Dear Members and partners,

The time has come when the global Education community will come together at Incheon in Korea to discuss Education priorities for the next fifteen years. There’s a consensus that Education is crucial for attaining Sustainable Development Goals, and well trained and highly motivated Teachers are essential for quality, inclusive and equitable Education. Several of the members and partners of the Teacher Task Force will be at Incheon. They will not spare their voices to push for measures that will ensure that the global consensus on the important role of teachers is reflected in the outcomes the World Education Forum (WEF) and in follow-up actions at global, regional and national levels. A special meeting of the Task Force Steering Committee will be convened on 22nd May after the closing of the WEF to debate the implications of the forum outcomes for the task Force future programme.

The Secretariat of the Teacher Task Force will share the relevant decisions coming out if the WEF with you all. Let us also know how your governments and organizations are addressing these outcomes.

SUPPORT FOR NEPAL

"Statement by the Teacher Task Force Secretariat following the Earthquake in Nepal”

On behalf of the Teacher Task Force (TTF) co-chairs and Secretariat, I extend our heartfelt sympathy to the people of Nepal following the devastating tragedy. We cannot help thinking of people - all the people of Nepal - who have been affected by such a terrible destruction and loss of lives. And we know that numbers of teachers, students, schools, teacher training institutions, communities are among them.
During this difficult time, the Secretariat of the Teachers Task Force, on behalf of the co-chairs, proposes to all members of our network to support the global efforts for reconstruction and rehabilitation of the education system and human resource base in Nepal. We are proposing to:

- Liaise with humanitarian organizations active on the ground to collect information on teachers and educators affected, and teacher training institutions damaged;
- Collect information from the TTF network on their planned or ongoing efforts targeting teachers, to reinforce coordination and complementarity;
- Seek and make available technical expertise on teacher-related issues and training resources and materials to the humanitarian organizations working on the ground;

A special page is open for you to share your contributions on our website: http://www.teachersforefa.unesco.org/v2/index.php/en/action-for-nepal

We sincerely believe that this call to action will gather your support and engagement to revive education – quality education for all Nepalese in a near future.

Edem Adubra
Head of the Secretariat

UPCOMING EVENTS

World Education Forum (WEF) 2015, Parallel Group Session
"Teachers for the world we want – placing teachers at the centre of education reform and lifelong learning"

Incheon, Republic of Korea, 20 May 2015

At the World Education Forum (WEF) 2015, (19-22 May 2015, Incheon, Republic of Korea) a parallel group session, "Teachers for the world we want – placing teachers at the centre of education reform and lifelong learning" will be organised to discuss the teacher target – as means of implementation – in the education goal for the Sustainable Development Goal (SDG) 2030. The session has been prepared by UNESCO in collaboration with Education International and the Teacher Task Force and will take place on May 20th from 2:30 to 4:00 PM.

Objectives of the Session:
In order to ensure that teachers are placed at the centre of education reform and lifelong learning and reflected in all other targets of the 2030 education agenda, this session will engage policy-makers, teachers and researchers in a dialogue that aims to:

- Review the state-of-the-art and trends in teacher policy and development, with particular attention to the paradox of heightened expectations on teachers in tandem with the multiple challenges they continue to face in and out of the classrooms
- Identify key strategies for effective teacher policy reform, including social dialogue with active engagement of teachers in evidence-based policy reform

All participants who are interested in teacher issues are invited to participate in the session. For further information, please contact: Ms Maki Hayashikawa m.hayashikawa@unesco.org; Mr Edem Adubra e.adubra@unesco.org;
Global Summit on Education for Development
Oslo, Norway, 6-7 July 2015

From 6th to 7th of July 2015 in Oslo (Norway), the Norwegian Government organises a Global Summit on Education for Development, co-convened with UN Special Envoy for Education Gordon Brown. We are approaching the deadline for the Millennium Development Goals and the adoption of the 2030 SDGs, innovative partnerships and results-oriented, well-coordinated development aid are crucial. The Summit will gather Heads of States/Governments, ministers from 40 countries, heads of international organisations and respected international advocates for the right to education. The aim is to boost global efforts in the field of education by helping reverse the negative trend in international support for education and contribute to enhancing domestic resource mobilisation and international financing of Education. For more information about the summit, see: https://www.regjeringen.no/en/aktuelt/summit_education/id2407020/

RECENT EVENTS

Expert Meeting “Policies and Principles for taking Teachers forward in the Post-2015 Development”
Brussels, Belgium, 7 May 2015

Prior to the Education Summit in Oslo on 6-7 July, an experts meeting was held in Brussels, Belgium on 7th of May. In order to make the case for investing in teachers the panellists, including High-level officials who from the Government of Norway, the European Union, UNESCO, Civil Society Organization, teachers and teacher organizations, development partners, researchers, the Secretariat of the Teacher Task Force, etc. shared lessons learnt from around the world and the latest GMR. They agree on key messages to be captured in a policy paper that will guide the Oslo Summit.

