



Mission Report

Annual Meeting and 10th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030 “Teaching: A Profession” and The International Task Force on Teachers’ Steering Committee Meetings

Date: 18th- 21st September 2017
Venue: Hôtel Eda-Oba, Lomé, Togo at salle de réunion

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A. Background, Description and Objectives of the Activity

The International Policy Dialogue Forum is a forum for discussion and sharing of good practices. It is also a privileged opportunity to address point by point the efforts of the International Task Force on Teachers (TTF) members in addressing teacher-related matters in their countries.

Since the adoption of the SDGs and the Framework for Action, the objective of the TTF is to use the platform of its annual policy dialogue to unpack the meaning and implications of the teacher target to its members and partners. To this end, the 8th Policy Dialogue Forum in 2015 focused the discussions on “Implementing the Teacher Target in the Sustainable Development Goals and Education 2030 Agenda”, while the 9th Forum in 2016 addressed the theme of teacher motivation. Continuing along these lines, the 10th Policy Dialogue Forum focused on the theme: "Teaching: A profession", an essential concept in the provisions on teachers in the Education 2030 Agenda and the target on teachers in the Sustainable Development Objectives (SDGs) 4.c.

Approximately 350 participants - delegates from Task Force members, representatives of intergovernmental and non-governmental organisations, teachers and educators, researchers, policy makers, teacher union representatives - addressed this topic in plenary sessions and thematic working groups.

For this reason, discussions in plenary and breakout sessions were organised around the following sub-themes:

- A. Knowledge and Competencies
- B. Governance
- C. Values and Accountability
- D. Addressing Diversity

1. The objectives of the above forum were as follows:
 - 1.1. Identified and discussed key policy issues to improve the professionalisation of teachers.
 - 1.2. Identified existing initiatives and programmes to build collaboration.
 - 1.3. Identified technical and financial partners to reach out to and include in follow up actions.
 - 1.4. Suggested means of follow-up after the session.

B. Organizer/s

UNESCO HQs along with UNESCO Togo and Ministry of Education of Togo

C. Highlight of the Activity/Summary Points

1. Highlight 1: West Africa is interested in learning about the UNESCO and SEAMEO ECCE Teacher Development Guidelines and how to apply in their region.
2. Highlight 2: SEAMEO was nominated for another term in the TTF (2-year duration).

D. Role/Participation of SEAMEO

1. SEAMEO Secretariat made a presentation on “UNESCO and SEAMEO Collaboration in Enhancing the Quality of ECCE Teachers” in the sub-theme of “Addressing Diversity”.
2. On behalf of Dr Gatot, DDAC represented SEAMEO for the Steering Committee Meeting of the International Task Force on Teachers.

E. Side Meeting/s

The TTF Steering Committee Meetings also took place along with some of the breakout groups sessions. These results of the meetings were as follows:

- A. The Paris May 2017 Steering Committee Meeting Draft Minutes with the Steering Committee on TTF were jointly approved.
- B. Key features of the 2018-2021 Strategic Plan and the revised Terms of Reference adopted by TTF members taken note of.
- C. New Steering Committee members welcome.
- D. TTF 2017 Annual Report and the TTF 2018 Draft Work Plan jointly approved.
- E. Working modalities for the TTF and Secretariat for 2018 agreed.

In addition to the TTF Steering Committee meetings, DDAC also discussed with:

1. Representatives of De Montfort University of Leicester on the possibility of collaborations. They would be interested to attend the next CDM as an observer to see how they can collaborate with SEAMES and SEAMEO Centres.
2. The Director of Institute for Early Childhood Studies Associate Dean of Victoria University of Wellington, New Zealand on the possibility of presenting a paper during the International Conference on Early Childhood by CECCEP. She is an expert in ECCE on indigenous rights in New Zealand.
3. The Programme Specialist Section of Education for Inclusion and Gender Equality of UNESCO HQs on the ideas of conducting the UNESCO-SEAMEO competency framework project with adaptations in West and Central Africa and of possibly organizing a meeting with some of TTF Asian countries as a follow-up to the Lome forum.
4. The Head of the TTF on the funding for in-country training for some SEAMEO countries. The Head of TTF agreed that the proposal for in-country training was accepted but there is no funding available this year.

F. Follow-up Actions Needed

1. Give the names of the representatives of De Montfort University Leicester to the person in charge of the next CDM organisation as observers of the meeting.

2. Ask the person in charge of the organisation or committee of CECCEP if they would be interested in having a speaker from the Victoria University of Wellington to speak on the relevant topic.

G. Appendices/Related Conference Materials and Outputs

Agenda and UNESCO SEAMEO collaboration PPT



The moderator and panelists for the breakout group session on “Diversity”



The TTF steering committee meeting for Asia region in which Japan and SEAMEO chaired the meeting



Presenting UNESCO & SEAMEO collaboration in enhancing the quality of ECCE teachers on behalf of Dr Gatot