



Forum international de dialogue politique

26-29 Novembre 2013 - Kinshasa - RD Congo



6th Policy Dialogue Forum of the International Task Force on Teachers for EFA Kinshasa, DRC – 27th-28th November 2013

Structure of Sessions: Role of Panellists, Facilitators and Rapporteurs

1. Theme

The Management of Teacher Education – Trends in Policies and Practice: what works, why and for whom?

2. Sub-themes

The forum is structured around four sub-themes:

1. Teacher education: structures, contents and outcomes
2. Attracting and retaining teachers
3. Equity and teacher education management
4. Teacher education management in Post-Conflict and Post- Disaster (PCPD) contexts

Each sub-theme will be addressed through the following perspectives:

- A policy-maker's perspective (e.g. country's experience in developing teacher education policy)
- A practitioner's perspective (e.g. the experience of a teacher, a teacher educator in relation to issues of teacher education management)
- A researcher's perspective: (e.g. theory, knowledge, evidence; case studies on the sub-theme)
- An organization's views: (e.g. lessons from supporting programmes related to the sub-theme - a development agency or NGO)

3. Summary of Sessions

After the opening ceremony, participants will take part in **Session 1**, a **plenary** dedicated to the case of teacher education management in the Democratic Republic of Congo as related to the four sub-themes of the forum. Following, participants will break into four parallel groups by sub-theme and will remain with these thematic groups throughout the forum's sessions (sessions 2-5). **Session 2** will

involve 4 parallel panels of speakers who will examine each sub-theme from the proposed perspectives (practitioner, research, policy, organization).

Supported and guided by facilitators, with rapporteurs identified in advance, **subsequent sessions (3-5)** on each sub-theme will entail the following -

Session 3 - Provide the opportunity for participants to address how the experience of DRC in teacher education management connects to the experiences shared by panellists in each of the four sub-themes;

Session 4 - Based on their knowledge and experience, participants will further analyse in each sub-theme - *what works, why and for whom?* This will take into account EFA goals and the role of teachers in the post-2015 debates.

Session 5 - Based on sessions 3) and 4), participants will identify and synthesize key issues and trends and propose conclusions and recommendations for each sub-theme.

Following and taking into account the above discussions and especially session 5), a small working session – session 5a - will be dedicated to the drafting of group reports by sub-theme which will be prepared by rapporteurs, **facilitators** and the lead consultant. These reports, to be presented in the closing plenary session, will collate and further synthesize the key issues and trends identified for each sub-theme discussion as well as present conclusions and recommendations for action. Taking this into account, the Secretariat of the International Task Force on Teachers for EFA will prepare a plan of action to be presented and approved at the closing plenary session with all participants. This plan will situate conclusions and recommendations of the policy dialogue forum in the current post-2015 debate with attention to continuing the efforts to achieve EFA goals as relevant to teachers. This plan will also help the International Task Force on Teachers for EFA to incorporate recommendations on teacher education management as relevant to the three main lines of action of its new strategic plan (2014-2016): advocacy and coordination with global initiatives; knowledge creation and sharing; country support.

4. Detailed Organisation of Sessions:

Session 1: Plenary Teacher Education Management in the Democratic Republic of Congo (120 minutes)

Introduced by a moderator, the case of teacher education management in the Democratic Republic of Congo will be presented as it relates to the four sub-themes. A rapporteur will document and synthesize the key issues presented in each sub-theme and highlight commonalities and differences across the four of them.

Sessions 2: Panels on sub-themes (90 minutes)

Participants will be split into four groups, each focusing on one sub-theme. Participants' choice of a sub-theme will be determined on a first come, first served basis taking into consideration the need for having a balanced distribution of participants across the four sub-themes as determined by the Secretariat of the Task Force. Participants will remain with their selected sub-theme throughout the sessions (sessions 2-5).

Panels – For each sub-theme there will be a panel of speakers introduced by the facilitator. Each panel will have a *rapporteur*. Panellists, as well as participants, are expected to remain with their sub-theme during the interactive sessions (sessions 3-5).

The **panel of speakers** for each sub-theme will have the following representation:

- A policy-maker's perspective (e.g. country's experience in developing teacher education policy)
- A practitioner's perspective (e.g. the experience of a teacher, a teacher educator in relation to issues of teacher education management)
- A researcher's perspective: (e.g. theory, knowledge, evidence; case studies on the sub-theme)
- An organization's views: (e.g. lessons from supporting programmes related to the sub-theme - a development agency or NGO)

The **facilitator**/moderator introduces the sub-theme and the panellists. (5 minutes)

Panellists: each speaker will have around 15-20 minutes.

Session 3 (60 minutes):

Facilitators engage participants in discussing how the experience of DRC in teacher education management connects to the experiences shared previously by panellists in each of the four sub-themes. Interpretation ENG/FR will be provided for the room. A rapporteur will document the key issues discussed.

*Questions to consider as well as the interaction modality are to be **defined by the facilitator**.*

Session 4: (90 minutes):

Facilitators engage participants' in sharing their knowledge, contexts and experience to examine *what works, why and for whom?* This discussion will take into account EFA goals and the role of teachers in the Post-2015 debates. Interpretation ENG/FR will be provided for the room. A rapporteur will document key issues discussed.

