

International Task Force on Teachers for Education for All  
**Meetings and 7th International Policy Dialogue Forum**

**Date: 15-19 December 2014**

**Venue: Rabat, Morocco**

**Concept Note of the Policy Dialogue Forum**

20 October 2014

- Theme** Teachers in Post-2015 International Education Agenda: What policies, practices and tools for teacher-related target?
- Organizers** Ministère de l'Éducation Nationale et de la Formation Professionnelle du Royaume du Maroc, the International Task Force on Teachers for Education for All and UNESCO

## 1. Background

Providing education opportunities to all children, youth and adults is a basic human right and a lever of national and global development. Teachers play a central role in this provision. The Oslo Declaration - an outcome of the Eighth Meeting of the High Level Group on Education for All (EFA) held in Oslo (Norway) in December 2008 - endorsed the creation of an International Task Force on Teachers for Education for All (EFA). The Task Force is a voluntary global alliance of EFA partners working together to address the acute shortage of qualified and well-resourced teachers required to achieve Universal Primary Education (UPE) by 2015, as well as quality education for all.

The Task Force aims at strengthening its activities in the areas of advocacy and policy analysis, as well as in support to countries for data collection, evidence-based policy making, and the establishment of strong partnerships to improve the quality of educational systems. The Task Force is built on the principle of promoting coordination among international and regional efforts to develop and strengthen national policies on teachers to help improve the performance of education systems by addressing the shortage of qualified teachers. To this end, whenever its annual meeting gathers, the Task Force organizes policy dialogue fora, which serve as a platform where all stakeholders share their experiences on how they deal with teacher-related challenges.

The seventh Policy Dialogue Forum to be held in Rabat (Morocco) in December 2014 is the first forum under the second phase of the Strategic Plan 2014-2016 of the Task Force. The Forum will focus 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 post-2015 international education agenda. It will thereby provide inputs to the development of the framework of action on the target and the Education agenda, which will be discussed at the 2015 World Education Forum in Korea. The seventh Policy Dialogue Forum will be held soon after the release of the United Nations Secretary General's Synthesis Report on sustainable development goals and comes before the negotiation phase of the post-2015 process, which is expected to start early in 2015. Meanwhile, the Technical Advisory Group of the EFA Steering Committee working on indicators has come up with its

preliminary report. Building on these developments, the Forum aims to make concrete recommendations on teachers for the monitoring of post-2015 education agenda.

Furthermore, under the Strategic Plan 2014-2016, the Teacher Task Force coordinates the Technical Reference Group (TRG) on *Teacher Effectiveness* for the Global Partnership for Education (GPE). The objective is to provide advisory and technical support in order to strengthen teacher components in education sector plans in GPE-supported countries through collaboration with Local Education Groups (LEG) and by bringing the experiences and knowledge from the broad network of the Task Force. At the Policy Dialogue Forum 2014, the role of the Task Force as the coordinator of the TRG of the GPE will be discussed and clarified.

Since its inception, the Task Force has held six international policy dialogue fora around specific pressing teacher issues. The policy dialogue fora of the Task Force under the first Strategic Plan 2009-2013 covered the following themes:

1. *Teachers, the financial crisis, and the EFA challenge of reaching the marginalized* (Addis-Ababa, Ethiopia, 22-23 February 2010);
2. *Providing teachers for EFA: quality matters* (Amman, Jordan, 6-7 July 2010);
3. *Ensuring Equity in Country Policies and Practices for Providing Quality Teachers toward Achieving the EFA Goals by 2015* (Bali, Indonesia, 13-15 September 2011);
4. *Teachers challenges for EFA in India with global perspectives* (New Delhi, India, 29-30 May 2012);
5. *Three Years of Global Partnership to Address the Teacher Challenge - Three Years from the 2015 EFA Benchmark: Achievements and Perspectives* (Windhoek, Namibia, 28-29 November 2012); and
6. *The management of teacher training - Trends in policies and practices in. What works, why and for whom?* (Kinshasa, Democratic Republic of Congo, 27-28 November 2013).

### **Why a Policy Dialogue Forum on teachers in post-2015 international education agenda?**

With the deadline for the EFA goals less than one year away, the international community, aware of unmet challenges and emerging ones, as well as opportunities, has been debating the education we want for a global sustainable development after 2015 in various international arenas. Teachers are recognized as pivotal in the achievement of quality and equitable education, and sustainable development. However, there remain daunting gaps with regards to the provision of this needed teaching force, as evidenced by the analysis in the EFA Global Monitoring Report (GMR) 2013/4:

- **Shortage of trained teachers:** Globally, 1.6 million additional teachers are needed to achieve universal primary education by 2015. In a third of countries with data, less than 75% of teachers are trained according to national standards.
- **Overcrowded classrooms:** In 2011, in 26 countries there were over 40 pupils per teacher in primary school classrooms.
- **Insecure contracts:** Over the past decade, teachers have increasingly been hired on short term, insecure contracts in order to quickly fill the gaps. In West Africa, contract teachers made up half the teaching force by the mid-2000s.

