



for **TEACHERS**
EDUCATION 2030

SEP
SECRETARÍA DE
EDUCACIÓN PÚBLICA



International Policy Dialogue Forum

15-17 March 2016 - Mexico City - Mexico

IMPLEMENTING THE TEACHER TARGET IN THE SUSTAINABLE DEVELOPMENT GOALS AND EDUCATION 2030





Table of Contents

Introduction.....	1
Special Additional Sessions.....	2
Pre-Forum Session on the Teacher Policy Development Guide	2
Pre-Forum Thematic Sessions.....	3
Special Lunch Time Session on Monday, 14 March	4
Annual Meeting of the Teacher Task Force Steering Committee	5
Special Session Commemorating the 1966 ILO/UNESCO Recommendations	5
Opening Ceremony	5
Thematic Group Deliberations.....	7
Sub-theme 1: Teacher Education.....	7
Discussion on sub-theme 1: Teacher Education	12
Sub-theme 2: Teaching and Learning.....	15
Discussion on sub-theme 2: Teaching and Learning.....	20
Sub-theme 3: Financing Teaching and Teacher Development	23
Discussion on sub-theme 3: Financing Teaching and Teacher Development.....	28
Sub-theme 4: Monitoring and Evaluation in Teacher Development	31
Discussion on Sub-theme 4: Monitoring and Evaluation in Teacher Development	38
Conclusion of the Policy Dialogue Forum	39
Declaration: Teachers for Education 2030.....	41
Preamble.....	41
Recommendations for the Implementation of SDG 4	41
Annex I: Program	44
Annex II: List of Participants.....	50
Annex III: Pre-Forum Session Summaries	53
Pre-Forum Session 1: Inclusion & Equity in Teacher Policy and Practices	53
Pre-Forum Session 2: Information & Communication Technology and Distance Education for Teacher Development	57
Pre-Forum Session 3: Teacher Management in Conflict & Crisis Contexts	59
Pre-Forum Session 4: Early Childhood Education Teachers & Facilitators.....	61
Acknowledgment.....	78

Introduction

The International Teacher Task Force convened its 8th International Policy Dialogue Forum and related events in Mexico City during 12-17 March 2016. This forum took place at a historic point in the context of significant global developments in the field of education.

The year 2014 and the beginning of 2015 have been marked by intensive consultations to review the status of achievement of the six Education for All (EFA) goals adopted in Dakar in 2000. The consultations have also aimed to lay the groundwork for the Sustainable Development Goals (SDGs), including a stand-alone goal on education. Global education partners, under the leadership of UNESCO, have encapsulated their vision on education for the next 15 years in the Education 2030 agenda.

The world leaders, gathered in New York in September 2015 endorsed the Sustainable Development Goals for the next fifteen years, with Goal 4 aiming to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” This ambitious goal is indispensable for the realization of all other SDGs. It can only be achieved if educational systems are supported by a qualified teaching force. That is why the global education community made the pertinent pledge in the Incheon Declaration, which clearly articulates the comprehensive approach to Teachers and Teaching: “We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”

The International Teacher Task Force has been actively involved in these processes, focusing on the place and role of teachers and teaching in designing the new international education agenda and shaping its implementation modalities. Throughout the process, the Teacher Task Force – including its Steering Committee, the focal points of its member countries or organizations, and its secretariat – has provided technical inputs and facilitated the understanding of the multi-faceted dimensions of issues on teachers and teaching. The contributions of the Teacher Task Force have been visible, notably during various EFA Steering Committee meetings, the Global EFA Meeting held at Muscat (Oman) in May 2014, the regional ministerial consultations on EFA (in Bangkok for Asia and the Pacific, in Lima for Latin America and the Caribbean, in Kuwait for the Arab States, in Kigali for sub-Saharan Africa, and in Paris for Europe and North America). This contribution culminated in the World Education Forum (WEF) held at Incheon (Republic of Korea) in May 2015 where, together with Education International and UNESCO, the Teacher Task Force co-organized the breakout session on “Empowering Teachers.” Important recommendations were made and were fed into the WEF conclusions of the Incheon Declaration.

The provisions on Teachers in the Incheon Declaration and the Framework for Action that will map the way for the implementation of Education 2030 deserve close and focused attention. Building on its comparative advantage as a global multiple-stakeholder alliance joining hands to address the global teacher challenges, the Teacher Task Force has chosen to concentrate its 8th International Policy Dialogue Forum on the theme “Implementing the Teacher Target in the Sustainable Development Goals and Education 2030.” The discussions at the forum were organized around four sub-themes (see the Program of the Forum in Annex I):

1. Teacher education (pre-service, in-service and professional development; innovation and pedagogy)
2. Teaching and learning
3. Financing teaching and teacher development

4. Monitoring and evaluation in teacher development

The objectives of the 8th Policy Dialogue Forum in 2016 were:

- A. To establish a shared vision among members and partners of the Teacher Task Force in relation to the SDGs and Education 2030;
- B. To welcome new members and partners of the Teacher Task Force;
- C. To adopt more effective communication, collaboration and resource mobilization mechanisms for efficient delivery of interventions towards the achievement of the teacher target in the SDGs and Education 2030; and
- D. To revisit issues and share experiences related to the teacher gaps as reflected in the four sub- themes.

From the discussions on knowledge and experiences shared by countries, regions, organizations and individuals as relevant to teacher policy issues, the following outcomes were expected:

- a) Participants will acquire an enhanced understanding of the teacher target of the SDG and Education 2030.
- b) Participants will reach consensus on the conclusions and recommendations for actions to pursue at country, regional and/or international levels in order to achieve the Teacher Target and Education 2030.
- c) Participants will identify ways of enhancing the collaboration and partnership among teacher stakeholders at country, regional and/or international levels.

The members and partners of the Teacher Task Force were invited to the Forum. This included a diverse representation of national governments, global and regional intergovernmental organizations, international nongovernmental organizations, teacher organizations and associations, development agencies, private companies and foundations as well as international teacher experts. Altogether, about 250 participants attended the Forum and other related events that took place in Mexico City (see list of participants in Annex II).

Special Additional Sessions

In addition to the core sessions of the Policy Forum devoted to thematic group deliberations, the program included other special sessions: a) a pre-forum session of the use of the Teacher Policy Guide, b) four pre-forum thematic sessions, c) the annual meeting of the Teacher Task Force Steering Committee, d) a special session to commemorate the 1966 ILO/UNESCO *Recommendations for the Status of Teachers*, and e) the opening ceremony.

Pre-Forum Session on the Teacher Policy Development Guide

On 12 March a pre-forum session was organized to inform participants about the Teacher Policy Development Guide, which had been developed under the auspices of the Teacher Task Force, and to explain how countries could obtain technical assistance in developing a comprehensive teacher policy using the Guide. Liberia's Assistant Minister for Teacher Education discussed how Mark Ginsburg (FHI 360) provided such technical assistance, in the context of the USAID-funded Liberia Teacher Training Program, to develop the Educator Management Policy for the Republic of Liberia.

Pre-Forum Thematic Sessions

On 14 March four pre-forum thematic sessions were organized. The titles and brief summaries of these sessions are presented below (for further details, see Annex III):

1. *Inclusion and Equity in Teacher Policy and Practices*

This session focused on two sub-themes and their related key issues. The first sub-theme was the education of the educators about inclusive teacher policies, and included the following related issues a) political and legal dimensions, b) social (linguistic, cultural, economic, etc.) and educational dimensions, and c) partnership/networking and administrative dimensions. The second sub-theme was the education of the educators about inclusive teacher practices, and included attention to the following related key issues: a) inclusive teacher attitudes (including beliefs, values and ethics toward vulnerable persons and groups), b) inclusive teacher knowledge (what type of knowledge would be appropriate?), and c) inclusive teacher competencies (nature and types of competencies?).

2. *Information and Communication Technology and Distance Education for Teacher Development*

Sustainable Development Goal number 4, “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” identifies increasing the supply of qualified teachers as one of the strategies for the achievement of SDG4. Clearly, teacher education will require higher levels of creativity and innovation across the entire spectrum of teacher development to achieve this. Information Communication technologies (ICTs) and distance education have been used before and continue to be used with varying degrees of scope and success. The session on ICTs and distance education for teacher development therefore 1) highlighted the major strategies that have successfully been used to deploy ICTs and distance education in teacher development and 2) Identified and proposed plans for the deployment of these successful strategies at broader levels – national, regional and global.

3. *Teacher Management in the Situation of Emergencies*

The Education 2030 agenda clearly recognizes that Sustainable Development Goal (SDG) 4 cannot be met unless we address education for children and youth in conflict and crisis. However, safe, quality education for children and youth in crisis contexts can only be met with attention to the specific needs of teachers. Critical issues for teacher management in conflict and crisis settings include: a) teacher recruitment and deployment, b) teacher compensation, c) teacher development, d) emergency preparedness training for all teachers, and e) teacher well being, security and safety. Participants in this session 1) discussed the SDG 4 commitments to education for children in both acute and protracted crisis contexts and the implications for teacher management, 2) analysed the key challenges and the policy and planning actions needed to meet SDG 4 teacher target in conflict and crisis contexts, and 3) shared country and agency experience, activities and resources related to teacher management in conflict and crisis contexts.

4. *Early Childhood Education Teachers and Facilitators*

In the last decade, the global gross enrolment ratio (GER) for early childhood education (ECE) has increased from 33 per cent to 54 per cent. Yet, despite the growing consensus on the importance of ECE and its potential economic returns, achieving inclusive and equitable quality ECE services

for all children remains a daunting challenge in many countries. The particular context of ECE in many countries – marked by an important private sector and a significant share of unorganized and unprofessionalized ECE teachers – suggests that strategies to improve ECE services will require specific approaches different from those addressing primary and secondary education. Participants in this session a) discussed key policy issues with regard to ECE workforce, b) shared existing initiatives and programs to build collaboration, c) identified technical and financial partners to reach out to and include in follow-up actions, d) noted lead organizations and countries on specific areas of joint actions, and e) suggested means of follow-up after the session.

Special Lunch Time Session on Monday, 14 March

This special lunch time session was moderated by Albert Motivans (UIS) and included four presentations:

1. The first presentation, by *Patrick Montjouridès* (UNESCO Institute for Statistics or UIS), focused on data available through UIS. The presenter indicated that data were not always supplied by countries, and outlined the main reasons for this: a) data from private institutions are sometimes difficult to collect, b) data sometimes exist but are scattered in different ministries, and c) available data are sometimes not harmonized with ISCED categories. The presenter also noted that in 2015 UIS had set up new modules to produce certain key indicators for the monitoring of the objectives of Education 2030, one of which is related to the supply of qualified teachers at all levels of education (Goal 4c). This module also helps to collect data on some teacher characteristics such as academic levels, salary levels, etc. The presenter also explained that more than 1000 indicators will be made available in the database of UIS, including: a) student/qualified teacher-ratio per level of education; b) percentage of teachers at preschool, primary, post-primary, and secondary school levels with minimum required training or qualifications; c) student/trained teacher-ratio per education level; d) teacher attrition rates per level of education; and e) percentage of teachers who have taken different types of professional development courses over the last 12 months. The presenter also stressed that to guarantee the success of the international monitoring of indicators, partners need to support countries to develop the institutional and individual capacity to collect, manage, and analyze data.
2. The second presentation, by *Guy Serge Pompilus* (DFP), focused on the construction of a tool for the management of teachers in Haiti. The information on teachers is provided by three directorates within the Ministry: Planning, Human Resources, and Training and Continuous Development. The presenters mentioned that the data are not exhaustive, that is, they do not measure all of the proposed international indicators. Moreover, the presenters discussed challenges to collecting data from 75% of the educational institutions, which are either not public or are private but have not signed a partnership agreement with the government. The presenters explained that Haiti has decided to put in place new collection and management tools. In addition, the presenters noted that the Ministry of Education is considering a national teacher registry and the involvement of the three directorates to establish a single but reliable database.
3. The presentation, by *Varadune Amarathithada*, focused on Laos. The presenter indicated that teacher-related information comes from many departments within the Ministry of Education and

Sports. These include the department of personnel, the department of teacher training and the department of finance. The presenter explained that while there is no established link between the databases produced by these different departments, the unit in charge of the Education Management Information System (EMIS) is required to merge these data. The presenter commented that the EMIS has been in place since 1991 and is designed to integrate all the information about both public and private schools. The presenter noted that, besides the EMIS, there exists another information system on personnel management. The latter information system comprises detailed data on all the Ministry's personnel, including teachers and administrators. This database is updated quarterly to take into account new recruitments, transfers and departures. The presenter explained that Laos also runs a financial management information system. These data contain budget estimates for schools and levels of the system as well as detailed financial data on administrative and teaching personnel. These data, which are updated almost quarterly, also include scholarships for students and subsidies to schools. The presenter also reported that to meet the goals of Education 2030, Laos is considering: a) merging the various databases, b) updating data collection tools, and c) establishing a database for the monitoring of continuous professional development to enhance the quality and management of training.

4. The fourth presentation, by *Peter Muzawazi*, focused on the efforts to measure the teacher performance and professional development activities of teachers in Zimbabwe.

Annual Meeting of the Teacher Task Force Steering Committee

On 14 March the annual meetings of the Teacher Task Force and of its Steering Committee took place, during which important decisions were made regarding the reorientation of the partnership to respond to the SDGs and Education 2030 (minutes of the meeting were circulated separately).

Special Session Commemorating the 1966 ILO/UNESCO Recommendations

On 17 March a special session was organized to celebrate the 50th Anniversary of 1966 ILO/UNESCO *Recommendations Concerning the Status of Teachers*. The session began with brief presentations by Beatrice Ávalos (CEART/Universidad de Chile), Oliver Liang (ILO), Bill Ratteree (former ILO staff), Simone Doctors (independent expert) and Dennis Sinyolo (Education International). The speakers highlighted the importance of the *Recommendations* and identified how they have influenced the actions of teacher organizations, governments, and international organizations. However, they also noted how the current situation for teachers in many countries does not match what was stated in the *Recommendations*. Other participating in this special session reinforced and elaborated on both major points mentioned by the speakers – the importance of the Recommendations and evidence that the Recommendations were not being fully implemented.

Opening Ceremony

On behalf of the Mexican government, Aurelio Nuno Mayer, Secretary of Education, welcomed the participants and expressed his satisfaction in receiving a large group of distinguished policy makers, experts, researchers, teachers, representatives of unions, nongovernmental and private organization's leaders from all the regions of the world, united in their commitment to education and in particular to

the implementation of the goal of strengthening the teaching profession.

Minister Nuno emphasized the Mexican government's determination to transform the public education system to respond to the challenge of providing high quality educational opportunities to the 30 million students that it serves. He acknowledged the difficulties of the needed changes and underlined the importance of the Mexican teacher policy framework as well as of the substantial advancement in its implementation.

In her turn, Sylvia Schmelkes, president of the National Institute for the Evaluation of Education defined the teaching profession as one of the most complex and socially relevant. Coinciding with the vision of the Task Force, she described the continuous process of learning as critical to the professional development of teachers and concluded that this objective is among the highest priorities of an educational policy that pursues quality and equity.

Minister Nuno and Professor Schmelkes recognized the challenge posed by diversity and inequality in our societies and suggested that teachers and their organizations will be increasingly important in the definition of the qualities of good teaching in particular school contexts.

Juan Diaz de la Torre, President of the Sindicato Nacional de Trabajadores de la Educación (SNTE, National Teachers Union), emphasized that the teaching profession is still lacking in social recognition and expressed his concern for securing teachers' labor rights and adequate conditions to practice, both of which are critical to the purpose of achieving the promise of education. He highlighted the relevance of sustained dialogue between unions and governments under the premise that teachers' organizations are not the problem but part of the solution.

It is noteworthy that the first three speakers from Mexico addressed issues concerning teacher evaluation that have been the focus of major debates within the host country. Those attending the opening session of the International Policy Forum, thus, had the opportunity to listen to key individuals representing different perspectives in this important on-going debate. That the International Teacher Task Force had arranged for such speakers to participate in the opening session illustrates the commitment of the Task Force to social dialogue. It also indicates the importance of the Policy Forum to the Mexican institutions that the speakers represented.

