Happy World Teachers’ Day!

To all Teachers around the World: Our Champions – We celebrate you!

You are springs of water flowing through the World garden, Inspiring young and old, Helping generations today to remember yesterday and learn from it, Sowing seeds for the betterment of society today and tomorrow! You are at the forefront of the only battle that is worth fighting: The fulfilment of individuals for the prosperity of all!

The International Teacher Task Force, created for You and with You Wishes you all a Happy World Teachers Day 2015 We call on the WORLD: your students, their parents, local communities, political leaders, development organizations, to know that:

Education 2030 and Sustainable Development Goals Could only be realized if Teachers are respected, well supported and empowered.

From the secretariat of the International Teacher Task Force

See joint message on the occasion of the World Teachers’ Day: here
Implementing the Teacher Target in the Sustainable Development Goal and Education 2030

The 8th Policy Dialogue Forum of the TTF will take place in Caracas from December 15 to 17, 2015. The Forum will be preceded on December 14 by the annual meeting of the TTF and of its Steering Committee who will take important decisions regarding the reorientation of the partnership to respond to the SDG and Education 2030.

The main focus will be on sharing relevant policies, practices and tools among international key stakeholders with a view to facilitating the understanding, implementation and monitoring of the teacher-related target in the SDG and new education agenda.

The TTF has chosen to concentrate on the theme:

**Implementing the Teacher Target in the Sustainable Development Goals and Education 2030**

At the Forum, discussions will be organized around the following four sub-themes:

1. Teacher Education (pre-service, in-service and professional development; innovation and pedagogy);
2. Teaching and Learning;
3. Financing teaching and teacher development; and
4. Monitoring and evaluation in teacher development;

Altogether, with around 100 national participants from Venezuela, nearly 300 participants are expected to attend the Forum and other related events taking place in Caracas. This includes a diverse representation of national governments, global and regional intergovernmental organizations, international nongovernmental organizations, teacher organizations and associations, development agencies, private companies and foundations. International experts will also participate.

The concept note, the agenda, the registration form and other relevant materials will be available on the TTF website in the coming days:

- Concept note
- Agenda
- Registration Form
  (under construction)
The founding fathers and mothers of the TTF

Where are they now?  
No. 1: Bill Ratteree

You may not know but... At the establishment of the TTF, there were men and women who believed in the central role of teachers in achieving EFA. Teachers are also the keys in inspiring future generation to build a sustainable world. The secretariat will try to reach them and feature these pioneers, the founding fathers and mothers of the TTF, in the forthcoming editions of our Newsletters. The first one we have approached was kind enough to answer our questions.

Bill Ratteree

Retired ILO official,
Part-time international education consultant focusing on teacher policy and practice

What motivated you to be part of the TTF work at the beginning?
What were the initial expectations of the founders?

A strong professional and personal interest in better status for teachers as the single most important contribution to quality education for all the world’s children, adolescent and adult learners. The founders expected to create an independent, institutional network of like-minded professionals and constituents at international and national levels to improve teachers’ status, teaching quality and innovation and thereby access and quality of education. Many institutions and countries had programmes on various aspects of educational quality and access. The task force was viewed as an attempt to fill a gap by focusing experiences in research, policy, technical cooperation and promotional work on teaching policy and practice. We wanted especially to help countries struggling to meet Education for All goals.

Can you tell us a few words about the early challenges?

From the launching of the idea for a task force dedicated to teachers and teaching in 2006-2007, efforts focused on creating an independent network of international institutions, non-governmental organizations including international teachers’ organizations, and national policy- and decision-makers dedicated to pulling and pushing in one direction for the benefit of teachers and teaching. The emphasis has always been on pooling experience and efforts, avoiding duplication and contradictions in policy and practice. There were questions about how such a network would work in relation to existing institutions, for instance the long-standing ILO/UNESCO Joint Committee of Experts on the Status of Teachers (CEART). These challenges continue in order to guarantee access for new organizations and coherence in common efforts.

Do you still follow the activities of the TTF?

Very much so through the website, newsletters and occasional contributions to TTF work.

With the new Education 2030 Agenda, what role do you see the TTF play at global and local level?

The TTF should become the dominant voice on teacher policy and practice as part of the 2030 agenda at international level, and help translate these objectives into real improvements for teachers and teaching at national and local level. This can only be done on a sustained basis if the international partners listen to and support, not override or ignore, the views and wishes of government, non-government and teachers’ organizations at national and local levels.
Do you want to receive news of our work and be involved? If Yes, how?

Yes, of course. The TTF and its partners need to put more resources into communicating good practices, experiences, lessons learned and policy options to the network through an enhanced website, regular newsletters and social media for those who use it. We would all benefit from more open debates on what works and what does not in some form, maybe more webinars? Above all, give more voice to the practicing teachers to share their needs and expectations of teaching and learning.

