



Regional workshop on professional standards for basic education teachers in West and Central Africa: TALENT¹/SDG4 Network Inauguration

26-28 October 2016 in Dakar, Senegal

Terms of Reference

Venue: Hôtel des Almadies (La Pointe des Almadies, Dakar)

Context

The fourth Sustainable Development Goal (SDG4), which is related to the Education 2030 Agenda, aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Target 4c of the SDG4 Framework for Action calls upon governments to significantly increase the number of qualified teachers, as well as putting in place relevant policies and regulations to empower teachers to become efficient educators and ensure they are adequately recruited and paid, motivated and professionally qualified to manage classrooms and address the diverse educational needs of all learners.

The following strategies are recommended:

1. Review, analyze and improve the quality of initial and continuing training of teachers, and provide all teachers with quality initial training as well as continuing professional development and support;
2. Develop a Qualification framework for teachers, teacher trainers, teacher supervisors and inspectors;

¹ TALENT (Teaching and Learning: Educators’ Network for Transformation) was established by UNESCO to in June 2016 to as an inter-agency task team of the West and Central Africa Regional Coordination Group on SDG4- Education 2030 (WCA-RCG4). TALENT supports the production and exchange of knowledge and expertise and the reinforcement of the capacities of West and Central African countries. For further information, please visit the TALENT website (<http://unescoafrika.org/edu/index.php/en/talent-home>).

3. Develop and implement teacher management policies which are inclusive, equitable and conscious of gender parity and which address their recruitment, training, allocation, compensation, career development and working conditions, as well as improving the status of teachers and educators and the quality of education;
4. Enable teachers to acquire the necessary technological skills to use ICT and social networks, as well as skills in media analysis and criticism of sources, and provide tailored training in the challenges of teaching students who require special education;
5. Develop and implement effective evaluation and feedback systems to support good teaching practices and professional development of teachers, ensuring that training has a positive impact on performance;
6. Strengthen school management systems to improve teaching and learning;
7. Establish or strengthen mechanisms for institutional dialogue between teachers and the organizations they represent, ensuring their full participation in the development, implementation, monitoring and evaluation of education policies.

With reference to Strategies 1 and 2, in 2012 nine ECOWAS countries embarked on the development of a common Qualification framework to professionalize teaching and facilitate the recognition of the profession in the labor market.

The option of working on common Qualification aims to support the regional integration process by defining common professional standards for teachers and allowing mutual recognition of these teachers' qualifications, which has resulting benefits (in 'academic' and professional mobility).

The adopted approach for building the teacher Qualification framework was to start with an aspect of the profession which is also the current priority of the ECOWAS region: basic education teachers. Between 2013 and 2015, each of the new pilot countries identified minimum professional standards expected of any teacher responsible for a basic education class², against which regional standards could be validated. Today, the definition of professional standards for basic education teachers is in its final stage: the draft regional *Qualification standards* has been prepared and each pilot country will be called upon in the coming months for its validation and the appointment of a national Qualification authority.

These standards are designed to be applicable to any person wishing to obtain professional Qualification in the teaching of basic education. Contract teachers and untrained volunteers, for example, would be able to demonstrate to a board of examiners that they have completed their initial training by learning the required knowledge and technical and interpersonal skills 'on the job'.

Following the adoption of professional standards, the next step is the definition of *initial and continuing training standards* which are aligned with the Qualification standards.

² These standards are divided into the knowledge and technical and interpersonal skills necessary to perform all teaching-related activities (course preparation, course delivery, evaluation of learning, conduct of extra-curricular activities and personal development).

Since 2015, several ECOWAS countries have been working on the definition of a *uniform curriculum framework* for basic education teachers. This curricular framework aims at strengthening the quality of the training of these teachers, while also supporting their professionalization. ECCAS countries are also engaged in this process.

ECOWAS and ECCAS countries are at a critical stage: these two processes should now intersect and complement one another in order to create real-world change. To do so, engaged countries must make arrangements for a) professional standards for basic education teachers, b) initial training institutions which offer programs based on these professional standards, and c) supervisory institutions offering in-service training that is also aligned with these standards.

The October workshop will allow countries to clarify the links to be established between the professional standards identified and the revision of initial and continuing training programs for teachers.

For ECCAS countries, the work on the alignment of the training curriculum framework with the qualification standard is also of great interest: it is an opportunity to share the experience of ECOWAS countries and move forward with the definition of the ECCAS professional standards and Qualification framework for basic education teachers. This can then guide the development of initial and continuing training based on the needs of classroom teachers.

Process and goals of the workshop

The Regional Workshop will bring together twenty ECOWAS and ECCAS countries as well as development partners active in issues related to the quality of teachers. The regional workshop aims to bring all countries to the same level of information, as well as clarifying linkages between and harmonizing the current regional initiatives related to the development of national and regional qualifications frameworks for basic education teachers and regional curriculum frameworks for teacher training.

The workshop will be organized around two main highlights:

- Day 1 will be dedicated to the *official launch of TALENT* ('Teaching and Learning: Educators' Network for Transformation', created as part of the Regional Coordination Group's work on Sustainable Development Goal 4)
- Days 2 and 3 will be devoted to the sharing of experiences and the identification of regional roadmaps for the adoption of professional standards for basic education of teachers and the development of initial and continuous training curricula aligned to those standards

The TALENT launch session will involve:

- a panel on "*professional standards for education which promote basic education for all (including preschool)*"
- a group work session to agree on the work priorities of TALENT and validate the inaugural declaration of the network
- the signing of the *Inaugural Declaration of TALENT* and its areas of work by participants.

The sessions over the two days will discuss how to ensure the consistency of ongoing initiatives (developed by a team of experts) as well as the achievements and challenges in each region.