Following the three speakers from Mexico, Jorge Sequeira, Director, Regional Bureau of Education for Latin America and the Caribbean spoke on behalf of UNESCO and noted the contributions of OREALC to the knowledge base in the field of teachers and teaching policies and announced works in progress in key topics such as training, professional development, teacher's careers, leadership and public policies. In addition, the Co-Chairs of the International Teacher Task Force, Adelheid Awases (Namibia) and Bente Nilson (Norway), expressed their appreciation for Mexico hosting this Forum and encouraged those attending the Forum to have productive sessions.

During the opening session the speakers transmitted their interest in the themes included in the agenda of the Forum and hoped that the dialogue would illuminate areas of policy and practice in need of further understanding and development. It was inspiring to confirm that there is a common vision in terms of the centrality of the teaching professionals to the achievement of the sustainable development goals and a

general acceptance of the commitment to work together towards the achievement of SDG4. Furthermore, participants were encouraged to engage in collaborative endeavors to further our common purpose of preparing our younger generations to participate in our societies.

Thematic Group Deliberations

Sub-theme 1: Teacher Education

General Rapporteur: Fatimata Ba Diallo, CONFEMEN

Rapporteur: Jean Adotevi, Teacher Task Force Expert

Moderator: Ma-Umba Mabilia, Organisation Internationale de la Francophonie

The 8th Policy Dialogue Forum was an opportunity to hold a broad discussion panel on issues relating to the training of teachers, the subject of sub-theme 1, concerning the implementation of the goal on teachers within the *Framework for action Education 2030*.

A total of five formally scheduled presentations were made sharing experiences and ideas in line with the main theme of the Forum: How to take into account the teacher target in the implementation of the *Framework for Action Education 2030*. These presentations focused on aligning the teacher targets with issues relating to quality and equity. The presenters, titles, and a brief summary of these presentations are provided below.

1. *Professor Yusuf Sayed (Cape Peninsula University of Technology and University of Sussex): Teacher Education Plenary Session Presentation*

A new global development agenda for 2030 including new targets for quality learning and teaching were agreed in September 2015. This new agenda, the Sustainable Development Goals (SDGs) replace the Millennium Development Goals (MDGs) agreed in 2000. The specific goal that has been put forward for education is to “Ensure inclusive and equitable quality education and promote life- long learning opportunities for all.” The ten targets associated with this goal between them cover all educational levels from early childhood development and care to scholarships for Higher Education and teachers and teacher supply. Key to this changed agenda is a much welcomed and renewed focus on teachers as key to achieving equitable and quality education for all.

Teachers and how they are educated and supported are important because they are a most important investment in a nations’ education system and the single most important line item of an education budget. Moreover, teachers are an important resource any country has to effect equity as they can, in combination with other pro-poor interventions, mitigate the learning disadvantages of children from low-income and deprived backgrounds. Further, there is a slow growing body of research which suggests that teachers’ have a significant impact on student learning particularly on those who are marginalised (Naylor and Sayed, 2014). Yet their importance can be often neglected in education policy, a gap which this presentation seeks to address.

In this context, this presentation addresses several important issues relating to how teachers are trained, supported, governed and their involvement and participation in policy development. Specifically, this presentation addresses challenges and approaches to enhancing initial and continuing teacher professional development to equip teachers with the skills, knowledge and disposition to provide quality teaching. Attention is also paid to teacher qualifications, standards and career pathing as well as challenges and innovations in teacher education to enhance teacher motivation and competence. The presentation concludes by examining some of the conditions for successfully implementing dynamic models of teacher education to enhance learning and promote equity in and through education.

2. *Irma Eloff (African Deans of Education Forum): Teacher Education Breakout Session Presentation*

Teacher education, in many ways, is the pivot around which educational successes is built. If teacher education is high quality, an avalanche of constructive educational outcomes is created. Quality in teacher education can be linked to student performance, school improvement and increasing literacy levels. It can also be linked to positive perceptions about the status of the profession, which in itself creates virtuous cycles within the education domain.

In Africa, teacher education is facing huge challenges. Government spending on teacher education varies between countries. Standards for teacher education also vary. Teaching practice supervision is often underfunded. Teacher mobility is restricted and retention within the profession remains problematic. It is challenging to educate teachers within scarce skills fields, such as science, mathematics, technology, geography and accounting. In addition, teachers often accept teaching positions in fields, or schooling phases, for which they are not qualified.

Nevertheless, some progress has been made on the continent in terms of the reduction of the percentage of the population with no schooling in many African countries. In addition, the mean years of schooling in the African population above the age of 15 years have increased over the last sixty years in a number of African countries. Improvement in teacher education may have contributed to this trend. Accurate data for educational outcomes in African countries can, however, be challenging.

The notion of “qualified”, “trained”, “motivated” and “supported” teachers as articulated for Education 2030 is particularly relevant for teacher education on the African continent. In some instances, African countries has invested in pre-service teacher education, whilst in other in-service education has seen improvement. Distance education has also impacted positively on increasing the number of qualified teachers on the continent. Distance education has also, in some instances, been related to top quality curricula, effective support for teacher education students and novel ways of using technology. Distance education has also provided access to tertiary education for many students who would not otherwise have had access to teacher qualifications.

Teacher education in Africa is typified by varying standards between countries, as well as within countries. Primary hubs for teacher education can often be found at universities who strive to

become more research-active. The notion of research activeness in itself supports quality teacher education, but often creates competing internal institutional goals.

Government spending to basic education also differs. In some instances, government spending on education (as a percentage of GDP) is adequate, yet the dividends are sometimes limited. Accountability needs to be improved significantly. By investing in new teacher graduates, long-term accountability can perhaps be improved.

3. *Bladimir Ortiz (Organization of American States and Inter-American Teacher Education Network): Teacher Education Breakout Session Presentation*

The Inter-American Teacher Education Network (ITEN) of the Organization of American States (OAS) is an initiative that aims to improve the quality of education in the Americas and the Caribbean through the transformation of teaching practice and support ministries and secretaries of education in the design of public policies regarding teacher professional development.

In this presentation, the speaker considers why it is important to "ensure an inclusive and equitable quality education and promote lifelong learning opportunities for all," and how ITEN plays a role in advancing that goal. Why is it necessary to substantially increase the supply of qualified teachers by 2030? Latin America remains the most unequal region in the world. In 2014, the richest 10% of the population of Latin America had amassed 71% of the wealth of the region. According to estimates by Oxfam, if this trend continues, within just six years the richest 1% of the region would have more wealth than the remaining 99%.

ITEN is aligned with other international organizations to fulfill this goal through the development of programs and activities for two target audiences, policy makers in teacher professional development and teachers. Especially important is Target 4.C, "By 2030, substantially increase the supply of qualified teachers." ITEN's activities to strengthen the skills of teachers from the Americas and the Caribbean, in cooperation with other international organizations and ministries of education in the region, thus increasing the qualifications of current teachers.

ITEN understands the nine dimensions presented in the guide for developing teacher policies as the constituent elements of the teaching profession; for that reason, ITEN sees in them the way of demonstrating the challenges that exist in the region in the development of policies on teacher professional development. The biggest challenges in the region are: a) recruitment and selection, b) initial training, c) retention, d) continuous training, e) system and promotion ladder, and f) teacher evaluation.

ITEN considers the actions needed to strengthen and improve teacher professionalization from a global perspective; it is not enough to improve some of the conditions, but rather that it is necessary to attack each of the challenges, to achieve a real transformation in the life of teachers and in their professional practice.

The UNESCO eAtlas of Teachers points out the need for approximately 267,000 teachers to enter into the teaching profession in the region in 2015 to replace teachers who are estimated to retire or desert the system, as well as to cover new positions. Latin America and the Caribbean, in

comparison with other regions of the world, did not require by 2015 a substantial number of teachers, as the region's total comprises approximately 10% of the total of 29 million teachers currently needed around the world. The challenge for 2030 will be greater, since in the region will require about two and a half million teachers to replace the estimated numbers retiring or dropping out and to fill new places.

While the in the region currently has approximately 90% of the teachers required to meet the educational demand, not all current teachers are certified. The percentage of certified teachers has remained almost unchanged in recent years between 77 and 78%.

ITEN carries out two strategies to strengthen teacher policies: a) the Inter-American "Collaboratory" for the Teaching Profession (Co-TEP) and b) technical cooperation missions. Through these strategies, it contributes to strengthening the teaching profession in Latin America and the Caribbean and to improving the quality of education. The Co-TEP is an online database of more than 500 documents and other resources highlighting successful policies and practices, research results, and other data regarding the teacher profession. Technical cooperation missions are trips requested by ministries of education and financed by ITEN which allow policy-makers to witness firsthand a successful policy or practice and to learn from the experts who implement it; participants must follow up six months after the mission to confirm concrete actions taken as a result of the visit.

ITEN also offers eight activities designed to help teachers improve their practices in the classroom. Interested ministry officials and other colleagues interested in the advancement of the teaching profession are invited to contact ITEN to explore collaboration to achieve that goal.

4. *Pascale Brandt-Pomares (Université Aix-Marseille) and Brigitte Anita Marin (Université Paris Est Créteil): Teacher Education in France: A Substantive Reform*

The training of teaching and education personnel is the cornerstone of the law regarding the rebuilding of French school system, published on 8 July 2013. This will result in the creation of graduate schools of the teaching and education (ESPE), aimed not only at restoring initial teacher training, but especially to ensure a gradual access to the teaching profession.

ESPE, which are the spearheads of the educational overhaul, have strong ambition to give back to the school the means to offer all children the same chances for success. Teaching is a profession that one has to learn. The new training system allows the acquisition, in progressive and integrated manner, of high level of professional skills, both at disciplinary and practical levels. ESPE, which are part of university system, fully involve academic services as the practitioners of national education to university trainings, to train genuine teaching professionals.

The masters for professional vocation, namely "Profession of Teaching, of Education, and of Training" (MEEF), were designed according to several principles. In the Master 1, students prepare for a competition, while initiated to the fundamentals of didactics and pedagogy. An observation training followed by an assisted practice allows them to make their first in class-course in a secure environment.

For the M2, they are full-time, paid as civil servant trainees. Practicing part-time in school, they are trained by the ESPE two days a week. The teaching placement with responsibility allows them to exercise the professional practices. The teachings of the Masters 2 enable them to build didactic sequences and analyze professional practices in connection with their placement. The training of future teachers requires the active participation of personnel of National Education, with the intervention of field trainers, inspectors, teachers, management personnel, sometimes jointly with trainers for multi-dimensional perspectives.

To enable the acquisition of professional skills, training in the ESPÉ gives particular importance to individual mentoring support for trainees, especially around the teaching placement with responsibility, followed by ESPE's tutor and a tutor at school who work closely together. Drawing on school visits, reflexive training activities at the university, in partnership between the two trainers, this mixed mentoring allows the necessary articulation between research activities, on one hand, and building professional skills on the other.

Teaching means gaining cross-disciplinary skills. For this purpose, training covers a common core of training on professional practices, the diversity of learners and students with special needs, the skills based approach, the common core knowledge, skills and culture, teachings related to professional ethics (secularism, anti-discrimination and the gender sensitive culture).

The training allows the appropriation of major societal topics (citizenship, artistic, cultural education, environmental education, sustainable development and health). The objective is to train professionals united by a common culture, despite the fact of being teachers in primary, lower-secondary, or upper-secondary schools. Trainees receive also learn about how to conduct and use research.

This professionalism building is based on training to – and by – research in the mobilized disciplines. Teaching a subject is indeed interrelated to the knowledge of the epistemological issues, the debates among various fields of knowledge.

Within the continuity of training throughout life, it is important to maintain and update the knowledge, while ensuring the linkage with current research. In this perspective, it is expected that (future) teachers have access to learning development methods and validation of scientific knowledge, and to a necessary training in epistemological tools.

This research training is crucial in view of creating synergies between the three types of interrelated issues: scientific, educational, and societal. It is a matter of putting in place mechanisms where one of the final goal is to transfer results in training. The issue of transferring research results into practices allows, through the methodology and necessary content, to develop in the trainees the ability to innovate in their teaching.

The master's thesis is the place of preparation of this research. It should take into consideration two dimensions, a) scientific (theoretical framework and methodology for data analysis) and b) professional (research topic related to the profession). The student is accompanied in the elaboration of this research paper (thesis) by a supervisor. Writing a research paper can allow the

trainee to gain knowledge, to update it later, and equip her/his professional practice. Research, thus, becomes a professional development tool.

5. *Ethel Valenzuela (Southeast Asian Ministers of Education Organization Secretariat): Improving Teacher Quality in the Philippine Public Education System: A Study on Attracting, Educating, Professionalizing, Developing, and Retaining Teachers*

The presentation is entitled “Improving teacher quality in the Philippines public education system: A study on attracting, educating, professionalizing, developing and retaining teachers.” The country looked up to education as the engine of social reform, a key to economic development and the propeller of the country’s bid for an industrialized economy in the 21st century. It is a belief that education is a key investment that would break Filipino family’s cycle of poverty. The country consistently pursued education reform programs for better results. However, the question is whether we have improved students’ performance through the various reform agendas? How effective are the teachers today? What role does teacher professional development play in enhancing teacher effectiveness? How can effective teachers be retained?

Discussion on sub-theme 1: Teacher Education

The participants in this sub-theme’s sessions addressed a number of key issues under the general headings of a) training, b) evaluation, and c) motivation. The issues discussed are summarized below.

With respect to the topic of teacher education, participants noted the shortage of quality teachers in relation to the basic premise that quality education is predicated on the availability of quality teachers. While there were different aspects emphasized, participants generally agreed that teacher quality is evidenced by their content knowledge, their pedagogical skills, and their capacity to assess student learning. Participants mentioned a related concern, which is the high student-teacher ratios in most countries. While this concern has both quantitative and qualitative dimensions, but reducing this issue to its quantitative perspective is dangerous for the professional development of teachers.

Participants discussed that the need for qualified, well-trained, and motivated teachers remains crucial. They observed that this is compounded by the need to make the teaching profession attractive so as to attract and retain the best candidates in the profession. Participants also suggested that harmonised certification systems could enable teacher mobility and eliminate the deficit where the needs exist.

Participants made a number of other points about training:

- a. Training should help build teachers' capacities to enable them meet the various needs of the learners, including in countries experiencing conflicts and/or fragility.
- b. Training should target specifically school headmasters/headmistresses and principals, who form the core of the pedagogic team and the decentralised management of education systems and whose instructional leadership capacities need honing so that they can support their teachers and students.
- c. Given that the classroom is the decisive space for qualitative changes in teaching and learning, training programs need to establish a link between theoretical inputs and classroom praxis.
- d. In order for teacher training to be relevant to classroom practices, there is a need for accurate data about teaching and learning, but many countries do not always have the required data production capacity.

- e. Traditional partners, including the public sector, the private sector, civil society organisations, and humanitarian organisations, should collaborate to set up a framework for action based on the identification of real needs of teachers for professional development activities.
- f. Teacher training should promote the use of ICTs to support teachers in their quest for knowledge and as a pedagogic tool to scaffold students' learning.
- g. There is an acute shortage of initial and continuous education provision for the various categories of teachers working early childhood education sub-sector; increased efforts in providing such teacher education should be governed by training standards and targeted to the specific needs of these teachers and learners.
- h. It is critical that pre-service and in-service teacher education are articulated so that knowledge, skills, and attitudes emphasized at one stage of teachers' career are reinforced and deepened at the subsequent stages.
- i. In addition, teacher learning and development can be fostered by interaction with colleagues, who should also be a source of social and technical support for novice and experienced teachers.
- j. There is a need to set up a harmonious institutional framework for the training provision, because well-trained teachers are better placed to achieve quality and equity in education.

Participants emphasized that teacher *evaluation* is very important, and should be framed as a formative, rather than punitive endeavour. They identified a number of points related to teacher evaluation:

- a. Teacher education program and the evaluation of teachers during and after these programs should be based on competency standards.
- b. Teacher evaluation should be based on solid data, including systematic observation of their instructional activities and review of their lesson plans, instructional aids, and student assessment tools.
- c. Teacher evaluation should lead teachers to professionalisation by helping them identify their weaknesses, improve on their competences, and develop their potential.
- d. Teacher evaluation should be constructive, contribute to teacher professionalization, enable teachers to reflect on their own pedagogic practices.
- e. Teacher evaluation should also be a factor in the promotion and evolution of the teacher's career.

