Greetings from Secretariat of the International Task Force on Teachers for EFA!

The 8th Policy Dialogue Forum of the TTF and the 2015 annual meeting will take place in Caracas, Venezuela from 14th to 17th December 2015. Keep checking out the TTF website for the more detailed information.

International Thematic Report on Teachers

“World Bank SABER and TTF Join to Review Requirements for Teachers”

Paris, France, 9-10 July 2015
The TTF has launched a new research study, “Teaching as a Profession: Requirements for Equitable Quality Education”. The case of 27 Countries from around the world will be reviewed for what they perceive as requirements for the teaching profession. Commonalities and context-specific considerations will be analysed and major trends will be compiled for informing policy and strategic reforms in the context of Education 2030.

An orientation workshop gathering national experts (consultants) from the 27 participating countries was organized on 9 and 10 July 2015 at UNESCO International Institute for Educational Planning (IIEP) in collaboration with the World Bank SABER team. These consultants were familiarized with data collection, analysis and reporting instruments of SABER-Teachers. The workshop was facilitated by Andrew Trembley (World Bank, SABER-Teachers), Edem Adubra and Hiromichi Katayama (TTF Secretariat).

Among the country experts, four have been selected to work under the coordination of the Center for International Teacher education (CITE) based in South Africa to prepare the overall synthesis report. The latter also already met in Paris on September 9 to agree on the content and outline of the Report. See more about the project here.

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**Review of Contract Teachers**

**The right to be taught by “qualified, professionally-trained, motivated & well supported teachers”**

In pursuing its mandate of knowledge dissemination for informed teacher policy and practice, the TTF has initiated another study in collaboration with its partners, l’Organisation internationale de la francophonie (OIF) and the association for the Development of education in Africa (ADEA). The aim is to review the use of contract teachers in sub-Saharan Africa to assess the scope and implications of the use of contract teachers in the targeted region.

This review will have two dimensions:

(i) the preparation of a country report on the participating countries; and

(ii) the publication of the synthesis of the case studies informed by the
outcomes of an international dissemination conference in one of the countries where the conclusions of the review will be shared among decision-makers, practitioners and researchers from the region and beyond, and development partners supporting education.

25 countries in Sub-Saharan Africa are participating in the review. They include: Benin, Burkina Faso, Cameroon, Cape Verde, Central African Republic, Chad, the Republic of Congo (Brazzaville), Eritrea, Ethiopia, Gabon, the Gambia, Guinea, Guinea Bissau, Kenya, Liberia, Malawi, Mali, Mozambique, Niger, Senegal, Sudan, South Sudan, Togo, Uganda and Zambia. See more about the project [here].

International Literacy Day 2015
"Literacy and Sustainable Societies"

It is a very positive fact that the organisers of the celebration of International Literacy Day have given a special attention to teaching and learning. This is the place to emphasise the need for decision makers, practitioners and researchers to remember to pay attention to teachers and facilitators of literacy and Non-formal education programmes in their sector plans and budgetary provisions. The contribution of the TTF to the event was the introduction of two projects:

* "The African Storybook Project" of SAIDE - South African Institute for Distance Education, Presented by Ms Teresa Anne Welch, Senior Education Specialist;

and

* "Entrainement à la lecture Savante" (Training for Meaningful Reading) of AFL - French Association for Reading, Presented by Ms Isabelle Gasquet, Primary School Teacher.

Literacy is a key driver for sustainable development. Literacy skills are the prerequisite for the learning of a broader set of knowledge, skills, attitudes and values, required for creating sustainable societies. At the same time, progress in areas of sustainable development, such as health and agriculture, serves as an enabling factor in the promotion of literacy and literate environments.

This year's celebration of International Literacy Day was dedicated to exploring critical links and synergy between literacy and the future Sustainable Development Goals which will be adopted during the 70th session of the United Nations General Assembly in September 2015.
World Teachers Day 2015
“Empowering Teachers, Building Sustainable Societies!”

World Teachers’ Day 2015 is fast approaching and we wish to share resources to help in the preparation of your 5 October celebrations. “Empowering teachers, building sustainable societies” is the World Teachers’ Day slogan in line with Education 2030. This year the event at UNESCO HQ, Paris, will focus on early childhood education teachers. For inspiration, please see the draft agenda of the event organized at UNESCO HQ.

