

**International Conference**  
**“Teachers for EFA in Africa: Collaborative Action to Address the Teacher Gap”**  
19 and 20 January 2011, Nairobi, Kenya  
**Conference Brochure**

**Day One: Wednesday, 19 January 2011**

**Prof. dr Fasli Jalal, Ph. D, Vice Minister of National Education, Indonesia**

**Biography:** Prof. Fasli Jalal is the Vice Minister of National Education, Indonesia. Before being appointed Vice Minister he worked as Director General in three Directorate Generals: the Directorate General for Non-Formal Education and Youth (DGNFEY), 2001-2005; the Directorate General for Quality Improvement of Teacher and Education Personnel (DGQITEP), 2005-2007; and the Directorate General for Higher Education (DGHE), 2007-2010. Fasli Jalal began his governmental career in 1991 as Head of the Department of Nutrition, Bureau of Health and Nutrition, National Planning and Development Board, Republic of Indonesia. He was then appointed by the Minister of Education to become one of the Special Expert Assistants to the Minister in the area of Educational Resources in 2001.

During his professional career, Fasli Jalal has worked actively with international organizations such as the World Bank, the Asian Development Bank (ADB) and the International Monetary Fund (IMF) as a consultant. His special interests include education, early childhood education and nutrition and he writes and edits articles, journals and books. Collaborating with the World Bank, he recently published a monograph on teachers' education. He has often represented Indonesia as a keynote or invited speaker at various conferences and seminars. Fasli Jalal has an avid interest in youth education development and always gives a warm welcome to youth organizations that need advice or guidance. He is also still active as a counselor at Canada World Youth Alumni Association of Indonesia and was awarded The Most Outstanding Alumni from Canada World Youth, Montreal in 2001. He completed his PhD in Nutrition from Cornell University, USA, in 1991, and was a Professor in Clinical Nutrition at Andalas University, West Sumatra, since 2009.

**Keynote address**

**The Honorable Mamadou Ndoye, former minister of education of Senegal**

**Abstract : Enseignants pour l'EPT en Afrique, enjeux et défis**

Des enseignants en nombre suffisant, compétents et motivés représentent une condition essentielle pour la réalisation des objectifs EPT. Les enjeux portent sur la pleine reconnaissance des droits humains fondamentaux, la construction de sociétés inclusives et démocratiques et l'enclenchement d'un processus de développement durable en Afrique. Les défis sont énormes pour le continent mais ils ne se posent pas à tous les pays avec la même ampleur lorsqu'on observe la diversité des progrès réalisés et des potentiels disponibles dans chacun d'eux. En dépit de ces spécificités qui méritent une attention particulière, les conditions et facteurs de succès pour relever les défis relatifs aux enseignants orientent vers un engagement politique conséquent qui se traduit par des choix de priorités budgétaires en faveur de la mobilisation de ressources suffisantes, la création d'un environnement systémique incitatif et des réformes de politiques et de

stratégies. Dans certains Etats où le déficit d'enseignants pour l'EPT s'avère grave, des efforts financiers exceptionnels seront nécessaires pour couvrir les besoins aussi bien à l'interne qu' à l'externe. Ils seront certainement combinés avec la recherche de meilleures solutions couts-efficaces, notamment dans l'utilisation des ressources y compris des enseignants. La faiblesse inacceptable des résultats des apprentissages dans les classes primaires africaines exige de revoir en profondeur, au-delà de la formation, le système de développement professionnel des enseignants. Sont interpellées ici le développement des compétences académiques et professionnelles avant l'entrée dans la fonction et une fois en service, le changement culturel de l'élitisme vers la réussite de tous, l'affirmation de l'identité professionnelle à travers un statut valorisant, des associations professionnelles apprenantes et l'intégration d'un code de déontologie promouvant des valeurs et des comportements exemplaires,, Evidemment la compétence des enseignants, comme les autres compétences, ne s'accomplit pleinement que si l'organisation en place (le système scolaire, l'école et la classe) offre les conditions adéquates pour « pouvoir » et l'environnement de considération sociale et politique incitative au « vouloir ».

**Biography :** Enseignant aux niveaux primaire, moyen secondaire et supérieur ; inspecteur de l'enseignement, formateur d'enseignants et d'inspecteurs de l'enseignement ; chercheur en éducation ; ministre de l'éducation de base, de l'alphabétisation et de la promotion des langues nationales, spécialiste principal d'éducation à la Banque Mondiale ; secrétaire exécutif de l'ADEA avec rang de directeur à l'UNESCO. Formation des enseignants. - Mr Mamadou Ndoeye was the previous Executive Secretary of the Association for the Development of Education in Africa (ADEA). Prior to that, Hon. Ndoeye has served as Coordinator for the United Nations Special Initiative for Africa (UNISA) at the World Bank (1998-2001) and Minister of Basic Education and National Languages in Senegal (1993-98). Mr. Ndoeye holds degrees in philosophy, general and comparative psychology and education research.