Participants highlighted the critical importance of teacher motivation, because this was the driver for attracting and retaining the best candidates in the profession. They mentioned a number of points related to teacher motivation:

- a. Teachers' motivation depends on several factors: skills training, the level of pay, career development, social status, working conditions, etc.
- b. There is a need for more effective initiatives aimed at guiding good students towards entering the teaching profession.
- c. Similarly, there is a need for more effective initiatives to discourage teachers from exiting the profession.
- d. Teacher policies should focus not only on quantitative issues (i.e., the number of teachers needed to work with the growing number of students), but also on qualitative issue (i.e., making teaching a more attractive profession).
- e. Teachers should be critical agents in improving the quality of education systems, which would

require reinvigorating social dialogue, involving teachers in decisions about their profession and the education system, ensuring inclusion and equity in teaching policies and practices, as well as taking into account teachers in countries experiencing conflict crisis.

The participants in this sub-theme's sessions agreed on the following **recommendations** that the International Teacher Task Force in cooperation with its members should:

1. Work to improve the quality of teacher education programmes in all sub-sectors of education, and with regard to the quality of teacher educators, curriculum content, training strategies, evaluation of learning achievements;
2. Help develop and implement teacher training programs that meet the needs of teachers in a structured and continuous way and under the responsibility of the state.
3. Establish quality assurance mechanisms for regulating the provision of (pre-service and in-service) teacher education through approved criteria which are adapted to the country to ensure quality and relevance;
4. Put in place teacher evaluation systems which are valid and capable of ensuring the continuous professional development of teachers;
5. Ensure access to ICTs to improve teacher training, expand teachers' access to subject matter content and pedagogical techniques, and ICTs in the teaching-learning processes in schools.

Sub-theme 2: Teaching and Learning

General Rapporteur: Mark Ginsburg, Global Education Department, FHI 360, United States

Rapporteur: Samsideth Dy, Ministry of Education, Cambodia

Moderator: Jasper Wohler, Humana People to People, Spain

The focus of sub-theme 2 was on teaching and learning. The issues discussed are central to the concept of educational quality.

A total of six formally scheduled presentations were made, thus providing a broad coverage of issues related to teaching and learning. The presenters, titles, and a brief summary of these presentations are provided below.

1. *Sonia Guerriero (Organization of Economic Co-operation and Development): TALIS 2013 Results: An International Perspective on Teaching and Learning*

The OECD Teaching and Learning International Survey (TALIS) is an international survey of teacher and school principals from over 30 countries. It aims to provide valid, timely and comparable information to help countries review and define policies for developing a high-quality teaching profession. TALIS 2013, the second round of TALIS, explored the themes of: professional development, school leadership, teaching practices, school climate, appraisal and feedback, job satisfaction and teacher profiles. The presentation focuses on some of the main findings of TALIS 2013, concerning: developing and supporting teachers, teacher practices and job satisfaction. It also gives a brief overview of the development of the next cycle of the survey, TALIS 2018.

2. *Mary Burns (Education Development Center): The Teachers We Need ... and the Preparation They Deserve*

The world needs teachers. In the next 14 years, almost 26 million teachers will need to be recruited just to provide every child with a primary education. More importantly, the world needs better teachers—teachers who are well-prepared, qualified, caring, and skilled. This is true for all children, but particularly true for disadvantaged students from low-income contexts, who are often taught by teachers who are un/under trained, un/under qualified.

“Good teachers matter.” This phrase, “good teachers matter,” is used so often that it has become a cliché. Yet high-quality teachers are the single most important school-related factor in assuring a quality education for a child. Sustainable Development Goal 4, with its focus on quality education and lifelong learning represents an opening to focus more systematically and universally on quality teachers and quality instruction.

Measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics. Research estimates that the difference between having a good teacher and a bad teacher can exceed one grade level in annual achievement

growth. Rockoff, in a 10-year study of the same set of teachers, estimated that differences in teacher quality account for 23 percent of the variation in student test scores.

Good teachers matter in high-income nations. In 2010 the *Los Angeles Times* conducted an investigation into why many poor Latino students do well academically in Los Angeles public schools and why many others fail. The newspaper concluded that the difference between success and failure was not a function of income or family or native intelligence, but rather the result of the quality of the child's teacher. This has been supported by other research. Sanders & Rivers' early research showed that lower-achieving students are the most likely to benefit from increases in teacher effectiveness and that these effects are cumulative over time. At-risk children—poor children, children at risk of school failure because of behavioral, emotional or academic issues—benefit more from effective teachers and effective teaching than children who are not at risk.

This session is organized in two parts. The first lays out the qualities of good teachers —what they know and more importantly, what they do. While there are numerous policy aspects (recruitment and compensation) that impact teaching quality, the second half of the presentation focuses on the main component that impacts teaching and learning—the teacher education system both at the pre- and in-service levels. The critical role that the teacher education system plays in shaping teachers' skills has been much neglected in research on quality teaching. For instance, many teacher educators seldom set foot in local schools to learn about the challenges prospective teachers face. They do not have to pass an assessment showing mastery of basic skills or have any sort of clinical teaching experience or apprenticeship.

The remainder of the presentation lays out a number of recommendations that create a “connective tissue” among the components and phases of the teacher education system.

References

Burns, M. (2011). *Distance education for teacher training: Modes, models and methods*. Retrieved from <http://go.edc.org/07xd>.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103, 1013-1055.

Hanushek, E.A., Kain, J.F., O'Brien, D.M., Rivkin, S.G. (2005). *The market for teacher quality. Working Paper 11154*. Cambridge, MA: National Bureau of Economic Research.

International Task Force on Teachers Education for All. (2015, October). *Global teacher shortage threatens education 2030*. Retrieved from <http://bit.ly/1M62mCr>.

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review* 94(2), 247–252.

Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville, TN: University of Tennessee Value-Added Research

and Assessment Center.

Shields, P. M., Esch, C.E., Humphrey, D.C., Young, V.M., Gaston, M. & Hunt, H. (1999). *The status of the teaching profession: Research findings and policy recommendations*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

3. *Diana Hincapie (Inter-American Development Bank): Teaching and Learning: An IDB Perspective*

Teachers can make a significant difference in students' lives. There is a growing consensus in the literature that teachers are fundamental to improving student learning outcomes (Chetty et al., 2014; Hanushek and Rivkin, 2010). Empirical findings suggest that the magnitude of teacher effect estimates is relatively large compared to other interventions.

Recent studies also document teachers' impact beyond student achievement gains. Studies have found significant impacts of teachers on students' executive function (Araujo et al., 2016), development of social and behavioral skills (Jennings & Diprete, 2010), absences (Gershenson, 2015; Jackson, 2013), and other outcomes such as suspensions and on-time grade promotion (Jackson, 2013).

Despite the large number of studies supporting the importance of effective teachers, research remains inconclusive on what qualities make a good teacher and how school systems can secure a quality teaching force. It is difficult to identify good teachers based on qualifications. The data that school systems collect about teachers at the time of hire on teacher qualifications, including teacher certification, advanced degrees, and selectivity of the college the teacher graduated from, do not predict their effectiveness based on student outcomes.

Empirical evidence has shown that there is a positive impact of teacher content knowledge and subject-specific pedagogical knowledge. Similarly, research findings show significant positive relationship between teachers' mathematical content knowledge and their quality of instruction (Hill et al., 2008), and students' math achievement (Campbell et al., 2014; Marshall & Sorto, 2012).

Data from assessments and teacher datasets can play a key role in informing and improving teaching and learning. Researchers have found that providing teachers with feedback on student learning has improved achievement when accompanied by initiatives to build teaching capacity or make teachers' jobs manageable (Muralidharan & Sundararaman 2010; Duflo et al. 2015; Piper & Korda 2011). Studies also confirm the effectiveness of providing well-designed incentives for teachers to improve student performance (Muralidharan & Sundararaman 2011; Muralidharan 2012; Lavy 2009, 2013).

Some countries in Latin America and the Caribbean have developed policies to promote effective teaching, like frameworks for good teaching, financial incentives to attract quality candidates into the teaching profession, and efforts to motivate and hold teachers accountable.

But the region in general is yet to develop a culture of actively collecting and using data and

assessments. There is relatively few evidence on what works in the region, as rigorous evaluations of policies and programs are still scarce. However, some countries have participated in several rounds of international and regional assessments, and some have national standardized tests for students of different grades.

The Inter-American Development Bank (IDB) is supporting countries to fill this data and information gap through promoting the use of data and evidence for designing and evaluating policies. There are four ways in which we are giving this support. First, we created a data portal (in order to promote the use of data for policy making. Second, we created the “Education Innovation and Research Laboratory”, in order to promote the use of evidence for policy making. Third, we promote and support evaluations of specific policies and programs. And fourth, we promote and support countries participation in international and regional assessments like PISA and PISA for Development.

3. *Kim, Jinhee (Korean Educational Development Institute): Competent Teachers in SDG Context: Critical Reflection and System Support*

The Post-2015 era has arrived eventually and the educational development agenda in SDGs agreed by the international community at the 70th Session of the UN General Assembly. Now international community have new milestones for the International Development Cooperation in the field of education during the next 15 years (i.e. 2016~2030). It is a comprehensive education agenda, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, which means Korean government should engage with a new direction for future educational development cooperation programmes. This comprehensive education agenda includes all sectors and objects of education, such as primary and secondary education, to contain the directivity within a large framework, which should certainly be pursued. However, we should take a keen consideration; who is the key player to produce an impact and bring the achievement of this ambitious goal?

UN's new Education 2030 agenda (Post-2015 global agenda) underlines the importance of teacher and crucial role of teacher to enhance Quality Education for All across the world. Although we should acknowledge the significance of a safe and efficient educational environment for ensuring a quality education, the goal of qualitative education will not achievable if educators are not qualified and performing quality work. Teacher is a key driving force to create effective teaching and learning materials and leading a meaningful curriculum.

Thus, there is a high agreement to empower teachers' capacity and retain qualified teachers. In this context, this paper aims to investigate effective and meaningful directions and strategy in order to enhance teacher education. It could cover from pre-service teacher education sector to in-service teacher training across the specific context. International education communities can gain an implication on enhancing teacher's capacity building.

4. *Alexey Semenov (Moscow State University of Education): Scientific Content of Teachers' New Generation Development*

In accordance with the Strategic Plan 2014-2016 – Teachers Task Force for EFA as well as the results of its discussion at the World Education Forum 2015 (Incheon, Korea), the challenges humanity facing in the field of education development were formulated. Research in the field of cognitive science and their outcomes implementation will enable to remove the cognitive gaps (failures) and support teachers in addressing the oncoming overall global education crisis.

Newly designed educational programs in the field of cognitive science allow considerable scope for improving the level and quality of teacher education. And to allocate teachers more fairly common cultural, specific educational and comfortable living environments need to be established. Additionally, to provide incentives in the form of appropriate salaries and attractive career paths, professional standards for teachers of new generation need to be developed.

In the early 1940s, the effective application of mathematical methods and principles resulted in the solution of traditional problems in the field of logic, physiology, psychology and linguistics as well as led to the creation of: new scientific disciplines as a sequence to interdisciplinary interactions: cybernetics, computer science, structural linguistics, psychophysiology, mathematical logic, anthropology, philosophy etc.; information theory and artificial intelligence. This new comprehensive line of research was called cognitology and represents the first cognitive revolution.

The second cognitive revolution, which occurred during the 1970's and 1980's involved the move from interdisciplinary towards transdisciplinary studies of human behavior. This involved essential knowledge acquisition and exploration of new fields of knowledge, identification of cognitive gaps, and the expansion of the areas of cognitive research because new directions in the many fields, including: genetics, mathematics, history, cultural studies, sociology, economics, politics, law, and educational sciences.

The third cognitive revolution involved the move from transdisciplinary studies towards cognitive science. Cognitive science is an area of transdisciplinary research in dispositions, abilities, willingness (readiness) and motivation of a subject to the cognitive activity defined by the specific environment and content. The result of activity of the cognitive subject is the formation and development of human potential/capital.

The fourth cognitive revolution witnessed mathetics becoming the scientific underpinning of cognitive science. This entailed the application of two methods of mathetics: the syncretic and the triadic methods. Additionally, the triadic method distributes the components of cognition in keeping with the degree of generality and in accordance with the levels and paradigms used for cognition of the types of the universum's things.

The syncretic method involves the simultaneous or alternate use of three elements: analysis, synthesis and comparison. The triadic method (as the syncretic one) initially uses three means of cognition (feeling, reason and faith) as well as three instruments (analysis, synthesis and comparison). The syncretic method also includes gradation (a multilevel approach), moving gradually from the well-known through the nearest unknown to the most remote one.

Cognition of the world of culture focuses on all forms of its representation: pre-culture, language, exchange, religion, management, art, engineering, science, and education among others. Cognition of the world of culture goes beyond knowledge acquisition. It includes the ways of obtaining, using, redistributing and inheriting not only knowledge but also experience.

Modern socio-cultural environments, SMART environments and IMAGO environments do not reduce the meaning of their content exclusively to knowledge and even ideas. The hypothesis of a “new paradigm” is that the modern educated person acts and transforms societies basing on cultural values. As Comenius observed, “we wish every person, on obtaining right education, to reach the fullness of culture not only in one, or some, or even many areas, but in all of those which contribute to the perfection of human nature [that is, to his/her talents and genius].”

5. *Dennis Sinyolo (Education International): SDG #4, Teacher Target & Strategies for Implementation, and Raising the Bar*

The presenter begins by noting that the SDGs may lead to an overload of the school curriculum. He then emphasizes that SDG4 and its associated targets cannot be achieved unless there are sufficient numbers of qualified teacher, which also requires sufficient funding from national as well as international sources. However, the presenter commented that teachers are not merely a means of implementation, but they are human beings who are members of a profession. Thus, in addition to establishing a qualifications framework and standards for what teachers should know and be able to do, it is critical that lifelong learning opportunities be available for teachers. These opportunities should include workshops as well as systems for providing feedback and guidance to support teachers’ in improving how they perform their professional roles. In this regard, ICT and video recordings can be used to facilitate teacher peer learning.

Moreover, teachers should not only be involved in classroom activities (lesson planning, pedagogy, student assessment), but also engaged in social dialogue to shape educational policy and practice at the school, local, national, and global levels. The presenter concludes by referring to Albert Einstein’s statement that “not everything that counts can be counted and not everything that can be counted, counts.” This quote was referenced in relation to the growing tendency to over-emphasize certain kinds of measures of teacher and student performance.

Discussion on sub-theme 2: Teaching and Learning

The participants in this sub-theme’s sessions identified six key policy issues. The subsequent paragraphs summarize the major points that were articulated in relation to each of these policy issues.

The first issue identified is the need for *global guidelines for developing professional qualifications and competencies framework*. In order to professionalize teaching and to be in a better position to draw comparisons across countries, the participants in this sub-theme’s sessions highlighted the need for such a framework. The idea of a global framework, rather than a global policy, was to allow for some variation across and within countries, but still have a basis for recognizing teaching as a profession globally. Reference was made to the (1966) *ILO/UNESCO Recommendation Concerning the Status of Teachers* as an example of a useful global framework. Participants also emphasized that such a Framework could

identify the areas in which countries should set minimum standards as well as identify mechanisms that countries could adopt or adapt to assist teachers in meeting these minimum standards. Moreover, such standards should be developed and applied to all groups of educators, including teachers, preservice and inservice teacher educators, school administrators, and administrators, inspectors, and supervisors at other levels of the system. Finally, educator standards should be aligned with capacity building programs for educators, schemes for evaluating educators' performance, as well as the school curriculum, student evaluation, and other educational policies.

The second issue identified is the need to *protect and strengthen teacher professionalism*. Participants in this sub-theme's sessions referenced different aspects of teacher professionalism, including status, respect, responsibility, authority/autonomy, remuneration and other benefits (e.g., forgiving student loan), and continuous professional development. Some participants expressed that enhancing the professional status of educators would make it easier to attract and retain high quality practitioners. They and others argued that the enhanced professionalization of educators would also translate into improved student learning outcomes and more effective relations with parents and other community members. In part, this would occur because teachers and other educators would feel good about their profession and would be more motivated to perform at or above the expected standards.

