting and pledged support to an inter-regional collaboration on various items of the roadmap.

The Secretariat of the Task Force is pleased to inform you that the reports of all these meetings as well as supporting materials and presentations and photos are being edited for dissemination to you and through our website.
**ONGOING ACTIVITIES**

**STUDIES**

1. **Studies on policies and practices to address the teacher gaps.**

The series of studies aimed at documenting effective policies and practices in the regions of the world started in the previous years with a sub-regional study on 3 countries in Asia and another one on 4 countries in Anglophone Sub-Saharan Africa. The reports on these two studies are about to be published and new studies have been launched:

   a. **Studies on policies and practices to address the EFA teacher gap in francophone Sub-Saharan Africa.**

Burkina Faso, Senegal and Togo are participating in this study.

   - For Senegal, the study will include an overview of training institutions. The result will lead to concrete plans to address the needs of the considerable number of contract teachers who have not received pre-service training or require continuous professional development.

   - For Burkina Faso, a study entitled ‘The regionalization of teacher recruitment in Burkina Faso: a solution to the challenge of allocating teachers to schools’ was conducted. The result of the study will soon be validated and disseminated to all teacher related stakeholders in the country, before its publication.

   b. **Studies on policies and practices to address the EFA teacher gap in the Arab Region.**

Ten countries from this region accepted to focus the study on the particular situation of teachers and instructors of technical and vocational education and training (TVET). Participating countries are: Algeria, the Kingdom of Bahrain, Egypt, the Hashemite Kingdom of Jordan, Lebanon, the Kingdom of Morocco, the Sultanate of Oman, Saudi Arabia, the United Arab Emirates, and Tunisia

The study is undertaken by the Task Force in collaboration with three entities of UNESCO: the TVET Section, the UNEVOC International Centre and the Regional Bureau in Beirut.

The aim of the study is to provide a better understanding of prevailing policies and practices on TVET Teachers and Instructors in Arab region; to strengthen national capacities of participating countries for the development and implementation of evidence-based teacher and instructor training and career management programmes; and to contribute to enhance regional cooperation in the area of TVET teachers and instructors. The study is expected to be completed by October 2013 and a synthesis report will be published (see item on the launching of the study below).

**INCEPTION WORKSHOP OF THE STUDY:**

**FEBRUARY 19-20th 2013, UNESCO HQ, PARIS**

On February 19th-20th, a workshop brought together the coordinating units of the study, an official focal point for the study and a national consultant from each participating country. The purpose was to develop a common understanding of the objectives of the study, jointly develop the methodology and agree on the process to follow. Participants reiterated the relevance of the topic and the focus area, and committed to maintain communication and interest throughout the duration of the project. More information is available in the workshop report on the Task Force Website.

2. **Transnational Study on Inclusion in Education Institutions in Africa: The Preparedness of Educators.**

Besides the studies mentioned above, the Task Force supports the University of Buea (Cameroon), a UNESCO Chair on inclusive education, to lead a study which investigates the preparedness for inclusive education of educational institutions in Cameroon, Ivory Coast, Kenya, Nigeria and Togo. The preliminary findings underscored the need for the establishment of an effective network for collaborative research and capacity building in qualitative research for inclusion. – Project coordinator: Prof. Therese Tchombe, (tmtchombe@yahoo.co.uk)
COUNTRY SUPPORT

The Task Force’s support to countries is demand-driven and the principles underlying it are developed by two experts meeting (Paris, October, 2011 and Dakar, December 2011) including country delegates and Task Force Steering committee members. They are clearly aligned with the objectives of addressing the teacher gap in countries furthest away from the EFA goals.

Five countries have been selected for this exercise in the first phase: Guinea, Niger, Mozambique, Uganda and Congo Brazzaville (replacing Mali after the beginning of the political unrest).

The expected outcomes of the interventions are: (a) availability of data on teachers compiled and analysed by a national team, (b) availability of the report of the diagnostic study of the teacher issues, and (c) availability of recommendations to facilitate the development of a holistic policy document and an action plan on the teachers.

Here is the progress achieved so far in each country:

Guinea
The diagnostic study of teacher issues in Guinea is being finalized and results will be shared and validated in April 2013. Technical expertise to the Guinea national team collecting and analyzing data is provided by an expert from Benin, Professor Mohamed ABOUBAKARI. In fact, the same technical expert was responsible for coordinating this exercise in Benin (Benin was the first country to conduct this diagnostic study using the Methodological Guide developed by UNESCO, and its results have been validated). This is a good example of South-South cooperation which the Task Force advocates.

Niger
For Niger, the ministerial authorities requested a suspension of the diagnostic study to focus on the realization of an audit of contractual teachers based on the adoption of a new sectorial plan. The proportion of contractual teachers in the educational system of Niger is very high. Since the Association for the Development of the Education in Africa (ADEA) has done expertise work on contract teachers, the Task Force has mobilized ADEA and other partners (UNESCO, UNICEF) to collaborate on addressing this matter and to support Niger in this exercise. A joint mission is now being planned.

Mozambique
Mozambique launched the comprehensive diagnostic process in June 2012. The minister of education established the various teams: a technical team to undertake the data collection and reporting; a scientific team to monitor quality and a political team to provide leadership and endorse the outcomes. Technical expertise is provided by the International Institute for Educational Planning (IIEP, Buenos Aires), the Task Force secretariat and IICBA. ADEA and the Commonwealth Secretariat have positioned themselves to join and support the validation of the diagnostic report expected in June 2013 and helped address the recommendations for the national teacher policy development process.

