



Professional standards for Basic Education
teachers in West and Central Africa : Expert meeting
and regional technical workshop

Normes professionnelles pour les enseignants de l'éducation
de base en Afrique de l'Ouest et du Centre : Réunion d'experts
et Atelier technique régional

TALENT Inaugural workshop
24-28 October 2016, Dakar, Senegal
in collaboration with CONFEMEN-PASEC, Unicef, ANCEFA, REESAO and the Regional Coordination Group on SDG4.



Final report

26-28 October 2016
DAKAR, SENEGAL

REGIONAL WORKSHOP ON PROFESSIONAL STANDARDS FOR BASIC EDUCATION TEACHERS
IN WEST AND CENTRAL AFRICA
TALENT 1/SDG4 network inauguration
26-28 October 2016
Dakar, Senegal

CONSOLIDATED WORKSHOP REPORT

INTRODUCTION

This report provides an account of the regional technical workshop on professional standards for basic education teachers in West and Central Africa held from 26 to 28 October 2016 in Dakar, Senegal.

I - STRATEGY

1. Objectives of the workshop
 - Clarify linkages between, harmonize professional standards identified and review initial and continuous teacher training programmes;
 - Bring all countries to the same level of information as to the different initiatives underway in West and Central Africa to enhance the quality of teaching and learning, including those relating to the development of national and regional qualifications frameworks for basic education teachers in particular.
2. Expected outcomes:
 - The TALENT network is officially launched and regional stakeholders as well as beneficiary member States are familiar with its activities;
 - Priority areas and activities of the network are validated by all stakeholders;
 - National platforms have a better understanding of linkages and complementarities between the different initiatives underway in West and Central Africa to enhance the quality of teaching and learning;
 - Capacities of national authorities (ECCAS countries in particular) are strengthened for the development of professional qualifications frameworks;
 - Participating countries prepare their roadmaps with a view to developing benchmarks for qualification and initial and continuous training for basic education teachers;
 - Partners agree on a roadmap for joint action in support of countries concerned.

3. Participants

The workshop was attended by 76 participants from about twenty countries in the ECOWAS and ECCAS regions (Benin, Burkina Faso, Cabo Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo; Angola, Burundi, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of Congo, Equatorial Guinea, Gabon, Sao Tomé and Príncipe and Rwanda) and development partners delivering assistance on issues relating to teacher quality (ECOWAS, UEMOA, ECCAS, regional and international experts, Education International).

4. Workshop process

Working along the principles of the appropriative model, the workshop adopted an approach alternating between information sharing, group work and plenary discussions for clarification, knowledge cultivation and contribution purposes. This helped to activate socio-cognitive or interpersonal “**conflicts**” with the aim of modifying or enhancing individual representations.

II – SUMMARY OF PROCEEDINGS

OPENING CEREMONY

Three addresses were delivered.

Professor Advertus Orea Wright, representing the Minister of Education of Liberia, welcomed all participants on behalf of his country and the President of the Republic and wished every success to the meeting.

Professor Abdoulaye MAGA, representing ECOWAS, thanked and encouraged the organizers on behalf of ECOWAS, an active partner in the development of the basic education sector. In this respect, he recalled that ECOWAS organized a workshop on the harmonization of the basic education system and was consequently looking forward to the outcome of this meeting in order to develop implementation strategies in the various countries.

Ms. Yumiko YOKOZEKI, Director of UNESCO IICBA, Addis Ababa, expressed great enthusiasm with regard to the inauguration of the TALENT network. She then recalled a few major challenges to be addressed in the wake of the education crisis: (i) ill-adapted content; (ii) unprepared or ill-prepared teachers; (iii) an unfavourable learning environment; (iv) poor results among students (see PASEC evaluations). In light of this situation, effective organisation is required as well as mutual commitment for a suitable response to reach SDG4 through implementation of a more appropriate pedagogy. Ms. YOKOZEKI then pointed out that the time had come to capitalize on the various activities conducted and propose a resource package in addressing the professionalization of basic education teachers in West and Central Africa in terms of standards and a common vision. Finally, Ms. YOKOZEKI **reaffirmed UNESCO's** commitment to advocating with all strategic partners and policy makers.

Working sessions then commenced.

SESSION 1: Overview of the learning crisis in West and Central Africa (*moderated by Professor Abdoulaye MAGA, ECOWAS representative*)

Three presentations were made providing an overview of the teaching and learning environment in West and Central Africa and clarifying how the **Teaching and Learning: Educators' Network for Transformation** (TALENT) intends to address the situation within its areas of competence.

The presentation by Mr. Patrick NKENGNE, Education Policy Analyst – UNESCO-IIEP/Pôle de Dakar on “The learning crisis in West and Central Africa” **revealed that** 124 million children and adolescents are out-of-school and that this figure was on the rise. The recruitment of a large number of teachers is required to bring these children to school. The level of learning achievements is inadequate and after complete primary schooling, many children still do not have basic skills in reading and math. The teacher is a key element in the education policy, whereas in Sub-Saharan Africa, 70% of countries are faced with an acute shortage of teachers, and up to 90% in the secondary education sector.

It is therefore essential to massively recruit and train teachers not only because a significant proportion struggle with concepts and curriculum particularly with regard to math, but above all, due to the fact that improving student learning is dependent on better teacher qualifications. It is also necessary to ensure effective management of teachers (**recruitment policy/attractiveness of the profession, career plan, allocation and utilisation...**), **increase the capacities of** teacher training institutions (physical, human and material), and challenge teacher qualifications processes in an effort to develop a qualifications framework which takes into consideration teaching practices in the workplace.

