



TEACHER TASK FORCE Newsletter

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Teacher Task Force on INCHEON DECLARATION

"Empower Teachers or Miss Education & Development Goals!"



The Steering Committee of the Teacher Task Force (TTF) met immediately at the closing of the World Education Forum (WEF). The TTF will soon disseminate a position paper on the Incheon Declaration with a simple message: *"Empower Teachers or Miss Education & Development Goals!"*

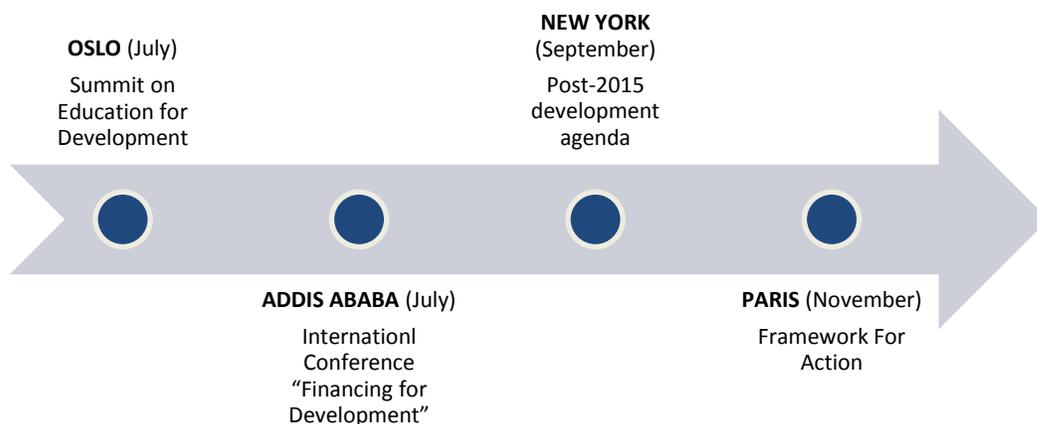
The WEF 2015 took place in Incheon, Republic of Korea from 19th to 22nd May, attracting close to 1500 people from all over the world to reach agreement on a new Education agenda and to discuss a global framework for action for the years to come. At the conclusion of the WEF forum, the transformative vision for education over the next 15 years was reinforced in the declaration which will underpin the education targets in the Sustainable Development Goals (SDGs) that will be ratified at the United Nations Summit meeting in September. The TTF position paper will be disseminated throughout the whole process leading to the adoption of the SDGs starting with the [Oslo Summit](#).



[TTF on Incheon Declaration](#)

Incheon TTF Steering Committee - Photo Credit: Purna Shrestha (VSO)

Next steps after Incheon



The Oslo Summit on Education for Development

Oslo, Norway, 6-7 July 2015



The Oslo Summit on Education for Development aims at mobilizing strong and renewed political commitment to reach the 58 million children who are still being denied their right to education and to improve learning outcomes for those who attend school. Innovative partnerships and results-oriented, well-coordinated development aid are crucial as we approach the deadline for the Millennium Development Goals and the adoption of the post-2015 SDGs.

On behalf of the organizers of the Oslo Summit, the TTF has invited members of its network to make a contribution to the consultation on the paper: "[Investing in teachers is investing in learning – A prerequisite for education to have transformative power](#)" prepared by the EFA Global Monitoring Report team.

3rd International Conference "Financing for Development"

Addis Ababa, Ethiopia, 13-16 July 2015



[The third International Conference on Financing for Development](#) will take place in Addis Ababa Ethiopia, from 13th to 16th July 2015. The conference will gather high-level political representatives to reach intergovernmentally negotiated and agreed outcome.

The outcome should constitute an important contribution to and support the implementation of the post-2015 development agenda.

They are Joining TTF!

The TTF keeps expanding its membership. On May 22nd 2015, the Steering Committee Meeting in Incheon accepted the admission of 6 new members to the TTF. We are convinced that their contribution will reinforce the work of the TTF in the coming years. We welcome:

New member countries:

- **Argentina**

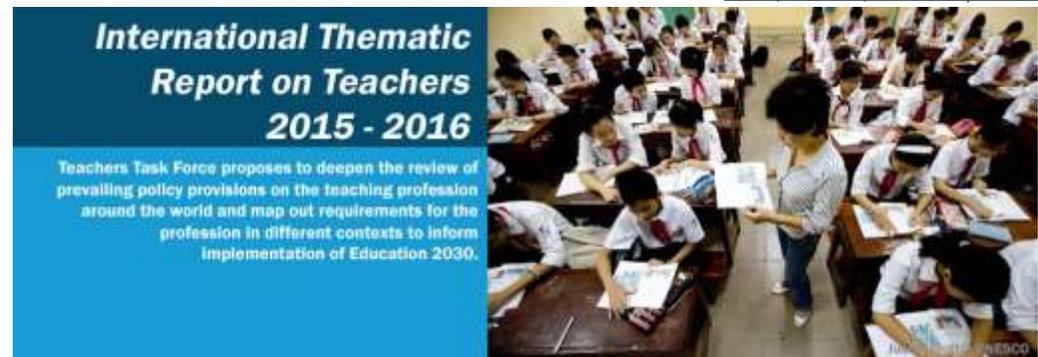
New member organizations:

- **Africa Deans of Education Forum (ADEF)**
- **Africa Network Campaign on Education for All (ANCEFA)**
- **Dubai Cares**
- **Inter-American Development Bank (IDB)**
- **Organization of American States (OAS) - Inter-American Teacher Education Network (ITEN)**

This brings the number of TTF members to **107** (71 countries & 36 organisations).

World Bank SABER and TTF Join to Review Requirements for Teachers

Paris, France, 9-10 July 2015



Monitor the teacher gaps to inform appropriate and responsive policies at global and country levels are one of the TTF's missions. According to the 2013/2014 EFA Global Monitoring Report, projections based on data from 2011 show that 5.2 million teachers would have to be recruited between 2011 and 2015 in order to meet the [Universal Primary Education \(UPE\) goal](#) by 2015 (EFA goal 2). Country-level and regional discrepancies exist. But teacher shortage and quality are a global concern and influenced by changing education demands. The World Bank SABER team and the TTF join to review requirements for teachers and identified 27 countries for this project that will conclude with a Report entitled: "*Teaching as a Profession: Requirements for Equitable Quality Education*".

An orientation session will take place, gathering the national consultants from the 27 participating countries in this study at UNESCO International Institute for Educational Planning (IIEP) on 9th and 10th July. The objective of this orientation session is to familiarize experts from participating countries with data collection, analysis and reporting with SABER-Teachers questionnaire. Facilitators are Andrew Trembley (World Bank, SABER-Teachers), Edem Adubra and Hiromichi Katayama (Teacher Task Force (TTF) Secretariat).

For more information:

- [Concept note](#)
- [List of Participating Countries](#)

Towards a Regional Qualifications Framework for West African teachers

Dakar, Senegal, 30th June - 3rd July 2015

Under the auspices of UNESCO-Dakar and its partners (the International Teacher Task Force, CONFEMEN and OIF/AUF/IFADEM, ECOWAS set out to initiate a common reference framework as a tool for measuring the qualifications of primary/basic education teachers and as a scale for reading their professionalization. Launched in June 2012, it has established some milestones including a methodology for analyzing the professional standard of teachers (competencies referential) in 2013 and 2014, followed by the definition of conditions for evaluating the professional competencies of primary school teachers for most of the countries (qualification referential) in 2015.

As a follow up, a workshop for technical validation of a qualification referential for Basic Education Teachers in ECOWAS countries will take place in Dakar (Senegal) from 30th June – 3rd July 2015. The workshop invites 9 selected pilot countries (Benin, Burkina Faso Côte d'Ivoire, the Gambia, Guinea, Niger, Nigeria Togo, and Senegal) and partner agencies to complete the definition the common regional framework. The results of the workshop will be reported in our next edition.

Classroom Observation of Teachers Documented in Burkina Faso

Paris France, 29 June 2015



The Permanent Delegation of Burkina Faso to the UNESCO, in collaboration with the Agence universitaire de la Francophonie (AUF) and the TTF, has organised [a presentation of the results of the OPERA research programme, "Diagnosis of Teacher Practices in Relation with Learning"](#), on 29th June at the UNESCO.

[OPERA](#), co-financed by the French Agency for Development (AFD) through their support to the francophone initiative of the Open-Distance Teacher Training (IFADEM) and the Global Partnership for Education (GPE), is a 3 years research programme on teaching practices at elementary level, conducted in Burkina Faso. OPERA also benefits from the partnership with the Conference of Ministers of Education in countries sharing the French language (CONFEMEN) through the Programme for the Analysis of Education Systems (PASEC). In the 1st phase, 90 classes of 2nd and 6th grades in 5 provinces were observed. After the 1st phase, the programme team supports the elaboration and production of training materials for teachers and pedagogical supervision bodies.

Ambassadors from the Permanent Delegations to UNESCO, the Director of cabinet of the Burkina Faso Ministry of Education, programme specialists, researchers and teacher educators from development agencies and universities congratulated the researchers on the methodological quality of this study. They called for the practical

use of the results to improve teacher education and evaluation in the country, but also in the sub-region. The partnership of a national Ministry, a research institution and a funding agency to design and implement the project was also hailed by the participants.