Uganda
UNESCO Pôle de Dakar technically supports the diagnostic process in Uganda. Preliminary reports of the data analysis are produced, which will be complemented and submitted to an internal validation process until end of April 2013. A results dissemination workshop will then be organized following which, the publication of the reports can be envisaged.

Congo-Brazzaville
The latest country to be selected for country support was Congo-Brazzaville. In July 2012, UNESCO and the Task Force conducted initial training for the national team appointed by the Ministry to conduct the diagnostic study. The Marien Ngouabi University and the “École Normale Supérieure” are stakeholders for this study. A timetable of implementation was elaborated. The UNESCO office in Brazzaville and BREDA are now in discussion with the Ministry for the continuation of this project.
NEWS FROM TASKFORCE MEMBERS AND PARTNERS

UNESCO: MOBILE LEARNING WEEK

UNESCO held the Second UNESCO Mobile Learning Week (MLW) from 18 to 22 February 2013 at its Headquarters in Paris, France. The event aimed to explore mobile learning as a unique and significant contribution to achieving the Education for All (EFA) goals of increasing education access, quality and equality. Please find the conclusions and resources of this event: www.eventmobi.com/mlw2013

EUROPEAN AGENCY: PROFILE OF INCLUSIVE TEACHERS

This Profile of Inclusive Teachers has been developed as one of the main outputs of the Teacher Education for Inclusion (TE4I) project by the European Agency and is now available in English, French and Spanish: http://www.european-agency.org/publications/ereports/te4i-profile/teacher-education-for-inclusion-profile-of-inclusive-teachers

GPE: STRATEGIC PLAN

The Global Partnership for Education (GPE) has just launched its new 3-year strategic plan covering 2012-2015.

This strategy will focus on 5 key areas and one area will target Teacher effectiveness. GPE’s partners will train, recruit, retain and support teachers to ensure better education for all children.

*** This section is open for members to share their ongoing activities. Please inform the Secretariat of any news: teacherstaskforce@unesco.org

THE SECRETARIAT TEAM

We are pleased to inform you of the arrival of Ms. Sophie D’AOUST who just joined the Secretariat of the Task Force. Ms. D’AOUST is a young professional from Canada who will be helping the Secretariat with the follow-up of studies, partnership and with administrative tasks until August 2013. Indonesia has also decided to renew its support to the initiative by extending the second mandate of its national expert (Ms. Puji IRYANTI) to the Secretariat of the Task Force until December 2013.

The current team of the secretariat:
Edem ADUBRA (Head of the Secretariat), Ms. Puji IRYANTI (Loaned Expert), Ms. Aminatou DIAGNE (Assistant Programme Specialist), Ms. Aurora Sze-Ming CHEUNG (Assistant Programme Specialist), Ms. Makeda YOHANNES (Office Assistant), Ms. Sophie D’AOUST (Young professional)

UPCOMING EVENTS

GLOBAL ACTION WEEK
21-27 APRIL 2013

Every Child Needs a Teacher is a campaign led by the Global Campaign for Education to demand that states act now to ensure every child has well-trained and well-supported teacher. We invite our members to take part in that event and to do some we encourage them to visit the promotional Web Site of this initiative: http://everychildneedsateacher.org

THIRD INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION
13-14 MARCH 2013

The third international summit on the teaching profession will be hosted in Beurs Van Berlage, Amsterdam, from 13-14 March 2013. Education ministers, teachers and union leaders from around the world will discuss best practices in building a world class teaching-force.
LEARNING AND TEACHING FOR DEVELOPMENT, GMR 2013

The 12th edition of the Education for All Global Monitoring Report will soon be ready for consultation. It will examine why education is pivotal for development in a rapidly changing world. It will explain how investing wisely in teachers, and other reforms aimed at strengthening equitable learning, transform the long-term prospects of people and societies.


EDUCATION FOR SUSTAINABLE DEVELOPMENT SOURCEBOOK, UNESCO/ED, 2012

The target audiences for the Education for Sustainable Development Sourcebook are primary and secondary teachers and mid-level decision-makers, who have responsibility for primary and secondary education. Another primary audience is teacher educators who work with pre-service and in-service primary and secondary school teachers. The purpose of the publication is to describe ways in which education for sustainable development (ESD) can be integrated into primary and secondary schooling.

http://www.teachersforefa.unesco.org/int/phocadownload/01ressources/Other/Education_for_Sustainable_Development.pdf

POST-2015 DEVELOPMENT AGENDA: GOALS, TARGETS AND INDICATORS, CIGI, KDI
Nicole Bates-Eamer, Barry Carin, Min Ha Lee and Wonhyuk Lim, with Mukesh Kapila

This report reviews a menu of indicators for the candidate goals to inform the future process of selecting the post-2015 successors to the MDGs.


OBITUARY

The sad news of the passing away of Dr. Abraham Iyambo, the Namibian Minister of Education on February 2nd 2013 came to us as a shock. Dr. Iyambo warmly welcomed us and hosted us in Windhoek for the Task Force meetings last November. On your behalf, the co-chairs have sent a message of condolences to the bereaved family, the Ministry of Education and the Government of and people of Namibia. The Task Force has lost a friend, an advocate. But we owe him to keep up the work he has started with us!

Edem Adubra,
Head of the Secretariat