A WORD FROM THE SECRETARIAT

Following the 1st edition of our Newsletter issued in February, we have received very positive feedback and comments from you—members and partners. Some of you have also shared very useful information on your activities to be featured in this 2nd edition. Your engagement and interest are extremely encouraging; they underscore the quest for continuous communication and dialogue between you and us. They signal a more vibrant interaction among members during the second phase of the Task Force initiative. With 2015 around the corner, this communication and exchange of ideas, experiences and good practices is vital for more quantitative and qualitative strides towards closing the teacher gaps and achieving quality education for all!

This Newsletter is indeed YOURS! We hope you will continue using it to share relevant information on your teacher-related events and activities by emailing us at: teacherstaskforce@unesco.org

In addition to your feedback, the Secretariat has been honoured by the visits of some Delegations and focal points. The visit of the Representative of the Quebec Government in the Permanent Delegation of Canada to UNESCO, Mrs. Michèle Stanton-Jean, accompanied by Ms. Dominique Levasseur and Ms. Thu-Hoa Bui on February 5 was very stimulating. At our request, the delegation accepted to facilitate the establishment of collaboration with Quebec institutions of research on teachers. The Government of Quebec is already funding Ms. Sophie D’Aoust’s internship with the Task Force, and will continue such support with other young professionals.

We’d also like to acknowledge the visit of Mr. Utak Chung, the focal point of the Republic of Korea, who now heads the Asia-Pacific Center of Education for International Understanding (APCEIU) in Seoul under the
A Word from the Secretariat

A big THANK YOU to all the visitors and a big WELCOME to our new focal points. Plan to stop by and visit the Secretariat when you happen to be in Paris!

To conclude, we're happy to inform you that the Task Force revised Terms of Reference will be available soon, paving the way for new planning of activities. The drafting team set up to finalize the revision has submitted its work to the co-chairs. Upon instructions from the latter, the Secretariat will let you know what the next steps will be.

Edem Adubra,
Head of the Secretariat

Photos: Top left corner: Visit of the Permanent Delegation of Canada – Quebec Representatives

Focus on Global Action Week

“Every child needs a teacher”

As announced in our February issue, this year, Global Campaign for Education (GCE) has selected a theme for Global Action Week (GAW) that is closely related to the mandate of the Task Force: “Every child needs a teacher.” GAW is a worldwide annual campaign organized to raise awareness of the importance of Education for All (EFA).

The slogan “Every child needs a teacher” eloquently speaks to the need to address the teacher gap: according to the projections from the UNESCO Institute for Statistics (UIS), we will need to employ a total of 6.8 million teachers just to ensure that every child has access to primary education by 2015. UIS has also developed an interactive data visualization highlighting teacher projections for 2015. It shows that the situation is most extreme in sub-Saharan Africa, where the school-aged population continues to rise: http://www.uis.unesco.org/Education/Pages/global-action-week-2013.aspx
Every teacher needs a safe working environment!

GAW also reminds us that many of the teachers are still facing challenges that prevent them from having acceptable living and working conditions, which ultimately could also prevent children from enjoying quality teaching and successful learning processes and outcomes: Teachers do not have access to proper training and professional development programmes; they are not equipped with adequate teaching materials and infrastructures; they are not deployed on equitable basis in the systems; worse of all, they are targets of violent actions.

In fact, while the international community is mobilised to advocate for policies to be directed at filling these huge teacher gaps, we are still witnessing some horrible events targeting teachers: four primary school teachers were wounded by gunmen in Kano, Nigeria on March 12; a female teacher, Shahnaz Nazli, was murdered in Pakistan on March 27, a head teacher was murdered and three school children fatally injured on March 30, again in Pakistan. These attacks in Pakistan are rooted in the hatred of some extremist groups towards girls’ education.