The third issue identified is the need to *enhance the quality and quantity of opportunities for teacher learning*. Participants emphasized that learning should be a career-long activity for educators, and not just something that is enabled or encouraged during a preservice phase of their career. The way schools are organized and the workload assigned to educators should take into consideration how to provide ample, high quality opportunities for educators to learn throughout their careers. Learning opportunities for educators include formal coursework (related to academic degrees), workshops, school-based or broader professional learning communities (communities of practice), individual and group action research, and individual study (including internet- or other distance-based modes). While cascade models of organizing inservice professional development are less costly, they are not necessarily cost effective, since the impact of such "training" is often negligible. Participants in this sub-theme's sessions also stated the importance of having teachers, school administrators, and/or local supervisors or inspectors who encouraged and facilitated learning by teachers and other educators as well as created space for them to practice/apply what they learned. It was also noted that arrangements were needed to insure that when teachers or school administrators were away from their jobs to participate in workshops or other formal learning opportunities that another professional educator would be take on their responsibilities.

The fourth issue identified is the need to *insure quality, equitable education for all, including those in vulnerable and insecure contexts*. Participants in this sub-theme's sessions frequently noted the wide variations in opportunities to learn and learning outcomes for different groups of students and teachers. They gave attention to differences across countries as well as differences within countries. A number of participants especially highlighted the lower quality of teachers and education provision more generally that was offered to children and youth in vulnerable and insecure contexts as well as to marginalized populations (including cultural/linguistic minorities, refugees, the poor, and rural residents).

The fifth issue identified is the need to *involve all stakeholders in determining educational policies and practices*. A number of participants in this sub-theme's sessions called attention to the importance of broad-based participation in determining policies and practices. Many of these participants stressed that

teachers and other educators should be involved at the local, national, and global levels, as noted in the (1966) *ILO/UNESCO Recommendation Concerning the Status of Teachers*. These and other participants also emphasized that parents and students, representing different economic and cultural groups, should also be involved. The point was not just that such participation was in line with a democratic ideal, but also that such participation would likely lead to better proposals and decisions for policy and practice.

The sixth issue identified is the need for *more and better qualitative and quantitative research evidence to inform educational policy and practices*. Participants in this sub-theme's sessions frequently acknowledged the limited evidence, particularly in developing countries, to understand in depth the issues identified above. Some examples of research conducted by academic investigators, NGOs, and governments were mentioned (e.g., various studies conducted Education International, EDC, and FHI 360). However, more often participants identified gaps in research evidence on the global level. In addition, participants mentioned concerns about the quality (validity, generalizability, etc.) of the findings of much of the existing research.

The participants in this sub-theme's sessions agreed on the following **recommendations** that the International Teacher Task Force in cooperation with its members should:

1. Promote at national, regional, and international level Qualifications and Competencies Frameworks, including minimum professional standards for teachers, teacher educators, school leaders, and educational administrators.
2. Work to enhance gender-sensitive and multiculturally-sensitive policies and practices that respect and promote the professionalism (autonomy, status, decent salaries, teaching and learning conditions) of teachers at all stages of their careers, including professional codes of ethics.
3. Promote gender-sensitive and multiculturally-sensitive policies and practices to ensure inclusive, quality lifelong learning (preservice preparation, induction, continuous inservice professional development, mentoring, and supervisory guidance and support) for teachers, teacher educators, school leaders, and educational administrators.
4. Promote gender-sensitive and multiculturally-sensitive policies and practices that enable all teachers to effectively and equitably address learning for all, including learners in all contexts and situations of vulnerability and insecurity (e.g., the marginalized, refugees, indigenous people, and disadvantaged).
5. Promote gender-sensitive and multiculturally-sensitive policies and practices that encourage teachers, educational administrators, parents, and community members as well as children and youth to participate and make decisions collaboratively to promote equitable, quality learning for all.
6. Encourage various organizations and groups, including educators, to undertake and disseminate the findings of research on teaching, teacher learning, student learning.

Sub-theme 3: Financing Teaching and Teacher Development

General Rapporteur: Sylvia Ortega Salazar, Colegio de Bachilleres, Mexico

Rapporteur: Anjela Taneja, Global Campaign for Education

Moderator: Basu Dev Kafle, Tribhuvan University, Nepal

The focus of sub-theme 3 was on financing teaching and teacher development. The issues discussed are central to the concept of educational quality.

A total of six formally scheduled presentations were made, thus providing a broad coverage of issues related to teaching and learning. The presenters, titles, and a brief summary of these presentations are provided below.

1. *Halsey Rogers (World Bank): Financing for Teaching & Teacher Development: Considerations for Achieving the SDGs*

This presentation begins by focusing on the 2018 World Development Report, which will be the first devoted to education. The Report will highlight the centrality of education for achieving all the Sustainable Development Goals and include four major themes: a) the promise of education, b) progress and pitfalls in realizing the promise, c) evidence on how to improve education, and d) scaling up to systemic change.

The presentation then discusses issues related to evidence-based teacher policy, including the need for: a) evidence on shortcomings and needs, b) clearly defined causal chains based on evidence, c) rigorous evaluation of impacts, d) triangulation of information sources, as well as e) constant learning and improvement. In addition, the presentation outlines what will be needed for systemic improvement: a) moving beyond effective programs to change at scale, b) understanding the Interplay among factors, and c) strengthening teaching, and not just teachers.

The presentation next explains that there is a need for clear direction in financing such changes in teaching and teacher, including drawing on domestic and international resources as well as having long term goals.

The presentation introduces the eight aspects of teacher policy included in SABER: 1) setting clear expectations for teachers, 2) attracting the best into teaching, 3) preparing teachers with useful training and experience, 4) matching teachers' skills with students' needs, 5) leading teachers with strong principals, 6) monitoring teaching and learning, 7) supporting teachers to improve instruction, and 8) motivating teachers to perform. The presentation focuses particularly on the second, seventh, and eighth aspects, providing insights into the state of evidence and the strategies needed to enact systemic improvement.

The presentation concludes by arguing that financing of initiatives to improve teaching and teachers should depend on the strength of the evidence demonstrating the impact of such initiatives and the extent to which such initiatives can contribute to systemic improvements.

2. *Francisco Javier Gil (Pontificia Universidad Católica de Chile): Development, Implementation and Impact of the UNESCO Propaedeutic: New Hope Better Future*

For nine years the UNESCO Chair on Inclusion in Higher Education, based at the Universidad de Santiago de Chile, has designed, implemented and evaluated programs and instruments to promote access to University of meritorious students from socioeconomically vulnerable contexts. The UNESCO Propaedeutic and Ranking Score have had the greatest impact.

The Chair is based on one principle: "Talents are equally distributed in all social classes, ethnicities and cultures". Consequently, in all educational establishments of primary and secondary education in the world, there are children and youngsters studying with diverse talents, including academics. The UNESCO Chair assumes that children and young people with higher academic talent are usually those who take best advantage of learning opportunities in their contexts. Therefore, assumes that in spite of few exceptions, the school students who get the highest scores in each establishment do have more academic talent.

Whereas the qualifications of various establishments are not comparable, the Chair created a linear function that assigns the highest rating of each establishment a score equal to 850, and the average score by establishing equal to 500. To avoid dehumanizing competition among students of the same school for the maximum score, 850 points are assigned to the average highest marks of the previous three years. Consequently, the 500 points are assigned to the average of the previous three years. The maximum and average scores of each establishment are sufficiently stable over time. Under the GPA, the operation is repeated by assigning 233 points to the minimum score.

The UNESCO Propaedeutic started in 2007 at the Universidad de Santiago de Chile by welcoming students scoring in the top 10% from eight highly vulnerable institutions. They were invited to attend classes of: 1) Mathematics 2) Language 3) Personal Management. These classes are held on campus during the second half of the last year of secondary school every Saturday between 8:30 and 13:00. Those who fulfil the three subjects and have a 100% assistance approve the Propaedeutic program and may apply for the university slots reserved for them -about 50 per year- in Bachelor of Sciences and Humanities. Since there are less vacancies than applicants, the adjudication is done in strict order according to their weighted averages in high school grades (90%) and in the Propaedeutic program (10%). The success of this experience allowed the extent of the model to other 16 universities, with suitable adaptations. These students study for free throughout their careers, and in addition two multinational companies support the most vulnerable through scholarships that provide a grant for living allowance and / or ICT (Information Technology and Communication) devises.

In 2014 the Chilean government launched a Propaedeutic pilot plan called PACE (Program of Support and Effective Access), based on the experience of UNESCO. After an initial assessment and monitoring led by the UNDP in 2014 and 2015, the PACE program has been implemented in at least the most vulnerable establishment of each district of the country. So far has started in 456 school establishments of 357 districts. Today, 27 universities and two professional institutes have quotas reserved for PACE.

Moreover, the Ranking Score was designed and implemented between 2010 and 2011 at the Universidad Católica Silva Henríquez, and in 2013 was embraced by 33 universities members of the Sistema Único de Admisión – SUA (Unique Admission System), even though they were only for those who achieved grades above average. The Ranking score is weighted with the results of standardized test Prueba de Selección Universitaria PSU) (University Selection Test) that measures the contents students dominate regarding the official minimum contents of humanistic and scientific education, and the four secondary years' grades (NEM in its Spanish initials). Because in Chile, with few exceptions, schools cover a small proportion of the official contents, and this problem become acute in the poorest places, it happens that the PSU scores of vulnerable students -even those that take full advantage of their learning opportunities- are extremely low. The good news is that when weighting low PSU scores with high Ranking scores the results have allowed that eight thousand deserving students annually accede to careers in SUA universities. According to these talented students, the Propaedeutic and Ranking Score have introduced a new hope for a better future, in all the classrooms of Chile.

3. *Peng Liping (East China Normal University): Empowering Teachers in Rural Areas in China*

The presentation begins by noting that the 1990 World Declaration on Education for All identifies the following as basic learning needs: a) to be able to survive, b) to develop their full capacities, c) to live and work in dignity, d) to participate fully in development, e) to improve the quality of their lives, f) to make informed decisions, and g) to continue the learning.

After indicating the 45.2% of the Chinese population is considered rural, the presentation states that rural (basic, vocational, and adult) education refers to educational institutions that are located in rural areas and needs to differ from education in urban areas if it is to serve the needs of rural people and to contribute to rural development. The presentation then quotes several sources that emphasize the importance of teachers in providing quality education and promoting student learning, in all contexts, including in rural areas.

The presentation then describes some programs for financing teachers to meet the need in rural areas in China. The first is labeled “specially contracted teachers,” which is designed to alleviate shortages of teachers and attract higher quality teachers. This program, being implemented in central and western regions of China, recruits university graduates to teach in rural areas for three years, with their salaries being paid by the central government and housing and other aspects of living conditions supplied by local governments. After three years the salaries of the teachers who remain in their jobs in rural areas (to date approximately 88% involved in this program) are picked up by local governments.

The second program focuses on providing “living allowances” to teachers in poorest rural areas in China. The goals of this program are a) to improve living standard of teachers in poorest rural areas (i.e., 699 townships in 22 provinces) and b) to attract more teachers willing to teach there. To date 1,044,000 million teachers working in 71,000 schools have participated in this program.

The third program is entitled “the national in-service teacher training plan,” which is designed to

improve the quality of rural teachers in China. The program, which began in 2010 and funded by the central government, provides at least 360 hours of in-service training annually for each school teacher during each 5 years of service. The program combines school-based training and on-line distance training and has been implemented in central and western China.

The presentation then identifies key challenges faced in China: a) improving the salaries of teachers; b) enhancing the quality of teaching; c) optimizing the allocation of teachers to avoid imbalances in regions, schools, and subjects; d) strengthening the teacher management system; and e) insuring that sufficient funding is allocated for capacity building activities.

4. *Teopista Birungi Mayanga (Education Services Commission, Uganda): The Education Commission*

The presentation focuses on the International Commission on Financing Global Education Opportunity, which is a major, independent, global initiative engaging world leaders, policy makers, educators, researchers and all to develop a renewed and compelling investment case and financing pathway/plans for achieving equal educational opportunity for children and young people. The objectives of the Commission include: a) bringing together the best evidence from around the globe about what works to expand and improve learning opportunities; b) agreeing on an investment case and agenda for action; and c) inspiring and persuading leaders – at all levels and in sectors – to engage in action.

The presentation then identifies the five research topics on which the Commission is focused: 1) vision for progress, 2) make the case for investment, 3) highlight reforms needed for transformation and more effective education delivery, 4) estimate financing needs to achieve goals; and 5) identify sources of finance and effective architecture. Next the presentation discusses that the Commission is bringing forward evidence on the teaching profession in order to explore possible ideas regarding: a) teacher unions and positive change (i.e., results-based activism); b) teacher unions working with public officials to make major policy advances; c) effectiveness of spending from the perspectives from teachers; d) developing school and education systems leaders; e) how technology can enhance the the role of the teachers, f) strengthening professional teaching standards, professionalism, and mutual accountability- (e.g., through developing comprehensive teacher policies).

The presentation then explains that the Commission, which held its first meeting in September 2015, plans to present its Report to the Co-Conveners and the UN Secretary-General at the United Nations General Assembly in September 2016. The report and recommendations will also be communicated to heads of state, ministers, business leaders and potential investors.

5. *Jean Marc Bernard (Global Partnership for Education Secretariat) and Peter Muzawazi (Ministry of Education, Zimbabwe): Teacher Programs in Zimbabwe: A Case Study of GPE Support to Teachers*

Teachers are the single most influential and powerful force to achieve equity and quality in education. As such they are an important priority for the Global Partnership of Education (GPE), a multi-stakeholder partnership that provides financing to countries to develop and implement

their education sector plans. Through its unique model which locks together better sector planning, inclusive policy dialogue and mutual accountability, and effective results based financing, the Global Partnership for Education supports governments to invest in teachers and effective teaching. At the country level, the Global Partnership for Education strengthens national capacity to recruit, train, and retain quality teachers and build better systems to ensure even the most marginalized children have access to quality instruction via its Education Sector Plan Development Grant and Education Sector Plan Implementation Grant. At the global and regional level, the Global Partnership for Education supports partners to develop new approaches to teaching and learning, and supports civil society organizations to advocate for and empower teachers, particularly their inclusion in the policy process.

In the 2015 fiscal year, the Global Partnership for Education supported the payment of teacher salaries in 7 countries, teacher professional activities in 44 countries, strengthening of teacher management and supervision systems in 21 countries, and supported teacher recruitment and retention activities in 16 countries. Its support contributed to the training of 146,819 teachers and the qualification of 24,000 teachers over the year. Furthermore, the Global Partnership for Education is developing a new approach to knowledge, good practice exchange, and global public goods where teachers and learning will have a prominent role.

Zimbabwe is a great example of how the Global Partnership for Education can support important teacher policy reforms and build better systems that support learning for all children. The Global Partnership for Education supported the development of Zimbabwe's Education Sector Strategic Plan and provided US \$23.6 million to support its implementation. Two teacher training programs are supported- the Early Reading Initiative and Performance Lag Address Program, which trained a total of 60,000 teachers last year. The Global Partnership for Education also supported the establishment of the Teacher Development Information System, which collects comprehensive teacher data and links it to a development plan to motivate teachers through training. Finally, teacher professional standards were developed in a very inclusive process that featured the involvement of a broad base of stakeholders, including teacher unions. Together, these various program components are rendering Zimbabwe's education system more effective and contributing to a greater performance on the part of teachers.

6. *Marcelo Souto (UNESCO IIEP Buenos Aires): School Grants and Contract Teachers. Lessons from Central America*

In several African and Asian developing countries, school grants are currently being promoted as a policy alternative to enhance access to quality education. The theoretical argument for such approach relies on the positive expected effects of school-based management on the effectiveness of educational service delivery, under the assumption that, through school grants, parents are empowered to manage and control school performance.

This presentation puts into question the validity of these assumptions and working hypothesis based on empirical evidence on the implementation of associational school grants in four Central American countries from 1990's to present. These cases offer evidence that school grants might play a powerful role in the rapid expansion of coverage, particularly in most disadvantaged areas,

but at the cost of higher inequity within schools. Evidence on results in terms of students' learning achievements is also inconclusive.

School grants in the cases under analysis were linked to the hiring of contract teachers and partial de-regulation of teacher labour, which seemed to contribute to lowering teacher absenteeism. However, they also paved the way for higher quality segmentation of teachers' workforce and governments were ultimately faced with the political trade-off on how to sustain coverage expansion while promoting the improvement of educational quality in an equitable way and meeting teacher unions' demands for increased professionalization. In all cases, this led either to the abolition or the deep restructuring of associational school grants. While these conclusions might not be generalizable to other contexts, they offer some insights on the potentialities and pitfalls associated to this policy alternative.

