

# 6th Policy Dialogue Forum of the International Task Force on Teachers for EFA

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

Kinshasa, DRC, 27th – 28th November 2013



International Policy Dialogue Forum

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26-29 November 2013 - Kinshasa - DR Congo

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## Acknowledgements

Members of the forum, during the closing session, expressed their gratitude to the Government and People of the Democratic Republic of Congo for the significant commitment involved in hosting the Task Force meetings and the forum. Members of the forum extended their appreciation to the Secretariat of the Task Force for the very effective way they had prepared, coordinated and implemented the forum programme. Congratulations were also extended to the facilitators and presenters who had made such a significant contribution to the forum.

## List of acronyms and abbreviations

ACDE	African Council for Distance Education
AfDB	African Development Bank
CEART	Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel
CAMFED	Campaign for Female Education
CCEPT	Centre Congolaise d'Education Pour Tous
CPD	Continuing Professional Development
DFI	Department for International Development
DRC	Democratic Republic of the Congo
EFA	Education For All
EI	Education International
EPT	Education Pour Tous
GCE	Global Campaign for Education
GMR	Global Monitoring Report
HPPC	Humana People to People Congo
IFADEM	Francophone Initiative for Distance Teacher Education
IIEP	International Institute for Educational Planning
ILO	International Labour Organisation
INEE	Inter-Agency Network for Education in Emergencies
NGO	Non Governmental Organisation
ODL	Open and Distance Learning
PACTED	Pan-African Conference on Teacher Education in Africa
PCPD	Post-Conflict, Post-Disaster
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
TESSA	Teacher Education in Sub-Saharan Africa Programme
TISSA	Teacher Training Initiatives in Sub-Saharan Africa
TMIS	Teacher Management Information System
TVET	Technical and Vocational Education and Training
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UPE	Universal Primary Education
VSO	Voluntary Service Overseas

## Executive Summary

57.2 million children worldwide are still not in primary school. In developing countries education systems continue to grow to meet UPE targets. The need for additional teachers parallels this expansion. An additional 6.8 million new teachers will be needed by 2015, 75% to replace teachers retiring or leaving the workforce, 25% in addition to current teacher numbers. Key stakeholders and the policy community generally, are giving increasing attention to recruiting these additional teachers. There is also a growing and urgent concern about the effectiveness of teachers to improve the performance of schools and provide expanded educational opportunity for all children.

This sixth policy dialogue focused on the management of teacher education through an analysis of trends in policies and practices. The aim was to seek out what appeared to be working, why this was the case and who benefited. The management of teacher education interfaces with a range of other concerns; teacher status, financial disbursement and teacher deployment policies, for example, all impact on the preparation of teachers and their continuing professional development. The policy dialogue attempted to take a broad view of the landscape of teacher education. It did so through examining four themes

- teacher education: structures, contents, outcomes
- attracting and retaining teachers
- equity and teacher education management
- teacher education management in Post-Conflict, Post-Disaster (PCPD) contexts

The forum divided into four parallel groups to discuss each theme. A number of common issues were identified. The need to reform initial teacher education to provide a stronger focus on practical work and classroom effectiveness was discussed in all groups. The importance of reconceptualising professional development away from a reliance on out of school courses (seen as expensive and ineffective) towards more diverse, school focused, provision was considered in some detail. The forum received presentations on how data about the recruitment, retention and education of teachers was being collected and there was general acceptance of the need to further strengthen these processes. Such data was seen as essential to the development of interventions to make teaching a more attractive occupational choice, an issue that was considered in depth in the forum. The need to review the content and delivery of teacher education to ensure teacher knowledge, skills and understanding of issues of equity (broadly defined) was seen as an urgent issue for the managers of teacher education to address. The forum also heard different accounts of the role teacher education could play in PCPD contexts. Such accounts, it was felt, needed to be drawn on in the development of strategic guidance to governments and other agencies that have to respond to these, always harrowing, situations.

The forum, having reviewed the presentations and group discussions, identified ten priority recommendations for action by the Task Force and/or by other key stakeholders concerned with teacher education. The reform of initial teacher education, the rethinking of professional development, the monitoring of interventions to improve the working lives of teachers, the needs of women teachers in rural areas and the issues associated with policy choices about 'language of instruction' were five recommendations focussed on improving teacher effectiveness and quality of life. The need for the systematic collection and reporting of data on teachers and the support that could be given to governments in doing this, and developing teacher policies as a consequence, made up a further two recommendations. Two recommendations were developed from the accounts of working in PCPD situations. Finally the forum recommended that a dialogue should be established with the funders of research to attempt to raise the issue of teacher effectiveness higher on the research agenda.



## Introduction

**57.2 million children** worldwide are still not in primary school. At present, with 2010 education data and population projections, the global demand for new teachers is estimated at **6.8 million** all of whom need to be recruited by 2015 in order to meet the UPE goals. Of these 6.8 million, 75% are due to attrition in the teaching force (caused by retirement, illness, another job,) and 25% involve new teaching posts. Progress towards UPE entails not only giving children access to and enrolment in primary school, but also ensuring they complete the full primary cycle. In addition to the large number of teachers required there is also the issue of the quality of their education and training. Qualified and well resourced teachers, with a sound initial training and good professional development opportunities can make a significant difference to children's lives. Well educated children, able to grow and achieve their potential, widen social and employment opportunities in ways that contribute to making societies more equal, just and sustainable. Everyone fortunate enough to go to school remembers the good teacher.

It is clear, in the quest for universal UPE that much remains to be done. There is the challenge to reach the children not in school. There is also the significant task to ensure that, once in school, children receive a good quality education. The UNESCO GMR for 2013-14 describes and analyses the estimated 250 million children in school but not reaching the basic levels of attainment that could be expected of them. Many of these children are from the most disadvantaged communities. There is now evidence that improved teaching methods can make a significant difference to learning and to the child's life chances. The quality of teachers and teaching really matters. The management of teachers and teacher education, in this context, becomes a key policy concern.

The discussions in Kinshasa aimed to articulate the importance of teachers across the pre and post 2015 EFA debate. The International Task Force on Teachers for EFA aims to position teachers as a crucial cornerstone of the EFA goal to ensure every child has an *education characterised by equity and quality*.