Global Reading Network Steering Committee Meeting
London UK, 23 April 2015

The Global Reading Network (GRN) is a network comprised of governments, practitioners, civil society organizations, teachers associations, academics, donor agencies, UN agencies, and other stakeholders committed to improving reading outcomes for primary grade children across the globe. The principal mission of GRN is to catalyse collective action, knowledge, and political commitment needed globally to ensure all children learn to read.

On April 23, the GRN inaugural steering committee met in London, UK to discuss the charter, the governing structure and action plan of the Network. The plan will be executed through three working groups: Advocacy, Evidence and Practice. The meeting has appointed the Task Force Head as co-chair of the working group on Practice. All TTF members are invited to identify relevant activities, programmes and
EDUCA-2015 (National Training Event for Educators)

Helsinki, Finland, 23 January 2015

"We live in a global world, where teachers can prevent decline of societies and international conflicts. Peace lives in classrooms."

EDUCA, a nation-wide educational fair in Finland, took place on 23rd of January and gathered over 15,000 people, mostly teachers to discuss innovations and on-going work on various educational themes. Dennis Sinyolo from Education International (EI) (member of the TTF Steering Committee) and Edem Adubra, the Head of TTF secretariat joined a panel, including Sirpa Pietikäinen (Member of the European Parliament) and Pekka Haavisto (Member of Finnish Parliament) to address the theme: "Education: A tool for Peace and Development". The panel generated a lot of enthusiasm from the participants on the role of education and teachers in promoting peace and sustainable development.

“The Second Biennal Inclusive Education Symposium”

Buea, Cameroon, 6-10 April 2015

The second International Symposium on Inclusive Education in West and Central Africa was held from 7th to 9th April 2015, at the University of Buea, Cameroon, under the theme: "Inclusive Education of the Outlook West and Central Africa through a multidisciplinary approach including the excluded".

The overall objective of the symposium was to bring professionals in the field of inclusive education to share their knowledge on policies and good educational practices in inclusive education. The specific objectives are to: 1) Share the results of the transnational study on inclusive education conducted in African institutions; 2) Share good practices in inclusive education; 3) Review the policy issues of inclusive education; 4) Conceptualise the approach of inclusive education by contrasting it with the approach of special educational needs; 5) Discuss the underlying knowledge and theories to inclusive education; 6) Bring teachers to develop teaching skills related to inclusive education and classroom management methods adapted to children in disability situations; and 7) Discuss intervention and
rehabilitation strategies.

The recommendations of the Symposium are formulated in the official Declaration read at the end of the symposium. These recommendations will feed the development of a "Policy brief on inclusion and equity in teacher policies and practices" to be developed at the instigation of the International Task Force on Teachers for EFA.

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### RECENT PUBLICATIONS ABOUT TEACHERS

#### Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches, International Summit on the Teaching Profession

The report focuses on 3 inevitable ingredients; Teachers who are confident in their ability to teach, A willingness to innovate, and Strong school leaders who establish the conditions in their schools, who enable the first 2 ingredients to flourish. This evidence based report identifies school- and system-level policies that promote effective school leadership, strengthen teachers' sense of self-efficacy and encourage innovation in creating 21st century learning environment.

**EFA GMR (2015), UNESCO Publishing, Paris**

The 2015 EFA/GMR, came out in April, assembles the 15 years of monitoring since 2000. Chapter 6, Goal 6: Quality of Education identifies the persistent challenges concerning teachers. Despite progress, teacher shortage still remains a serious concern. Especially, the trained teacher shortage, equity gaps in teacher deployment and the concerning use of contract teachers must be tackled. The report emphasizes the importance of investing in teachers and leads a discussion on how to improve the status of teaching as a profession.

These issues will constitute the core work of the TTF in the coming months and years.