## Session 2: Meeting the teacher gap in Sub Saharan Africa: progress and challenges

**Dr. Michael Bruneforth, UNESCO Institute for Statistics (UIS)**

### **Abstract: Update on the teacher gap and projections of teacher costs**

To quantify the global demand to recruit teachers, UIS produces annual projections of the global number of primary teachers needed to achieve Universal Primary Education by the target year of 2015. These projections indicate how many teachers are needed in order to reach the international goals. Overall, countries in the developing world face the greatest challenge in meeting the demand for primary teachers. As such, this update focuses specifically on the situation in sub-Saharan Africa. Across the continent, an average of 306,000 teachers should be hired each year until 2015 to universalize primary education and to compensate for attrition whereby teachers retire or leave the workforce.

Recruiting sufficient numbers of teachers is not only a challenge of human capital but also one of increasing expenditures. UIS will put forward a proposal which complements its projections of the teacher gap with a costing component that considers both increases in overall wage bills but also costs associated with the training of teachers.

**Biography:** Michael Bruneforth is Program Specialist at the UNESCO Institute for Statistics (UIS) in Montréal (Canada). Leading a team of statisticians responsible for UNESCO's comparative education data for Africa and the Arab States he is also responsible for the

development of indicators and methodology on administrative data, especially education expenditure, foreign and mobile students, and teachers. Before joining the UIS in 2003, Mr. Bruneforth worked on comparative education statistics at the Organization for Economic Co-operation and Development (OECD) and with the International Association for the Evaluation of Educational Achievement (IEA). Mr. Bruneforth is in charge for UIS with the joint UIS/OECD/EUROSTAT data collection on education statistics.

### **Arnaldo Nhavoto, IICBA-UNESCO**

#### **Abstract: Setting the Scene - TTISSA and the Teacher Situation in Africa**

The availability of qualified teachers in sufficient numbers to teach in African schools has been a perennial issue for most of the countries of Africa. In the drive to meet the EFA and education-related MDG goals, many countries have increased their pupil enrolment very significantly. This has led to a very acute shortage of qualified and motivated teachers, as the rapid enrolment could not keep pace with the production of appropriately qualified teachers. It is in the desire to contribute its share to improve the teacher situation in Africa that UNESCO launched the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) in January 2006. TTISSA is a ten-year undertaking whose end date coincides with those of EFA and MDGs. IICBA is one of the implementing agencies of the Initiative in Africa, together with the Teacher Education Section (TED) of UNESCO HQ and the UNESCO Regional Office for Education in Africa (BREDA). The presentation highlights some of the work that IICBA has undertaken in connection with TTISSA.

**Biography:** Arnaldo Nhavoto is the Director of the International Institute for Capacity Building in Africa (IICBA). As a director of a UNESCO Institute mandated to work in the areas of teacher education, curriculum development, distance education and educational planning, Mr. Nhavoto is actively engaged in providing technical support and policy advice to UNESCO Member States in Africa. Prior to his appointment to lead IICBA, Mr. Nhavoto has had long years of service in education in Africa, starting his career as a teacher in his native country, Mozambique. He then assumed progressively important posts until he became Minister of Education from 1994-2000. During his tenure as minister, he led the reconstruction effort to rehabilitate his country's education system. Between 2000 and 2005, Mr. Nhavoto was a member of the Mozambican National Parliament.

In addition to his work in Mozambique, Mr. Nhavoto has also served as education consultant for various international organisations, including UNESCO, World Bank and the EU. His recent assignment was Technical Assistance Team Leader for the Project in Support of Primary Education (PAEP) in Angola, based in Luanda.

### **Prof G. I. Godia, Ministry of Education, Republic Kenya**

#### **Abstract: Free UPE and the challenge of the teacher gap in Africa: lesson learnt from Kenya**

This paper presents trends in education with emphasis on policy framework for Free Primary Education (FPE), achievements and challenges in Kenya. It recognizes the critical contribution of teachers in the implementation of this policy. It is noted that FPE has resulted in increased enrolments in Kenya which have triggered challenges particularly with regard to teachers. The paper highlights gaps that have been noted in teacher management, adequacy, and quality and financing, which eventually hinder achievement of UPE. It concludes with a clear observation of the lessons learnt from the Kenya experience with regard to the implementation of EFA policies.