Five previous policy dialogues, organized by the International Task Force on Teachers for EFA, have explored the following themes:

1. *"Teachers, the financial crisis, and the EFA challenge of reaching the marginalized"* Addis-Ababa (Ethiopia, 22-23 February 2010)
2. *"Providing teachers for EFA: quality matters"* Amman (Jordan, 6-7 July 2010)
3. *"Ensuring Equity in Country Policies and Practices for Providing Quality Teachers toward Achieving the EFA Goals by 2015"* Bali (Indonesia, 13-15 September 2011)
4. *"Teachers challenges for EFA in India"* (with global perspectives) New Delhi (India, 29-30 May 2012)
5. *"Three Years of Global Partnership to Address the Teacher Challenge - Three Years from the 2015 EFA Benchmark: Achievements and Perspectives"* Windhoek (Namibia, 28-29 November 2012)

The 6th Policy Dialogue forum aimed to build on the dynamics generated from the previous ones, and takes one step further looking specifically into the core of teacher education at the junction between policy and practice. This was the reason for the choice of theme *Teacher Education Management: what works, why and for whom?* The management of teacher education has considerable bearing on the number of qualified teachers recruited and deployed. Teacher education plays an important role in determining the quality of the teaching force and by extension, the quality of education. It has the potential to ameliorate or to exacerbate inequalities and exclusion in providing access to quality education. It has implications for teachers' status and professional careers. The management of teacher education involves various actors (e.g. education policy makers, teacher educators, teachers – current and future – learners, curriculum developers, communities and researchers). The management of teacher education has cost implications for national and global education finance. It also links different dimensions of education processes, settings and outcomes. There are a wide range of patterns and trends in the policy and practice of teacher education as well as in its management. These need to be documented and analyzed in order to more accurately tailor and target relevant education reform.

The Task Force sought, in this its 6th Policy dialogue forum, to build a process that scrutinized, from different perspectives, key dimensions of teacher education management. The aim was to build consensus on shared information relevant to the knowledge, experience and needs of all those participating and from this to develop a series of key recommendations for taking forward the work of the Task Force.

The objectives of the Policy Dialogue Forum in Kinshasa were:

1. To share knowledge and experience on what works, why and for whom as relevant to policies and practices of teacher education management
2. To reach consensus on main conclusions and recommendations for action to be jointly pursued at a national, regional or global levels in relation to the management of teacher education.
3. To identify ways of enhancing collaboration and partnerships among stakeholders at a national, regional and global levels in what pertains to teacher education management.

## Structure of the forum

The forum was constituted around three elements

- an opening ceremony and presentation by experts from the Democratic Republic of the Congo
- four thematic extended discussions with linked plenary sessions that fed back to the whole forum the main issues raised and the recommendations being considered
- a 'market place' for the further exchange of ideas

These elements will be used to structure this final forum report.



## Official opening ceremony

The forum was formally opened by His Excellency Mr Maker Mwangu Famba, Minister of Primary, Secondary and Vocational Education for DRC. In attendance was The Minister for Gender, Women and the Child, Mrs. Geneviève Inagosi Kasongo.

The Minister for Primary, Secondary and Vocational Education spoke of the importance of teachers to the success of Education For All policies and he called for the strengthening of partnerships and cooperation to address common challenges. He expressed the view that we needed to move beyond the rhetoric for change and put in place practical actions that improved the quality of schooling and children's learning. He reiterated the commitment of the government of DRC to making significant improvements and he referred to the policy and practical measures in place to achieve this.

Mr David Atchoarena, Director of the UNESCO Division for Teacher Development and Higher Education, representing UNESCO's Director-General, followed and referred to the extensive programme of work that UNESCO has in place to support the quest for UPE and he reiterated the importance of teachers in this process. This view was supported by Mr. Martial De Paul Ikounga, the Commissioner for Human Resources, Science and Technology of the African Union Commission who provided a message of support to the forum.. Mr Dankert Vedeler, taking up the role of Joint Chair of The Task Force, stressed the importance of teachers to the success of UPE, most crucially, in ensuring that the education provided was of a quality to match international standards and expectations. He spoke of the work of the Task Force and the way it had contributed to raising awareness of the significance of teachers in the policy community generally. Mr Edem Adubra, Chief of Section of The International Task Force on Teachers, then set out the purposes and structure of the forum and he emphasized the importance of the outcomes of the forum for the future work of the Task Force.

## Presentations by experts from the Democratic Republic of the Congo (DRC)

Well educated and trained teachers were seen, by DRC, as the most important factor in determining the success of the child in school. In DRC teacher education and training programmes existed at all levels in the system. However, there were a number of problems and challenges. In the pre-school sector, where 58.3% of provision comes from the private sector, the education and training of teachers was only slowly developing. No formal, official training programme has yet been established. The work of the 'Centre Congolais d'Education Pour Tous (CCEPT), created in 1996 (and winner of the Prix Unesco-Hamdani in 2009) was mentioned. The centre had trained 2800 pre-school teachers since 2009.

At the level of the primary school four year courses through the 'École Normale' route represented the formal route into teaching. There was, however, very limited practical

experience in schools and although attempts had been made to rectify this, no system wide changes had yet been implemented. Recruitment to primary teaching courses was in decline. The work of Humana People to People Congo (HPPC), however, which was building 54 'Écoles Normales' in rural districts with a curriculum focused on practical and community experience, provided one point of optimism. This initiative, piloted in Mbankana, was on plan to roll out fully in the next few years.

At the level of the secondary school entrants to teaching are prepared through the university sector. Shortages exist in many subject areas, a situation exacerbated by the migration abroad of potential teachers, particularly during periods of internal conflict.

In-service professional development programmes for primary and secondary teachers are the responsibility of the national ministry but are delivered at provincial, local and school levels. . A national Institut de Formation des Cadres de l'Enseignement Primaire et Secondaire oversees the whole process. In order to widen access, and following international support, professional development has been boosted by l'Initiative Francophone pour la Formation à Distance des Maître (IFADEM). This initiative is also contributing to the building of ICT capabilities among primary and secondary teachers. The general overview of the situation in DRC also pointed to teacher education and training activity in the adult literacy sector. DRC was facing the considerable challenge in addressing the needs of 18 million adults who could not read, write or calculate.

The management of teacher education in DRC is framed by the constitution. Article 43 gives a right to free, basic education, Article 44 commits the nation to eliminating illiteracy and Article 45 is aimed at ensuring an equitable access to the different sectors of the education system. The national Ministry created in 2002 a 'Conseil Consultatif National de l'EPT', with a mission to take forward the EFA agenda. In 2004 a 'Direction de l'Administration' was formed with the task of coordinating and evaluating national plans for educational expansion and improvement. There have been a number of significant achievements, most notably in the expansion of provision. One thousand schools constructed or under construction. There has, however, not been a comparable improvement of quality indicators. Between 35% and 43% of pupils completing sixth grade have insufficient grasp of basic skills. The average test scores of fifth graders were 39.2% in French and 45.2% in Mathematics. A number of reasons were advanced to explain this situation. The long period of conflict, the weak governance structures and the poor quality of much of the teaching were each cited. The scale of the challenges facing DRC is daunting. In 2011-12 40,484 primary schools and 20,372 secondary schools made up the school system with 575,547 teachers. In this context DRC in the 'Plan Interimaire de l'Education 2012-14' had made teacher development a top priority.