The presentation by Ms. Caroline SCHMIDT, UNHCR, entitled “Living up to the task – providing education for refugees together” highlighted that 263 million children and adolescents are outside of school and 20% of school time is lost each year. Only 50% of refugee children have access to primary education, of which 22% reach the secondary level and only 1% attend a university. Refugee children are confronted with several complex issues (language, mobility, **protection...**). UNHCR priorities therefore include achieving SDG4, maintaining children in school, ensuring inclusion, and contributing to more effective frameworks for the development of basic education norms and standards.

The presentation on “**Teaching and Learning: Educators’ Network for Transformation (TALENT)**” by Valérie DJIOZE-GALLET, Coordinator of the TALENT network for UNESCO underscored that this network was established to serve as a thematic platform under the West and Central Africa Regional Coordination Group for the implementation of SDG4/Education 2030 Framework for Action.

Its activities focus on research, knowledge sharing and capacity building.

The network targets countries in West and Central Africa and is based on a theory of change in which improved teaching and learning, including the mastery of foundational skills, is contingent upon three key levers (network capital, knowledge and capacity). The combination of these levers will strengthen the education systems of the region.

TALENT is not a project but rather a collaborative platform which encourages pooling of efforts. It is a work and learning community where the overarching theme **is to “draw on the best strategies for children to learn more and better” because it is in the “classroom”** that the impact of programmes is felt, the effectiveness of pedagogical methods is proved or disproved and where learners are motivated to participate and learn how to learn.

TALENT focuses on several areas including support to teachers for their professionalization, the institutional environment, monitoring the quality of learning, etc.

The network supports the sharing of expertise and experiences, production and sharing of new knowledge, capacity building and advocacy with leaders. Human and financial resources of the network are currently provided by the various partners. Since its establishment in June 2016, TALENT has achieved quite significant results including:

- ❑ Establishment of a dynamic partnership between UNESCO, UNICEF, CONFEMEN, ANCEFA and REESAO
- ❑ Organisation of activities in its three intervention areas: i) Sharing of experiences, Reflection and Advocacy on measuring early learning quality and outcomes (Regional technical workshop on 27 and 28 July 2016 in Dakar): 70 participants from 6 countries, 13 international and regional organisations including civil society and research institutions; ii) knowledge production: Review of learning assessments conducted in the past 10 years in West and Central Africa; and iii) Capacity building: Regional technical workshop on professional standards for basic education teachers in West and Central Africa – Inaugural workshop
- ❑ Creation of an online platform for knowledge sharing (resource portal with over one hundred technical resources).

During ensuing discussions, several issues were highlighted and the following answers provided:

Type of teachers recruited: “**not everyone is meant to be a teacher**”. In light of the increasing number of students and the acute shortage of qualified personnel, there are consequently trained and certified teachers, trained and non-certified teachers and teachers with no initial training. It is therefore important to reflect on and establish a criteria-based taxonomy by determining entry and exit profiles and move forward to qualification.

Modern technology is a valuable contribution for work simplification, incorporation of tools, expansion of the target and adaptability. With the use of tablets, ICTs offer the possibility to upload manuals and thereby increase their accessibility and shelf life, however the challenge lies in their utilization, functionality, accessibility and maintenance.

Prioritization and classification of education-related issues. Factors which are relevant to the resolution of quality-related issues are varying in nature. It should become customary to conduct testing and adopt decisions based on results achieved. One can also observe and emulate best practices and successful experiences in other countries/zones with reference to similar concerns. Take time to test.

Training of teachers in refugee camps. UNHCR has a strong interest in innovative approaches: for instance, the use of mobile phones to read manuals, or television to simultaneously teach/learn in different classrooms at different sites. UNICEF has done a remarkable job in training teachers on monitoring of and providing psycho-social support to children. UNHCR supports teacher training in certain countries such as Nigeria; however, resources are insufficient.

Creating a healthy and protective environment for children is fundamental, and the classroom constitutes a key element in guaranteeing this psycho-social support.

SESSION 2: Panel discussions (Session moderated by

The objective of the first panel (PANEL 1) entitled “What is the purpose of professional standards for teachers?” was to familiarize participants with several perspectives on the usefulness of standards as well as on issues and challenges relating to these tools.

Panel members included Ms. Anne-Marie CHARRAUD, former teacher and specialist in professional qualifications, Ms. Assibi NAPOE, Chief regional coordinator of Education International (EI) and Prof. Steve NWOKEOCHA of the Africa Forum of Teaching Regulatory Authorities (AFTRA). Discussants included Ms. Fatimata BA-DIALLO of CONFEMEN, Mr. Labass DIALLO of the CONFEMEN-PASEC programme and Prof. Abdoulaye MAGA, ECOWAS Director of Education.

The following conclusions were reached:

Definition of the concept of professional standards: a standard is an accepted benchmark, negotiated among stakeholders for their common use. Professional standards for teachers are therefore references which will indicate the core benchmarks for the recognition of teachers as professional workers.

Differing concepts between Francophone and Anglophone countries: In Francophone countries, standards are prescriptive whereas in Anglophone countries they are considered as recommendations. A common understanding as well as harmonized contents based on well-defined criteria is required, albeit there may be differences during implementation as a result of national/local specificities.