**Biography:** Prof. Godia is the Education Secretary in the Ministry of Education (Kenya), having served since 2004. Prior, he was a Managing Consultant and a Professor of Education at Moi University. He also served as Director of Institute for Human Resource Development at the same University. He sits on various Committees, Boards and taskforces such as, Taskforce on Reform of Kenya National Commission for UNESCO (2006), Chairman of Education Committee – National Commission for UNESCO (2004 to present), and member of Inter Agency Taskforce to advise and assist UNESCO in preparing comprehensive mapping of current and future contribution of EFA partners (2005). He has led many Kenyan delegations to high level international conferences, seminars and workshops on education such as: 33<sup>rd</sup> UNESCO General Conference of 3<sup>rd</sup> -21<sup>st</sup> October, 2005, and IBE Council Meeting (Geneva) 2008. He is a distinguished scholar with a PhD in Education and International Relations from Ohio University and has supervised various academic theses, consultancy services and production of publications on educational policy documents. Due to his outstanding performances and competencies in the overall supervision of educational matters, he was awarded the Elder of the Burning Spear (EBS) in 2007 by the Head of State in Kenya.

### **Session 3: Financing gap, teacher gap, and costs effectiveness**

#### **Dr Amina al-Zubair, Senior Special Assistant to the President of, Nigeria**

**Biography:** Ms. Az-Zubair is Senior Special Assistant to the President of Nigeria, on the Millenium Development Goals (MDGs). She previously served as the National Coordinator of the Education for All (EFA) process in Nigeria. Some other positions she has held include: Co-founder and head of the Civil Society Action Coalition on Education for All (CSACEFA); Founding/Executive Partner Afri-Projects Consortium; and Associate Consultant for Norman & Dawbarn, United Kingdom.

#### **Laurent Cortese, EFA-FTI Secretariat**

##### **Abstract: Financing the teacher gap**

Over the last ten years, SSA countries allocated significant resources to education especially primary education. This financial effort enabled these countries to achieve important results, in particular, in terms of access. Children who are not yet enrolled in school tend to live in remote areas where unit costs per student are higher. Furthermore, due to demographic factors and progress achieved in primary education, SSA countries are coming under increasing pressure to develop their post-basic education structures. In this context of competing priorities and limited resources, policy makers will have to make allocation choices and policy trade-offs to allow primary education to have enough resources -especially teachers- to provide an education of good quality for all.

**Biography:** Laurent Cortese is Senior Education Specialist at the FTI Secretariat in Washington, DC. He leads the development of the new Monitoring and Evaluation Strategy for the FTI Partnership. Prior to joining the FTI Secretariat, he worked at the Education Department of the French Development Agency.

**Dennis Sinyolo, Education International**

**Abstract : Addressing the teacher quality challenge: evidence from research and experiences from the Quality Educators for All project**

In his presentation, Dennis Sinyolo will discuss teacher quality issues, paying particular attention to teacher supply and retention challenges faced by many African countries. The presentation will specifically deal with policy options concerning upgrading programmes for unqualified teachers, mainly based on research studies commissioned or conducted by EI recently. His paper will also share experiences from the Quality Educators for All Project, a joint initiative of EI and Oxfam Novib currently being implemented in Uganda and Mali. His presentation will culminate in a discussion of teacher competences and standards, based on an international study commissioned by EI and ON recently.

**Biography:** Dennis Sinyolo is a Senior Coordinator in Education International (EI), a global federation of teacher organisations, representing over 30 million educators in 172 countries, from pre-school to university. He is in charge of education and employment issues and is EI's focal point for the Commonwealth. Dennis Sinyolo is a member of the Commonwealth Advisory Council on Teacher Recruitment, Mobility and Migration, UNESCO's Education for All Working Group and the ILO's Advisory Group on Education. He has also served as a member of the OECD's Group of Experts on School Leadership and the Group of Experts on the Education of Migrant Children. Dennis Sinyolo has written several papers and articles on education and other social issues and carried out two published studies for EI, *Teacher Supply, Recruitment and Retention in Six Anglophone Sub-Saharan African countries* (2007) and *Early Childhood Education: A Global Scenario* (2010, co-authored with Mireille Dekoning).

**Abdoulaye Diatta, Ministry of Education, Senegal**

**Biography:** Abdoulaye DIATTA est né en 1961 à Keur Madiabel au Sénégal, maître ès sciences, professeur de sciences physiques, diplôme Supérieur en Electronique avec l'Université de Montréal, diplôme en management des Institutions et Politiques d'Education, spécialiste en E-learning avec la fédération Coselearn. Professeur à Saint Louis (Lycée André Peytavin de 1990 à 1992) et à Dakar (Lycée Technique Maurice Delafosse de 1992 à 2003), directeur du Projet des Volontaires de l'Education de février 2005 à mars 2010, directeur de Formation et de la Communication au Ministère de l'Education depuis avril 2010. Conception et création du portail internet des volontaires de l'éducation [www.volontaires.sn](http://www.volontaires.sn) pour la Promotion des TIC dans la formation des enseignants et des formateurs.