The general position and status of teachers in DRC, it was suggested, could be described as precarious. What had once been a 'noble' profession with a firm standing in the social structure of the country was now very different. There were high levels of attrition in the teaching force

and particular problems of staffing rural schools existed across the country. The government of DRC has made a number of statutory interventions to improve the conditions of service of teachers, including salary improvements, but the challenge of recruiting and retaining good teachers remains a significant issue. For example the issue of equity continues to be a major concern. Currently only 12% of teachers are female. In some parts of DRC the figure was much lower. In education and other areas of public life women were under-represented, a fact acknowledged by the Président de la Republique in October 2013 when he announced a major plan to improve the participation of Congolese women in all sectors of national life.

The DRC has experienced high levels of conflict and the consequences are a dominant feature of the contemporary educational landscape. One presentation spoke of

- the destruction of the school infrastructure
- the uncontrollable dispersion of teachers and other education personnel
- the acute dangers arising from sexual violence, problems of infection and epidemics
- the psychological problems of trauma across so much of the population especially children

It is estimated that 5,432,470 people have been internally displaced by conflict with all the consequences this brings for normal social life. The DRC has, as yet, not developed a national intervention strategy but the education system was having to deal with traumatised children and teachers. The DRC has, therefore, established a coordinated programme between the ministries with responsibilities for the restoration and rebuilding process. These ministries, assisted by a range of international organisations and agencies, were addressing the difficulties experienced by many countries expanding EFA provision but with the added dimension of doing so in a Post Conflict Post Disaster context.

Despite the scale of the challenges the presentations clearly indicated a number of growth points where strategies and practices were working successfully. These included the work on the preparation of pre- school teachers, the significant extension of teacher education and training provision, particularly in rural areas and the growing use of open and distance learning. The inter-ministry modes of co-operation also represented a new developmental phase in education policy that would be significant in the coming years.

## The thematic groups of the forum

### Sub-theme 1 Teacher education: structures, contents, outcomes. -

A number of contributions to this group indicated that a paradigm shift in teacher education was occurring on a global scale. There was now increasing evidence of course models moving from a traditional knowledge based approach towards a more experiential, practice focused perspective. This paradigm shift was leading to more school based and practice focused education and training in both initial and in-service professional development provision. There was an increasing emphasis on training that was focused on outcomes and the development of school and classroom competences. It was acknowledged that some countries, even regions were changing more slowly than others. However, all systems were becoming more responsive to the changed circumstances created by EFA expansion.

In many countries, as a number of presentations indicated, the education and training capacity was inadequate to meet the basic requirement to provide every teacher with pre-service training. In all countries the need for high quality in-service professional development programmes outstripped existing provision. This pressure of numbers was requiring policymakers to rethink the forms and modes of provision (as indicated in the earlier presentations from DRC). One participant suggested that the institutional structures of teacher education created for twentieth century needs (campus based residential provision) were being superseded by more pluralistic modes of provision, including a new emphasis on school based teacher development. But this change, he commented, was taking place too slowly.

The content, or the curriculum, of teacher education also had to respond to changed circumstances and new needs. A reliance on the disciplines of education as the organising framework for courses was being superseded by more experiential and practice focused models. This was particularly true for initial education and training. Whilst the insights, knowledge and research from the disciplines could still be drawn on they did not provide the framing principles of course design. Whilst the group saw this as a direction to follow they also acknowledged that many courses remained overly theoretical and failed to prepare for the ambitions and challenges of EFA.

The sub-theme discussion was focused around a number of case study presentations each of which, in different ways, reflected the paradigm shift referred to above. In India a clear national priority for education had been established by the Right to Education Act of 2009. The new Act requires the development of standards in the training of teachers, the training of all unqualified teachers within a 5 year period and the appointment of a body to lay down the minimum qualifications for becoming a teacher. In the period 2012-2017 the Indian national government was making the extension and improvement of teacher education a major policy focus. Central

government was funding 75% of the costs to individual states to improve teacher education. The release of such funds was dependent on states meeting some conditions of preparedness to take on this task. States, for example, had to ensure teacher education posts were filled. States were also advised to establish Monitoring Committees for Teacher Education. A national report on teacher education, the Justice Verma Commission Report was published in 2012 and sought to address some of the problems in the existing system. These included,

- developing institutional capacity given the scale of need and demand
- building quality criteria for programmes, including those using ODL approaches
- creating a significantly stronger cadre of teacher educators
- redesigning the teacher education curriculum to make it practice focussed, to include the importance of issues such as diversity and inclusion

One emphasis in the context of India was the importance of conceptualising teacher education as a ‘lifelong’ or ‘career’ long process. This thinking also informed the work of the Japan International Cooperation Agency. In a number of countries the agency has been supporting two major approaches to continuing professional development; a cascade approach with national trainers working through local networks and a school based approach with a strong emphasis on teacher collaboration to develop much more effective forms of lesson planning. Both approaches were based on a shift to practice and active forms of classroom focussed learning. Evaluation evidence showed that the different methodologies had changed the pedagogic practice of many teachers although it was difficult, at this stage, to see the extent to which this had been transposed into higher pupil achievement. One of the main findings was the importance of significantly strengthening the ‘environment of support’ around teachers through local and national actions, including actions similar to the strategies being developed in India.

In Senegal a government strategy developed for the period 2013-2025 was directly aimed at creating a structure to support teacher development. The plan has six major components, fully establishing the basic education sector, promoting public-private partnerships to promote teacher continuing professional development, giving a stronger evidence base to teaching and learning, decentralisation, improving teacher effectiveness and widening the use of the national language in the education system. The aim was to fully integrate initial and in-service education and training. The development of a resource base through the Universite Virtuelle de Senegal was contributing to this process. The development of these classroom focused practical resources, similar in structure to the Teacher Education in Sub-Saharan Africa (TESSA) programme, represented a development that, the group felt, required further attention.

A recurring theme in discussions was the issue of ‘teacher ownership’ of professional development. In this sub-theme the South African Democratic Teachers Union (SADTU) presented ideas about the need to drive teacher development from within the profession. The presentation set out some of the existing problems of in-service programmes. All the evidence, it was suggested, pointed to the lack of effectiveness of light touch, short term, professional development activities, currently the dominant model in most countries.