Discussion on sub-theme 3: Financing Teaching and Teacher Development

The common theme of the presentations and subsequent discussions was the search for models, programs, and interventions focused on delivering quality education to underserved populations. The participants agreed that to provide quality education to underserved populations it is necessary to deploy good teachers to hard-to-staff schools and to provide such teachers with continued professional development and better working conditions.

The most relevant issues raised in the presentations included:

- a. The achievement of children and young people's right to equal educational opportunity demands focusing on marginal and rural populations. The weight of these sectors in developing countries justifies long term investments and financing rural teachers' development to ensure quality. Rural education is key to economic development and an avenue to narrow inequality gaps. Financing teacher policies from this perspective is conducive to systemic quality improvements.
- b. National plans designed to recruit future teachers, provide them with sound initial training, deploy them appropriately, offer them continued professional development are indispensable. Such plans should incorporate specific targets, follow-up mechanisms, and strategies for monitoring by central and local authorities.
- c. Implementation processes pose numerous difficulties, among the most relevant are: decisions and costs related to stimulate teacher retention and performance; the dependence on international funds to pay contract teachers' salaries; the contrast in working conditions between contract teachers and their peers;¹ and the limitations to provide good quality and relevant professional development opportunities to all teaching professionals.
- d. The relevance of information and management systems were widely acknowledged and best practices highlighted (e.g., in Guatemala, Malawi, People's Republic of China, Zimbabwe). Funds allocated to develop national capacities to manage information about teachers and their careers is critical to the determination of appropriate levels of investment in teacher policies and in the enhancement of their working conditions.
- e. The involvement of different levels of government and the participation of teachers, parents and a broad base of stakeholders are key to the success of implementation of national programs. Such programs should have earmarked funds for teacher salaries, professional development, and

¹ The on-going review of the extent and situation of contract teachers by the International Teacher Task Force will undoubtedly contribute to the discussions on the topic.

incentives. However, this principle may be challenged when funds are decentralized to school communities with insufficient orientation and high discretion to hire and evaluate teachers.

- f. The most important concern voiced by all presenters is the sustainability of the national or regional plans. It was demonstrated that decreasing funds leads to the cancellation or reformulation of plans and, thus, can compromise goals and systemic improvements. Lowering costs may be achieved at the expense of quality and, consequently, lower student learning outcomes. In contrast, targeted programs, which are designed to promote equitable transitions of children and young people to higher education and which receive adequate levels of funding provided by multiple partners, show high returns on investment.
- g. All participants strongly supported the objectives of The International Commission on Financing Global Education Opportunity. They viewed as particularly important the objective of addressing the issues related to the decline of the social status of the teaching profession. The group concluded that this is a critical space for influence and committed to contribute to the defined lines of action.

Participants in this sub-theme 3 group debated critical policy issues, principles and orientations to secure appropriate levels of financing. Salient concerns about efficiency, transparency and monitoring of progress towards specified targets were also dealt with. The relevance of data-driven policy designs and the emphasis on the availability of robust data were also highlighted. Participants also stressed the importance of increasing the capacity to manage big data, analyze disaggregated information, and stimulate research to inform educational policy and practice.

The participants in the sub-theme 3 group reached the following conclusions:

- a. The premise is that funds for education are an investment and teacher policies constitute the most critical component.
- b. Public education should be a prime governmental concern as it has a direct impact in promoting equity and fostering general progress.
- c. The goal of 12 years of free education for all children requires political commitment, comprehensive designs, and identification of viable sources of funding.
- d. Funds should be spent with all transparency, and budgetary decisions made according to sound national, long-term plans, which are informed by data and inspired by the commitment to quality and equity.
- e. Financial resources should be allocated effectively and efficiently. Decentralization schemes may be appropriate, provided that communities are prepared to manage the resources.
- f. Capacity building is indispensable to successfully address challenges posed by implementation of policies and critical to accountability. Therefore, investing in this area is also salient.
- g. Social dialogue, including the voice of teachers' organizations, should be the basis of financing decisions.
- h. Impacts on education and student achievement are long-term and require sustainable investments.
- i. Because of its centrality, countries need to develop comprehensive teacher policy frameworks and fully funded plans.

The participants in the sub-theme 3 group offered the following ***recommendations***:

1. All governments should have comprehensive and operational teacher policies linked to results with a focus on educational quality, equity, and inclusion.
2. Member States should undertake appropriate processes and build capacities to ensure the most effective and efficient mobilization of resources.
3. The rights and responsibilities of the teaching profession must be respected within implementation procedures.
4. The Teacher Task Force should engage with international fora dealing with financing of education, including the Commission on Financing Global Education Opportunity and the Humanitarian Platform, in order to reinforce the importance of financing quality teaching and teacher development as a continued strategy for achieving the Sustainable Development Goals.

Sub-theme 4: Monitoring and Evaluation in Teacher Development

General Rapporteur: Ahmed Bah, Ministry of Education, Mauritania

Rapporteur: Manos Antoninis, Global Education Monitoring Report

Moderator: Ivan Collinson, Ministry of Education, Mozambique

The focus of sub-theme 4 was on Monitoring and Evaluation in Teacher Development, which had proved to be a weak point in the implementation of the EFA goals. Recognizing this deficiency, which led to a late understanding of the differences between progress on access and the effective provision of quality education for all, the global education community has engaged in establishing indicators for SDGs.

The session on this sub-theme enabled participants to discuss the data collection tools which are used in various regions and contexts, and to draw lessons from the evaluation of various dimensions of teaching. Discussions started with an overview of the theme of the group followed by presentations by various institutions hosted in different countries.

A total of six presentations were made, thus providing a broad coverage of aspects to take into account in the monitoring and evaluation of teachers' professional development. The presenters, titles, and a brief summary of these presentations are provided below.

1. *Albert Motivans (UNESCO Institute for Statistics): Monitoring and Evaluation in Teacher Development*

The presentation starts by noting that Goal 4 of the Sustainable Development Goals includes seven targets and three means of implementation. It then describes four levels of monitoring: a) national (link to national plan; consult national stakeholders; recognize context to address inclusion and broader learning goals; regional (indicators to monitor frameworks validated by regional groupings); thematic (broader set of indicators covers the range of sectoral priorities and includes 43+ indicators); and global (focused set of globally comparable indicators based on clear criteria and includes 11 indicators).

The presentation then describes the processes that have been involved – and the immediate future steps to be taken – to develop the global and thematic indicators.

The presentation then moves to focus on the indicators and targets specifically related to teachers and notes the following challenges: a) reliability and accuracy of teacher counts across education levels, especially disaggregating lower and upper secondary; b) coverage by types of institutions can be problematic (e.g., missing teachers working in private and non-formal providers); c) indicators on training and qualifications often not comparable across or within countries due to different standards; d) missing data on types of education expenditure related to teachers; and e) teacher-related data remain under-exploited though available (e.g., individual characteristics, etc.).

After describing the different, but complementary, monitoring roles of the UNESCO Institute for

Statistics (compiling data and indicators) and the Global Education Monitoring Report (policy analysis and monitoring), the presentation lays out the next steps to be undertaken by the UIS with countries: a) mapping indicators and data sources at the country level; b) understanding data quality through assessment; c) documenting common standards and definitions for indicators (e.g., metadata); d) constructing taxonomies of qualifications and training; e) developing measurement tools, metric, background data collection instruments; f) mapping national technical expertise for the collection and use of data; g) advocating for improved data; h) sharing good practices in measurement; and i) Ensuring impact on policy (i.e., compiling data that make a difference).

2. *Khalifa Alsuwaidi (United Arab Emirates University): The Role of NGOs in the Development of Teachers' Performance*

The presentation highlights the role of NGOs in the development of teachers' performance, based on the experience of Hamdan Bin Rashid Al-Maktoum Award for Distinguished Academic Performance. The presentations include includes an historical background of Hamdan Award and some of the achievements in the field of teacher and education.

This presentation focuses on the role of NGOs in the enhancement of teachers' performance. First, the UAE established an excellence award known as Hamdan Bin Rashid Al-Maktoum Award for Distinguished Academic Performance. This award aims to support and improve the performance, creativity and competence levels in the field of education through well-defined criteria such as school administration, teachers, educational research, etc. The Hamadan Award comprises a total of 21 categories covering all aspects of education. Among the 21 categories, 3 are dedicated to teachers. Given this success, UNESCO has even established a UNESCO Hamadan Award since 2008 to support the enhancement of the quality of teaching and learning to achieve the goals of universal schooling considered as an institution's priority. Moreover, the Hamadan Award supports across the world, several projects which fall within the framework of the training and qualification of teachers.

3. *Sonia Guerriero (OECD): The OECD Teacher Knowledge Survey: Implications for Teachers and Teacher Education*

In this presentation, the speaker introduces the OECD Teacher Knowledge Survey, which has been developed to understand how to improve the training and retention of teachers. The survey measures teachers' knowledge of pedagogy and how the various opportunities to learn pedagogy during initial teacher training, field experiences, and in continuous professional development affect the quality of pedagogical knowledge. Empirical studies have shown that subject knowledge alone is insufficient, and that pedagogical knowledge is also a key factor for ensuring children's successful learning outcomes.

Findings from the survey will help countries identify weaknesses in their pre-service and in-service training programmes that can be addressed to help improve teacher quality. The Teacher Knowledge Survey also explores the relationship between teacher motivation and teacher quality. Teacher motivation is another key factor in improving student learning, and more

motivated teachers are better able to foster successful learning outcomes in their classrooms. However, extrinsic factors such as salary, class size, and workload are not sufficient to retain teachers in the profession. Intrinsic factors such as recognition, prestige, and empowerment also play a significant role, not only for motivating teachers to perform, but also for raising the status of the profession to address recruitment and retention challenges. The presenter explains how teacher motivation is related to teacher quality and how the OECD Teacher Knowledge Survey can be a useful tool for the monitoring and evaluation of teacher development.

4. *Patrick Montjouridès (UNESCO Institute for Statistics): Measuring Equity in the Distribution of Teachers: SDG4 and Beyond*

The presentation discusses the UNESCO Regional Model on Teachers in Asia. It begins by identifying the objectives of this initiative: a) providing the region with comparable data on teachers and at the sub-national level; b) supporting countries to make the best out of their existing data by providing a framework of analysis for decision making; c) supporting partners in the region by providing reliable and topical data on a regular basis; and d) informing the discussion on potential gaps in national, regional and international data collection system.

The presentation then moves on to describe the implementation of this initiative, noting that a) most data targeted by the survey already exist in an easy-to-access format; b) the survey relies on existing channels, infrastructures, and methodologies used by the UIS for its regular data collection; c) focus on first level of administrative divisions, education levels up to ISCED3 upper-secondary), items covering gender, age, training, teaching experience, subject matter, educational attainment, type of contract; and d) the initiative was piloted in 2014 and scaled up to 21 Asian countries in 2015

After reporting on some of the indicators across countries in the region, the presentation identifies future steps in this initiative: a) data will be progressively available in UIS data center starting from June 2016, b) further analytical products will be developed in collaboration with countries, c) data will be integrated into UIS International Observatory on Equity and Inclusion in Education, and d) the second wave will be launched at the end of April 2016.

5. *Sylvia Schmelkes (National Institute for Educational Assessment, Mexico): Teacher Performance: The State of the Question*

This presentation includes the findings on the evaluation of teacher performance in Mexico. The analysis of this study revealed that a good performance by a teacher is a function of professional experience, verbal and academic aptitude, mastery of subject matter and pedagogic knowledge. Moreover, the complexity of teaching lies in: i) the understanding of the contents of courses, ii) teaching methods, iii) aptitudes to interact, communicate and develop knowledge, iv) in a context of freedom, confidence, empathy and authority, v) the capacity to reason and to judge in the course of carrying out their duties.

Generally, the evaluation of teachers' performance is a very complex task and needs to take into account their working conditions. Firstly, it takes into account the objectives and the

philosophical foundations of education. Then there are disciplinary knowledge, knowledge of general pedagogy, (including child development, students' learning strategies, teaching methods, classroom management, etc.), specific knowledge of teaching, knowing the students and their working conditions and methods of planning and of designing evaluations, etc. Finally, evaluations must be based on references to equity (diversity).

To conclude this presentation, it can be gathered from the findings on teacher evaluations that: a) the main purpose of evaluation is for specialists to help improve teaching practice and, therefore, student learning, with the relationship between the former and the latter is not always fully established; b) the best evaluation policies are those that use these findings to conceive training and support processes for in-service teachers to improve on their practices; c) the approach to teacher evaluation does not bring out the strengths and weaknesses of what the teacher knows and does, and consequently it becomes difficult to try and improve on what he knows and does; d) evaluation alone cannot improve on the quality of practical teaching; e) evaluation must be based on the definition of good teaching, and therefrom, define levels of competence in practice; f) performance levels should relate to student learning; g) equitable evaluation takes into account the context and assesses the conditions of work; and h) fair evaluations are based on a variety of instruments. This process is crucial in the selection and the training of evaluators.

6. *Vanessa Sy (CONFEMEN): Profiles of Teachers and Quality of Education: What the PASEC Assessments Tell Us*

Established in 1991, PASEC (the Educational Systems Analysis Program of CONFEMEN) has conducted over 35 national assessments in twenty countries in Africa, Asia and the Middle East. PASEC is a tool for quality control service for the members of CONFEMEN. PASEC assessments aim to analyze the factors of equity and efficiency of education systems to support States in developing their educational policies.

In 2012, the program shifted its evaluation mechanism to conduct evaluations at the international level. In 2014, PASEC launched its first international evaluation with: a) 40,000 students assessed in French language and mathematics in 10 countries (Benin, Burkina Faso, Burundi, Cameroon, Congo, Ivory Coast, Niger, Chad, Togo, Senegal); b) contextual data on students, teachers, principals, schools; c) math tests and reading at the beginning and end of primary school; d) ladder skills in each discipline (subject); and e) systematic evaluation program every 5 years for comparisons over time.

In PASEC's dynamic evolution, it is important to highlight a major aspect, i.e., the evaluation of primary school teachers from the international assessment in 2019. For instance, the 2014 PASEC assessment reveals a contrasting and alarming situation about the learning achievement in 10 evaluated countries. Indeed, 70% of the pupils in the early-cycle do not reach the threshold of sufficient language skills to pursue a quality education. At the end of the primary cycle, 50% of students do not have the sufficient level in math and 60% have not reached the threshold sufficient for reading.

Several studies have documented the importance of the teacher in the process of transformation of educational achievement. Some multivariate analyzes indicate that teaching practices would generally account for 10% to 20% of the variation in students' scores, while the teacher characteristics have a minor role. PASEC assessments show that a major part of the factors that influences student performance are related to pedagogical practices of teachers and school management. However, it is very difficult in the context of large-scale assessments to analyze such practices.

PASEC assessments also provide information on the relationship between student performance and teachers characteristics. Often time, we observe very little variation in student performance related to differences in teachers' training or their status. Initial teacher training and professional development play a complex and sometimes paradoxical role in student learning process. This shows that we cannot measure in a reliable way the level of a teacher by a simple measuring a teacher's level of education, status, etc. Yet, in a context where the teacher profiles are very varied, it is necessary to know their real skills and the kind of training received in order to better guide the trainings and to support teachers in their daily work.

There are few evaluations of teachers (such as TALIS in Europe) that have been conducted in Sub-Saharan Africa. In addition, the field of skills-based assessment of teachers is still underdeveloped. Nevertheless, there are few skills-based assessments of teachers. One can mention the SACMEQ assessments in English-speaking countries and some local initiatives in Francophone countries, such as the French Knowledge Test (TCF) of the CIEP that aims to evaluate the level of French teachers in Senegal and Madagascar, the evaluation on the skills of teachers in math and reading in Guinea, the assessment of student teachers in Niger. All these evaluations showed that in some countries a significant proportion of teachers is not qualified to teach.