Participation à plusieurs rencontres internationale comme E-Learning Africa (Dakar / Juin 2008), Global Education Technologies Summit (Caire/mai 2008), Conférence des Enseignants de l'ADEA, (Bamako/octobre 2009), Rencontre Open ED UNECO (Dakar /février 2010).

## **Bill Ratteree, International Labour Organization**

### **Abstract: An international teacher policy framework**

Ten guiding principles that make up an ILO proposed international teacher policy framework will be presented. The policy framework was developed by the ILO as part of its contribution to reflections on the objectives and programme of work for the international task force on teachers and EFA established as one of the outcomes of the High Level Group meeting on EFA, Oslo, December 2008. It has also been reviewed by the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) at its 10th Session in 2009. The framework is based on the standards of the ILO/UNESCO Recommendation concerning the Status of Teachers, 1966, CEART conclusions and recommendations on teacher policies and the Pretoria Declaration on Teachers, adopted by a regional meeting on teacher shortages held in South Africa in 2005.

**Biography:** Since 1988, Bill Ratteree is the principal education sector specialist for the International Labour Organization, headquartered in Geneva, Switzerland. He is the author or editor of the major ILO reports on teachers and teaching written for international sectoral meetings organized by the ILO since 1981, including teachers' employment and working conditions, structural adjustment in education, lifelong learning in the 21st Century and most recently, teachers and trainers in technical and vocational education and training. He is the ILO's Executive Secretary to the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART). Since 2004 he is the principal organizer of ILO tripartite programmes on Teachers for the Future, on HIV/AIDS policies in education sector workplaces and on good human resources practices for the teaching profession. Mr. Ratteree is currently coordinating an international report on early childhood educators to be published in 2011. He also leads the ILO team of specialists on other public sector services.

## **Adote-Bah Adotevi, TTISSA, UNESCO-BREDA**

**Abstract: Addressing teacher quality and management: UNESCO Initiative for Sub-Saharan Africa (TTISSA)** In trying to meet EFA goals, access and financing in education seem to overshadow quality issues in Africa. In their efforts to guarantee the fundamental right to education for all the African school age children, universal access policies are myriads with varying success stories. Yet, poor learning achievements keep undermining countries and donors' efforts in addressing quality gaps. The specifically teacher focused UNESCO-TTISSA strikes the balance between teacher needs, quality claims and management. The presentation will address the last two issues as the greatest contributing factors to meet EFA and MDGs. The presenter will expand on the TTISSA methodological guide that enables voluntary countries to undertake a diagnostic study of the teacher issue, and some of the results this tool yields which are likely to guide policy decisions.

**Biography:** Adote-Bah Adotevi is Senior Program Specialist at the Dakar UNESCO Office, in charge of coordinating the UNESCO Initiative for Teacher Training in Sub-Saharan Africa (TTISSA). Before he joined UNESCO, he worked successively as teacher, supervisor and inspector of education. His areas of expertise include training teacher trainers and school leaders and supporting teacher professional development and schools' capacity building programs. Long time an independent consultant, he worked under contracts with the World Bank, UNESCO and UNICEF in West African Francophone countries, on many projects, mostly designing and supporting teacher-initiated professional development and school

improvement projects. As the Regional Coordinator for the Association for the Development of Education in Africa (ADEA) – Working Group on the Teaching Profession (WGTP) for West Africa, from January 2004 to July 2010, he was involved jointly with thinking alike partners in advocacy actions and teacher development policies in the region. His current duties at UNESCO consist mostly in promoting a holistic vision of the teaching profession, addressing both quantitative and qualitative gaps, and supporting countries' efforts to meet the EFA and education related MDG goals. He is the author of instructional materials like the UNESCO-IICBA modules on "*Institutional Management of Teacher Education: General Aspects & Financial Management of Institutions of Teacher Education,*" designed to upgrade the managerial capacity of trainee heads/deputy heads of teacher education institutions, and senior managers, as well as deans of faculties of education, and of articles on the teaching profession.