*'if a 100 days of training of maths and science teachers in Limpopo could only improve the teachers average score in teachers' tests from 39% to 59% in maths and 31% to 39% in chemistry, what could one or two day training sessions hope to achieve'*

SADTU had established the Curtis Nkondo Professional Development Institute (SCNPDI) which had the ambition to integrate short term and long term professional development programmes into a coherent structure with a focus on

- teachers driving their own professional development
- working through collaborative modes of enquiry
- building from evidence about practice
- teachers holding each other accountable for the quality of training
- making the link between training and pupil achievement

The shift in paradigms around teacher education and training also extended to the vocational sector although provision, as a UNESCO presentation on TVET in the Arab region suggested, was lagging behind the approaches that should flow from such a shift. The recruitment, retention, career management and quality of TVET teachers in the Arab region were being examined through a number of linked meetings and national research studies. The findings so far mirrored those for the schooling sector. A lack of capacity to provide adequate initial training, the incoherence and superficiality of professional development programmes, where such existed and the lack of a practical element in training are three exemplars of issues raised in the studies. In TVET there was a clear need for strategic planning including intergovernmental cooperation between small states to ensure adequate specialists support.

Some common messages appeared throughout the discussion. The paradigm shifts taking place in teacher education, particularly the move to a practice focus, was one such message. Allied to this, however, was the widespread concern that not all policy communities, and not all teacher education institutions, were aware of, or keeping pace with, the latest evidence and the most recent ideas about how to bring about changes in practice. The need for overall coherence through the management of career long professional development ought, the group felt, to be every government's strategic priority. The importance of providing new modes of professional development (including meaningful certification) should be worked through at governmental, regional, local and school levels. The need for policy makers and teacher educators to address the new demands of 'provision at scale' was seen as important. There was an acceptance that multiple modes of professional development were desirable provided they made sense to the teachers who were the recipients of the provision.

The discussion did recognize that the critiques of much current practice were repeating points made in previous policy dialogues. The need for a more practical focus to initial training and the need to reform in-service professional development had been highlighted before. Yet in this Kinshasa forum there was a sense that the evidence, including that from the sub-theme presentations, was now strong enough to exert considerable pressure on key policy and



practitioner stakeholders. It was also felt that it was the inter-related and coordinated actions between governments and key stakeholders that were necessary to make an impact on existing systems. In this respect work which provided deeper conceptualization and clarification of the key elements in the paradigm shifts, described above, would be of value, particularly when articulated with a strongly linked agenda for policy action.

Overall, in the analysis of this sub theme group, a number of strategies and practices that worked could be identified. These included the formulation of government led strategies for career long teacher professional development, the shift in teacher education to a more practice focused, school based approach, the incorporation of the professional needs of technical and vocational teachers into the mainstream of teacher education and the engagement of teacher unions in professional development activities. The group felt that there were now many examples of strategies and practices that worked. The challenge was to bring these together in an overall policy framework that could be made to work at scale and across systems as a whole.

### Sub-theme 2 Attracting and retaining teachers

The discussions in this sub-theme addressed the challenge of how to make teaching a higher status profession, an occupation of choice, in countries where the status of teaching had been declining for many years. Whilst a few countries around the world (Finland for example) had been able to increase the status of teachers, the majority of countries had seen a decline. This was especially true in low income developing countries. The discussion focussed on some of the reasons for this

- low salaries
- poor career prospects
- poor administrative support to teachers (for example, salaries not paid on time)
- high pupil-teacher ratios leading to large class sizes
- poor living conditions (especially housing)

A presentation from the Republic of Guinea set out in some detail the problems associated with the role of teacher. In addition to the factors mentioned above other problems were elaborated. These included the sometimes conflictual relationships that existed between local education authorities and teachers, the lack of medical insurance and the perceived unfairness of promotion systems. The Republic of Guinea had sought to ameliorate these problems through strengthening the dialogue with teachers (evidence was presented that showed an improving satisfaction rate for teacher-government relations.)

Thus far these interventions had had little impact on teacher status and teacher recruitment and this year (2013) further research was being carried out to try and diagnose more deeply the problem and the governmental actions that could follow. One further point of interest from this presentation was The Republic of Guinea's decision to allow teachers to work until the age of seventy.

A similar picture of problems around teacher status emerged from a discussion of teacher conditions in South Africa where teacher unions were seeking to play a very active role to improve conditions and broaden recruitment. There were currently significant shortfalls, especially in the teaching of mathematics and science. Teacher shortages were contributing to a proliferation of multi grade teaching, particularly in rural areas. SADTU, a teachers union, was investigating the sorts of incentives, salary enhancement, housing for example, that could be put in place to make teaching in rural areas more attractive. Such incentives were perceived by SADTU as both a human and a labour right and should be at the centre of any collective bargaining agreements with employers. SADTU also believed that teacher education and training institutions needed to do much more to prepare students for working in resource challenged rural situations.

Work carried out by DFID was also reported in this sub-theme. A similar range of factors were set out to help explain the difficulties of attracting and retaining teachers. Career progression, motivation, pay and lack of support represented multiple but inter-related factors in trying to understand how teaching was viewed by the wider community. The image of teaching was not helped by poor community perceptions of teacher commitment. Absentee rates were high in some countries. In Uganda 40% of primary teachers were absent on any one day, the figures for Ghana and India were 27% and 25% respectively. The DFID response, working with national governments, aimed at building confidence to make teachers work more rewarding, providing support and incentives and building structures of mutual accountability. DFID has been working in Mozambique to develop incentive programmes for head teachers, in Zimbabwe to develop (with CAMFED) careers advice promoting teaching for girls and in India (with the UK Open University) to develop high quality resources to help classroom teachers.

In this sub-theme the issue of management was seen as crucial. UNESCO's IIEP had carried out a number of studies from which some important general points about management could be made. First whilst considerable attention was paid to managerial policy options and strategies some crucial aspects of teacher management are overlooked. It is taken for granted, it was suggested, that teachers should be accountable to their education system, but the reverse was rarely true. To what extent are education systems accountable to their teachers? Are teachers given the support they should receive? Are teachers working in conducive teaching and learning environments? The answer to both these questions was too often a rather resounding no. In some recent research 50% of teachers in one country were not paid on time. In SACMEQ countries research has shown that half of all pupils were in schools that needed totally rebuilding. Over the first part of this century, in the same region, there had been no year on year improvement in the conditions of schools. Other problems for teachers had also been identified. Inefficient teacher deployment systems, lack of textbooks for teachers to use and overcrowding were all mentioned as was the vagaries and unfairness of promotion procedures. Overall the evidence pointed to the need for

- improving management tools and coordination between ministries to address payroll problems
- ensuring, even where promotion opportunities are few, that the processes are transparent and open and that teachers in remote schools do not miss out
- reorienting the role of 'district education offices' towards a 'supporting' rather than 'administering' function
- strengthening procedures to regulate deployment and to ensure teachers have the tools (textbooks for example) to do the job
- the setting up of incentives for continuing professional development.