*Questions to consider as well as the interaction modality are to be **defined by the facilitator**.*

Session 5: (60 minutes):

Guided by the facilitator, and based on session 3) and 4), participants will identify and synthesize key issues and trends and propose conclusions and recommendations for their selected sub-theme. Interpretation ENG/FR will be provided for the room. A rapporteur will document the discussion with special attention on key issues and trends identified, as well as on the conclusions and recommendations proposed.

Session 5a: (180 minutes)

Taking into account the above discussions and especially session 5), a small working session will be dedicated to the drafting of group reports by sub-theme which will be prepared by rapporteurs, **facilitators** and the lead consultant. These reports, to be presented in a plenary closing session, will collate and further synthesize the key issues and trends identified for each sub-theme as well as present conclusions and recommendations for action. Taking this into account, the Secretariat of the International Task Force on Teachers for EFA will prepare a plan for action to be presented and approved at the closing plenary session with all participants. This plan will position conclusions and recommendations of the policy dialogue forum in the current post-2015 debate with attention to continuing the efforts to achieve EFA goals as relevant to teachers. This plan will also help the International Task Force on Teachers for EFA to incorporate recommendations on teacher education management as relevant to the three main lines of action of its new strategic plan (2014-2016): advocacy and coordination with global initiatives; knowledge creation and sharing; country support.

Session 6 (60 minutes): Plenary - Group Reports 1,2

1. Teacher education: structures, content and outcomes (20 minutes)
2. Attracting and retaining teachers (20 minutes)

Questions/Answers (20 minutes)

Session 7: (60 minutes): Plenary - Group Reports 3,4

3. Equity and teacher education management (20 minutes)

4. Teacher education management in Post-Conflict and Post- Disaster (PCPD) contexts (20 minutes)

Questions/Answers (20 minutes)

Session 8: Closure (30 minutes)

Adoption of recommendations and Action plan

Closing Ceremony

- International Task Force on Teachers for All: Co-chair
- Speech of the host country

5. Structure of Programme

Time	Day 1 – 27 November 2013			
9:15 –10:15 (60min)	Opening Ceremony			
Moderator:				
10:15 –10:45	Coffee break			
	Session 1: Plenary			
10:45 –12:45 (120min)	Management of teacher education in DRC as related to the four sub-themes of the forum			
Speakers:	4 (one for each sub-theme)			
Moderator:				
Rapporteur:				
12:45 – 14:30	Lunch break			
	Session 2: Panels by Sub-themes			
14:30 –16:00 (90min)	Structures, Content & Outcomes	Attracting & Retaining Teachers	Equity	Post-Conflict and Post- Disaster (PCPD)
Moderator:				
Panellists:	5 speakers	5 speakers	5 speakers	5 speakers
Rapporteur:				
16:00 –16:30	Coffee break			
	Session 3: Connections between the case of DRC and the Panels			
16:30 -17:30 (60min)	Structures, Content & Outcomes	Attracting & Retaining Teachers	Equity	Post-Conflict and Post- Disaster (PCPD)
Facilitator:				
Rapporteur:				

Time	Day 2 – 28 November 2013			
	Session 4: Analysis - What works, why and for whom?			
08:45 –10:15 (90min)	Structures, contents & outcomes	Attracting & Retaining Teachers	Equity	Post-Conflict and Post- Disaster (PCPD)
Facilitator				
Rapporteurs				
10:15-10:45	<i>Coffee break</i>			
	Session 5: Synthesis - Key Issues, trends - conclusions/recommendations			
10:45 –11:45 (60 min)	Structures, contents & outcomes	Attracting & Retaining Teachers	Equity	Post-Conflict and Post- Disaster (PCPD)
Facilitator				
Rapporteurs				
11:45 – 13:00 (75 minutes)	(Session 5a - preparation) Rapporteurs & Facilitators: Preparation of group reports Task Force Secretariat: Plan of Action		Other participants: <ul style="list-style-type: none"> • Networking • Market Place 	<i>Market Place events:</i> <i>UNESCO Institute of Statistics (UIS)</i> <i>World Library of Science - UNESCO</i>
13:00 -14:00	Lunch Break			
14:00 -15:00 (60 minutes)	(Session 5a - preparation) continuation			
	Session 6: Plenary – Group reports			
15:00 –16:00 (60 min)	Group reports and discussion (2 themes): <i>Structures, Contents & Outcomes</i> <i>Attracting and Retaining Teachers</i>			
Moderator				
Rapporteurs				
	<i>Coffee break</i>			
	Session 7: Plenary – Group reports			
16:30 -17:30 (60 min)	Group reports and discussion (2 themes): <i>Equity</i> <i>Post-Conflict and Post- Disaster (PCPD)</i>			
Moderator				
Rapporteurs				
	Session 8: Closure			
17:30 –18:00 (30min):	Adoption of recommendations and action plan Closing Ceremony			
Closing by	International Task Force on Teachers for All: Co-chair			