Key elements of standardization: Standards are underpinned by three pillars. First of all, there is the *description of what the teacher should do*: a profile negotiated among the different stakeholders who will be using this teacher resource; these are the skills required to practice the teaching profession. Then there is the *definition of the professionalization process for the individual concerned* in terms of (i) training, which constitutes the core, (ii) evaluation of learning achievements, and (iii) verification of the ability of the individual to make use of what has been learned (competences); this process includes initial and continuing training in a continuum of professional development. Lastly, there is the *set of rules between the employer and the employee*, with all their complexity in terms of recruitment, wages, etc.

Standards for what purpose? : Objectives are three-fold. The first is to establish harmonized and consensus-based teacher training mechanisms/strategies; the second is to determine the specific duties of the teacher; and the third to enhance the employability and mobility of teachers (teachers without borders).

Expected impact of standards: Standards very often involve a harmonization framework, benchmarks, a code of ethics to ensure career advancement (through status, remuneration), and leadership at the teacher level. They ensure accountability of the teacher to the community. Standards may lead to the establishment of a professional association of teachers to safeguard their dignity, ensure respect for the values they embody and for the profession and hence build trust between the teacher and the community.

Standards management conditions: standards should be developed, monitored, evaluated and revised based on consensus (by establishing social dialogue) and supported by a clear demonstration of political will by the authorities.

Discussants were of the view that consideration should also be given to living and working conditions of the teacher, as these variables can significantly impact professionalization. They emphasized the need to establish common standards taking into account the issue of **“norms and standards” in order to encourage mobility and share knowledge and best practices** in the ECOWAS region.

The general discussions which followed focused on key issues including:

i) Clarification of the concept of qualification which may relate to two notions: qualifications at the professional level on the one hand, assessing the competence of the teacher as evidenced by a professional diploma, and academic qualifications demonstrating knowledge at the academic level and evidenced by an academic diploma.

ii) Differences in understanding between English and French and with regard to the terms used by different people within the same language group. **The terms “norms”, “standards”, “certificates”, “qualification” and “certification”** are used in everyday language in a vague and often incoherent manner. This is an issue which should be fully addressed in order to develop common standards and norms that are understandable to all. An initial step would be to develop a harmonized and consensus-based technical lexicon to avoid interference and confusions with everyday language.

The second panel (PANEL 2) was entitled: *Where West and Central Africa are now: Promising practices for the development of professional standards for teachers*. Panel members included Ms. Adriana VALCARCE (UNICEF WCARO) and Mr. Jean Adotevi and Ms. Rokhaya Diawara for UNESCO.

The first panel member provided an overview of the community preschool approach in the Department of Sédhiou which consisted of identifying preschools based on the different models (public, private, community and religion-based) with the aim of developing the preschool map of Senegal (a similar project was also conducted in Cameroon). She highlighted that 44 mayors in the Department made commitments to support polyvalent facilitators. Communities invest in infrastructure development (sheds, desks and benches, equipment). Education authorities provide short initial training for facilitators. Partners support the development of manuals and learning aids and materials. The limits of this experiment relate to inadequate baseline data, the need for specific training of preschool teachers and job insecurity.

The second presentation was on the “Harmonized/common guidance framework for the professionalization of basic education teachers in West and Central Africa” to be finalized in 2017 by UNESCO offices in West and Central Africa. This guidance framework will allow States in the region to develop a series of technical resources so as to move forward in the professionalization of basic education teachers according to their own pace, specificities and political ambition while encouraging mutual recognition of teacher qualifications within the same regional area. About seven documents make up this guidance framework and some are already available or in draft form:

- Document i: Introduction/Conceptual framework
- Document ii: Curriculum guidance framework
- Document iii: Professional standards for basic education teachers
- Document iv: Training programmes/pathways to professionalization
- Document v: Management / allocation
- Document vi: Package implementation framework
- Document vii: Resource package management

General discussions following these presentations focused mainly on the preschool sub-sector, the final year of which represents the first year of basic education. The following issues were discussed: The need to identify reasons why countries engage with difficulty in preschool development, the lack of data on costs and number of pupils, lack of control of preschool impact on childhood development and academic success, the inadequacy of existing models in relation to demand, the importance of heightening the awareness of central and local level authorities on the positive effects of preschool (internal efficiency, academic success, development of life skills...) to engage stakeholders in developing the sub-sector, the need to conduct further research and reflect on technical aspects, and ensure more reliable planning to re-focus education policies for the development of the preschool sub-sector.

SESSION 3: Consultation on the objectives of TALENT and its work priorities

During this session, participants reflected on TALENT thematic areas and gave their perspective on the type of support expected to be received from TALENT in terms of knowledge production and sharing, capacity building, advocacy and communication. TALENT works in 5 thematic areas. **The first thematic area being “Professionalization of teachers”** as well as the key subject of this three-day workshop, the consultation session thus focused on the other four thematic areas of TALENT, namely:

1. Data to support instructional processes
2. Learning barriers and stakeholder participation
3. Quality assurance of teaching and teacher training
4. 21st century competences in the African context

Four working groups were established with the following guidelines: 1) Based on your national or organizational context, list the three major issues in this area which, in your opinion, should be reflected and/or acted upon by the TALENT network in the 2017-2018 period; 2) What type of action(s) would you recommend?

Results of group work are summarized as follows:

Thematic area: **“Data to support instructional processes”**

Priority issues to be addressed: 1. The urgent need and responsibility for dealing with issues identified during assessments in order to inform policy decisions; 2. Transformation of assessment results into policies that bring about change; 3. Engage all stakeholders in the entire learning assessment process – from design to implementation and dissemination of results. Consultation among all stakeholders upstream and downstream; 4. Lack of precise data leads to poorly-informed policy decisions – methodologies are ineffective, quality data is insufficient and data collectors are inadequately trained.