These attacks have provoked strong condemnation around the world. The Secretary General of Education International (EI) Fred van Leeuwen stated: “There must be zero tolerance for violence against teachers in general, and against women teachers and girl students in particular”. The United Nations Secretary General’s Special Envoy for Global Education, Gordon Brown also announced, “it is now for the world community to show support for all girls, and all teachers who are determined to ensure girls have a right to go to school”. A petition has been launched following the death of Shahnaz Nazli, calling for the President and Government of Pakistan to scale up efforts to end the killings and violence that prevent girls’ education.

Violence against teachers and learners often occurs in conflict countries and fragile states where teachers are putting their lives at risk simply by turning up for lessons.

Promising responses: INEE Conflict-Sensitive Education Pack

To address these issues, a High-Level Symposium on Conflict-Sensitive Education was co-organized on April 8, 2013, by UNESCO’s International Institute for Educational Planning (IIEP) and the Inter-Agency Network for Education in Emergencies (INEE). Over 250 international participants attended. The Symposium provided an occasion to formally launch the INEE Conflict-Sensitive Education Pack that includes the INEE Guiding Principles and INEE Guidance Note on conflict-sensitivity in education, as well as the INEE Reflection Tool for designing and implementing conflict-sensitive education programmes. The delegates and participants of the Symposium endorsed a Declaration: [http://www.ineesite.org/en/](http://www.ineesite.org/en/) that calls for the prioritization of conflict-sensitive approaches to education in crisis-affected countries.

The Secretariat of the Task Force has engaged discussions with INEE Director, Lori Heninger, to strengthen the advocacy work in support of teachers in emergency contexts.

Education International (EI)’ Declaration: “Schools Shall Be Safe Sanctuaries”

EI urges the international community to act to prevent violations of the right to education, to ensure the safety and security of learners, teachers and education personnel everywhere, as well as to strengthen international law and to end impunity: [http://download.ei-ie.org/Docs/WebDepot/2009_booklet_Schools-As-Safe-Sanctuaries_en.pdf](http://download.ei-ie.org/Docs/WebDepot/2009_booklet_Schools-As-Safe-Sanctuaries_en.pdf)

The Task Force Secretariat is calling on all members to support the above-mentioned initiatives to ensure that all teachers and learners are provided with safe, pleasant, and supportive working environments in all settings, including in remote areas and in situations of emergency. We also invite our focal points to report on cases likely to constrain national and global efforts to close the teacher gaps.
“Teacher Challenges in India” was the theme of the 4th Policy Dialogue Forum of the Task Force held in New Delhi in May 2012. The Government of India and its partners are pursuing their efforts to address these challenges. In this context, the National University of Educational Planning and Administration (NUEPA) and Save the Children–India organized an international conference on “Transforming Schools for Quality Education” in New Delhi, April 12-14, 2013.

Attended by over 150 participants, the conference was meant to review progress on the project “Exchange of International Best Practices Leading to Innovation in SSA” (SSA – Sarva Shiksha Abhiyan – Universalization of Elementary Education) funded by European Union implemented since July 2010 in India.

The overall objective of this action is to support the Government of India in achieving the quality targets of the SSA through an exchange of international best practices.

Thailand’s focal point, Dr. Sasithara Pichaichannarong, participated as an observer in the partners’ meeting of the African Union PACTED (Pan-Africa Conference on Teacher Education) in Namibia (November 2012). Impressed by the PACTED roadmap, she is inviting the Task Force (co-chair from India and Head of Secretariat) and PACTED coordination team (ADEA Executive Secretary, African Union Commission education officer, UNESCO-IICBA’s Director) to a national conference on Education to be held in Bangkok in June 2013. The Bangkok meeting and discussions between the two teams will determine the scope of the collaboration on the implementation of the PACTED Roadmap and its adaptation to the Thai context.
**ECHOES FROM THE 3rd INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION ON TEACHER EVALUATION**

**March 13-14, Amsterdam**

The Summit is an annual event aiming at engaging countries in a discussion about promising practices for recruiting, preparing, developing, supporting, retaining, evaluating, and compensating world-class teachers. This year, the Summit was organized by the Dutch Ministry of Education, Culture and Science, OECD and EI: [http://www.teachersummit2013.org/](http://www.teachersummit2013.org/), with a focus on evaluating teachers. More specifically, the following questions were explored:

- How is teacher quality defined by policy makers, the teaching profession and society? What standards are set and by whom?
- How do evaluations contribute to school improvement and teacher self-efficacy? What impact can be expected on teaching and learning from teacher evaluation?
- How is teacher quality evaluated? What systems are in place and how are the evaluations carried out?