## **Day Two: Thursday, 20 January 2011**

### **Session 5: Promoting partnerships and network for coordination and synergistic action to address the teacher gap**

#### **Whitfield Green, Dept of Higher Education, Republic of South Africa**

#### **Abstract: Reflections on the development of a new policy on the minimum requirements for teacher education qualifications within the context of the revised South African National Qualifications Framework and the Higher Education Qualifications Framework**

In the absence of a common academic policy for higher education in South Africa in the past, the Norms and Standards for Educators (NSE, 2000), aligned with an 8-level National Qualifications Framework (NQF) was established as national policy to provide direction on the development and implementation of teacher education qualifications. Teacher education was the only higher education sector in the country to benefit from a centrally determined, standardized policy, and this ensured a certain level of commonality and a minimum standard to be maintained in teacher education qualifications across the system. The policy provided a tool for monitoring the development and delivery of teacher education qualifications and so played an important quality assurance role. However, its implementation was not without problems, largely as a result of how different role-players interpreted the policy. A revised 10-level South African National Qualifications Framework (NQF) was enacted in 2008, and a Higher Education Qualifications Framework (HEQF, 2007) aligned with this was established. This meant that teacher education qualifications policy needed to be reviewed to come in line with the new frameworks. The revised NQF and the advent of the HEQF also afforded the opportunity for the challenges regarding implementation of the NSE to be addressed. This presentation reflects on the process of developing the new teacher education qualifications policy, places its development within the context of the NQF and the HEQF, identifies some of its key elements, highlights the opportunities its development presented for collaboration and co-operation and notes some of its implications for the production of new teachers and continued development of practicing teachers in relation to the need for quality educators for EFA.

**Biography:** Whitfield Green is a director in the Teacher Education Development unit in the Department of Higher Education and Training, South Africa. The core function of the directorate is to strengthen and support components of the higher education system that are

responsible for the production and development of teachers for schooling through formal qualification programmes. The directorate is involved in policy development, supporting institutions to implement policy and monitoring the implementation of policy, in order to produce and develop sufficient quality teachers to meet the needs of schools in the country.

**Dr Joaquim E. Matavele, Dy Director Teacher Training, Mozambique**

**Abstract: Internal Policy and Social Dialogue for teacher recruitment: case of Mozambique**

Since 1992 the education system, particularly at primary level, has been expanding rapidly. The average annual requirement for new primary teachers is estimated at about 10.000 and the teachers training colleges were able to provide about 5.000 teachers per year.

To ensure the number of teachers to primary schools, in the 80's the education system started to recruit unqualified teachers. Those were graduate students from junior secondary school to teach in primary and from upper secondary to teach in junior secondary.

Well trained and motivated teachers are central to good quality of education. To meet this goal, since 2007 school year, new curriculums are being implemented in Mozambique to train teachers. 12+1 at Pedagogical University to become teacher in lower secondary schools, and 10+1, done in teachers training colleges to become primary teacher.

Actually no unqualified teachers are being recruited. Inset is available for unqualified teachers still teaching.

**Biography:** Dr Matavele has a PhD and an M.Sc. in Ecology from the Biology Institute, State University of Campinas (UNICAMP), Campinas-SP, Brazil. , and an M.Sc. Ecology, January, 1993. Biology Institute, State University of Campinas (UNICAMP), Campinas-SP, Brazil. His papers include "Differences in HIV/AIDS Knowledge and Practice Among Youth in Zambezia Province, Mozambique. Nairobi, Kenya, 13<sup>th</sup> ICASA: September 21-26, 2003, and "Ethnobotany in Cabo Delgado, Mozambique: Usage of Medicinal Plants. Bangalore, India: July 15-18, 2001.

**Working Group 1: The Funding gap: main issue for strategic choices, lessons learnt, recommendations**

**Victorine Kemonou Djitrinou, Action Aid**

**Abstract: Budget tracking and expenditures: benchmark indicators and monitoring for social reform and dialogue**

In her presentation, Ms Victorine Kemonou Djitrinou will discuss the necessity for adequate budget allocation, improved governance and accountability in the education system, to fill the teachers 'gap. While civil society organizations are requesting adequate budget allocation, they are also aware that more accountability and improved governance will help in the achievements of EFA with quality teachers. It is collaboratively, that civil society organizations and key state actors will work at creating an enabling environment that will encourage both donors and national relevant institutions to allocate more budgets to education. It is therefore important to create national mechanisms that can help monitor education finances. Clear benchmarks and monitoring system are positive signals for social reform and dialogue which implies the involvement of civil society organization both in the budget cycle and in the negotiations with international financial institutions such as IMF and World Bank. Ms Victorine Kemonou Djitrinou will share some best practices of budget



tracking in the education system and the importance of involving the population in the budget cycle

**Biography:** Human right activist, trainer, campaigner and development worker, Victorine Kemonou Djitrinou is leading ActionAid International education campaign works through providing leadership on developing innovative education campaigning and advocacy work across the organization and encouraging strong links between grassroots mobilization / campaigning on education and high-level influencing work, partnership, alliance building, which will take the organization's work on education forwards. She is coordinating ActionAid campaigns on education financing with the use of the newly produced education financing toolkit, rights to and in education, violence against girls at school, adult education, etc. She is member of UNGEI task force in Africa, has a rich background in advocacy and campaigns, participation as board member, advocacy for human rights and fundamental rights at work, networking, campaigning for human and women's rights at all levels.

