



EDUCATORS SHAPING FUTURES

A Global Knowledge Exchange on Teacher Preparation and Development



AGENDA

PARALLEL SESSION DESCRIPTIONS

Time	Session description	Location
November 3 11:30–13:00	Parallel Sessions 1	
	1a. Enhancing Teacher Well-Being, Job Satisfaction, and Professional Status	Conference Room 5
	<i>Moderator: Matthew Thomas, Senior Programme Specialist, UNESCO Section for Teacher Development</i> Lydia Namatende-Sakwa, Research Scientist, African Population and Health Research Center Fridah Kiambati, Post-Doctoral Research Scientist, African Population and Health Research Center Abraha Asfaw, Associate Professor, Addis Ababa University, Ethiopia Michael Kassa, Associate Professor, Addis Ababa University, Ethiopia Building a strong teaching profession requires a comprehensive focus on professional status, career pathways, working conditions, and well-being. This session explores global commitments and regional initiatives aimed at improving teacher well-being and professional status, highlighting evidence from Somalia, Kenya, and Ethiopia—including both refugee and host communities. Participants will gain practical, evidence-based strategies to integrate well-being into teacher education and continuous professional development (CPD) programs.	
	1b. From Prospective to Prepared Teacher: Building Effective Initial Teacher Education Systems	Conference Room 6
	<i>Moderator: Lily Mulatu, Education Manager, Eastern and Southern Africa, World Bank</i> Laura Gregory, Senior Education Specialist, World Bank Elyas Abdi, Director General, Ministry of Education, Kenya Iina Soiri, Technical Lead in Education, Regional Teachers Initiative for Africa Juan D. Barón, Senior Economist, World Bank Stephanie Zuilkowski, Associate Director for Research, Learning Systems Institute at Florida State University; Professor of International and Multicultural Education Initial teacher education (ITE) forms the foundation for teachers' lifelong professional growth, equipping prospective teachers with the core knowledge and skills for teaching and a strong professional identity. This session will explore key components of building effective ITE systems, featuring an evaluation of ITE system reforms and illustrative country examples.	
	1c. Learning Together: Teacher- and School-Led Professional Development	Conference Room 4
	<i>Facilitators: Saima Malik, Senior Education Specialist, and Brian Micheni, Foundational Learning Specialist, World Bank</i> Jane Sebuyungu, Associate Head Design and Programme Readiness, STiR Education Reuben Nthamburi Mugwuku, Director, Teachers Service Commission, Kenya Petros Melak, Teachers and Educational Leaders Development Senior Expert, Ministry of Education, Ethiopia Teng Jun, Deputy Dean, Beijing Normal University Habib Seid, Primary School Teacher, Teach for Ethiopia This interactive session brings together teachers, teacher education and professional development providers, policymakers, NGOs, and other stakeholders to explore how teacher- and school-led professional development	

	works in various educational contexts. Participants will share their experiences, discussing what seems to be working, what isn't, and why. Through dialogue and peer exchange, the session will help identify system-level enablers and barriers that impact the success of teacher- and school-led professional development initiatives.	
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November 4 11:00–12:30	Parallel Sessions 2	
	2a. Innovation and Technology for Inclusive and Sustainable Continuous Professional Development	Conference Room 2
	<i>Moderator: Joke Van Belle, Capacity Building Officer Enabel (Belgian Agency for International Cooperation)/RTIA</i> Hannah Simmons, Africa Lead and Tanzania Co-Lead Results for Development, Edtech Hub, Tanzania Keneilwe Malotle, Head of Projects, Digify Africa, South Africa Kwabena Gao, Education Specialist, Right to Play, Ghana Patrick Vimariba, EdTech Specialist, Right to Play, Ghana Victor Sivubwa, MEAL & Impact Specialist, World Vision, Zambia This panel features innovative programs from across Africa that are leading the way in cost-effective, scalable digital continuous professional development (CPD) solutions. From WhatsApp-based microlearning to offline learning management system (LMS) platforms and mobile toolkits, each initiative demonstrates unique strategies to address challenges such as those related to connectivity, digital literacy, and infrastructure. This session will examine both existing and emerging technologies and discuss how best to integrate embed technology-enabled CPD into national education systems for greater inclusivity and sustainability.	
	2b. Bridging the Gap: Remedial and Catch-Up Programs for Un/Under-Qualified Teachers	Conference Room 5
	<i>Moderator: Saima Malik, Senior Education Specialist, World Bank</i> Sophie Lashford, Senior Education Policy Adviser, Save the Children Sophie Holliday, Education Project Manager, Regional Teachers Initiative for Africa Leon Mugenzi, Head of Department, Teacher Development and Management, Rwanda Basic Education Board Geneviève Sirois, Professor, Department of Education, Université TÉLUQ, Co-holder of the UNESCO Chair in Educational Policies and the Teaching Profession Amid global teacher shortages, rapidly upskilling un and under-qualified teachers is essential. This session will present scalable models for fast-track initial teacher education, integration of remedial content, and short-term certification pathways designed to address critical gaps in teacher preparedness. Participants will explore how technology, mentorship, and context-specific frameworks can improve the quality and accessibility of these accelerated programs, while ensuring rigorous standards are maintained.	
	2c. Strengthening Teacher Education Through Within-Country and Cross-Country Collaboration	Conference Room 6
	<i>Moderator: Vesall Nourani, Assistant Professor, Harvard Graduate School of Education</i> Jia Song, Senior Education Specialist on China-Africa Teacher Education Cooperation, Shanghai Normal University, UNESCO Teacher Education Center Samira Nikaein, Senior Education Specialist, World Bank Gbolagade Adekanmbi, Dean of the School of Education, Botswana Open University, Chair of the African Deans of Education Forum Thomas Poirer, Program Director, Regional Teachers' Initiative for Africa In the field of teacher education, there is an imbalance of quality within and across countries, with some teacher education institutions achieving strong outcomes while others face persistent challenges. Drawing on experiences from China, Tanzania, the West Bank and Gaza, and other contexts, this session	