The discussion looked at recommendations to improve the resource and financial base for teachers. It was also agreed that more policy attention should be given to creating a social dialogue between teachers and other key stakeholders, building partnerships between stakeholders and addressing how a range of factors (including professional development) could contribute to stronger delimitation of career paths for those entering the teaching profession.

There were, in the view of the sub-theme group a significant range of practices that clearly worked and were capable of replication in other contexts. In summary these included

- the use of surveys and research to monitor the quality of teacher-government relations
- the raising of the teacher retirement age to help meet the teacher supply demand
- the use of donor resources to target specific teacher professional development needs
- inter-related reforms ( methods of paying teachers, housing provision and so forth) to qualitatively improve teachers working lives, particularly in terms of the functions of local education offices

### Sub-theme 3 Equity and teacher education management

An equity agenda, in the broadest sense, this group noted, was often reflected in national policy statements. This can extend, as in DRC, to constitutional provision. The sub theme noted, however, that on the issue of equity there was often a large gap between rhetoric or policy and changes on the ground. The sub-theme made clear that equity needed understanding in the widest possible way. Equity needed to embrace gender issues, but also disability, ethnicity, membership of minority groups, age, rurality and spoken language. The problems of achieving equitable systems for the management of teacher education often involved understanding the inter-relatedness of these different factors and this was a complex process requiring sustained investigations over time. Equity issues also impinged differently on the life of a teacher at different stages of a career. The processes associated with recruitment to initial teacher education would differ from appointments to a headship. Equity management had to be in constant in all aspects of the management of teaching and teacher education. In a presentation on the work in Benin, for example, it was reported that equal opportunities for promotions and

appointments existed between the sexes. There were, however, factors that impeded genuine equality (age stipulations for some jobs and qualification requirements were examples quoted).

The presentations to the sub-theme raised concerns about the extent to which the content of teacher education and training is responsive to the diverse classroom contexts in which most teachers work. Traditional models of initial teacher education were perceived as inadequate in responding to the equity agenda of most countries. Equally professional development programmes often gave only cursory and superficial exploration of equity issues such as disability or gender.

The sub-theme noted how good management of teacher education and programmatic interventions contributed to more equitable engagement of teachers. VSO described in some detail the Education Quality Improvement Programme in Tanzania (EQUIP-T) that had addressed the improvement of initial and in-service teacher education. The programme had reached over 70,000 student teachers and nearly 3000 teacher educators and inspectors. Funded by DFID, EQUIP-T had developed an inclusive monitoring and evaluation process. Important lessons had been learnt, particularly in terms of governance. In terms of programme management a national project of this kind needed, and had obtained, high level engagement in the steering group. The school inspectorate was closely involved. Within the technical team driving the project the aim had been to create an open and challenging atmosphere. In terms of programme implementation the establishment of a single office to coordinate partner involvement had been crucial as had the establishment of strong financial governance and compliance procedures. In some senses these seemed basic project management strategies but, it was felt, such basic skills and approaches were often missing in the management of teacher education.

The group was very aware of the importance of good data in approaching equity issues. The UNESCO Institute for Statistics is the main global source of data on teachers. A presentation set out the parameters within which they are currently working. At the level of absolute numbers the teacher shortfall is significant. Nearly a million extra teachers are needed by 2015 and the majority of these are needed in Sub-Saharan Africa. There are problems in estimating the numbers of qualified and unqualified teachers as definitions of 'qualification level' varies markedly between countries. The UNESCO Institute of Statistics, it was reported, is investigating this issue. A teacher training taxonomy questionnaire is being developed that should lead to international comparability on the structure and content of training and the qualification level such training would lead to. The existence of reliable data, capable of being used in a comparative way, was seen as essential to the issue of equity. Some of the key issues, such as building a teaching force that is representative of all groups within society, could only be carried forward if strong data was available. It was agreed that a holistic approach to monitoring the recruitment, deployment and retention of teachers was essential in the broadest sense of managing teacher education and in addressing specific issues raised by the equity agenda.

In this sub-theme discussion particular attention was given to the issue of ‘language of instruction’ and the impact this had on teacher effectiveness and pupil learning. The VSO Tanzania experience showed that the move from primary instruction in Kiswahili to secondary instruction in English disadvantaged many pupils. Numerous examples from other countries were quoted where choice of ‘language of instruction’ had disadvantaged certain social groups. The sub-theme group recognised that this was a complex issue; mother tongue was represented by tens or even hundreds of languages in some countries. It was considered important enough, however, to require more detailed investigation. The group noted as well that colonial vestiges in terms of implicit and explicit values could be identified in the contemporary debate about equity. It was seen as important to rigorously scrutinize the processes and structures of teacher education, including prevailing pedagogic orthodoxies, to tease out inequitable assumptions and practices.

Although there were many challenging tasks to be addressed the sub theme group felt that there were a number of working initiatives that could be drawn on in the development of policy. Examples included developing specific practices to ensure equal opportunities for women and men in respect of appointments and promotions, using monitoring processes within teacher education to check on equity issues, developing clear local governance structures to support new teacher education initiatives, the use of local languages in the teaching of the basic education phase and the development of comparable data around key aspects of teacher education as an aid to ‘in country’ policy reform.

### Sub-theme 4 Teacher education management in Post-conflict and Post-Disaster (PCPD) contexts

The opening forum presentations by representatives of the DRC provided one reference for discussion in this sub-theme. Greater detail was given in this sub-theme of the nature of the post conflict and post disaster situation in DRC and the attempts being made to address this particular challenge. These included

- providing specialist support for teachers working with children in trauma
- working alongside UNICEF to provide specific professional development activities for teachers working in camps for displaced people
- supporting the work of the Association for Social Development and Safeguarding of the Environment through geographically identified ‘zones of intervention’

Accounts were also given of the situations in a number of other countries. In Angola, for example, national policies had been aimed at enrolling in school at least 80% of the children previously excluded by conflict. Between 2002 and 2008 the number of primary classes grew from one and three quarter million to just under 4 million and the number of teachers being

trained doubled in the same period to meet the supply needs of the expansion. Countries such as DRC and Angola were making education a focal point of post-conflict reconstruction.