#### Education in Indonesia: Rising to the Challenge

This report provides guidance on how Indonesia, a country of rapid emerging economy, may develop a better education system responding to the needs. Specifically, chapter 8 centers on the teacher’s situation and issues about school leaders. The key to lead positive outcomes for students is in the policy that may impact on teachers’ and leaders’ motivation and ability. The chapter proposes concrete measures to improve policies and also utilisations of teachers, teacher performance management and continuous professional development for teachers.
Where it’s Needed Most: Quality Professional Development for All Teachers
The Inter-Agency Network for Education in Emergencies (INEE), (2015)

INEE published this year a guide which provides recommendations, ideas, and support to improve teacher professional development in emergency contexts. This guide intends to stimulate on-going and new conversations to better plan, implement, and sustain quality teacher professional development in conflict-affected and emergency settings.

**ONGOING PROJECTS**

**Review of the Use of Contract Teachers**

In pursuing its mandate of knowledge dissemination for informed teacher policy and practice and promoting information and knowledge-sharing, the TTF has mobilized its partners to review the scope and implications of the use of contract teachers in selected sub-Saharan Africa. This review will have two dimensions: (i) the preparation of a report on the participating countries; and (ii) the organization of an international conference in one of the countries where the conclusions of the report will be shared among decision-makers, practitioners and researchers from the region and beyond, and development partners supporting education.


**International Thematic Report “Teaching as a Profession: Requirements for Equitable Quality Education”**

Among the actions ascribed to the TTF is the monitoring of the teacher gaps to inform appropriate and responsive policies at global and country levels. 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 are influenced by changing education demands.

Building on the ground work done by the GMR, the TTF proposes to deepen the review of prevailing policy provisions on the teaching profession around the world and map out requirements for the profession in different contexts to inform implementation of post-2015 education agenda. 25 countries are identify for this report.

WORTH KNOWING


The 7th International Policy Dialogue Forum on “Teachers in Post-2015 International Education Agenda: What Policies, Practices and Tools for Teacher-related Target” was held in Rabat, Morocco, on 16th to 17th December 2014.

The forum aimed at sharing relevant policies, practices and tools among international key stakeholders with a view to facilitating the understanding, implementation and monitoring of the teacher-related targets and issues in the post-2015 international education agenda. Similarly, it provided input into the development of a Framework for Action related to the education agenda that will be discussed at the 2015 World Education Forum in the Republic of Korea.

The final report for the 7th International Policy Dialogue Forum is available on our website.


Nomination Call for UNESCO-HAMDAN Prize

The fourth edition of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers has opened the call for nominations. The prize is awarded every two years and it recognizes initiatives that contribute to improving educational practices around the world, with priority given to developing countries and to marginalized and disadvantaged communities. The Deadline for nomination is on 31st October, 2015.

www.unesco.org/new/hamdan-prize

Launch of a New Website for Teacher Motivation Working Group (TMWG)

Since 2013, TMWG has been working on teacher motivation issues in developing and emergency education contexts. They host monthly webinar series on topics related to teacher motivation, attitudes, beliefs, and well-being and publish a monthly interview with a teacher to elevate the voices of teachers working in challenging conditions around the world. At the launching of their new website, the TTF has co-organised a workshop at the Annual Conference of the Comparative and International Educational Society (CIES) in Washington, D. C. in March 2015. www.teachermotivation.org
Tracking the Use of an Advocacy Toolkit for Teachers

Evidence supports the importance of involving teachers to achieve high quality educational processes and outcomes for learners. In order to ensure teacher effectiveness, it is imperative to involve teacher organizations and other stakeholders, such as teacher educators, national education authorities, NGOs and the private sector, in decision-making of the development and implementation of teacher policies and strategies.

In 2014, the TTF, Education for All Global Monitoring Report (EFA-GMR) team and the Education International (EI) produced an Advocacy Toolkit for Teachers (available in English, French and Spanish), which underscores the importance of the roles teachers and teacher organizations can play in the search for solutions to provide a quality education for all. The TTF, EFA-GMR team and EI expect to collect feedback from teachers and teacher organisations on how useful the toolkit is.

Teacher Task Force focal points are invited to work with Unions to facilitate the use of the Toolkit and collect feedback on its relevance.

NEWS FROM TEACHER TASK FORCE MEMBERS

We have nothing to report. While we know that there are important initiatives, events and programmes that are unfolding in your countries and your organizations. We need to share that with other Members.

For our next edition, the page will be yours! Send your inputs to: teacherstaskforce@unesco.org

Thank you.