Table of recommended actions:

| | Knowledge production and sharing | Capacity building | Advocacy and communication |
|---|---|---|--|
| 1 | Production of an assessments inventory per country that is simplified and translated into local languages to ensure widespread dissemination | | Advocacy with TFPs for the translation of assessment results into education policies |
| | Support for the presentation of results at the decentralized level | | |
| 2 | Encourage TALENT to work with and support initiatives such as the school report cards / to engage all local stakeholders including parents in gathering data on the structural quality of schools | Classroom training of civil society organizations in and around schools (trade unions, schools, parent-teacher associations, media) to facilitate understanding and interpretation of assessment results and the rationale behind assessments | Involve all stakeholders in the sector-based planning process – make public the information to ensure access by stakeholders concerned |
| | | Training of stakeholders on the utilization and translation of results into policies and actions | |
| 3 | | Coordinate support to countries planning to establish national assessment units | |

Thematic area: **“Learning barriers and stakeholder participation”**

Priority issues to be addressed: 1. Quality of learning environment; 2. Inclusion; 3. Voice of teachers, pupils and civil society

Table of recommended actions:

| Knowledge production and sharing | Capacity building | Advocacy and communication |
|--|--|---|
| 1. Quality of environment | | |
| Conduct a study on learning conditions to identify | Strengthen the capacities of institutions in charge of | 1. Creation of a safe environment in terms of school infrastructure adapted to teaching and |

| | | |
|--|---|---|
| obstacles, impeding factors and barriers to learning | producing teaching materials to promote the development of manuals which reflect and incorporate local realities rather than importing them | learning; 2. Construction of special classrooms (equipped lab) to teach science subjects |
| 2. Inclusion | | |
| Development of modules on inclusive education, special education, gender | Training of teachers on inclusive and gender-sensitive education, and on education for special-needs learners (children with disabilities, refugees...) | Advocacy for: 1. integration of concerns of special-needs learners into education policies, plans and programmes, e.g. facilitate access for learners with disabilities to school infrastructure including classrooms and toilets, and ensure gender-sensitive infrastructure. 2. Raise awareness among teachers, male learners, staff, parents and the community on violence against girls (early marriages, sexual harassment, abuses, etc.) 3. Introduction of gender issues in school textbooks |
| 3. Voice of teachers, learners and civil society (their views on education policies, school programmes, teaching language, etc.) | | |
| Conduct a study on the effective participation of teachers, learners and civil society in social and policy dialogue | Equip teachers, learners and civil society to ensure they are aware of their rights and duties and to play their role as partners in the education sector | 1. Institutionalization of policy and social dialogue (operational consultation framework); 2. Participation of teachers, learners and civil society as stakeholders |

Thematic area: **“Quality assurance of teaching and of teacher training”**

Priority issues to be addressed: 1. Relevance of training policies; 2. Ill-adapted curricula; 3. Lack of monitoring implementation of the teacher training process

Table of recommended actions:

| | Knowledge production and sharing | Capacity building | Advocacy and communication |
|---|--|--|--|
| 1 | Data collection and sharing of assessment results | Capacity strengthening of planning officers | Advocacy with policymakers for the alignment of policies with teacher training quality standards |
| 2 | 1. Development of curricula in line with professional standards; 2. Data collection and availability of curricula assessment results | Capacity building for the development of curricula aligned with professional standards | Advocacy for allocation of substantial resources |
| 3 | 1. Data collection and sharing of results on assessment of how implementation of the teacher training process is monitored; 2. Sharing of best practices; 3. Development of observation and assessment grids | 1. Capacity building of monitoring chain stakeholders; 2. Ensure ownership of quality and quality assurance concepts by stakeholders | Advocacy for the establishment of regulatory frameworks |

Thematic area: **“21st century competences for African youth and children”**

Priority issues to be addressed: 1. How to ensure that young people and children have access to and use information technology to improve learning and living conditions? 2. How can citizenship be built from life skills (socio-cultural values) for young people and children to become discerning and responsible citizens? 3. How to develop communication skills (technological, relational) in African youth and children enabling them to live and survive in communities and networks; 4. How to develop a learning culture from a life-long learning perspective to ensure effective control of SMTIs for the development of Africa

Table of recommended actions:

| Problems | Knowledge production and sharing | Capacity building | Advocacy and communication |
|----------|--|---|---|
| 1 | Organize research on problems identified | 1. Train young people and children to support themselves; 2. Establish entities for their training | 1. Target governments and other decision-makers; 2. Raise awareness among young people and children on this advocacy mechanism |
| 2 | Research on socio-cultural values | 1. Strengthen the capacities of teachers to take into consideration socio-cultural values in the teaching process; 2. Provide training for young people and children on socio-cultural values | Incorporate socio-cultural values in programmes with local language support |
| 3 | Research on competences to be developed in the 21 st century by young people and children | 1. Train children and young people on skills acquisition and personal development; 2. Strengthen the capacities of teachers on technology and language (national and international languages) | Governments and other policy-makers, networks, parents and communities |
| 4 | Encourage research in aforementioned areas | Develop incentivized mechanisms for research and innovation | 1. Raise awareness among policymakers on the role and importance of SMTIs for the development of Africa; 2. Raise awareness among children and young people on the importance of SMTIs for their own development and that of Africa |

Summary of discussions on the various group work:

On the thematic area relating to “Data”: in addition to advocacy with TFPs, other targets should also be considered (politicians, parliamentarians, regional communities...).