A systematic approach to the post-conflict stabilization, developed by the Varkey Gems Foundation, was described in some detail. Building on experience in countries such as Uganda the Foundation through philanthropic and public private partnerships has created a three phase strategic approach to PCPD planning. Phase 1 involves the drawing up of a needs assessment plan orientated towards implementation priorities. Phase 2 addresses the most urgent needs (infrastructure, staffing) to ensure that schools can open. Phase 3 focuses on urgent transition needs once the schools are open (registration of staff and students, resource and textbook provision). Post Phase 3 an ongoing needs assessment process informs longer term sector development. Any Ministry of Education working within this framework could call on external support to create an education stabilization team with the task of implementing the different phases

The evidence from Uganda suggested that schools that had access to the processes of stabilization were performing significantly better than those outside the process. The involvement of the Head teacher was particularly significant. The experience of this work suggested a series of lessons for working in PCPD situations. These included

- ensuring the stabilization plan coherently integrates the work of NGO's (especially given the immediate influx of NGO's following the resolution of conflict or in the aftermath of disaster)
- focussing on long term planning for teacher stability.
- developing plans systematically in ways that are sustainable and not reliant on international support

and the lessons learnt from the experience in Uganda were seen as

- develop programmes that do not just depend on specific initiatives reliant on international aid
- be clear about the accountabilities of parties when developing partnerships
- have a clear knowledge and understanding of the geographical remits of NGO's and how they work specific programmes
- be very clear about the work conditions/contracts/expectations/training experience of teachers and other educational personnel involved
- put in place long term co-ordinated plans to secure teacher supply
- strengthen the 'upstream' and 'downstream' capacity of the ministries involved

Members of this sub-theme felt that this sort of approach offered possibilities for developing general guidance and advice that could be made available for governments needing to develop policies and strategies in PCPD contexts.



Participants to the sub-theme provided further evidence of the problems associated with poor co-ordination between government departments, agencies and NGO's in PCPD situations which could be overcome if the planning model developed in Uganda was more widely adopted.

A contribution from the Cote d'Ivoire drew attention to the need to plan for remedial and 'catch up' programmes for students who had missed significant periods of schooling. Another contribution from Mali stressed the importance of rethinking curriculum to focus on the most important 'minimum' teaching and learning needs.

The sub-theme discussion explored the wider conceptualisation of PCPD education and the implications for teachers. To what extent, for example, does the school curriculum and the teacher's pedagogic approach contribute to preventing the sorts of conflicts discussed by the group? There were many examples of peace education initiatives, citizenship education, human rights programmes and programmes with other names but all seeking to establish social cohesion. To what extent could general lessons for teacher education be drawn from these experiences? There were also 'within conflict' programmes from which lessons could be drawn. The sub-theme received a presentation describing a joint Arab-Israeli teacher education and training course that had been set up by Seminar Hakibutzim College of Education in Israel. Students from both Arab and Israeli communities came together to 'reinforce a culture of peace through education.' They worked jointly on a number of projects that reflected the ideas the UN 2001-2010 'International Decade for the Promotion of a Culture of Peace and Non-Violence for the Children of the World.' The subsequent sub-theme discussion pointed to the importance of initiatives such as this one and there was speculation as to how it could be replicated in other contexts.

The sub-theme discussion sought to summarise the presentations and debates. Four broad themes were identified as central to any strategic planning for PCPD. These were (i) the re-establishment of professional support for teachers (ii) the judicious deployment of teachers and careful remediation planning to ensure learners covered missed ground (iii) the modification of curriculum to take account of the type of support needed by child victims of PCPD and (iv) the rebuilding of school infrastructure.

The discussion emphasized the importance of governments governmental strategic planning. Presentations to the sub-theme had provided examples of the sorts of techniques and approaches that could be used, including

- the development of needs analysis frameworks
- the mapping of the involvement of all stakeholders and the establishment of a governance structure to support all activities and interventions
- leadership development to support programme implementation

The sub-theme recommended that further governmental support and guidance should be developed in the situations affected by conflict. The incorporation of strategies for disbursing

financial support was seen as of particular importance and the group felt that national planning by any country needed replication at the regional, local and school level. The group believed it was important to assert that good strategic planning in PCPD contexts and careful attention to the role teachers could play, often represented a 'life saving' process.

The discussion had brought out a number of examples of approaches and strategies that had worked and had strong potential if applied in other comparable situations. These included the professional development interventions for teachers working with children in trauma, the phased approach to systematic planning to post-conflict stabilization, the creation of remediation programmes for children who had missed significant periods of schooling and the use of teacher training to bring together trainees and teachers from different communities experiencing conflict. All of these could be introduced into the explicit planning and coordination processes that the group felt were so essential in post-conflict situations.

## A note on the 'Market Place' sessions

Between the group sessions and the closing plenary a number of optional 'market place' sessions were available to forum participants. These sessions provided participants with the opportunity to hear in more detail about

- the work of the UK based Voluntary Services Overseas (VSO)
- the programmes of activity developed by the UNESCO Institute of Statistics
- the teacher education and training work of Humana People to People

## RECOMMENDATIONS

In making recommendations for action the forum was aware of the need to identify key teacher education management concerns with which the Task Force and the network of members (governments and other organisations, agencies) could realistically be expected to engage. One group leader pointed to the need ‘to distil the essence of an issue and problem.’ The recommendations, therefore, represent such a distillation of ideas and do not seek to comprehensively describe the full richness of the many insightful and stimulating presentations and contributions within each of the sub-themes. In making the recommendations the forum also took account of the remarks of joint chair of the Task Force at the opening ceremony when he pointed to the need to direct action on issues that would make a significant difference to the recruitment, retention and education of teachers.

The recommendations, ten in all and drawn from a synthesis of group reports and plenary presentations, are focused on issues that the forum deemed of major importance. The investigation and further analysis would, participants believed, contribute to the creation of a stronger social dialogue between the key stakeholders involved in the management of teachers and teacher education

A number of the groups suggested specific approaches to investigations, research and enquiries into these different issues. This set of recommendations does not attempt to prescribe the methodology that might be adopted, seeing that as an issue for the Task Force members and Secretariat. The recommendations do identify areas where evidence needs collection and synthesis (perhaps through the bringing together of existing research evidence). Such evidence would need to include judgments about any capacity building requirements as well as the criteria by which a clear articulation of ‘effectiveness’ could be established. The recommendations are aimed at a further deepening of the evidence based approach of the forum, namely ‘what works, why and for whom?’

The recommendations are set out below with a brief commentary that gives further background on the forum deliberations.