PASEC Evaluations show that: a) repetition does not help underperforming students in the 9 countries evaluated, and teachers are not really able to propose alternatives; b) in eight out of ten countries, over 50% of teachers have high school level only; c) the proportion of teachers who received no initial teacher training or less than 6 months of training remains high in many countries; d) there is little or no link between teacher training and student performance, with sometimes paradoxical findings; e) educational practices, as reported by teachers, are only weakly related to student performance; f) teacher absenteeism is an important factor in explaining student performance, though absenteeism is difficult to measure in the context of declaratory surveys; g) teachers with the highest levels of academic training, who received the longest professional training, and are the most experienced tend to be teaching at the end of the primary cycle compared to the beginning of the cycle; and h) the majority of teachers are not satisfied with their salaries, educational resources, schools premises, and training opportunities.

The description of the level of students on the PASEC proficiency scales allows countries to: a) know the difficulties of students in beginning and end of the cycle and reflect with teachers on the implementation of remediation measures at the beginning of primary school; b) recognize the low level of students in language at the beginning of their schooling, which raises the issue of the teaching language in early schooling; c) recall that the generalization of preschool becomes a

necessity in the countries where the language of instruction is not the mother tongue, thus allow them to gain early familiarization with the language of instruction; and d) highlight the low representation of the most qualified and experienced teachers in early primary school, while we know that learning difficulties in the beginning of schooling are major indicator of school failure.

As mentioned above, the absence of significant and systematic correlation between teacher characteristics and the performance of their students, and the level of diversity and characteristics among those in the teacher profession, encourage PASEC to open this field of research and analysis through the revision of the teacher questionnaire. These insights also encourage PASEC to implement a skills-based assessment test of teachers in reading, mathematics, and didactics. In this regard, it is desirable that countries agree on a common standard of competences to reach for a quality primary education in the core subjects.

Despite the efforts of international assessments to better understand the contribution of teachers in learning processes, they will always remain limited on this issue in view of their methodology. It is therefore important that countries put in place initiatives to evaluate teacher training in connection to the existing educational context, and to assess their teachers' skills to better guide provision of appropriate training. Studies should also focus on teaching practices in African context. Much work also remains to be done to put in place, with teachers, school support mechanisms that can overcome the practice of student repeating grades, in a context where the classes are still overcrowded and the number of underperforming pupils is very high.

7. *Joseph Thomas (Jamaica Teaching Council): Monitoring and Evaluation in Teacher Development in Jamaica: Standards and Teacher Appraisal to Enable Quality Teaching and Learning*

The presentation looks at the policy framework that guides the establishment of Professional standards and performance evaluation of teachers in Jamaica. The Government of Jamaica has created a Vision 2030 Jamaica National Development Plan which is the basis of national policies for all sectors. The presentation zooms in on those expectations that cover education and training in particular.

It also speaks to the establishment of the Jamaica Teaching Council (JTC), its role in the education system and its mission "To enable the teaching profession to continuously strive for excellence in raising aspirations and achievements that lead to beneficial educational outcomes for all learners". One of the main goals of JTC is establishing professional standards to serve as a guide within the education sector for greater accountability of educational personnel and strategies that will ensure a high quality, high performing teaching profession.

The presentation discusses the aims of the professional standards for teachers and educators. The aims include the following: a) set expectations to achieve the desired educational outcomes; b) ability to measure performance of educators against established norms; c) improve deficiencies; not intended as a tool for punitive action; d) assess quality of education; and e) no attempt is made to standardise teaching methods.

The various criteria and procedure that were used to guide the development of the professional

standard are also discussed.

The presentation then outlines the considerations that were undertaken in developing the professional standard. Factors such as the global agenda, national goals, technological environment, emerging trends, views of stakeholders, ethics were some of those taken into account.

Furthermore, the actual process for establishing the teaching standard is discussed. These include research into experience and dialogue with individuals or entities from other countries that have previously undertaken work in this area. Consultations with local stakeholders such as teachers, principals, ministry officials, academics, teacher trainers and teachers' union was also very critical. Stakeholders were invited for a series of standard committee meetings for developing standards. Preparation of guiding principles and pre-testing of standards, were some other initiatives undertaken in the process.

The following guiding principles are discussed: a) teachers know the subject(s) that they teach; b) teachers know how to teach the subject(s) for which they are responsible; c) teachers effectively manage diversity to promote inclusiveness in the teaching and learning experience; d) teachers sharpen their professional skills; g) teachers interact with parents and community; and h) teachers conduct themselves in a manner that will uplift the profession.

Along with the standards and appraisal instruments for general teachers, the Jamaica Teaching Council undertook similar activities for Principals, Master Teachers and Beginning Teachers. The standards and appraisal also permit comprehensive analyses and remediation to improve the quality of teaching, Jamaica Teaching Council has also embarked on developing Standards and appraisal instruments for Mathematics Teachers, Science Teachers, Technical and Vocational Teachers at the secondary level. In an effort to support the quality of teaching and learning experiences, a set of standard for Guidance counsellors are also in its final stages.

For every initiative, there must be a goal(s). As such the expected outcomes of establishing the teaching standard have been documented. Some of the goals include autonomy to teach, cultural diversity, more accountability, improved public perception of teachers, promoting professional development, enabling targeted quality evaluation and appropriate intervention. These and other goals will be highlighted and discussed.

The presentation then highlights the instrument used for performance appraisal including rationale for using it and how it was constructed and will be utilised as a tool for assessment. The benefits of this instrument are discussed as well as the challenges of using it.

The Jamaica Teaching Council is expecting significant increase in quality of education following the implementation of professional standards, appraisal of performance along with subsequent intervention in professional development for professionals those who are actively involved in teaching and learning. In 2030 Jamaica will have a world class teaching professionals enabling students to perform to the best of their abilities.

Discussion on Sub-theme 4: Monitoring and Evaluation in Teacher Development

The diversity of approaches to monitoring and evaluation in teachers' development was a key characteristic of presentations and contributions during this policy dialogue forum. As a way to synthesize these approaches, it may be useful to consider three different levels in an increasing order of specificity.

At *global level*, the discussion was framed by the adoption of *Goal 4c* on teaching resources and the indicators proposed by the Interagency Group of Experts on SDG Indicators and the Technical Advisory Group on Education Indicators. Participants in the sessions of this sub-theme agree that the target, with its emphasis on the provision of qualified teachers, does not grasp all the policy problems facing the countries. For this reason, monitoring efforts should focus on a broader interpretation of the goal defined within the *Education 2030 Framework for Action*, notably, "to ensure that teachers and their trainers are licensed, well-recruited, professionally trained, qualified, motivated and well-supported." Participants also raised concerns about the seven indicators focusing on qualified teachers (qualified teacher per student ratio), trained teachers (trained teacher per student ratio), salaries as compared with other professions, attrition and continuous professional development.

Participants raised two sets of question about the first four indicators. First, there are difficulties of interpretation due to the differences in the definition of minimum qualifications for each country, which requires a solid documentation of norms. Second, coverage is low; for instance, only about 40% of countries provide the data to measure the indicator of qualified teachers. Two reasons were given to explain the scarcity of data: when data simply do not exist, like in countries where the private sector is very developed, the case of Haiti, and more commonly, when data do exist but require some coordination across different administrative units which have separate databases, as in the case of Laos. One major initiative by UIS to collect data on teachers in Asia was presented but attention needs to be devoted on a global scale to address these difficulties.

As for the last three indicators, there is currently a lack of data. Data on salaries as compared with other professionals require a new methodology, which would allow the use of survey data on the economically active population. Attrition data are not always of good quality and require a high quality of personnel management databases. Participants also raised questions about the data to measure the indicator of educators' participation in continuous professional development indicator. However, the findings from the international survey on teaching and learning, which were presented, show that it is possible to collect relevant data if teachers are surveyed directly. An alternative approach to the monitoring of teachers' professional development is to lay emphasis on the political context, for instance, using the SABER tool, which the Task Force recently implemented in close to 30 countries.

Several participants wondered whether the proposed indicators gave sufficiently attention to the concept of qualification and motivation of teachers, which may be related to the quality of teaching. In effect, at *regional level*, relevant examples were presented on the upcoming studies which will help increase the understanding of these concepts. This year, OECD is launching a pilot study relating to teachers' knowledge and motivation in eight countries. This study will focus on general pedagogic knowledge and help identify cognitive motivation factors as well as teachers' professional competences. PASEC/CONFEMEN will launch a new module on teachers to measure their pedagogic knowledge as part of an evaluation of academic achievement planned for 2019. Experimenting with these tools will help determine how they can be applied more widely in the coming years to the monitoring of teacher

motivation, so that motivation is no longer restricted to extrinsic factors.

However, the bulk of the discussion focused on aspects of teacher monitoring and evaluation which are more directly relevant for policies at *national level*. The backdrop of these discussions was provided by the presentation of the implementation of the first stage of a large-scale teacher evaluation being implemented in Mexico. Other countries share similar experiences; for example, Chile negotiated for five years with teachers' unions before reaching an agreement on an instrument. Meanwhile, Jamaica set up instruments based on professional standards. As for Turkey, the country recently launched an evaluation of newly recruited teachers. There is a wide range of instruments that can be used, including direct observation, knowledge tests, interviews, and students' comments.

The participants in the sessions of this sub-theme reached consensus on three points related to the evaluation of teachers: a) it should be the result of a participatory approach involving teachers; b) the main objective should be to identify teachers who need support in order to identify their professional development needs, which preferably could be addressed in their workplaces; and c) the results of student assessment cannot be used to evaluate teachers. Different views were expressed regarding the use of rewards and sanctions, standardization of relevant instruments, and evaluators' qualifications.

The participants in the sessions for this sub-theme agreed on the following **recommendations**:

1. To have a report on the indicators of Education 2030, countries should integrate data on teachers in their existing databases.
2. The Task Force should promote efforts by UNESCO Institute for Statistics and other partners to build national capacity so that countries can produce reliable information that can help provide strategic responses to issues relating to qualified and trained teachers, attrition and retention, equitable deployment and working conditions.
3. The Task Force should follow closely and help disseminate the findings of those studies which provide extrinsic and intrinsic aspects of teachers' motivation and which are important components of professionalism.
4. The Task Force should encourage countries to use participatory methods in developing and implementing a teachers' monitoring and evaluation framework and instruments, which should be complemented by the provision of continuous professional development for teachers as well as by quality leadership and good governance.
5. The Task Force should explore the possibility of establishing a global community of practice around teacher evaluation.

Conclusion of the Policy Dialogue Forum

In the afternoon of 17 March the Policy Forum concluded with four plenary sessions. The first plenary was devoted to brief reports from individuals who had organized pre-forum thematic sessions. The second plenary featured brief reports by rapporteurs on the discussions and recommendations of the Teacher Education as well as Teaching and Learning thematic groups. The third plenary included brief reports by rapporteurs on the discussions and recommendations of the financing teaching and teacher development as well as monitoring and evaluation teacher development thematic groups. At the final plenary session, the Declaration, provided below, was presented and then unanimously adopted by participants in the 8th Policy Forum.

The final plenary session also featured brief remarks by Dr. Otto Granados Roldán, Subsecretario de Planeación, Evaluación y Coordinación, Secretaría de Educación Pública, México; Nuria Sanz, Directora y Representante de la UNESCO en México; Jorge Sequeira, Director, Regional Bureau of Education for Latin America and the Caribbean; Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, Benito Mirón López, Secretario General de la Comisión Mexicana de Cooperación con la UNESCO; Winsome Gordon, Member of the Teacher Task Force Steering Committee (Jamaica); Mark Ginsburg (General Rapporteur); and Edem Adubra, Head of the Secretariat for the Teachers Task Force. They expressed enthusiasm for the deliberations during this Policy Forum and urged participants to commit themselves and their organizations to implement the recommendations included in the declaration as well as to actively pursue efforts to achieve SDG 4, and particularly the teacher target.

The highlight of the final plenary, however, were remarks made by five youth who had been invited to participate in the 8th Policy Forum. One of the youth was from Chile, one was from Haiti, and three were from Mexico. While the experience of the Forum deliberations and its Declaration served to energize participants to dedicate themselves to achieving Forum recommendations and SDG 4, these young people's words and the animated manner in which they expressed them electrified those in the room. Despite the major challenges ahead, participants reached the end of a successful Forum with a heightened sense of the importance – and the possibility – of increasing the number of teachers, improving their quality, providing them with the requisite professional development and support, and enhancing their rewards and status. Only by focusing on the key personnel in the education systems around the world can we “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” that is, achieve SDG 4 by 2030.

Declaration: Teachers for Education 2030

(Adopted in Mexico City on 17 March 2016)

Preamble

1. We, members and partners of the International Task Force on Teachers (henceforth, Teacher Task Force), comprising policymakers, practitioners, researchers, representatives of teacher unions, civil society, development partners, education institutions and private sector organizations from all the regions of the world, assembled in Mexico City, from 12 to 16 March 2016, at the invitation of the UNESCO Task Force on Teachers and the Government of Mexico for the Task Force annual meeting and 8th Policy Dialogue Forum, thank the Government and the people of the United Mexican States for having hosted this important event.
2. Taking note of the current global context with the adoption of the Sustainable Development Goals (SDGs) and the SDG 4 - Education 2030 Framework for Action, and being mindful of the implications for the advancement of sustainable societies, we reviewed the current and planned activities of the Teacher Task Force, and debated on the theme and sub-themes of the 8th Policy Dialogue Forum.
3. Noting the central role of teachers in the SDGs and SDG 4 - Education 2030, we wish to reiterate our position expressed after the adoption of the Incheon Declaration in May 2015, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and that this ambitious goal can only be achieved if educational systems have a qualified and motivated teaching force. Consequently, we reaffirm our support to a comprehensive approach to teachers and teaching, and urge the global education community to deliver on its pledge: “We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems”.

We therefore adopt the following:

Recommendations for the Implementation of SDG 4

4. Recognizing the convening power of the International Task Force on Teachers, its ability to bring together teacher stakeholders, from governments, intergovernmental organizations, non-governmental organizations, teacher unions, the research community, civil society and the private sector, and also its comparative advantage of embracing teacher issues in a comprehensive way, we make the following recommendations:
 - 4.1. We call on the SDG 4 - Education 2030 Steering Committee to recognize the Teacher Task Force as the technical reference group for the teacher target in SDG 4 and include the Task Force in the structures for monitoring SDG 4.
 - 4.2. **On teacher education:** We reaffirm that pre-service and in-service education, continuous professional development and support, qualification frameworks, relevant learning mechanisms and harnessing ICTs and distance education are vital to bridge gaps in teacher supply and quality, in order to achieve SDG 4.

Specifically, to:

- A. Strengthen the quality of teacher education programmes, including through regulation of pre- and continuous in-service education with regard to the quality of teacher educators, curriculum content, professional development strategies, evaluation of learning achievement, taking into account disadvantaged social groups.
- B. Ensure that the conditions of accreditation and licensing be spelt out clearly for quality assurance, and regulate public and private provision.
- C. Based on clear learning objectives and outcomes, define what technologies would be instrumental, to improve teacher education, and enrich the pedagogical practices.
- D. Develop educational strategies for the use of ICT in training teachers and enable them to use ICT in teaching practices.

4.3. On Teaching and learning: We reiterate the need for a better understanding of learning processes and developing viable inclusive and participative strategies to facilitate more effective teaching and learning in ways that ensure that all children and adults acquire knowledge and skills relevant to self-fulfilment, decent employment and life. We recognize the need to invest in teaching in order to improve learning outcomes, in full recognition of local contexts and the participation of the teachers themselves.

Specifically, to:

- A. Respond to the diverse learning needs, prepare learners for lifelong learning as a foundation for decent livelihood and sustainable human development.
- B. Promote commitment to teaching and learning, through targeted research, adopting various avenues of learning, ensuring quality and equity, paying attention to marginalized groups.
- C. Promote professional standards and licenses for teachers, teacher educators, school leaders, and educational administrators, acknowledging inclusiveness for all learners.

4.4. On Financing teaching and teacher development: We stress that the achievement of the targets of SDG 4 requires adequate, sustained, well-targeted, equity-focused financing and effective and efficient implementation arrangements, especially in the least developed countries, emergency and crisis situations. We affirm the necessity to implement appropriate policy options in order to fill the funding gaps.

Specifically, to:

- A. Have comprehensive teacher legislation and policies linked to fully costed and funded operational plans linked to results, focusing on educational quality, equity and inclusion.
- B. Undertake appropriate processes and build capacities to ensure most effective and efficient mobilization and management of resources, respecting the rights and responsibilities of the teaching profession.
- C. Support the Teacher Task Force to engage in international dialogue on financing of education, including with the International Commission on the Financing of Global Education Opportunities and the proposed Platform for Education in Crisis and Conflict to reinforce the necessity of financing quality teaching and teacher development as a sustainable strategy for achieving the SDGs.