	will explore how within- and cross-country collaborations can help strengthen teacher education systems. Participants will discuss effective partnership models, share lessons learned, and consider strategies for fostering greater equity and quality in teacher preparation through collaborative approaches.	
	China-Africa Deans of Education Forum - Roundtable	Conference Room 4
	Session 1 – Digitalization and AI: University- and School-wide Strategies <i>Moderator: Teng Jun, Deputy Dean, Beijing Normal University</i> Georges Anoh, Dean of the Department of Computer and Digital Science, Université Virtuelle de Côte d'Ivoire Julius Kipkorir Arap Chepkwony, Dean of the School of Education and Social Sciences, Turkana University College, Kenya Wang Zhanjun, Vice Dean, Zhejiang Normal University Wang Chao, Special Associate Research Fellow, College of Teacher Education, South China Normal University <i>Open to delegates for observation</i>	

November 4 14:00–15:30	Parallel Sessions 3	
	3a. Supporting New Teachers With High-Quality Induction and Mentoring	Conference Room 5
	<i>Moderator: Adrienne Barnes, Research Faculty, Florida State University</i> Dawit Mekonnen, Professor, Addis Ababa University, Ethiopia Fekade Tuli, Academic Vice President, Kotebe Education University, Ethiopia Anika Story, Program Mentor, Western Governors University, USA Muluken Nigatu, Director of Teacher and School Leadership Development, Ministry of Education, Ethiopia This session explores how education systems can set new teachers up for success through coherent, high-quality induction and mentoring. Drawing on emerging evidence and practical experience, participants will explore how aligned induction modules, context-relevant curriculum supports, and structured mentoring can accelerate new teachers' instructional readiness. The session will highlight scalable approaches to mentor selection and pairing, routines for practice-focused feedback, and the enabling role of school leaders in shaping a culture of ongoing professional learning.	
	3b. Leadership Teams: Fostering Teachers' Professional Development	Conference Room 3
	<i>Moderator: Katie Godwin, Head of Research for the Education Workforce Initiative, Learning Generation</i> Hannah Simmons, Country Lead, Tanzania and Africa Lead, EdTech Hub Jane Nanteyi Sebuyungu, Associate Head of Design and Programme Readiness, STiR Education Daniele Ressler, Director of Research, Learning, and Evaluation, TaRL Africa School leadership teams are uniquely positioned to embed professional learning into everyday teaching practice, offering instructional guidance, and ensuring access to meaningful continuous professional development (CPD) opportunities. Middle-tier actors can complement these efforts by providing strategic direction, resources, and system-wide coherence. This session will explore practical approaches to building leadership capacity to support teacher development, aligning efforts across schools and systems, and creating the conditions for impactful career-long professional learning.	
	3c. Bridging Theory and Practice: Transforming Teacher Preparation Through Field Placement Experience	Conference Room 6
	<i>Moderator: Annina Rintakumpu, Technical Lead in Education, Regional Teachers Initiative for Africa</i> Katy Bullard, Analyst, World Bank Enoch Tinti Rabotapi, Chief Director, National Institute for Curriculum and Professional Development Unit, Department of Basic Education, South Africa Rula Al-Jundi, Deputy Chief of Party, IREX (or Saeb Khasawneh, IREX), Jordan David Mwanza, Professor, University of Zambia	

	Margaret Wairimu Chege, Chief Principal, Thogotto Teachers Training College, Kenya This session explores how field placement experiences (or practicums) can bridge theory and practice in teacher preparation. Drawing on examples from South Africa—where a school-based work integrated learning policy is standardizing mentor support—and Jordan—where the alignment between initial teacher education (ITE) and continuous professional development (CPD) are being strengthened—the discussion will highlight actionable models and tools for improving teacher education systems. While tailored to their contexts, these approaches offer transferable lessons and practical insights for enhancing practicum, mentoring, and induction at scale.	
	China-Africa Deans of Education Forum – Roundtable (cont.)	Conference Room 4
	Session 2 – Development of eLearning Resources and Online Courses <i>Moderator: Temechegn Engida, UNESCO IICBA</i> Betty Ezati, UNITE and Makerere University, Uganda Abbi Lemma, Dean, College of Education and Behavioral Sciences, Jimma University, Ethiopia Ma Ning, Director of School of Educational Technology, Beijing Normal University Li Tingzhou, Shanghai Normal University <i>Open to delegates for observation</i>	