**Recommendation 1. To further investigate the management and planning of the content of initial teacher education particularly as this relates to the development effective classroom practices.**

All four sub-themes addressed this issue. It was noted that successive Global Monitoring Reports had called for the reform of the content of initial teacher education to make it more practically relevant to the classroom tasks of the teacher. Yet, as the forum perceived the current situation, much pre-service content was orientated to the disciplines of education and associated theoretical positions without any connection to the key or core classroom skills and knowledge needed by beginning teachers. Such courses were also used in upgrading programmes for unqualified or under qualified teachers for whom the content appeared even more irrelevant.

The forum heard descriptions of courses where the practical component, that is experience in schools, was very small indeed. The comment was made that, in some parts of the world, governments were beginning to insist on a required and significant period of training in school. The move towards assessing the practical ‘outcomes’ of training was seen as one way of addressing this challenge and there was now significant global experience of this approach.

The reasons for the slow pace of change were considered. One suggestion in one sub-theme was that the staffing structure of colleges and universities matches the traditional teacher education curriculum; attempts to change this render some roles redundant and require new sets of skill and experience from teacher educators. In this context it was predictable that there would be resistance to change. It was observed that little attention was paid to the training of teacher educators. The forum felt that this was one of the key issues in the management of teacher education. Whilst respecting the need for each country to have autonomy in course and content design it was felt that the development of some criteria against which existing courses could be evaluated would be of value. Such criteria could also be used in the design of new courses and in reviewing the regulatory frameworks used in a number of countries. The dissemination of case studies of courses and programmes that gave an important place to ‘competence in practice’ was also considered. In one group the reflection was heard that in other professions, medicine and law were mentioned, practical work had an important role in training. Could teacher education replicate this?

**Recommendation 2. To review the management and identification of the content and delivery of in-service teacher professional development programmes.**

This issue was also considered in each group and was seen as a priority. For many participants professional development lacked coherence, with many teachers, particularly those in remote rural areas, having no access to support at all. There was a general acceptance that short courses away from school had little or no impact on classroom effectiveness although this continued to be the main approach used in many countries. In one sub-theme group participants were told of countries where 80% of the in-service budget went on buses and food. There was a strong interest in developing more diverse forms of professional development and accounts were given of effective supported school based modes of training. Accounts were also given of the way in which online resources could provide a basis for school based developments. The forum felt that the stronger articulation of such new approaches to professional development might both broaden access and lever up quality. It was noted that there were now sufficient examples, including those that had been described in the forum, to enable the drawing up of models or frameworks that could help policy makers in moving away from the course based approach.

**Recommendation 3. To examine the diverse ways in which governments had successfully sought to manage and improve teacher recruitment and retention through interventions to improve working conditions and the general quality of professional life (including professional development).**

A recurrent issue across the forum was the precarious, and for many, the deteriorating status of teachers. The data on teacher effectiveness showed that, in many countries, a large number of pupils were failing to meet even basic levels of literacy and numeracy. Teacher absenteeism was endemic in many countries. The forum heard that absentee rates were running at 25% or above in a number of countries. There appeared to be little attempt to address such problems through continuing professional development. In this context it is unsurprising that parental and community views of teachers were becoming increasingly negative. One participant described a workshop with children in south-east Asia where children created models of their ideal teacher. The top attribute was that the teacher would be present in the classroom. The second most important attribute, for these children, was that the teacher would be teaching them and not talking on a mobile phone.

The forum also accepted that the poor conditions in which many teachers worked was likely to lead to aberrant behaviour. The forum was interested in attempts across the world to address the problematic professional lives that many teachers led. It was suggested that the development of a record, even taxonomy, of the different strategies with proven effectiveness could be a useful guide for key stakeholders such as governmental and regional policy makers, private employers of teachers and teachers unions.

**Recommendation 4. To examine the quality of the working and professional lives of women working in rural areas and the impact this has on their effectiveness and motivation.**

The forum perceived the situation of women working in rural areas as one of the more potentially problematic teaching situations. It also noted that attracting teachers to work in rural areas was, for many countries, one of the major deployment challenges. The forum perceived this issue as having two dimensions. The first was the issue of making access to teaching a feasible and attractive option to women already living in rural areas. The second was making a move to a rural teaching post an acceptable option for women. These were a specific issue that had linkages with recommendation 3 above. In what ways could the professional lives of women teaching in rural areas be improved? What barriers to improvement currently exist? Do women in these situations have a voice? In what ways could initial training and continuing professional development programmes prepare women for teaching in rural schools?

**Recommendation 5. To examine the impact of policy decisions about ‘language of instruction’ on teacher effectiveness and teacher motivation**

There was considerable discussion of this issue, particularly in sub-theme 3. It was noted that most of the research and analysis had focussed on the impact of ‘language of instruction’ on pupil achievement. It was felt that for many teachers that the choice of language had a major impact on their professional lives. It would be of value, therefore, to explore those studies, where such exist, that adopt a teacher perspective on this issue.

**Recommendation 6. To establish a data collection process that allows the monitoring of teacher recruitment, retention and education in ways comparable to that currently in place for pupil enrolment**

The forum was impressed by the presentations by the UNESCO Institute for Statistics. It was noted that significant data already exists and that work is in hand to further improve and refine collection processes ( for example in the area of qualified teacher status). This work was seen as of prime importance in national and international terms. It was thought that an annual reporting structure would allow the monitoring of trends and the use in specific policy areas (equity issues were one example quoted). Some participants commented that although the GMR’s did address teacher issues this was not done in a systematic way year on year. The GMR’s could be a useful forum for systematically tracking teacher issues.

**Recommendation 7. To work with national governments to improve data collection and analyses at a national level comparable to that suggested in recommendation 6, such work it was recommended should extend to technical support in the development of national policies and strategies around all aspects of the work of teachers.**

Managing all aspects of teacher policy, the forum believed, required a good foundation in data. Managing, for example, teacher upgrading programmes necessitates a firm grasp of the numbers involved, how these figures would evolve over time and the capacity of the training systems to respond. Many countries said they would welcome support in the rigorous collection of data and its use in the building of teacher policies and strategies.

**Recommendation 8. To provide support to build, manage and implement teacher education programmes in Post-Conflict Post Disaster (PCPD) contexts.**

The forum was greatly interested in the different accounts of actions to create forms of continuing professional development programmes that focused on the teacher role in PCPD situations. It was felt that this experience should be collected and analysed in a way that that would be of value to groups (Ministries, NGO’s) who have to take on such responsibilities. Participants suggested that content frameworks and case study material could contribute to such guidance. It was also suggested that new forms of information and communication technologies might be exploited in imaginative ways in these contexts.