**Working Group 2: The Policy gap, main issues for strategic choices, lessons learnt, recommendations (including the issue of fragile states)**

**Elizabeth Sweet, International Network on Education in Emergencies**

**Abstract: Quality education in contexts of crisis and fragility**

In 2009 and 2010, the Inter-Agency Network for Education in Emergencies led highly consultative global initiatives to develop two sets of Guidance Notes on the issues of Teacher Compensation and Teaching and Learning, respectively. Drawing from these experiences, along with the work of the INEE Working Group on Education and Fragility, this presentation will offer policy recommendations for improving the quality of education in crisis settings, particularly in the areas of Curricula; Teacher Training, Professional Development and Support; Instruction and Learning Processes; and the Assessment of Learning Outcomes. The presentation will examine how building links *between* these aspects of teaching and learning are critical in order to provide the foundation for quality education, including an adequate, qualified teaching force, and will offer a working definition for quality education in contexts of chronic crisis and fragility.

**Biography:** Elizabeth Sweet is the Coordinator for Network Projects and Communications with INEE, the Inter-Agency Network for Education in Emergencies ([www.ineesite.org](http://www.ineesite.org)). Liz coordinates the network's strategic initiatives with a particular focus on the areas of quality education and disaster risk reduction, in addition to facilitating knowledge sharing through management of INEE's website and listserv. Previously, Liz worked with the International Rescue Committee and the Women's Refugee Commission while completing her MA in International Affairs at New School University in New York (2006 - 2008).

**Joseph Eilor, Ministry of Education and Sports, Uganda**

**Biography:** Before recently being appointed Assistant Commissioner, Statistics, Monitoring and Evaluation, Mr. Joseph Eilor worked as Principal Education Planner, Monitoring and Evaluation in the Ministry of Education and Sports from October 1999 to July 2010. He began his career in early 1990's first as a Project Manager for the World Food Program assisted Project for Karamoja Sub-Region, then as an Economist responsible for school mapping and micro planning. Joseph also worked briefly as an Economist for Planning and

Project Formulation both in the Education Planning Department. He has attended courses on Educational Planning and Administration (at the UNESCO-IIEP Paris), Local Education Administration (Hochaido-Japan), Development Evaluation (IEPDET), Impact Evaluation (World Bank Program for Education Impact Evaluation), Education Financing (CODRESIA), Action Research just to mention but a few. Joseph has done extensive research in a number of areas including SWAp in Education Sector, TVET, Private Tutoring, Post Primary Education Training and Primary Education Reform all in Uganda. He was a lead researcher for the Evaluation Study on the Impact of Primary Education in Uganda.

**Working Group 3: The Capacity gap, main issues for strategic choices, lessons learnt, recommendations**

**S. Venkatraman, UNESCO Nairobi**

**Abstract: EFA and Teacher Quality: Some issues concerning End-Decade Assessment**

EFA End-decade is fast approaching and some countries in East African region has began the process of preparing national assessments. Among several emerging and challenging issues concerning end-decade assessment, the role of teacher quality in both formal and non-formal education has been viewed by many countries in Africa. The presentation will address this aspect from EFA end-decade perspective and highlight some of the issues that relates to provision of good quality education and the role of teacher.

**Biography:** Venkatraman joined UNESO Nairobi office in 2010 and prior to this he worked at UNESCO Bangkok regional office and UNESCO Institute for Statistics in Montreal. He works as technical specialist in Literacy assessment, M&E, School Assessment and also provides technical help assistance and capacity building as part of UNESCO Nairobi office's initiative to help member states in the EFA End-decade assessment process.

**Working Group 4: Contractual teachers: main issues for strategic choices, lessons learnt, recommendations**

**Virgilio Juvane, Commonwealth Secretariat/ADEA WGTP**

**Abstract: Conclusions of the Bamako conference**

National governments must strike a balance between the short-term need to get teachers into classrooms and the longer term goal of building up a high-quality professional teaching force. Addressing the teacher gap requires country driven long-term strategies and firm commitments (Eight Meeting of the High-Level Group on Education for All).

Many African countries have sought to address their acute shortage of teachers through the utilization of contract teachers. While it is recognized that the countries that have taken this path have made very significant progress in enrollment, the recourse to contract teachers undoubtedly entails risks for the quality of the education provided and for the retention and effectiveness of teaching staff.