In the area of Quality assurance: specify the average level and profile for entry into initial training institutions, determine the duration of training and exit profile. The TALENT network should conduct a public/private comparative study with regard to national examination results to identify factors underlying differentials and draw lessons from best practices. TALENT should help ensure that countries are equipped to reliably measure (indicators) the performances of their system. Research should focus on specific thematic areas. Capacities in assessment should be strengthened (monitoring, evaluation of teaching and learning). **Regarding the thematic area on “barriers to learning”, Senegal has developed certain tools for inclusion (pedagogical support guides for teachers...) which could be shared.**

The TALENT Coordinator, Ms. Valérie DJIOZE-GALLET highly appreciated the varied and instructive contents of group work. Many of the issues raised have already been dealt with but the related information is not accessible to all. The

goal will be to ensure their dissemination. For elements that are not yet available, the meeting of the TALENT team scheduled on 17 November will reflect on ways and means of developing and sharing these.

Professor Philippe JONNAERT underscored that TALENT is playing its role by triggering a wide movement of reflection, ownership of, and knowledge creation on key issues including the professionalization of teachers. These issues are not new and come up in all debates from kindergarten to university level, in a crisis context and in refugee camps. Education is a concern, a major undertaking for all countries, focusing on one main issue: the success of the student, and one main actor: the teacher. It is necessary to establish a professional association of teachers to better determine standards, protect and defend the teaching profession. Few teachers (chalk in hand) have a thorough knowledge of education policies in their countries. There are serious constraints to achieving SDG4, including: Who, above and beyond all speeches, will take SDG4 to the classrooms? Who produces quality in classrooms? Teachers are undoubtedly drivers of quality and change in classrooms; What does inclusion mean in the classroom, how can we ensure that there is equity in the classroom? Diversity is not only cultural, it is also linguistic and social.

Concrete measures for initial and continuous training should be developed to ensure teacher qualification. A curriculum makes it possible to translate the education policy into the classroom. TALENT should pay closer attention to what happens in classrooms and develop tools for use by teachers to ensure quality professional practice.

This presentation prompted comments and questions from participants:

The teacher should be a key element with precise knowledge on what is expected of him; what strategies to reach that goal?

To ensure inclusion in the classroom, the purpose and objectives of schools should be expanded taking into consideration: screening for failure to adapt to school; social readaptation; psycho-social support; pedagogical support; monitoring in collaboration with other partners. The school should be considered as a team. School governance should be reintegrated and close attention paid to the teacher resource.

TALENT should advocate with authorities to appropriately address SDG4.

Distinction should be made between a professional association of teachers and a teachers' union.

In response, Professor JONNAERT made the following clarifications: What strategy to reach the teacher? Consider the school as a team of teachers, a policy community, a research community which identifies priority issues in its environment and endeavours to find the appropriate responses. Every teacher must take into account the diversity of the entire classroom for each child to access what he needs to learn.

SESSION 4: Taking ownership of existing initiatives for professionalization in West and Central Africa
(session chaired by Ms. Nene Fatou DIALLO, General Inspector for Pre-University Education)

Three introductory presentations were made; the first two were complementary. The technical reports underpinning these presentations are listed in annex and are available on the TALENT resource portal.

The first two presentations focused on the *Common curricular guidance framework* (by Professor Philippe JONNAERT) and on the *Reflection on basic education teacher training opportunities and plans in West and Central Africa* (by Professor Abdoulaye BARRY). In response to clarification requests, the two presenters highlighted the following:

In countries participating in the programmes, what mechanisms are used for readjustment and to avoid a “war of approaches”? Response: reframing, working with curriculum designers on the curricular guidance framework, working per learning area, regrouping related disciplines which can be interlinked. **There should not be a “war of approaches”** because no one approach is exclusive.

Is teacher training at the university level not counter-productive? Response: It is not an affiliation to the University but rather the acquisition of further academic and professional skills. The university framework will allow teachers to improve their career plan based on a credit system, similar to the LMD system, aimed at enhancing their professional achievements.

The third presentation was on the Framework and referential for basic education teacher qualifications in the ECOWAS region for the recognition and validation of their competences in education and training and of their acquired experience (by Ms. Valérie DJIOZE-GALLET and Mr. Jean ADOTEVI)

Concerns were raised during discussions on this presentation and the interveners, associated with Ms. Anne-Marie CHARRAUD, provided the following responses:

At what level is the teaching certificate delivered by teacher training institutes ranked? Response: qualification referential defines the professional standards, but further reflection should be conducted on how it will work and this should be done in collaboration with States concerned.

Is it realistic to envisage qualification to teach at all levels of the basic education cycle? Response: There is indeed a difference between generalist teachers who teach at the primary and preschool level and those teaching in secondary schools and specializing in specific subjects. **For this reason, there is provision for two options: candidates for “Basic education teacher”** qualification can apply for the preschool/elementary school option or the elementary school/lower secondary option;

Why empanel a qualifications jury? Is this not the role of training schools? Response: Training schools can do so if they have a qualifications framework which differs from the curricular framework.

In certain countries, the jury for teacher qualifications does not include parents: The jury should be open to other **stakeholders (parents, administration, civil society...)**.