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**GLOBAL MEETING ON EDUCATION IN THE POST-2015 DEVELOPMENT AGENDA**

**March 18-19, Dakar**

With 2015 fast-approaching, the international community has started the discussion on the new goals in the post-2015 era. This global consultation is the culmination of a series of consultations at regional level and global level since 2012.

The meeting was co-led by UNICEF and UNESCO, with support from the Governments of Senegal, Canada and Germany, and the William and Flora Hewlett Foundation. The meeting identified the following priorities in the post-2015 agenda:

- **Advance inclusion and equity** by reducing and eliminating disparities in educational outcomes among learners.
- **Put quality and learning outcomes at the core of the agenda.** This includes a focus on proficiency in literacy and numeracy.
- **Expand access beyond primary school** for encompassing all educational levels, training, all forms of education, age-groups, with special attention to the most marginalized.

The meeting concluded that “these priorities need to be translated into appropriate sub-goals, targets, and indicators within a coherent and integrated framework”, partnerships and well-governed education systems are also crucial to achieve the goals and expected outcomes.

It is worth insisting that realistic and sustainable teacher policies and practices are key to the achievement of these goals.

Summary of outcomes can be found at: [http://www.worldwewant2015.org/node/331403](http://www.worldwewant2015.org/node/331403)
NO EFA WITH THE MARGINALIZATION OF TEACHERS – INTERNATIONAL WORKSHOP ON STRATEGIES FOR THE IMPROVEMENT OF THE STATUS OF LITERACY TEACHING PERSONNEL

March 25-29, Addis Ababa
In response to the little attention given to literacy teaching personnel in global and national policy formulation, including financial resources allocation, the UNESCO Institute for Lifelong Learning (UIL), in partnership with the Institute for International Cooperation of the German Adult Education Association (dvi international), the Federal Ministry of Education in Ethiopia, the UNESCO International Institute for Capacity Building in Africa (IICBA), and the UNESCO Addis Ababa Liaison Office, organised the International Workshop on Strategies for the Improvement of the Status of Literacy Teaching Personnel.

Organizers noted that adult literacy teaching personnel are key to ensuring quality education. Yet this is rarely reflected in financial investment: they remain among the lowest paid teachers and receive the least training.

Their marginalization contributes to a vicious cycle of low-quality, poorly performing literacy programmes, which provide little inducement to governments to support greater investment in literacy and basic skills.

60 participants (Directors of Literacy Agencies, government personnel in charge of teacher training, and heads of civil society organizations involved in literacy training) from 7 countries in Africa (Ethiopia, Nigeria and South Sudan), the Arab Region (Egypt) and Asia (Afghanistan, Indonesia and Nepal), as well as representatives from UNESCO Field Offices (Abuja, Juba, Kabul, Kathmandu and Nairobi) drafted action plans with concrete timelines and indicators, which each country team developed based on the discussions held and inputs given.

Photo: Top left corner: Participants in the Addis Ababa workshop

TOWARDS “A NEW DEAL ON TEACHERS” – Global Education Initiative Roundtable

April 17-19, Washington DC
In support of the UN Secretary-General’s Global Education Initiative, a series of public roundtable discussions with civil society and other actors addressing cross-cutting issues was held. This event focused on delivering quality education and learning for all children and youth by the 2015 goal. In the roundtable hosted by UN SG Ban Ki-moon, World Bank President Jim Kim, UN Special Envoy for Global Education, Gordon Brown, it was stressed that education is the most smart and valuable investment in the current difficult financial times. The determination to ensure that all children and young people have access to school and quality learning by the year 2015 was once again emphasised.