4.5. On **Monitoring and evaluating teacher development**: We commit to contributing to the monitoring of the SDG 4.c on teachers, adopting the broader view of Education 2030 Framework for Action to ensure that “teachers and educators are empowered, adequately recruited, well-trained and professionally qualified, motivated and supported”. We acknowledge that further technical inputs will need to be provided from the thematic perspective of teachers and teaching on data and indicators.

Specifically, to:

- A. Enable accurate reporting on Education 2030 indicators, map out and integrate existing databases on teachers with the support of the UNESCO Institute for Statistics and other partners to strengthen national capacity to produce robust information that enables strategic responses to issues of qualified and trained teachers, attrition and retention, equitable deployment, and conditions of service.
- B. Follow closely and help disseminate the results of studies that capture intrinsic and extrinsic aspects of teacher motivation, which is an important component of professionalism.
- C. Agree on the framework and instruments of teacher monitoring and evaluation programmes in a participatory way and ensure that they have a formative approach linked to continuous professional development, supported by quality leadership and good governance.

Based on the above, the Forum calls on the Teacher Task Force to:

1. reinforce its position as a global alliance to address challenges related to teachers and teaching, and to develop its post-2016 strategic plan to respond to the requirements on teachers in the SDG agenda;
2. continue the production and dissemination of policy-relevant knowledge and indicators, support countries to develop and implement evidence-informed teacher policies, and offer opportunities for knowledge exchange;
3. urge all members and partners to vigorously pursue their efforts in a consultative way to achieve SDG 4.c on teachers and promote alignment of members’ work at regional and country levels with SDGs;
4. call for further investing in teachers through both domestic and external financial resource mobilization, including providing inputs from the teacher perspective to the International Commission on Financing Global Educational Opportunity; and
5. contribute to monitoring of progress on the various dimensions of the teaching profession towards the realization of the SDG 4.c on teachers.

Annex I: Program

International Task Force on Teachers

Steering Committee Meeting Pre-Forum Thematic Sessions Teacher Task Force Annual Meeting The 8th Policy Dialogue Forum

March 12 and 14-17, 2016

Time	Events	Participants
Saturday, March 12, 2016		
10:00 am – 5:00 pm	Meeting to discuss the country support by using the Teacher Policy Development Guide	Invited participants only
6:00 – 8:00 pm	Meeting on the Global Teacher Report	only
Sunday, March 13, 2016		
Arrival of the participants		
5:00 – 7:00 pm	UNESCO internal staff meeting	UNESCO staff only
Monday, March 14, 2016		
Steering Committee Meeting (1/2) Chair: Bente Nilson (Norway)		
8:30 am – 12:30 pm	<ol style="list-style-type: none"> 1. Welcome message by the Ministry of Education in Mexico 2. Statement by the focal point of UNESCO (Jordan Naidoo) 3. Adoption of the draft agenda 4. Adoption of the minutes of the meeting in December 2015 in Paris 5. Decision on the proposed new members 6. Adoption of the amendments to the Annual Report 2015 and to the Work Plan 2016 adopted in December 2015 7. Adoption of the amendments to the basic principles of hosting Teacher Task Force major events 8. Revision of TTF TORs: Discussion of items to be adopted before the completion of the revision of TORs: Composition of the Steering Committee 	Steering Committee members

9. Wrap-up: Decision on what to report to full TTF meeting

	Pre-Forum Thematic Sessions	All participants (except for the Steering Committee members)
10:00 am – 12:30 pm	<ol style="list-style-type: none"> 1. Inclusion and equity in teacher policy and practices 2. Information and Communication Technology (ICT) and distance education for teacher development 3. Teacher management in the situation of emergencies 4. Early childhood education teachers and facilitators 	
1:00 – 2:00 pm	Lunchtime session by the UNESCO Institute for Statistics	All participants
	Teacher Task Force Annual Meeting Chair: Adelheid Awases (Namibia)	
2:30 – 3:30 pm	<ol style="list-style-type: none"> 1. Opening by co-chair 2. Welcome message by UNESCO (Jordan Naidoo) 3. Introduction of new members 4. Summary of the TTF Steering Committee meeting key decisions (Secretariat) 5. Q & A 	
3:30 – 3:45 pm	Coffee break	
	Regional caucus meetings	
3:45 – 4:45 pm	<p><u>Items for discussion:</u></p> <p>Regional priorities, (intra/inter- regional) collaboration opportunities, Communication, resources, etc.</p> <p>Nomination of regional representatives to be elected for the Steering Committee, etc.</p>	All participants
5:00 – 6:00 pm	<p>Election of the regional representatives for the Steering Committee</p> <p>General discussions: Brief comments and suggestions from TTF members</p> <p>AOB</p>	
6:30 – 8:00 pm	Preparatory meeting for the Policy Dialogue Forum	Moderators, rapporteurs and panelists

Tuesday, March 15, 2016

The 8th Policy Dialogue Forum: Opening Ceremony

8:30 am	Departure to the Ministry of Education HQ from the Hotel
9:30 – 10:20 am	Guided visit to Diego Rivera’s Frescoes
10:20 – 10:50 am	Official Photography (Venue: Labor Courtyard)

Opening Ceremony

11:00 – 11:45 am	<ol style="list-style-type: none">1. Welcome message by Director, UNESCO Regional Bureau for Education in LAC (Jorge Sequeira)2. Statement by co-chairs with the introduction of the agenda by the head of TTF secretariat3. Official opening Message by the Minister of Education in Mexico	All participants
1:00 – 2:30 pm	Lunch	

Plenary Session 1: Setting the context

Moderator

Paulo Speller, Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)

Keynote

2:30 – 3:30 pm	<ol style="list-style-type: none">1. Teacher education (20 minutes) Yusuf Sayed, Cape Peninsula University of Technology and University of Sussex2. Teaching and learning (20 minutes) Sonia Guerriero, OECD	All participants
----------------	---	------------------

Respondent

Juan Díaz de la Torre,
Sindicato Nacional de Trabajadores de la Educación (SNTE)

Questions and answers

3:30 – 4:00 pm	Coffee break
----------------	--------------

Plenary Session 2: Setting the context

Moderator

Alexei Semenov, Moscow State University of Education

Keynote

3. Financing for teaching and teacher development

Halsey Rogers, The World Bank

4:00 – 5:30 pm

4. Monitoring and evaluation in teacher development

Albert Motivans, UNESCO Institute for Statistics

All participants

Respondent

Alba Martínez Olivé, Former Vice Minister of Education,
Mexico

Questions and answers

Organization of group sessions (TTF Secretariat)

Launch of the Teacher Policy Development Guide

5:30 – 6:00 pm

Launch of the exhibition

6:30 pm

Departure from the Hotel for dinner reception

7:00 pm

Dinner reception

All participants

9:30 pm

Return to Hotel

Wednesday, March 16, 2016

Breakout Sessions by 4 sub-themes

(Participants will report direction the groups as communicated by the organizers)

Breakout session 1: Inputs (panel presentations and Q & A)		
9:15 – 10:30 am	Presentations of issues and sharing of country/regional experiences	All participants
10:30 – 11:00 am	Coffee break	
11:00 am – 1:00 pm	Breakout session 1: Inputs (continued)	All participants
1:00 – 2:30 pm	Lunch	
Breakout session 2: Discussions		
2:30 – 4:00 pm	Moderated discussion of the issues presented in Plenary and Breakout session 1	All participants
4:00 – 4:30 pm	Coffee break	
4:30 – 5:30 pm	Breakout session 2: Discussions (continued): Lessons learned on main issues	All participants
6:00 pm	Dinner	
6:00 – 8:00 pm	Side Meeting on the collaboration with BRICS countries	Invited participants only

Thursday, March 17, 2016

Breakout session 3: Wrap-up		
8:45 – 9:45 am	Key conclusions, recommendations and commitments	All participants
9:45 – 10:00 am	Coffee break	
10:00 – 11:00 am	Breakout session 4: Towards the preparation of the group report	All participants
Launch of the celebration of the 50th Anniversary of 1966 ILO/UNESCO Recommendations		
11:00 am – 1:00 pm	Speakers: ILO, UNESCO, CEART, EI, TTF and independent experts)	All participants
	Questions and answers	
	Finalization of the group reports and of the outcome document	Moderators, Rapporteurs, Drafting team

1:00 – 2:30 pm	Lunch	
Plenary Session 3-5: Presentation of Results Chair: Manda Kizabi (Democratic Republic of the Congo)		
2:30 – 3:10 pm	Plenary 3: Presentation of 4 pre-Forum sessions outcomes 1. Inclusion and equity in teacher policy and practices 2. Information and Communication Technology (ICT) and distance education for teacher development 3. Teacher management in the situation of emergencies 4. Early childhood education teachers and facilitators	
3:10 – 3:40 pm	Plenary 4: Presentation of group reports on sub-themes 1 & 2 1. Teacher education 2. Teaching and learning Questions and answers	All participants
3:40 – 4:10 pm	Plenary 5: Presentation of group reports on sub-themes 3 & 4 3. Financing for teaching and teacher development 4. Monitoring and evaluation in teacher development Questions and answers	
4:10 – 4:30 pm	Coffee break	
Plenary Session 6: Presentation of the Outcome Declaration and Closing Chair: Nuria Sanz (UNESCO Office in Mexico)		
4:30 – 5:30 pm	1. The Voice of the youth 2. Presentation and adoption of the outcome document 3. Closing	All participants
Press conference		
6:00 pm	<u>Participants:</u> Ministry of Education of Mexico, TTF Co-Chair, Education International, TTF Secretariat, Hamdan Awards	
Steering Committee Meeting (2/2) Working Dinner		
7:00 – 8:30 pm	1. Welcome newly elected SC members 2. Discuss the post 2016 Strategic Plan in light of the Recommendations from the Policy Dialogue forum 3. AOB	Steering Committee members
Friday, March 18, 2016		
Departure of the participants		
9:00 am – 12:00	Meeting with the ad hoc group members of the Steering Committee	Ad hoc group members only UNESCO
12:00 – 2:00 pm	Debriefing meeting	TTF Secretariat, Host organizing team

Annex II: List of Participants

Title	Given Name(s)	Surname	Country
Dr.	Irma	Eloff	ADEF
Ms	Sylvina	Gvirtz	Argentina
Ms	Florencia	Mezzadra	Argentina
Dr.	Denis	Foucambert	Association française pour le lecture
Mr.	Tom	Vandenbosch	Belgian/VVOB
Mr	Christophe Comlan	Adjevi	Benin
Dr.	Marcia	Potter	British virgin islands
Mr	Bénéwendé Bonaventure	Segueda	Burkina Faso
Dr	Samsideth	Dy	Cambodia
Mr	Abdoulaye	Barry	Canada
Mr	Jonas Guezewane	Piki	Central African Republic
Mr	Francisco	Gil	Chile
Dr.	Jose	weinstein cayuela	Chile
Sra.	Marianela	Cerri López	Chile
Dr.	Beatrice	Avalos	Chile
Sra.	Marcela	Pardo	Chile
Sr.	Eugenio	Severin	Chile
Mr	Christian	Cox	Chile
Mr	Guillermo	Scherping	Chile
Ms	Daniela	López Miranda	Chile
Ms	Cecilia	Barbieri	Chile
Mr.	Xuzhong	Lu	China
Dr.	Robin Jungcheng	Chen	China
Ms	Zhao	Jian	China
Mr	Liping	Peng	China
Dr.	Yusuf Mohamed	Sayed	CITE
Sra.	Claudia Tatiana	Valencia	Colombia
Sra.	Gloria	Calvo	Colombia
Ms	Margarita	Pena Borrero	Columbia
Dr.	Jessica	Aguti	Commonwealth of Learning
Mr	Manda	Kizabi	Congo, DR
Mr.	Kouadio	MEA	Côte d'Ivoire
Sra.	Clara Isabel	Báez López de Penha	Dominican Republic
Ms	Mary	BURNS	Education Development Center
Mr	Mohamed	Ragheb	Egypt
Mr	Dennis	Sinyolo	El
Mr	Girmai	Gabrehiwet	Eritrea
Mr.	Mame Omar	Diop	Ethiopia
Dr.	Mark	Ginsburg	FHI 360
Ms.	Inka	Hopsu	Finland
Mr	Aziz	Kaichouh	Fondation marocaine pour la promotion de l'enseignement préscolaire
Mr	Edem	Aubra	France
Mr	Hikomishi	Katayama	France
M	Ma-Umba	Mabiala	France
Dr.	Jordan	Naidoo	France
Ms	Marin	Brigitte Anita	France
Mr.	Sekou Cherif	Balde	France
Dr.	Véronique	Attias Delattre	France
Ms.	Julie	Maraval	France
Ms	Pascale Brandt	Pomares	France
Mr.	Erfan	Diebel	Germany
Mr.	Eric	Gyesu	Ghana

Prof	Yaw	A. Ankomah	Ghana
Dr	Salome	Okyerewa Essuman	Ghana
Ms.	Talia	de Chaisemartin	GPE
Mr.	Jean Marc	Bernard	GPE
Mr.	Edin	López	Guatemala
Ms	Haydee Lucrecia	Crispin López	Guatemala
Mr	Guy Serge	Pompilus	Haiti
Mr	Michel	Faubert	Haiti
Mme	Annie Thamar	Garçon	Haiti
Mr.	Saul	Molin	Haiti
Ms	Elia	del Cid	Honduras
Mr.	Jesper	Wohlert	Humana People to People
Dr.	James	O'Meara	ICET
Ms	Diana	Hincapie	IDB
Dr.	Oliver	Liang	ILO
Ms.	Anjela	Taneja	India
Mr.	Amit	Saini	India
Dr.	Aminudin	Zuhairi	Indonesia
Mr	Gogot	Suharwoto	Indonesia
Dr	Ahmad	Dahlan	Indonesia
Dr		Kasiman	Indonesia
Ms.	Teopista	Birungi Mayanja	International commission on financing global education opportunity
Mr	William	Ratteree	International consultant
Mr.	Adote-Bah	Adotevi	International consultant
Ms	Simone	Doctors	International consultant
Ms	Paola	Rozo	International consultant
Ms	Yudith	Rosenthal	Israel
Ms	Winsome	Gordon	Jamaica
Dr.	Joseph	Thomas Chennamkara	Jamaica
Mr.	Taro	Numano	Japan
Mr	Moses Otieno	Kawa	Kenya
Ms.	Hendrina Chalwe	Doroba	Kenya
Ms	Nancy	Macharia	Kenya
Ms	Lydia	Nzomo	Kenya
Mrs	Varadune	Amarathithada	Lao PDR
Ms.	Dakmara Ana	Georgescu	Lebanon
Ms	Maselloane	Sehlabi	Lesotho
Hon.	Advertus Orea	Wright	Liberia
Mr	Lalarontosa	Rakotojaona	Madagascar
Mr	Abdelhaq	El Hayani	Maroc
Mr	Susana	Franco	Mexico
Mr	Ba	Ahmed	Morroco
Mr.	Ivan	Collinson	Mozambique
Ms	Adelheid	Awases	Namibia
Mr	Annely	Willemse	Namibia
Dr	Basu	Kafle	Nepal
Mr	Simon	Broek	Netherlands
Mr	Simon	Broek	Netherlands
Ms	Bente	Nilson	Norway
Ms	Gerd-Hanne	Fosen	Norway
Mr.	Bladimir	Ortiz	OAS
Ms	Nathalia	Khayat Araujo	OAS
Ms	Sonia	Guerrero	OECD
Mr	Paulo	Speller	OEI
Mr	Khalid	Al-Ameri	Oman
Ms.	Freda	Wolfenden	Open University