Is the recruitment of university-level preschool teachers not a waste in light of the scarcity of resources and development needs of the early childhood sub-sector? With qualifications, recruitment is not based on the university diploma but is rather a license or an authorization to practice delivered after it has been established that the candidate has all the competences required.

Privatization of schools in Liberia: In his response, the Assistant Minister emphasized that Liberia had not privatized schools. The country is testing a project in a few pilot schools, to be precise. Decisions will be adopted based on the outcome of this experiment.

After these introductory presentations, participants were divided into two groups each attending two break-out sessions of one hour thirty minutes each with experts/speakers. The purpose of these strengthening sessions was to allow national officials and partners attending the workshop to familiarize themselves with and take ownership of tools presented. During these parallel workshops, the experts revisited the presentations they had made, explained how the tools presented were developed and answered questions raised by participants regarding the applicability and relevance of these tools for addressing national challenges. These parallel workshops also provided an opportunity for experts to gather valuable insight and recommendations for the revision/finalization of the tools.

Lessons learned from parallel strengthening workshops

Theme: “Qualifications framework for basic education teachers in ECOWAS countries”, **facilitated by Mr. Jean ADOTEVI and Ms. Anne-Marie CHARRAUD.**

Emphasis was laid on the internalization of the concepts of qualifications, standards and norms and also on the need to combine norms and standards with a view to harmonizing mechanisms between Francophone and Anglophone countries.

Issues addressed included how to integrate the ECOWAS qualification into existing national frameworks, how to take into consideration the specificities of each country, the need to reform national qualifications systems to ensure a reliable mechanism for professionalization of teachers.

Concerns raised were related to the incorporation of the non-formal sector in the qualification referential proposed by ECOWAS. This has not been overlooked, but the starting point of this work led by UNESCO-Dakar was to commence with basic education teachers because they work in an already structured environment with curricula, training pathways, etc. That being said, in a country such as Senegal where the Government decided to train polyvalent teachers (i.e. trained to teach both in a formal and non-formal context), it was easy for UNESCO to adapt the ECOWAS qualification referential by adding tasks and competences specific to non-formal education. Participants called on UNESCO-Dakar

to share the experience in Senegal of adapting the ECOWAS basic education teacher qualification referential to the non-formal sector.

With regard to preschools, it was reminded that the Referential included the qualification of basic education teachers who will work in the pre-primary sub-sector.

Theme: **“Curricular framework for basic education teachers” and “Basic education teacher training opportunities and plans in West and Central Africa”**, facilitated by Professors Philippe JONNAERT and Abdoulaye BARRY.

Strengthening discussions focused on practices on the one hand and teacher categories and their career paths on the other. Special emphasis was placed on possibilities for the improvement of training and providing support for training of staff working as controllers, supervisors and instructors to ensure a sustainable and viable teacher professionalization process.

Discussions helped to identify certain issues which had not been noted including insufficient data on Central Africa.

All participants emphasized the need to finalize both documents presented.

Participants’ view on the format

Participants welcomed the approach and format of sessions. Further, they advocated for the integration of preschool teachers in the process. A few recommendations were made with regard to sharing experiences of West African countries in qualifications, taking into account the complex situation in Central Africa, particularly with multilingualism. However, since the process has already been launched, it should be monitored using available tools. In general, participants:

1. Applauded the excellent working conditions of this workshop organized in Senegal, which made it possible to have a clear understanding of the objectives to be achieved and to better familiarize with the tools to be used on the digital platform; in this regard, the TALENT network has come at the right time as it will help ensure enhanced professionalization of teachers. Joint efforts should now be deployed in order to encourage partners to participate in the project.
2. Identified difficulties relating to language diversity particularly in ECCAS countries; the completion and analysis of questionnaires will help experts to develop the appropriate guidelines.
3. Called **on the AU to persevere in its work for Africa’s** development while giving priority to human capital.

Certain countries made specific statements:

Sierra Leone: Although the country is already engaged in teacher professionalization, a lot has been learned during this workshop and efforts will be made to adapt to the various consensus-based harmonized frameworks.

Angola: Commended UNESCO and indicated that parameters of the teacher training system which has been in place since 2001 should be revised to include the non-formal sector in particular. In this regard, a new qualification and certification system will be adopted next year based on the conclusions and tools developed at this workshop.

The Gambia: It is worth noting that this country has been working with UNESCO on standards from the start, but these two sessions have significantly helped to clarify certain lingering issues. The objective is to have a critical mass of qualified teachers and, in this regard, the TALENT network has come at a right time as it will facilitate the application of professionalization standards in order to effectively change the manner in which teachers are trained.

Côte d’Ivoire: With the help of experts including Jonnaert, the country was able to develop a curricular framework, and a standard-setting text on qualifications. The country is counting on TALENT, EI and other partners for a support system including thousands of children outside of the education system.

DRC: The country has embarked on a series of reforms relating to initial training. On-going discussions will be enhanced by the documents and tools on professionalization standards and the curricular framework which TALENT will be sharing; they will be put to intelligent use to further enhance the knowledge of country experts.