- **Inadequate salaries:** Teachers in some developing countries don't earn enough to lift their households above the poverty line. Average teacher salaries are below US\$10 per day in 8 countries.

The EFA GMR 2013/4 puts the spotlight on the importance of implementing policies to unlock the potential of teachers so as to support them in overcoming the global learning crisis. The Report proposes strategies that governments should adapt to:

- Attract and retain the best teachers;
- Improve teacher education;
- Allocate teachers more fairly; and
- Provide incentives in the form of appropriate salaries and attractive career paths.

It also highlights the areas of teacher governance that need to be strengthened to ensure that the benefits of these strategies are realized.

At the Global EFA Meeting (GEM) held in Muscat, Oman in May 2014, ministers, heads of delegations, leading officials of multilateral and bilateral organizations, and senior representatives of civil society and private sector organizations adopted **the Muscat Agreement**, with two key dimensions:

- An overarching goal of the post-2015 education agenda, aiming to “*Ensure equitable and inclusive quality education and lifelong learning for all by 2030*” as the overarching goal and
- The translation of this goal into global targets, for which minimum global benchmarks and relevant indicators will be identified and/or developed.

One of the seven targets mentioned in the Muscat Agreement is related to teacher: “Target 6: *By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers.*”

**The Open Working Group (OWG)**, which was established in January 2013 by the United Nations General Assembly based on the outcome document (“**the Future We Want**”) of the United Nations Conference on Sustainable Development in 2012 (“**Rio+20**”), proposed goals and targets on sustainable development for the Post-2015 development agenda. The latest draft goals proposed by the OWG as of July 2014 include a teacher-related target: “Goal 4.c: *by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states*”.

As a multi-stakeholder and multi-constituency alliance of partners, the Task Force takes it as its prime responsibility to facilitate the understanding of key teacher-related issues to unpack for effective and efficient policies at national and global levels in this critical period. Furthermore, as the coordinator of the strategic objective on teacher effectiveness in the Global Partnership for Education's Strategic Plan 2012-2015, the Task Force aims to collect and provide information and tools to guide countries implement and monitor their teacher policies.

## 2. Objectives of the Policy Dialogue Forum and participants

The objectives of the Policy Dialogue Forum 2014 are:

- i. To share relevant knowledge, experiences and tools on how teacher targets and indicators could be developed to implement and monitor national teacher policies.
- ii. To gather inputs for concrete recommendations on teachers for the development of the framework for action, which will be discussed at the 2015 World Education Forum in Korea.
- iii. To reach consensus on recommendations for actions to be pursued at country, regional and/or international levels with regard to teacher effectiveness.
- iv. To identify ways of enhancing collaboration and partnership among various teacher stakeholders at country, regional and/or international levels with a view to achieving the teacher-related target in post-2015 international education agenda.

The whole membership of the International Task Force on Teachers for EFA is invited to the forum. This includes a diverse representation of national governments, global and regional intergovernmental organizations, international nongovernmental organizations, development agencies, private companies and foundations. International experts will also participate.

Altogether, with the national participants from the Moroccan education system, nearly 250 participants are expected to attend the forum and other related events taking place in Morocco from 15 to 19 December 2014. These events are presented in the table below:

Dates	Events	Organizer	Theme/Purpose
15 December AM PM	Steering Committee Meeting Task Force members	Teacher Task Force	Review and discuss the implementation of the strategic plan, establish new partnerships, review membership and address resource mobilization.
16 December - 17 December	The 7th Policy Dialogue Forum	Government of Morocco, UNESCO & Teacher Task Force	Teachers in Post-2015 International Education Agenda: What policies, practices and tools for the teacher-related target?
18 December AM	Validation workshop of a Guide for the Development of a National Teacher Policy	Teacher Task Force	Present and validate the final draft of the Guide.
18 December PM - 19 December	Experts meeting on <i>Teacher management in fragile states</i>	Government of Morocco, Government of Liberia & Teacher Task Force	Launch the initiative on “Teacher management in Fragile states”.
15-19 December	Exhibitions		

### 3. Structure and Sub-themes of the policy dialogue

The Policy Dialogue Forum 2014 is articulated around three sub-themes. Countries' experiences and frameworks developed and applied by relevant institutions will constitute the substance of the sessions. In-depth discussions of these experiences and frameworks will guide the formulation of conclusions and recommendations. The discussions will also identify the elements and indicators that should be included in the framework for action for the implementation and the monitoring of the teacher target. Each sub-theme will be addressed through the following perspectives:

- Policies;
- Practices; and
- Tools for achieving the teacher-related target.