THANK YOU VERY MUCH. We’d like to add that you are co-author of the Teacher Policy Guide we have just produced, which will be launched next month. Thanks

Launch of the Teacher Policy Development Guide

Toward an Evidence-informed National Teacher Policy

At the World Education Forum in Incheon (Republic of Korea) in May 2015, the global Education community, under the leadership of UNESCO and co-conveners, framed the priorities for a common education agenda within the Sustainable Development Goals (SDGs) for the next 15 years. Participants in the Forum pushed for an Education Goal within the SDGs (SDG 4), aiming to “Ensure inclusive and equitable quality education and [to] promote life-long learning opportunities for all”. To achieve this Goal, the participants unanimously acknowledged the important roles of teachers and teaching for effective learning at all levels of education.

That is why they committed to “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 provision of such a teaching force on a sustainable basis within educational systems cannot be done without context responsive, evidence-based teacher policies and regulations that are elaborated with the full participation of all relevant stakeholders. Drawing on lessons learnt since its establishment in Oslo (Norway) in 2008, through its policy dialogue fora and the review of prevailing trends in teacher policies and practices, the TTF has pulled together its resources to proactively develop the present “Teacher Policy Development Guide” (TPDG). The goal is to support the realization of the Teacher target in SDGs and Education 2030 by putting at the disposal of Member States and partners a tool that will facilitate the development or the review of national teacher policies.

The Guide includes five key sections: (1) The introductory chapter presents the purposes, rationale, scope and intended audience of the Guide (2) Chapter 2 explains the need for framing the Teacher policy within a sector plan and national development priorities. (3) Chapter 3 examines the most important dimensions for a teacher policy, and their correlations; (4) Chapter 4 describes the phases in the
process of developing a teacher policy, and (5) Chapter 5 outlines the steps and issues to address when implementing the national Teacher Policy.

The Guide will be available in 7 languages (Arabic, Chinese, English, French, Portuguese, Russian and Spanish). It is a flexible and dynamic tool to be adapted to country contexts. Last but not least, the Guide is the result of a long but efficient participatory process. We call on governments intending to use it to develop a national Teacher Policy to also take this participatory and inclusive approach, especially, by involving teachers and their representative organizations in the process.

Worth Knowing

Global Teacher Shortage Threatens Education 2030

UNESCO Institute for Statistics (UIS)

By 2030...

33 countries will still not have enough teachers to provide every child with a primary education

25.8 million school teachers need to be recruited to provide every child with a primary education, which include 3.2 million new posts and the replacement of 22.6 million teachers expected to leave the profession

Published data from the UNESCO institute for statistics (UIS) shows that if the current trend continues, 33 countries will not have enough teachers to provide quality education to all children by 2030. In this article, researchers from the organization present their results in a clear and concise fashion. Amongst other things, we can consult a map that allows us to see where the shortage is most acute in one glance and we can see a graph that shows countries where the pupil/teacher ratio is the most worrying.

New Development Goals Recognize Central Role of Teachers in Quality Education

The new Sustainable Development Goals present universal access to primary education as a central issue and the General Assembly of the United Nations reckons that the number of qualified teachers in the world must be raised considerably in order to tackle it.

Meeting in New York from September 25-27, representatives from more than 150 countries adopted a new development plan for the next 15 years. The document also detailed the means to reach its ambitious goals. The training of competent teachers in sufficient numbers is thus recognized as an essential vector of sustainable development.
Achieving the Education SDG: Start Early and Stay the Course

We must tackle learning gaps during early childhood if Education 2030 goals are to be reached. That’s the conclusion of Pauline Rose from the University of Cambridge.

In this article, written for the UNICEF, the international education professor also underlines the importance of collecting better data on learning achievements in developing countries. She points out the fact that cheap and efficient data collection schemes have been put in place in several countries. Those practices should spread.

- Even before coming to school, children from poorer backgrounds are disadvantaged in school.
- The learning gap only widens over the school years.
- In some region, being a girl worsens the learning gap that is due to poverty.
- Initial learning gap is not only a developing country problem; we can also observe it in richer countries.

Recent Publications related to Teachers

**Common But Differentiated Governance: A Metagovernance Approach to Make the SDGs Work**

*Louis Meuleman; Ingeborg Niestroy, Sustainability 2015, 7(9),*

The implementation of the common and universally applicable United Nations’ Sustainable Development Goals (SDGs) requires differentiated governance frameworks at all levels, as it falls short to use one governance style only—hierarchical, network or market governance—or any one style combination that is believed to be fit-for-all-purposes.

The article introduces the guiding principle of “Common But Differentiated Governance” and illustrates how this principle can make the SDGs work.

We welcome news for our monthly newsletter from our network!

Send your inputs to: teacherstaskforce@unesco.org

Thank you.