A special session dedicated to teachers: “A new deal on teachers” brings together international partners to agree on ways to close the teacher gap. In particular, the roundtable focused on the ways to accelerate progress in:

- harnessing mobile technology; improving distance education; developing incentives for the most talented and committed teachers to teach in the most marginalized areas; reviewing boards for quality teaching and learning; and improving the status of the profession. Key members of the Task Force including the European Union, UNICEF, UNESCO-UIS and Humana People to People took part in the roundtable.

The key role the Task Force plays to support the development of coherent national teacher policies, to reinforce capacity for inclusive and gender-sensitive teacher strategies and programmes, to collect and disseminate information on global progress in closing the teacher gaps, are part of its actions that were reported to the roundtable participants. The Task Force co-chairs and Steering Committee strongly urge the Secretariat to establish close connections with the Office of the Special Envoy for offering the services of its broad network as an implementing arm of the teacher-related components of the SG’s initiative.
**UNESCO implements China-funded project in Africa – 2nd Consultative Meeting of the UNESCO-Chinese Funds-in-Trust Project (CFIT)**

**April 11-12, Paris**

The China-funded project on “Enhancing Teacher Education for Bridging the Education Quality Gap in Africa” implemented by UNESCO is making progress in the implementation of its pilot phase. The project aims at enhancing teacher training capacity in Africa via the use of ICT. The project was launched in November 2012.

UNESCO’s Section for Teacher Development & Education Policies organized the 2nd consultative meeting of the CFIT, which reviewed the progress made in the 3 pilot countries of the first phase (Cote D’Ivoire, Ethiopia, Namibia), and planned the way forward. National ownership, through the establishment and operation of strong country teams augurs the sustainability of the project outcomes when the current activities are completed.

**Photo: Top left Corner: The CFIT Consultative Meeting**

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**ARAB REGIONAL AGENDA FOR IMPROVING EDUCATION QUALITY AND UNRWA’S WORK – 1ST REGIONAL TEACHER POLICY FORUM**

**March 20, Amman**

The 1st Arab League Education, Culture and Science Organization (ALESCO)/World Bank Regional Teacher Policy Forum held on March 20 was part of the ALESCO/World Bank Arab Regional Agenda on Improving Education Quality (ARAIEQ) and Arab Program for Teacher Policies and Professional Development convened by the Queen Rania Teacher Academy.

At the Regional Teacher Policy Forum, Dr. Caroline Pontefract, Director of Education at UNRWA (United Nations Relief and Works Organization for Palestine Refugees in the Near East) who is also the UNRWA focal point to the Task Force gave a keynote speech on UNRWA’s teacher policy framework to an audience of 75 policy-makers in the Ministries of Education, academics, Arab and International Organizations working in the field, NGOs, and think tanks.