The Bamako+5 Conference provided a platform to engage national governments, domestic stakeholders and development partners in a political dialogue aimed at devising strategies to support long-term and sustainable planning for the supply of quality teachers to meet EFA goals. The provision of a professional and competent teaching force lays on the ability

of national education systems to set legal frameworks that will support the training and development of teachers and school leaders within a consistent career path. Countries that attended the first 'Conference on Contract Teachers' (Bamako, 2004), have made significant progress towards the integration and professional support of contract teachers. As countries move to meet their current and projected needs on teachers, the improvement of the internal policy and planning environment becomes crucial to ensure that persistent gaps will be addressed in a coherent manner.

**Biography:** Teacher, educational planner, former Director of Planning at the Ministry of Education, he is at the present Adviser in the Education Section of the Social Transformation Programmes Division of the Commonwealth Secretariat. His main responsibilities in the Education Section focus on teacher professional development issues across Commonwealth countries and the coordination of the Association for the Development of Education in Africa Working Group on the Teaching Profession hosted and led by the Commonwealth Secretariat.

### **Monika Beutel, Voluntary Service Overseas**

#### **Abstract: Issue of untrained and contract teachers – the views of primary teachers in Mozambique**

This paper presents findings from qualitative social research carried out with teachers and other stakeholders in Mozambique in 2010 about the factors that influence the quality primary education; the study takes account of urban and rural differences, and the impact of gender. Although in recent years the Government has been able to reduce reliance on untrained teachers, its commitment to meet the EFA 2015 targets meant that it has had to increase the required number of teachers, by introducing fast track teacher training. However, many stakeholders believe that the new fast track training has contributed to a deterioration in the quality of education. Increased reliance on contract teachers (both trained and untrained) has placed further strains on the profession. The research considers what practical steps can be taken to support and improve the effectiveness of the profession, and makes recommendations accordingly.

**Biography:** Dr. Monika Beutel has social science degrees from the London School of Economics, Birkbeck College and City University. Her career has been mainly in teaching and conducting research, mostly in British universities, becoming Head of Social Sciences at the University of Hertfordshire and holding guest professorships in Canada and Germany. Her particular interests are in work and employment, and in women's empowerment. Following her retirement from full time academic duties she has worked in a number of voluntary organizations in the UK as a researcher, project manager and trainer. She is currently a volunteer researcher with VSO Mozambique.

### **Courtney M. Gardner, Voluntary Service Overseas**

#### **Abstract: Qualifying for Quality: Unqualified Teachers and Qualified Teacher Shortages in The Gambia**

This paper describes key preliminary findings of primary participatory qualitative research into unqualified teachers in The Gambia – their situation, their contributions to education, their challenges and the larger umbrella issues of teacher training, qualified teacher shortages and access to education. The report outlines causes and effects of qualified teacher shortage in The Gambia. It describes the employment of unqualified teachers,

explains how they are supported and managed and also provides information on the career opportunities available to them. Their contributions and the challenges they face are also investigated. The report concludes with a description of the steps the Ministry of Basic and Secondary Education has taken to address the qualified teacher shortage, new trends, remaining challenges and preliminary recommendations based on research findings.

**Biography:** Courtney Gardner has been a volunteer in The Gambia since 2009, working on a range of projects – most recently she has worked as a VSO volunteer and a research consultant for the Valuing teacher research project, which was carried out in collaboration with the EFANet The Gambia, the Gambia Teachers' Union and the Ministry of Basic and Secondary Education. She has a BA in Institutions and Policies from William Jewell College, USA.

**Working Group 5: Teacher gap from a gender perspective: main issues for strategic choices, lessons learnt, recommendations**

**Prof Malak Zaalouk**

**Abstract: Teacher's Professional Development in the Arab Region**

The talk will be around an initiative that is being led by the League of Arab States and many other regional partners to enhance the professional development of teachers. The initiative which I personally initiated when in the UNICEF regional office in 2006 has gone through several phases. A first phase where a framework was developed, a second phase whereby accompanying policies and programs were initiated and a current third phase where the capacity of selected centers of excellence are being built. The strength of the initiative is its participatory approach and its strong reliance on partnerships. Moreover the initiative is regarded as a strategic one that is tackling the quality of education as one of the main EFA goals through a strong focus on teachers. It is also an initiative that aims at fostering a strong regional approach in the way we professionalize our teacher force.

**Biography:** Dr. Zaalouk is currently a Professor of Practice at the American University in Cairo and is the Director of the Middle East Institute for Higher Education. She joined UNICEF in April 1992 as the Education Section chief in Egypt. She was engaged in the founding of community schools/education and has promoted Girls' education and Quality Education Reform. In July 2005 Dr. Zaalouk Became the Regional Adviser for Education in MENA till July 2010. Prior to joining UNICEF, Dr. Zaalouk was Lecturing in University and was an Expert in the National Research center. She was also engaged in a number of committees and organizations on human rights and gender issues. She has published a number of books and has numerous articles in her name on development issues.