Quality of Education in Dominican Republic

Juan Dolio, Dominican Republic, 9 – 11 June 2015



A “[Sub-regional Seminar on Quality of Education](#)” took place from 9th to 11th of June in Dominican Republic, with the objective of reflecting on the state of the teachers’ training and on how to identify innovative proposals to raise the professional competencies of teachers. This seminar, which started in 2007, takes place every two years focusing on “Education Centre as a Community of Learning: Toward Education of Quality”.

The seminar attracted different actors of education including the Minister of Higher Education, Science and Technology, Ligia Amada Melo, the rector of the Higher Institute for Teacher Training, Salomé Ureña (ISFODOSU), Julio Maríñez, and the executive director of National Institute for Teacher Training (INAFOCAM), Denia Burgos. From TTF, Hiromichi Katayama from the Secretariat made a presentation entitled “*Tools for the Implementation of the Teacher Policy: Teacher Policy Development Guide and International Thematic Report on Teachers*”.

Action for Nepal

Nepal: Are You Taking Any Actions?



In the last edition of our Newsletter, we called on you to mobilize support for the reconstruction and rehabilitation of the educational system of Nepal, including its human resource base, following the devastating tragedy in Nepal.

On TTF’s website, [a special page](#) is open to share information about ongoing initiatives in Nepal. This page is also for you to share your contributions.

News from TTF Network

News from TTF Network

CÔTE D’IVOIRE

“*The Reform of the Initial Training of Teachers in Côte d’Ivoire*”

1. Why the Reform?
2. How to Conduct the Reform?
3. What are the Expected Results of the Reform?
4. What will be next?



See the report sent by the TTF focal point, Kouadio Mea, Directeur des Ecoles, Lycées et Collèges, [here](#) (in French).

Teach For All

- Teach For All Presents [Education Innovations to the EU](#)
- Teach For Pakistan Launches [Innovative Teaching Competition](#)
- Teach For All Forum: [The Critical Issue of Ensuring access to quality education for all girls](#)
- Teach For All Participates in [WISE Summit](#)



TESSA will be present at the DETA Conference (20-24 July 2015, Mauritius Institute of Education, Réduit, Mauritius) where, as well as contributing many presentations, it will launch its new ressource: "*La Boîte à outils pour la formation des enseignants en éducation inclusive*" (Toolkit for the Training of Teachers in Inclusive Education).

Prepared, written and critically appraised by experts in inclusive education in Sub-Saharan Africa and highly interactive, the toolkit is just that, a collection of tools from which teacher educators and teachers can select the tool which is appropriate to the situation. The toolkit is in French and already offers two versions: a version for teacher educators and teachers in Togo as well as the Pan African francophone version. Other versions for other Francophone countries are in preparation. An English version will follow very shortly that it will be possible to adapt to the contexts of various countries, as the toolkit is an Open Educational Resource.

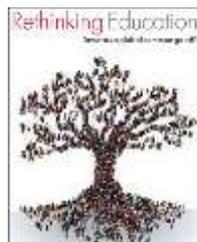
For our next edition, the page is also for you!
Send your inputs to: teacherstaskforce@unesco.org
Thank you.

Recent Publication

Recent Publications

"Rethinking education – Towards a global common good?"

UNESCO. (2015), UNESCO Publishing, Paris



At the World Education Forum 2015, UNESCO released "Rethinking Education: Towards a global common good?" to re-vision the purpose of education and the organization of learning. The book proposes that we consider education and knowledge as global common goods, in order to better reconcile the purpose and organization of education as a collective societal endeavour in a complex world.

[“Unleashing the Potential: Transforming Technical and Vocational Education and Training”](#)

UNESCO. (2015), UNESCO Publishing, Paris



“In view of steadily rising expectations on technical and vocational education and training (TVET) systems, this book takes stock of contextual demands and recent policy trends from around the world. The author calls for the transformation of current TVET systems to enable them to respond in a sustainable and effective fashion to the demands of their contexts. Because contextual demands in the twenty-first century are rapidly changing, this transformation should enable the systems to acquire the agility to stay current and responsive. Unleashing the potential of TVET systems will therefore require not only their expansion, but even more importantly, their dynamic and continuous transformation into lifelong learning systems.”

[“The Teaching Profession in Europe: Practices, Perceptions, and Policies”](#)

Education, Audiovisual and Culture Executive Agency, (2015), EACEA, Brussels



This Eurydice report analyses the relation between the policies that regulate the teaching profession in Europe, and the attitudes, practices, and perceptions of teachers. The analysis covers aspects such as initial teacher education, continuing professional development, transnational mobility, as well as teacher demographics, working conditions, and the attractiveness of the profession. The report is based on Eurydice and Eurostat/UOE data, as well as on a secondary analysis of TALIS 2013, combining qualitative and quantitative evidence.

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In our next edition, you will see a report on access to our website. Your thoughts on more equitable access from all part of the world are welcomed.