Mr	Lequentrec	Erwan	Orange
Ms	Vanessa	Sy	PASEC
Mme	Fatimata	Ba Diallo	PASEC
Mr	Abdulmajeed	Alanazi	RCQE/Saudi Arabia
Ms	Misfer	Saud ALSalouli	RCQE/Saudi Arabia
Dr	Jinhee	Kim	Republic of Korea
Prof		Semenov	Russia
Mr		Ziskin	Russia
Ms	Ksenia	Salnikova	Russia
Mr	Husam	Zaman	Saudi Arabia
Mr.	James	Lawrie	Save the children UK
Ms	Ethel	Valenzuela	SEAMEO
Ms.	Darinka	Cankar	Slovenia
Mr	Enoch T.	Rabotapi	South Africa
Mr	Edward	Kokole	South Sudan
Mr	Robin	J. Chen	Taiwan
Ms	Helen	Lihawa	Tanzania
Ms.	Michele	Deane	TESSA
Dr.	Semith	Aktekin	Turkey
Mr	Joseph	Eilor	Uganda
Ms	Diane	Lalancette	UNESCO
Dr.	Saidou Sireh	Jallow	UNESCO Abuja
Ms	Dakmara	Georgescu	UNESCO Beirut
Ms.	Valérie	Djioze Gallet	UNESCO Dakar
Ms	Valérie	Djioze	UNESCO Dakar
Ms	Carolina	Belalcazar	UNESCO Paris
Mr	Albert	Motivans	UNESCO UIS
Mr.	Marcelo	Souto Simao	UNESCO/IIEP
Mr	Gabriel	Rompré	UNESCO/Paris
Ms	Yoshie	Kaga	UNESCO/Paris
Mr	Manos	Antoninis	UNESCO/Paris
Mr	Jorge	Sequiera	UNESCO/Santiago
Ms	Paz	Portalez	UNESCO/Santiago
Mr.	Patrick	Montjourides	UNESCO/UIS
Ms.	Sonia	Gomez	UNHCR
Dr.	Khalifa	Alsuwaidi	United Arab Emirates
Dr.	George	Saltsman	United States of America
Dr	Therese	Tchombe	University of Buea
Dr	Paula	Louzano	University of Sao Paulo
Dr	Veronica	McKay	University of South Africa
Dr.	Gina	Thésée	UQAM
Mr	Luís	Bonilla	Venezuela
Mr	Halsey	Rogers	World Bank
Dr.	Aglaia	Zafeirakou	World Bank
Ms	Esvah	Chizambe	Zambia
Mr	Peter	Muzawazi	Zimbabwe
Mr	Dewah	Johnsai Tandii	Zimbabwe

Annex III: Pre-Forum Session Summaries

Pre-Forum Session 1: Inclusion & Equity in Teacher Policy and Practices

Organizers of Pre-Forum Session 1:

- **Therese Tchombe**, UNESCO Chair on Inclusive Education, University of Buea, Cameroun
- **Basu Dev Kafle**, Tribhuvan University, Nepal
- **Gina Thésée**, Université du Québec à Montréal

Based on the report focused on five African countries (Cameroon, Cote d'Ivoire, Kenya, Nigeria and Togo) (Tchombe et al., 2014) and the online policy dialogue, including outcomes of the international symposium on Inclusive education at the University of Buea, Cameroon, it was clear that there is urgent need for a constructive inclusive policy and a core of well-trained teachers on inclusive practices. Furthermore, it was observed that success of inclusive education depends on partnership between parents, school and the community. Collaboration through research for sharing best practices was also an important issue. Equity and Inclusion principles be incorporated in policy and observed in the curriculum, its practices and assessment. Equity and inclusion require the avoidance of all factors of discrimination and stigmatisation related to disability, gender, poverty, conflict and disaster zones, socio-economic status, religious and linguistics differences, ethnic or racial identities, among others.

The keynote presented Basu Dev Kafle (April 2015) at the international symposium strongly upheld that a focus on "Including the excluded" must consider Policy, Process, Strategy and Philosophy from a holistic perspective as they are all interwoven informing on each other. And as Kafle (2008, p. 5) reported, "inclusive education believes that all children can learn given the appropriate environment and support. It is a strategy that identifies children who for any reason are excluded and or who are at risk of dropping out from schooling in particular context."

Therefore, each country must be encouraged to have a strong national policy, that comes with concrete strategies of implementation (including financial resources allocated), and with a realistic timeframe and outcomes, on inclusive education bearing in mind the above cautionary note.

On this account, teachers should be empowered so they can implement institutional practices and behaviours related to equity and inclusion. They must be trained on the principles of human rights, so schools can assume the fundamental role of providing an equitable and inclusive healthy learning environment.

But what about the persons in charge to train them: the teacher trainers themselves? Until now, the focus has been made on teacher training but not sufficiently on the

training of their trainers or, from a more complex perspective, the education of their educators. Teacher educators should have been educated, upstream, about inclusive teacher policies and practices. But this remains a silent issue. So, this time around, there is a need to address specifically this silent issue of Teacher Educators or Trainers in the inclusion and equity teacher policy and practices debate. We must examine the content of teacher education programme to be able to make comment on trainers. How to address this issue? The general goal of the session is to integrate the subject of “Teacher Educators or Trainers Education” in the inclusion and equity teacher policy and practices debate, aiming to provide key issues for concrete training programme. The theme will be addressed through three dimensions of training: attitudes, knowledge and competencies.

The following concepts are key to the discussion:

- **Inclusion:** In the “Policy Brief on Inclusion and Equity in Teaching Policy and Practice” elaborated by the Teacher Task Force, “inclusion is approached as an imperative of social ethics based on three interrelated basic principles: (i) diversity (situations and phenotypes of people), (ii) equality (human rights) and (iii) equity (in institutional interventions regarding people).”(UNESCO / TTF, 2015, p. 4).
- **Inclusive education:** “Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected” (Government of Ontario, 2014, p.77). Inclusive education reflects the notion of inclusive society, inclusive schools, inclusive teachers and inclusive teaching. “Inclusive education is a process that involves the transformation of schools and other centres of learning so as to cater for all children – including boys and girls, students from ethnic minorities, those affected by HIV and AIDS, and those with disabilities and learning difficulties. Education takes place in many contexts, both formal and non-formal, and within families and the wider community. Consequently, inclusive education is not a marginal issue, but is central to the achievement of high-quality education for all learners and the development of more inclusive societies.” (UNESCO, 2015, p. 4). The objective of inclusive education is to understand, identify, examine and eliminate prejudice, obstacles and power dynamics that restrict students’ learning and wellbeing and their full contribution to society. (Government of Ontario, 2014, p. 6). The overall teaching issue is central to achieving the objectives of quality education for all, of which the notion of inclusive education is a pillar.” (UNESCO / TTF, 2015, p. 4).
- **Attitudes, Knowledge and Competencies:** In the last decades, diverse studies related to training, teaching/learning and also research, have reported multiple dimensions of professional development. Among them, “Attitudes” (knowing how to be?), “Knowledge” (knowing about what), and “Competencies” (knowing how to decide/act/react) have been highlighted. The session will aim to foster these three dimensions of professional development in order to address the issue of teacher trainers training about inclusive teacher policies and practices.

The main theme of the session is “The education of teacher educators about inclusive teacher education (policies and practices)”. More specifically, the discussions focused on the two following sub-themes and their related key issues:

1. Education of the educators about inclusive teacher policies:
 - a. *Political and legal* dimensions;
 - b. *Social* (linguistic, cultural, economic, etc.) and *educational* dimensions; and
 - c. *Partnership/networking and administrative* dimensions.
2. Education of the educators about inclusive teacher practices:
 - a. Inclusive teacher *attitudes* (Including beliefs, values and ethics toward vulnerable persons and groups;
 - b. Inclusive teacher *knowledge* (what type of knowledge would be appropriate?); and
 - c. Inclusive teacher *competencies* (nature and types of competencies?).

References

Kafle, Basu Dev and al. (2008). *A Study on Problems and Prospects of Mainstreaming Inclusive Education at Primary Level*. Kathmandu: Tribhuvan University /Research Centre for Educational Innovation and Development (CERID,

Tchombe, T. M. S. (2014). Managing Diversity and Differences, the Case for Inclusive Education, *African Journal of Special Education* 2 (1): vii-viii.

Teacher Task Force / Thésée, Gina (2015). *Policy Brief on Inclusion and Equity in Teaching Policy and Practice*. Paris: UNESCO

Pre-Forum Session 2: Information & Communication Technology and Distance Education for Teacher Development

Organizers of Pre-Forum Session 2:

- **Jessica N. Aguti, Commonwealth of Learning, Canada**
- **Aminudin Zuhairi, Universitas Terbuka, Indonesia**
- **Freda Wolfenden, Open University, UK**
- **Salome Essuman, Ghana**

The declaration of Millennium Development Goals in the last decade led to massive increases in the number of children enrolling in schools particularly in the developing world. However, the massive increase was in some countries at the expense of quality. One of the reasons advanced for this learning crisis is the need for more trained and qualified teachers. So, Sustainable Development Goal number 4 *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* identifies increasing the supply of qualified teachers as one of the strategies for the achievement of SDG4. Teacher education should therefore continually be concerned with the shortcomings that have given rise to persistent challenges with providing a steady supply of qualified teachers and ensuring that those already trained remain motivated, and competent to cope with the changes in the education systems. Clearly, teacher education will require higher levels of creativity and innovation across the entire spectrum of teacher development to achieve this. These innovations should take into account diversity in the learning populations and the need to instil in learners twenty-first century skills, pedagogical innovations and the need for initial and in-service training.

Information Communication technologies (ICTs) and distance education have been used before and continue to be used with varying degrees of scope and success. It is therefore time to reflect on what has been done in the past with a view to harnessing all the efforts and addressing weaknesses and growing the successes to scale in order to achieve greater levels of efficiency and effectiveness in the use of both ICTs and distance education methodologies. The session on ICTs and distance education for teacher development will therefore:

1. Highlight the major strategies that have successfully been used to deploy ICTs and distance education in teacher development
2. Identify and propose plans for the deployment of these successful strategies at broader levels – national, regional and global

To achieve these session objectives, the participants will have opportunity to reflect on key trends in the successful use of ICTs and distance education for teacher development; and propose concrete plans for scaling up these successes. The session will focus on examining these trends with regard to:

- a. OER for quality teachers' development
- b. MOOCs for increasing access and for professional development

- c. Digital skills and new pedagogies for 21st century teachers
- d. Use of mobile technologies and/or social networking tools
- e. Quality assurance and qualification frameworks

This session uses highly participatory discussions rooted in best practices and drawing lessons from the not so successful innovations.

Pre-Forum Session 3: Teacher Management in Conflict & Crisis Contexts

Organizers of Pre-Forum Session 3:

- *Sonia Gomez, UNHCR*
- *James Lawrie, Save the Children, UK*

Conflict, natural disaster, pandemics and forced displacement compromise the right to education for millions of children and youth worldwide. Around 21 million (36%) of the global out of school population live in conflict-affected areas, suggesting a proportionately high demand for qualified teachers in some of the world's most challenging, resource-constrained contexts. For those children and young people who go to school in crisis situations, a well-supported teacher with relevant training to respond to the complex needs of learners, can be life-saving, stabilizing, and will open the doors to a more hopeful future.

The Education 2030 agenda clearly recognizes that Sustainable Development Goal (SDG) 4 cannot be met unless we address education for children and youth in conflict and crisis – the Incheon Declaration (Paragraph 11) and SDG 4 Target 5 commit states and stakeholders to ensuring education for children in emergency situations. However, safe, quality education for children and youth in crisis contexts can only be met with attention to the specific needs of teachers. Teachers in these challenging settings are often underutilised, under-skilled, under resourced or unable to apply their capacities in the classrooms. This has significant negative implications on the quality of education, and child learning and well-being. Critical issues for teacher management in conflict and crisis settings include:

- ***Teacher recruitment and deployment:*** The challenge of deployment and retention of qualified teachers in crisis contexts often leads to recruitment of un(der)qualified teachers, sometimes by humanitarian or non-governmental agencies, without the application of national standards and norms for teacher recruitment. Gaps in cross-border recognition of teacher certification and deployment of refugee or migrant teachers results in a waste of human resources.
- ***Teacher compensation:*** Teacher compensation in crisis settings is a difficult issue in the absence of adequate budget or secure systems to ensure timely payment of government teachers, and lack of harmonized, standardized teacher compensation policies and practices amongst humanitarian and non-governmental agencies recruiting and managing teachers.
- ***Teacher development:*** Schools in crisis affected areas are often staffed by the least qualified teachers; however, access to training is typically episodic and lacking relevance for the complexities teachers face in emergency settings, including students with psychosocial needs, large class sizes of mixed age groups and academic levels, etc. Critically, teachers in these marginalized settings lack flexible pathways to teacher qualification.
- ***Emergency preparedness training for all teachers:*** All teachers should have basic preparation for teaching in emergency conditions, depending on the contextual hazards and risks, yet education in emergencies preparedness is not integrated into pre-service training in most countries.
- ***Teacher well being, security and safety:*** Depending on the context, teachers may be the target of attacks on schools. In addition, teachers may themselves be displaced or affected by

the emergency; however, attention to teacher safety, security and well being remains a gap in planning and programming for teachers in crisis contexts.

The Pre-forum thematic session on teacher management in conflict and crisis contexts facilitated a crisis-sensitive analysis of the Policy Dialogue theme “Implementing the Teacher Target in the Sustainable Development Goals (SDG) and Education 2030”. Specific challenges were analysed and policy and planning recommendations were identified in order to help countries and education partners meet the Teacher Target in conflict and crisis settings.

The following were the objectives of the session:

1. To provide an overview of SDG 4 commitments to education for children in both acute and protracted crisis contexts and the implications for teacher management.
2. To analyse and discuss the key challenges and the policy and planning actions needed to meet SDG 4 Teacher Target in conflict and crisis contexts.
3. To share country and agency experience, activities and resources related to teacher management in conflict and crisis contexts.

Pre-Forum Session 4: Early Childhood Education Teachers & Facilitators

Organizers of Pre-Forum Session 4:

- ***Oliver Liang*, International Labor Organization**
- ***Yoshie Kaga*, UNESCO**
- ***Clara Báez*, Ministerio de la Educacion, Republica Dominicana**
- ***Aziz Kaichouh*, Fondation Marocaine pour la Promotion de l'Enseignement Préscolaire**

In the last decade, the global gross enrolment ratio (GER) for early childhood education (ECE) has increased from 33 per cent to 54 per cent. Especially remarkable were the improvements in South and West Asia (from 22 per cent to 55 per cent), sub-Saharan Africa (from 11 per cent to 20 per cent), and developing countries (from 27 per cent to 49 per cent). In high-income countries, GER for ECE grew from 72 per cent to 86 per cent.

The remarkable rise of ECE enrolment is due to the growing recognition that ECE can lead to better health, learning, socialization and all around well-being of children, especially those coming from poor and vulnerable backgrounds.

Yet, despite the growing consensus on the importance of ECE and its potential economic returns, achieving inclusive and equitable quality ECE services for all children remains a daunting challenge in many countries. Governments, private-sector providers, ECE teachers (or educators, practitioners, or workers – depending on country practice) and their organizations, parents and other stakeholders frequently face an environment in which:

- ECE remains spread across a wide diversity of public and private providers, under the regulatory mandate of different public agencies;
- ECE provision is highly decentralized and is often provided at the community level, sometimes in semi-formal or informal settings;
- ECE teachers have a lower share of trained teachers than other groups;
- Untrained ECE teachers have unclear paths towards formal qualification and career development;
- Wages in ECE are lower than in other levels of education, and hours are often longer, resulting in an overall lower status of ECE teachers;
- ECE work is marked by enormous gender disparities (most ECE teachers are women);
- Curricula and teacher preparation programmes are not adequately developed for early childhood;
- ECE teachers are not organized or represented by teachers' organizations and therefore have little voice in determining their conditions of work and ECE policy.

The particular context of ECE in many countries – marked by an important private sector and a significant share of unorganized and unprofessionalized ECE teachers – suggests that strategies to improve ECE services will require specific approaches different from those addressing primary and secondary education.

The goal of the pre-forum session is to examine challenges to improving the quality of the ECE workforce and setting out possible steps for Task Force members to take to support national efforts in improving ECE. The objectives of the pre-session are to:

1. Identify and discuss key policy issues with regard to ECE workforce;
2. Identify existing initiatives and programs to build collaboration;
3. Identify technical and financial partners to reach out to and include in follow up actions;
4. Identify, possibly, lead organizations and countries on specific areas of joint actions; and
5. Suggest means of follow-up after the session.

Acknowledgment

The Teacher Task Force 8th Policy Dialogue Forum is kindly sponsored by the Commonwealth Secretariat, Global Partnership for Education, the Inter-American Development Bank, TILIDIA and UNESCO.