**Recommendation 9. To set out proposals, in the context of recommendation 8, for structures of inter-agency management and co-operation in supporting teachers in PCPD situations**

The forum had heard a number of accounts of the failings of co-operation between ministries and agencies responsible for supporting teachers in PCPD situations. The forum also heard accounts of systemic approaches to ‘managing co-operation’ that, if reformulated in terms of general advice and guidance, could be of considerable assistance to governments handling comparable situations in the future.

**Recommendation 10. That the Task Force establish a dialogue with the research donor community to seek to make the issue of teachers and teacher education a much higher priority in the commissioning and funding of research addressing education and development.**

Some participants were of the view that the funding of research into education and development in no way matched the very significant resources allocated to education by national governments and international aid agencies. The forum generally felt that research on teachers, particularly the challenges and problems discussed at this Kinshasa meeting, should be significantly enhanced. The establishment of a dialogue with key players in the funding of research would, it was felt, have the potential to (i) establish a much stronger conceptualisation of the nature of research about teachers and (ii) create, in the post 2015 context, a much stronger evidence base than currently exists.



## Policy Dialogue Forum

of the International Task Force on Teachers for EFA

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

## Programme

27-28 November 2013

Kinshasa, Democratic Republic of Congo (DRC)

Organized by the International Task Force on Teacher for EFA and the Government of the Democratic Republic of Congo and UNESCO

With the support of BMZ Federal Ministry for Economic Cooperation and Development et Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Education International (EI).

## 6<sup>th</sup> Policy Dialogue Forum of the International Task Force on Teachers for EFA

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

Kinshasa, DRC – 27<sup>th</sup>-28<sup>th</sup> November 2013

#### Programme

##### 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. 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, **subsequent sessions (3-5)** on each sub-theme will:

**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 4) and 5), participants will identify and synthesize key issues and trends and propose conclusions and recommendations for each sub-theme.

#### Session 5a:

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 of action** to be presented and approved at the closing plenary session with all participants. Such 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 to incorporate recommendations on teacher education management as relevant to the three main lines of action of the International Task Force on Teachers for EFA new strategic plan (2014-2016): advocacy and coordination with global initiatives; knowledge creation and sharing; country support.

#### Session 6: 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: 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

Adoption of recommendations and Action plan

Closing Ceremony

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



## 4. Structure of Programme

Time	Day 1 – 27 November 2013			
8:00-8:45	Registration of Participants			
8:45-9:15	Official Visits to the Exhibitions			
<b>Opening Ceremony</b>				
9:15 –10:15 (60min) Salle Congo	<p><b>Welcoming Speech</b> Host Country Official (3mn)</p> <p><b>Presentation of the International Task Force on Teachers for EFA,</b> Co-chair of the International Task Force on Teachers for EFA (10 min)</p> <p><b>Presentation of the 6<sup>th</sup> Policy Dialogue Forum –</b> Head of the Secretariat of the International Task Force on Teachers for EFA (10 min)</p> <p><b>Word of Solidarity – OIF (5 min)</b></p> <p><b>Message from UNESCO (Representative of the Director General )</b> David Atchoarena, Director of the Division for Teacher Development and Higher Education (10 mn)</p> <p><b>Message from the Commissioner for Human Resources, Science and Technology of the African Union Commission (10 min)</b></p> <p><b>Opening Speech - Minister Maker Mwangu Famba, Ministry of Primary, Secondary and Professional Education of the Democratic Republic of Cong (20mn)</b></p>			
10:15 –10:45	Coffee break			
<b>Session 1: Plenary</b>				
10:45 –12:45 (120min) Salle Congo	<p><b>Management of teacher education in DRC as related to the four sub-themes of the forum</b> <i>Prof Mukendi: General Introduction</i> <i>Sub-theme 1: Prof. Kabamba Sub-theme 2: Albert Udiekila</i> <i>Sub-theme 3: Gaby Kayembe Sub-theme 4: Mme Makaya.</i> <i>Synthesis: Mme Francine Tshizanye</i></p>			
Moderator:	Mme Ibangu			
12:45 – 14:30	Lunch break			
<b>Session 2: Panels by Sub-themes</b>				
14:30 –16:00 (90min)	Structures, Content & Outcomes Salle: Kasasai 1	Attracting & Retaining Teachers Salle: Kasasai 2	Equity Salle: Lubumbashi	Post-Conflict and Post- Disaster (PCPD) Salle: Congo 2
Facilitator:	Mr. Muhammed Junaid	Mr. Dennis Sinyala	Mr. Gina These	Mr. Arnaldo Nhavoto
16:00 –16:30	Coffee break			
<b>Session 3: Connections between the case of DRC and the Panels</b>				
16:30 -17:30 (60min)	Structures, Content & Outcomes	Attracting & Retaining Teachers	Equity	Post-Conflict and Post- Disaster (PCPD)

Time	Day 2 – 28 November 2013			
<b>Session 4: Analysis - What works, why and for whom?</b>				
08:45 – 10:15 (90min)	Structures, contents & outcomes	Attracting & Retaining Teachers	Equity	Post-Conflict and Post- Disaster (PCPD)
10:15-10:45	Coffee break			
<b>Session 5: Synthesis - Key Issues, trends - conclusions/recommendations</b>				
10:45 – 11:45 (60 min)	Structures, contents & outcomes	Attracting & Retaining Teachers	Equity	Post-Conflict and Post- Disaster (PCPD)
11:45 – 13:00 (75 minutes)	<b>(Session 5a - preparation)</b> Rapporteurs & Facilitators: Preparation of group reports Task Force Secretariat: Plan of Action		Other participants: • Networking • Market Place	Market Place events: VSO International Humana People to People UNESCO Institute of Statistics (UIS) World Library of Science - UNESCO
13:00 -14:00	Lunch Break			
14:00 -15:00 (60 minutes)	<b>(Session 5a - preparation) continuation</b>			
<b>Session 6: Plenary – Group reports</b>				
15:00 –16:00 (60 min) Salle Congo	Group reports and discussion (2 themes): Structures, Contents & Outcomes Attracting and Retaining Teachers			
Moderator				
Rapporteurs				
Coffee break				
<b>Session 7: Plenary – Group reports</b>				
16:30 -17:30 (60 min) Salle Congo	Group reports and discussion (2 themes): Equity Post-Conflict and Post- Disaster (PCPD)			
Moderator				
Rapporteurs				
<b>Session 8: Closure</b>				
17:30 –18:00 (30min) Salle Congo	Adoption of recommendations and action plan Closing Ceremony			
Closing by	International Task Force on Teachers for All: Co-chair			



## List of Participants 6th Policy Dialogue Forum Kinshasa, DRC, 27-28 November 2013

## Focal Points/ Invitees

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