SESSION 5: Coherent use of these resources and tools in the national context

Below is the outline of a roadmap for the development of the *Harmonized/common guidance framework for the professionalization of basic education teachers in West and Central Africa*:

| Results / Outcomes | Activity | Indicators | Unit in charge | Deadline | Remarks |
|--|---|---|--|------------------|---|
| A functioning production mechanism | <ul style="list-style-type: none"> Merging of production teams Preparation of TORs and contracting Preparation of production schedule and conditions Exchanges / Contact / re-confirmation of countries | <ul style="list-style-type: none"> Number of experts selected Number of documents to be produced List of contacts at the country level | UNESCO Dak/ABU/YAO/I ICBA Experts | 15 November | |
| Existing documents completed and updated AOC: Doc 2 = COC; Doc 3 = Professional standards; Doc 4 = Training opportunities; Doc 6 = Management; Doc 7 = Platform | <ul style="list-style-type: none"> Distribution of questionnaires Data processing Summary document Sharing / Transmission to experts | Additional country data (questionnaires and summary document) | UNESCO Yaoundé (AC) | 20 November 2016 | Rely on country representatives at this workshop and mobilize the regional expert |
| | <ul style="list-style-type: none"> Review of productions and identify information to be completed and integrate results of this workshop Drafting of new versions | Number of documents drafted | Experts Country resource persons | 15 December 2016 | |
| | <ul style="list-style-type: none"> Sharing with countries and partners Compilation of remarks | Number of responses / remarks | Country, UNESCO and experts | 30 December 2015 | |
| Missing documents prepared and formatted | TORs of experts | List of experts | UNESCO | | |
| | <ul style="list-style-type: none"> Literature review / consultations | | Country experts | | |
| | <ul style="list-style-type: none"> Production and transmission of documents 1 and 8 | | Experts / UNESCO | 30 December 2016 | |
| Technical validation / Quality assurance by UNESCO chair (Common guidance framework to | <ul style="list-style-type: none"> Analysis of documents Peer review Quality assurance Formatting | Level / Degree of coherence among productions | Chair UNESCO UQAM | 10 February 2017 | |
| | <ul style="list-style-type: none"> Assembly / Formatting | | Chair UNESCO UQAM and UNESCO | 28 February | |

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|---|---|--|---------------------------|---|---|
| be submitted to Ministers for validation) | <ul style="list-style-type: none"> • Technical validation workshop Printing of draft | | Chair UNESCO | March 2017 | |
| | <ul style="list-style-type: none"> • Submission of draft final version | | Chair UNESCO | 30 March 2017 | |
| Institutional and political validation | Preparation of experts' meeting: <ul style="list-style-type: none"> • TORs • Invitations • Mobilization of resources and countries | | April – May 2017 | UNESCO in partnership with ECCAS, ECOWAS and TFPs | |
| | Organization of the experts' meeting in preparation of the Conference of Ministers <ul style="list-style-type: none"> • Consideration of the draft final version by experts • Technical validation by countries | | March 2017 | | 2 days prior to the Ministers' meeting Send documents at least 10 days prior to the meeting |
| | <ul style="list-style-type: none"> • Organization of the meeting of basic education Ministers • Invitation of Ministers of Higher Education? | | Between May and June 2017 | | 1 / 2 days back-to-back with the ECOWAS ministers' meeting |

Observations:

The opportunity afforded by ECOWAS ministerial meetings should be seized and collaboration enhanced between ECOWAS and ECCAS to ensure validation and adoption by the different countries.

All UNESCO offices will collaborate to develop a detailed list of terms, costs and responsibilities involved in consultation with interested parties. As soon as the common guidance framework has been validated at the institutional and political level, an implementation strategy will be developed and rolled out in each country.

SESSION 6: Closing of the regional workshop

During this session, the organizers were thanked for providing the opportunity to foster exchange and build ties especially with ECCAS countries. It was noted that this workshop would act as a leaven for future collaboration, through TALENT, in order to meet the challenges of teacher professionalization supported by harmonized standards in the ECOWAS and ECCAS regions. This closing session was chaired by the Liberian Minister and this augurs well for future advocacy at the political level given that Liberia will be chairing the next meeting of Heads of State.

UNESCO, member States participating in the workshop, resource persons and all stakeholders were commended. UNESCO can rest assured that the programme will be continued in view of the consensus-based commitments adopted before and during this workshop and which will be fulfilled.

Before officially closing the workshop, the Chairperson thanked Senegal for the hospitality extended and, on behalf of all participants, expressed deep gratitude to host country organizers who facilitated the attainment of objectives for the optimal implementation of agreed outcomes.

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Annexes

LIST OF DOCUMENTS PRESENTED AT THE REGIONAL WORKSHOP

SESSION 1

1. *La crise de l'apprentissage en Afrique de l'Ouest et du Centre*, (Patrick Nkégne Nkégne, UNESCO-IIEP/ Pôle de Dakar)
2. *Living up to the task – providing education for refugees together* / Relever le défi –fournir ensemble une éducation aux réfugiés (Caroline Schmidt, UNHCR)
3. *The Teaching and Learning Educators' Network for Transformation* / Le Réseau des Éducateurs pour la transformation de l'enseignement Apprentissage – TALENT (Valérie Djoze-Gallet, UNESCO Dakar)

SESSION 2

4. *Les normes professionnelles* (Assibi Napoe, Chief Regional Coordinator, Education International)
5. *Professional teaching standards for basic education* / Les normes professionnelles pour l'éducation de base (Professor Steve Nwokeocha of AFTRA)
6. *Réflexions sur les offres et plans de formation des enseignants de l'éducation de base des pays de la CEDEAO et de la CEEAC*, (Abdoulaye Barry, expert UNESCO)