Expected outcomes and results

The expected outcomes of the regional workshop are:

1. The TALENT network is officially launched and known by regional actors and its beneficiary member states
2. The network's areas of action and priority activities are validated by all stakeholders
3. National executives have a better understanding of the specificities and complementarities among the various initiatives for strengthening the quality of teaching and learning in West and Central Africa
4. The capacity of national staff (of ECCAS countries in particular) is built in relation to the development of the professional Qualification Framework
5. The participating countries develop their roadmap for developing qualification standards and a curriculum for initial and continuing training for basic education teachers
6. The supporting partners agree on a common roadmap of work which assists the concerned countries

The expected results are:

- TALENT guidance documents (an inaugural statement of the participating countries, the priority themes and a program of action)
- A roadmap by the participating countries
- Mapping of partners involved and roadmaps of the major regional steps needed to support countries
- Technical validation of the resources pack on professional standards for basic education teachers in ECOWAS and ECAC

Participants

- Representatives of ECOWAS and ECCAS (Benin, Burkina Faso, Cabo Verde, Ivory Coast, Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo, Angola, Burundi, DRC, Cameroon, Equatorial Guinea, Gabon, CAR, Sao Tome, DRC, Chad, Rwanda)
- Development partners
- Economic Communities Representatives (ECOWAS, UEMOA, ECCAS)
- Regional and international experts
- Teachers organizations and CSO

Program of the Regional Workshop

DAY 1		Inauguration of TALENT		
Time	Topic	Description	Duration	Speakers
8.00	Welcome	Registration and orientation of participants	60 min	UNESCO-Dakar
9.00	Opening ceremony	Opening remarks and presentation of participants	30 min	<ul style="list-style-type: none"> - UNESCO/Representative of the Regional Coordination Group on SDG4 - ECOWAS - ECCAS
Session 1 : Overview of the learning crisis in West and Central Africa				
Chairman : ECOWAS				
9.30		Presentation of the crisis situation in learning in West and Central Africa	25 min	<ul style="list-style-type: none"> - UNESCO-IIEP/Pôle de Dakar - UNHCR/SDG4 co-convening agency
		Presentation of TALENT (Teaching and Learning: Educators' Network for Transformation)	10 min	TALENT Task Team
		Q&A	15 min	Chairman
10.20	Group photo		5 min	
	Press Briefing	Coffee break	25 min	
Session 2 : 'What professional teaching standards are needed to promote basic education for all?'				
Chair : GPE				
10.50		Panel 1: What is the purpose of professional standards for teachers?	50 min	Panelists: <ul style="list-style-type: none"> - Education International - AFTRA - M. Ndoye/ ADEA Triennale Coordinator Discussants : Confemen/PASEC, ECOWAS
		Q&A	10 min	
11.50		Panel 2: Where West and Central Africa are now: Promising practices for the	50 min	Panelists: <ul style="list-style-type: none"> - UNESCO - UNICEF

		development of professional standards for teachers		- OIF/AUF Discussants : ANCEFA, CEEAC
		Q&A	10 min	
12.50		Summary of discussions	20 min	Resource person
13.10		Lunch break	1hr	
Session 3 : Consultation on the objectives of TALENT and its work priorities Chairman : CONFEMEN				
14.10		<ul style="list-style-type: none"> Presentation of guidelines for group work and finalization of the composition of groups 	30 min	UNESCO
14.40		Group work on the objectives of TALENT and its work plan	1hr20	
16.00		Plenary presentation of group work	1hr	Group spokespeople
17.00	Closing ceremony	Closing remarks	30 min	- Country representative - Representative of the Regional Coordination Group on SDG4
17.30	TALENT Inauguration Cocktails			
19.00	End of Day 1			
DAY 2	Knowledge sharing and capacity building			
8.30	<u>Introduction</u>	Presentation of the program and expected results of the two working days Q&A	30 min	UNESCO
Session 4 : Taking ownership of existing initiatives for professionalization in West and Central Africa Chairman: 1 Francophone country				
9.00		Presentation of work on Qualification frameworks for basic education teachers	20 min	UNESCO Expert
		Q&A	10 min	

		Presentation on the curricular framework for basic education teachers	20 min	UNESCO Expert
		Q&A	10 min	
10.00		Coffee break	30 min	
10.30		Break-out session 1: Strengthening the tools/resources presented	1hr15	UNESCO Experts
11.45		Break-out session 2: Strengthening the tools/resources presented	1hr15	UNESCO Experts
13.00		Lunch break	1hr	
14.00		Feedback from the countries on what they gained from the strengthening sessions	1hr	National delegates
Session 5 : Using these resources and tools consistently in our national contexts				
Chairman : 1 Anglophone country				
15.00		Presentation: Principles and work axes for creating synergies between different existing tools/resources in the interested/involved countries	30 min	UNESCO Experts
		Q&A	10 min	
15.40		Explanation of the guidelines for group work and on the creation of synergies between tools and resources at the country level	20 min	UNESCO
16.00		Coffee break	2hr	
		Start of group work		
18.00		End of Day 2		
DAY 3	Knowledge sharing and capacity building (continued)			
9.00		Finalization of working groups	1hr	
10.00		Feedback on group work Q&A	1hr	Group spokespeople
11.00		Coffee break	30 min	
11.30		Finalization of the outcomes of group work	30 min	<ul style="list-style-type: none"> - UNESCO - Experts
		Q&A		

Session 6 : Closing of the regional workshop chairman : UNESCO				
12.00		Closing remarks	1hr	<ul style="list-style-type: none"> - Regional Coordination Group on SDG4 - GPE - ECOWAS/ECCAS
13.00		Lunch break	1hr	
14.00	Networking	Free time for exchange between countries, experts and partners on the roadmaps		