To promote and inform potential participants of your event please register on the official WTD map and you can download the WTD 2015 poster in 6 languages (English, French, Spanish, Russian, Arabic and Chinese). Please help us to promote respect for teaching profession, and make of WTD 2015 an occasion for inciting decision makers, parents, students and teacher themselves to acknowledge teaching as a noble profession Share the message very widely.

On the occasion of the World Teachers’ Day 2015, the TTF will present a new publication: “Teacher Policy Development Guide”. The guide will be a tool that could help countries develop evidence-based national teacher policy.

NEWS FROM TTF NETWORK
DETA Conference 2015
“Africa Prepares to Implement the Teacher Target”

The Distance Education and Teachers’ Training in Africa (DETA) Conference is an Africa-specific biennial conference initiated by the University of Pretoria in South Africa in 2005. The purpose of the conference is to provide a platform for educationists in Africa to debate the use of new information and communication for education in Africa.
The 7th Education International World Congress
“What should we defend concerning terms and conditions of employment?”

Ottawa, Canada, 23 July 2015

A workshop entitled "On OUR terms: Quality terms of employment", held on 23 July at the Education International's 7th World Congress held from 21-26 July in Ottawa, Canada, was the opportunity for participants to start a global debate on teacher work conditions.

VSO International

Papua New Guinea: Strong Political Leadership Improves Education Quality

VSO has been working in the education sector in Papua New Guinea (PNG) for more than half a century, and has witnessed strong political leadership to improve the quality education services in recent years. An improving economy driven by a resource boom has enabled the Government to invest heavily in free basic and secondary education, while school fees have been abolished.

The Global Partnership for Education (GPE) prepares a new strategic plan

Thematic meeting on “Teachers and Teaching”

As part of GPE strategic plan development process, several consultations were organized by GPE. A thematic one on Teachers and Teaching was coordinated by EI and the TTF secretariat. Participants emphasized the contribution of GPE in recognizing the place of teachers in sector plans.

They called for a more holistic approach with consistent investments in teachers’ continuous professional development. Inclusion was also highly pinpointed as a recurring concern when it comes to teachers and teaching: Teaching in rural areas, in conflict and disadvantaged situation, etc... See the summary of the discussions here.

Again, for our next edition, the page is yours!

Send your inputs to: teacherstaskforce@unesco.org

Thank you.
RECENT PUBLICATIONS

“**The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development**”

TNTP. (2015)

Do we know how to help teachers improve?

The Mirage challenges the widely held perception among education leaders that we know what works when it comes to teacher development, and if we could just apply that knowledge more widely, we could improve the quality of classroom teaching in short order.

“**Teaching with Technology**”

*Teaching in Focus, 01 July 2015, OECD*

Information and communication technology (ICT) use has been identified as one of the more active teaching practices, which promote skills students need for success. And yet, less than 40% of teachers across Teaching and Learning International Survey (TALIS) countries report using ICT as a regular part of their teaching practice.

Shortages in computers, Internet access and software are commonly reported by school principals as hindering the provision of quality education in their schools. Across TALIS countries, many teachers report that the second and third most critical needs for their professional development are training in the use of ICT for teaching, and in new technologies in the workplace. The use of ICT in teaching can be encouraged particularly by participation in professional development activities (such as those that involve individual or collaborative research or networks of teachers) and a positive classroom climate.

NORRAG

“**Do Teacher Incentives Improve Learning Outcomes?**”

Silvia Montoya (@montoya_sil), Director of UNESCO Institute for Statistics (UIS) and Jordan Naidoo, UNESCO

The spending on education as a share of gross domestic product is increasing, but not necessarily led to improvements in academic performance. From curriculum reform to school infrastructure investment, diverse means have been taken into consideration as responses to the questions about school trajectories. However, in the end, the main focus seems to return on teachers, the wages, evaluation and performance pay. Then, the article questions, "Do Teacher Incentives Improve Learning Outcomes?"
The World education Forum (WEF) has adopted the Incheon Declaration d’Incheon, expressing the commitment of all stakeholders to provide an equitable and inclusive quality education to all. For global sustainable development.

The TTF 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 SDGs. The TTF 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.

WORTH KNOWING

Look at the report on access to TTF website since January 2015.

- Connexion by countries since January 2015

Your thoughts on more equitable access from all part of the world are welcomed.