SESSION 4

7. *Cadre d'orientation curriculaire commun pour la formation des enseignants de l'éducation de base dans l'espace CEDEAO* (Philippe Jonnaert, expert UNESCO)
8. *Réflexions sur les offres et plans de formation des enseignants de l'éducation de base des pays de la CEDEAO et de la CEEAC* (Abdoulaye Barry, expert UNESCO)
9. *Reconnaissance et validation des compétences d'éducation et de formation et des acquis d'expérience en vue d'une certification des enseignants de l'éducation de base dans l'espace CEDEAO* (J. Adotevi & A-M Charraud (experts UNESCO Dakar)

All the documents of the workshop are available on the TALENT resource portal:

<http://www.unescoafrica.org/edu/index.php/en/educators-network-for-transformation-talent>

WORKSHOP AGENDA

| DAY 1 | Inauguration of TALENT | | | |
|-------|------------------------|--|----------|---|
| Time | Topic | Description | Duration | Speakers |
| 8.00 | Welcome | Registration and orientation of participants | 60 min | UNESCO-Dakar |
| 9.00 | Opening ceremony | Opening remarks and presentation of participants | 30 min | <ul style="list-style-type: none"> - UNESCO/Representative of the Regional Coordination Group on SDG4 - ECOWAS - ECCAS |

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|---|----------------|--|--------|--|
| Session 1 : Overview of the learning crisis in West and Central Africa Chairman : ECOWAS | | | | |
| 9.30 | | Presentation of the crisis situation in learning in West and Central Africa | 25 min | <ul style="list-style-type: none"> - UNESCO-IIEP/Pôle de Dakar - UNHCR/SDG4 co-convening agency |
| | | Presentation of TALENT (Teaching and Learning: Educators' Network for Transformation) | 10 min | TALENT Task Team |
| | | Q&A | 15 min | Chairman |
| 10.20 | Group photo | | 5 min | |
| | Press Briefing | Coffee break | 25 min | |
| Session 2 : 'What professional teaching standards are needed to promote basic education for all?' Chair : GPE | | | | |
| 10.50 | | Panel 1: What is the purpose of professional standards for teachers? | 50 min | Panelists: <ul style="list-style-type: none"> - Education International - AFTRA - M. Ndoye/ ADEA Triennale Coordinator Discussants : Confemen/PASEC, ECOWAS |
| | | Q&A | 10 min | |
| 11.50 | | Panel 2: Where West and Central Africa are now: Promising practices for the development of professional standards for teachers | 50 min | Panelists: <ul style="list-style-type: none"> - UNESCO - UNICEF - OIF/AUF Discussants : ANCEFA, CEEAC |
| | | Q&A | 10 min | |
| 12.50 | | Summary of discussions | 20 min | Resource person |
| 13.10 | | Lunch break | 1hr | |
| Session 3 : Consultation on the objectives of TALENT and its work priorities Chairman : CONFEMEN | | | | |

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|-------|---|---|--------|---|
| 14.10 | | <ul style="list-style-type: none"> Presentation of guidelines for group work and finalization of the composition of groups | 30 min | UNESCO |
| 14.40 | | Group work on the objectives of TALENT and its work plan | 1hr20 | |
| 16.00 | | Plenary presentation of group work | 1hr | Group spokespeople |
| 17.00 | Closing ceremony | Closing remarks | 30 min | <ul style="list-style-type: none"> - Country representative - Representative of the Regional Coordination Group on SDG4 |
| 17.30 | TALENT Inauguration Cocktails | | | |
| 19.00 | End of Day 1 | | | |
| DAY 2 | Knowledge sharing and capacity building | | | |
| 8.30 | <u>Introduction</u> | Presentation of the program and expected results of the two working days Q&A | 30 min | UNESCO |
| | <u>Session 4 :</u> Taking ownership of existing initiatives for professionalization in West and Central Africa Chairman: 1 Francophone country | | | |
| 9.00 | | Presentation of work on Qualification frameworks for basic education teachers | 20 min | UNESCO Expert |
| | | Q&A | 10 min | |
| | | Presentation on the curricular framework for basic education teachers | 20 min | UNESCO Expert |
| | | Q&A | 10 min | |
| 10.00 | | Coffee break | 30 min | |
| 10.30 | | Break-out session 1: | 1hr15 | UNESCO Experts |

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| | | Strengthening the tools/resources presented | | |
| 11.45 | | Break-out session 2: Strengthening the tools/resources presented | 1hr15 | UNESCO Experts |
| 13.00 | | Lunch break | 1hr | |
| 14.00 | | Feedback from the countries on what they gained from the strengthening sessions | 1hr | National delegates |
| | <u>Session 5</u> : Using these resources and tools consistently in our national contexts Chairman : 1 Anglophone country | | | |
| 15.00 | | Presentation: Principles and work axes for creating synergies between different existing tools/resources in the interested/involved countries | 30 min | UNESCO Experts |
| | | Q&A | 10 min | |
| 15.40 | | Explanation of the guidelines for group work and on the creation of synergies between tools and resources at the country level | 20 min | UNESCO |
| 16.00 | | Coffee break | 2hr | |
| | | Start of group work | | |
| 18.00 | | End of Day 2 | | |
| DAY 3 | Knowledge sharing and capacity building (continued) | | | |
| 9.00 | | Finalization of working groups | 1hr | |
| 10.00 | | Feedback on group work Q&A | 1hr | Group spokespeople |
| 11.00 | | Coffee break | 30 min | |
| 11.30 | | Finalization of the outcomes of group work Q&A | 30 min | <ul style="list-style-type: none"> - UNESCO - Experts |
| | <u>Session 6</u> : Closing of the regional workshop | | | |

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