Dr. Zaalouk an Egyptian national, holds a Diploma in Educational planning from the International Institute of Educational Planning IIEP in Paris, a Ph.D in Social Anthropology from the University of Hull UK, an MA in Sociology from the American University in Cairo and a BA in Political Science from the same University. She has several publications to her name in the areas of Development, women's studies, and education.

**Dr Emily Vargas-Baron, The RISE Institute**

**Abstract: Reflections on Training Personnel for ECD/ECCE Services**

The development of comprehensive, high-quality and sustainable systems for training early childhood personnel is a relatively new challenge for many countries. ECD/ECCE systems include services for parents and children from birth to primary school transition. Such systems must address pre- and in-service training requirements for professionals including teacher educators, nursery caregivers, preschool teachers, parent educators, early interventionists, nurses and nutritionists, as well as paraprofessionals and volunteers, such as child caregivers, parent educators and community facilitators. This presentation will discuss essential elements for training systems at central and decentralized levels that should be included in national ECD/ECCE policies and plans. Comments will be provided on developing cost studies and projections to help ensure governments invest in sufficient pre- and in-service training to ensure early childhood services are of high quality, are equitable, and meet national goals for early childhood service coverage.

**Biography:** Emily Vargas-Barón directs The RISE Institute of Washington, DC. For 15 years, she directed CEDEN, an early childhood service and research institute in Texas, USA. She served in USAID for 6 years directing work in education, training and telecommunications. Currently she conducts research projects, advises countries on national ECD/ECCE policies and plans, and helps design national ECD systems. She has a Ph.D. in Anthropology from Stanford University, where she was also an Associate of the Stanford International Development Education Center. She is the author of several books, including: *Planning Policies for Early Childhood Development: Guidelines for Action* (2005); *Early Childhood Intervention, Special Education and Inclusion: a Focus on Belarus* (2008); and *Going to Scale and Achieving Sustainability in Selected Early Childhood Programs of Latin America* (2008). She is currently a member of the Steering Committee of the ADEA Working Group for ECD in Africa.

**Rokhaya Diawara Fall, ECD specialist, UNESCO–BREDA (Senegal) for ADEA WGECD**

**Abstract:** Traditionally, in Africa, young children are cared for parents, grandparents, trusted caregivers, older siblings or trained child care facility. Research shows that children in high quality care environments show more advanced language skills, do better in school and have fewer behavior problems and better social skills. A quality environment involves the physical structure as well as the type of teacher training and interactive strategies used with young children. Research also shows that teachers with bachelor's degrees and specialized training in child development provide young children with the best preparation to succeed in ECD programs. - In this panel, the ADEA WGECD presents a comprehensive framework to address ECD Workforce Development based on the 4 cornerstones adopted by Africa to face the ECD challenges : 1) *start at the beginning* : Promote more positive caregiver/child interaction, more stimulating environments, good health and nutrition, and better child care; 2) *Provide new opportunities for discovery and learning* : Ensure access to at least two years of quality early childhood services (whether informal, non-formal, or formal settings, community- or home-based) prior to formal school entry; 3) *Make schools ready for children* : Train and appoint capable teachers to lower primary grades who understand the development needs and learning styles of young children; and, 4) *Ensure*

*the development of policies on early childhood* : Address early childhood, across sectors, in all national and subnational policies and plans.

The ADEA WGECD Workforce Development Concept Note is designed to map the existing resources and to address the range of caregivers and teachers in Africa- including community-based preschool programs that use community volunteers who have limited or poor formal education training. The paper also includes the need to address teacher-training institutes, universities and a diversity of professional roles needed to respond to the growing demand for quality early learning programs and to assist with the development (and implementation) of ECD policies and frameworks.

**Biography:** Rokhaya Fall Diawara holds a master's in Education, Cultural Resources and Social Intervention, from the University of Paris 13. Since April 2003, she has been responsible for ECD program development, Education for children in difficult circumstances, and equality and gender equity in education at the Literacy and Basic Education Division of the UNESCO Regional Bureau for Education in Africa (BREDA) based in Dakar. After having served as a teacher, conducted research and acted as a technical advisor to ministries, Mme. Diawara has also been a consultant for many organizations like the World Bank, UNICEF, and Plan International. Since 2007, she is representing the UNESCO as lead agency and chair of the Working Group for ECD; she is also member of the executive board of the Consultative Group for ECCD at global level. She participated in drafting and publishing several important papers and policies on ECD; Co-author of 3 collections for children published at the international level by Nathan, Hachette and Michel Lafon education.