She shared UNRWA’s experience and the emphasis the reform places on teachers within the education reform. She highlighted four key parameters for a successful teacher policy – professionally viable, financially feasible, politically acceptable and administratively possible. The presentation was extremely well received and as expressed by the audience – it showed that ‘UNRWA had its finger on the pulse’ with regard to educational change and progress. It was suggested that UNRWA should play a lead role with subsequent regional sessions convened for UNRWA to share in more detail the work their experience.
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<td>May 1-2</td>
<td>Dalhousie University</td>
<td>Dalhousie Conference on University Teaching and Learning: Internationalizing Teaching and Learning in a Global Context, Halifax, Canada</td>
<td><a href="http://www.dal.ca/dept/clt/services/DCUTL.html">http://www.dal.ca/dept/clt/services/DCUTL.html</a></td>
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<td>May 6-9</td>
<td>UNESCO</td>
<td>Workshop on writing textbooks, Rabat, Morocco</td>
<td><a href="http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1%5BshowUid%5D=16425&amp;cHash=c37d4774500">http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1%5BshowUid%5D=16425&amp;cHash=c37d4774500</a></td>
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<td>May 7</td>
<td>Innovative Educators</td>
<td>Training Part-Time Faculty: How To Create An Online Teacher Training Course (Webinar)</td>
<td><a href="http://www.innovativeeducators.org/product.p/1048.htm">http://www.innovativeeducators.org/product.p/1048.htm</a></td>
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<td>May 14-15</td>
<td>UNESCO</td>
<td>Regional consultation in the Arab States on an Education for Sustainable Development (ESD) post-2014 programme framework, Beirut, Lebanon</td>
<td><a href="http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1%5BshowUid%5D=11535&amp;cHash=7c7d22cb2c">http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1%5BshowUid%5D=11535&amp;cHash=7c7d22cb2c</a></td>
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<td>May 16-17</td>
<td>UNESCO</td>
<td>Asia-Pacific Regional consultation on an Education for Sustainable Development (ESD) post-2014 programme framework, Bangkok, Thailand</td>
<td><a href="http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1%5BshowUid%5D=11475&amp;cHash=91e721e35f">http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1%5BshowUid%5D=11475&amp;cHash=91e721e35f</a></td>
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<td>June 12-14</td>
<td>Universidad de Sevilla</td>
<td>Re-conceptualizing the Professional Identity of the European Teacher, Sevilla, Spain</td>
<td><a href="http://congreso.us.es/profidentidad/UK/indexuk.htm">http://congreso.us.es/profidentidad/UK/indexuk.htm</a></td>
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OECD, *Teachers for the 21st Century: Using Evaluation to Improve teaching, 2013*

This report underpins the 2013 International Summit on the Teaching Profession with available research about effective approaches to teacher appraisal and examples of reforms that have produced specific results, shown promise or illustrated imaginative ways of implementing change.


Onderwijsraad, *Exploration "Being a teacher": More focus on personal professionalism, The Education Council, March 2013*

The Education Council calls for more attention to the everyday practice of teachers. This is urgently needed because the personal side of teaching as an occupation is often overlooked. The Education Council held talks with more than 140 teachers and the findings are detailed in this report.


This report presents a framework for what every child and youth should learn and be able to do by the time they reach post-primary age. It is a collaborative work of the Learning Metrics Task Force’s members and their organizations, a technical working group convened by the Task Force’s Secretariat, and more than 500 individuals around the world who provided feedback on the recommendations.


The 2012 ILO/UNESCO Joint Committee of Experts on the Application of the Recommendations concerning Teaching Personnel report

The report summarizes the analysis of major issues affecting the status of teaching personnel worldwide at all levels of education.


Published by UNESCO in 1996, *Learning: The treasure within, or the Report of the Delors Commission on Education for the Twenty-first Century*, proposed an integrated vision for education worldwide. This paper revisits the report in order to determine the degree of continued relevance of this vision for education in light of societal transformations since the mid-1990s.


Education international, Laura Figazzolo, "The Use and Misuse of teacher appraisal", an overview of cases in the developed world, January 2013

When teacher-appraisal arrangements and policies are conceived with the participation of teachers and their unions, comprehensive methods seem to be able to gain teachers’ trust and provide valuable information. As such, they are gaining growing recognition in the debate on teacher appraisal.

http://download.ei-ie.org/Docs/WebDepot/TeacherAppraisal.pdf

Education International Research Institute, University of Cambridge, Bangs, J. & D. Frost, *Teacher self-efficacy, voice and leadership: Towards a policy framework for educational international*, 2012
http://download.ei-ie.org/Docs/WebDepot/teacher_self-efficacy_voice_leadership.pdf

http://download.ei-ie.org/Docs/WebDepot/EI%20Study%20on%20The%20Future%20of%20Teaching%20Profession.pdf

OREALC/UNESCO Santiago, *Background and Criteria for Teacher-Policy Development in Latin America and the Caribbean*, May 2012