



“Invest in Teachers and Teaching to Achieve Education 2030”

A Position Paper by

The Teacher Task Force

I. Introduction

The World Education community gathered at Incheon (Korea) from 19 – 22 May 2015 to frame the priorities for a common Education agenda within the Sustainable Development Goals for the next fifteen years. The World Education Forum (WEF) adopted the *Incheon Declaration*, expressing the commitment of all stakeholders to deliver a quality, equitable and inclusive education to all for global sustainable development. The members of the Steering Committee of the International Task Force on Teachers for Education for All (hence, Teacher Task Force), met immediately at the closing of the WEF at Incheon on 22 May to analyse the process that had led to the Forum, the Declaration, and the follow up actions required for achieving the Goals. They also reviewed the implications for the Teacher Task Force programme in the short, medium and longer terms. This is in view of identifying how best this global alliance of willing partners working together to address the teacher challenges could contribute to the realization of the Goals. The Task Force Steering Committee members decided to issue the present position paper to share their views, based on the recognized and pervasive role of teachers for effective learning, and the need to empower them for the realization of the proposed Education 2030 and the Sustainable Development Goals (SDG).

II. The Teacher Task Force on the Incheon Declaration

The members of the Teacher Task Force therefore would like to:

1. **Congratulate** the Government of the Republic of Korea, UNESCO, and the co-convenors of the WEF 2015 as well as all the participants for the excellent organization of and the rich deliberations and forward-looking conclusions as reflected in the Incheon Declaration;
2. **Emphasize** the importance of teachers and teaching in providing inclusive and equitable quality education. The availability of motivated, professionally trained, and well-supported teachers for all learners is essential for addressing today’s key education challenges in poor and rich countries alike. Good teachers help children, young people and adults acquire foundation, transferable and higher order skills. Well-prepared and supported teachers help learners adjust to rapidly changing socio-economic conditions, and they can help implement technology interventions in classrooms.
3. **Note** the fact that teachers are rightly recognized in the *Incheon Declaration* as one of the key factors for quality education and are included in the proposed SDG to be adopted in September 2015 in New York.
4. **Draw attention**, however, to the risks and limitations in considering Teachers merely as a Means of Implementation in the proposed SDG and from a supply angle only as formulated.
5. **Support** the more comprehensive and adequate approach to the central role of teachers, as affirmed in the Incheon Declaration, “... ensuring that teachers and educators are empowered, adequately recruited, well-trained, professionally-qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”
6. **Call on** UNESCO and the Co-Convenors of Education 2030 and the Drafting Group of the *Framework for Action (FFA)* to use the process of refinement of the FFA to include provisions that will expand and clarify the understanding of Teaching as a profession and teachers as professionals whose training, living and working conditions deserve utmost attention. The Drafting Group should articulate actions regarding teachers that will espouse the *Incheon Declaration on*

Teachers with the major dimensions of the teaching profession, and help decision-makers and their partners at national, regional and global levels to develop proper responsive and proactive strategies on teachers to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all.”

7. **Recall** that while the bulk of the education budget is used for teacher salary, teacher salaries remain below the poverty line in many countries. In addition to increasing teacher remuneration to be commensurate with that of other professionals with comparable qualifications, there is a need to also allocate sufficient funding to other teacher-related items, including their training (pre-service, in-service, continuous professional development, training of school leaders), infrastructure (teacher training facilities, labs, equipment, ICT), teaching and learning materials, and costs associated with equitable allocation of qualified teachers to all learners.

8. **Urge** the World Leaders to create enabling environments at the international, regional and country levels in order to mobilize sufficient financial, technical and human resources required for the immediate realization of the Teacher Target in the proposed SDG, which is a condition for achieving all other Targets.

9. **Pursue** the advocacy work to promote the comprehensive approach to the teaching profession throughout the international processes leading to the adoption of the SDGs. Important fora such as the Oslo Summit on Education for Development (July 2015), the United Nations Financing for Development Conference in Addis Ababa (July 2015), the United Nations Summit in New York (September 2015) and the UNESCO General Conference (November 2015) will be targeted.

10. **Commit** to avail the Teacher Task Force network to the lead

Coordinator of Education 2030 (UNESCO) for the implementation, monitoring and evaluation of the Teacher Target after the adoption of the SDGs and Education 2030 FFA. The Teacher Task Force should therefore be mentioned in the Framework for Action in relation to the teacher target as an appropriate implementation mechanism within UNESCO’s overall coordination mandate.

III. The Teacher Task Force’s Commitment

The Teacher Task Force will persistently pursue participative, investigative and reflective strategies, giving impetus to advocacy, monitoring and evaluation of progress, to advance and sustain an effective teaching profession for the achievement of SDG 2030. More specifically, the Teacher Task Force:

11. **Will reinforce its model**, an example of the global alliance, or a one-stop shop to address challenges in teachers and teaching, and will lay the foundations for its new strategic plan on Teachers for Education 2030 during its annual meeting and Policy Dialogue Forum in December 2015.

12. **Will continue** the production, development and dissemination of policy-relevant knowledge and indicators, support countries to develop and implement evidence-based teacher policies, and offer opportunities for knowledge exchange.

13. **Will urge all its members and partners** to more rigorously ensure and promote alignment of their work at regional and country levels with the Framework for Action of Education 2030 after its adoption.

14. **Will call for further investing in teachers** for both domestic and external financial resource mobilization.

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