#### **Sub-theme 1: Inclusion and equity in teacher policies and practices**

The overarching goal in the post-2015 education agenda clearly points to the need for an “*equitable and inclusive quality education and lifelong learning for all.*” This has a treble implication for teacher policies. First, the policies must provide for the recruitment and deployment of qualified teachers to all settings, with special attention to disadvantaged contexts and the populations with the lowest socioeconomic status; second, the teaching force needs to be inclusive and attract candidates from all backgrounds, who should serve as role models for learners with the lowest chance for access, retention and completion of their education; and thirdly, teacher education and training should aim at preparing teachers to cater to the needs of all learners, supporting them to value all learners, respect differences and enhance the learning environment. Teachers require knowledge, skills and competences to teach, based on differentiated pedagogical principles, including assessment methods. This session will discuss examples of relevant policies and practices put in place in selected countries and explore ways of better monitoring the three dimensions of the inclusion and equity from the teachers and teaching perspective.

#### **Sub-theme 2: Innovation in teaching and teacher education**

Increasing the number of trained and qualified teachers and developing mechanisms to support teachers are critical challenges for addressing the learning crisis. With the diversity in the learning population and the need to instill in learners twenty-first century skills, pedagogical innovations and the use of information and communication technologies (ICT) and distance learning for teachers' initial and in-service training should be extensively introduced. Opportunities exist around the world, including pilot projects implemented by some partners of the Teacher Task Force. This session aims to document the innovative approaches implemented in some educational systems for supporting teachers and teaching, and to identify constraints that still hamper the scaling up of these practices. Implications for learning assessment will be drawn.

#### **Sub-theme 3: Professional status of teachers**

Setting and maintaining a high standard for the teaching profession calls for the establishment of qualification requirements, certification norms, career development and incentive plans, ethical codes of conduct, etc. Countries have made varying provisions to respond to these requirements. In some countries, regulatory bodies are in place to oversee entrance into the profession and career progression processes. In others, the rapid growth of student populations due to efforts to expand access has made it difficult to establish and let alone to observe systematic requirements for teacher preparation, recruitment and development, weakening the status of teachers, the living and working conditions, and as a result, undermining the quality of the education offered. In fact, in many countries, education policymakers have

resorted to the recruitment of teachers on temporary contracts with little, or no formal training, and clear professional status. This is particularly the case in several countries in West Africa, where contract teachers on average represent over 50% of the teaching force, reaching over 80% in countries like Niger. The problem prevails in other regions, too. In this session, the case of countries from different contexts will be presented and the discussions will aim to identify good practices, challenges and ways of promoting regulatory mechanisms to enhance the quality of teaching to address the post 2015-education agenda. Reinforcing the participation of teacher organizations in decision-making about the profession will equally be on focus.

Four groups of three countries will be constituted to allow the consideration of a wide range of policies, practices and tools adopted in the various contexts to address the three sub-themes. A moderated discussion will follow the presentation of country cases in order to induce policy conclusions that will enhance teacher effectiveness. Creation of opportunities for South-South and North-South cooperation will ensue. Based on the results of this discussion, recommendations will be made to feed deliberations on the framework for action for the teacher-related target in the post-2015 education agenda.

#### 4. Proposed structure

Date	Events	
16 DEC	09:00 - 10:00	Opening ceremony
	10:00 - 10:30	Coffee break and launching of the exhibition
	10:30 - 13:00	Policies, practices and tools on the teacher-related target: The case of Morocco seen through the lens of the three sub-themes
	13:00 - 14:30	Lunch
	14:30 - 16:00	<p><b>Parallel sessions:</b> Presentation of three country cases ((20 minutes presentation and 10 minutes Q&amp;A) x 3 countries) Twelve countries will be put in four groups of three countries for the parallel sessions Each country presentation will cover the three sub-themes: Sub-theme 1: Inclusion and equity in teacher policies and practices Sub-theme 2: Innovation in teaching and teacher education Sub-theme 3: Professional status of teachers</p>
	16:00 - 16:30	Coffee break
17 DEC	16:30 - 18:00	<p><b>Parallel sessions:</b> Comments on the three countries by respondents (10 minutes comments x 3 respondents) Moderated discussion (all participants in the group)</p>
	08:30 - 10:00	<p><b>Parallel sessions:</b> Lessons drawn from the discussions on:</p> <ul style="list-style-type: none"> <li>• What key issues the country cases have sought to address?</li> <li>• How are the policies developed and implemented?</li> <li>• How is the policy implementation monitored and evaluated?</li> </ul>
	10:00 - 10:30	Coffee break
	10:30 - 11:30	<p><b>Parallel sessions:</b> Towards the group's recommendations for the plenary</p>

		<ul style="list-style-type: none"> <li>• What suggestions do you make to ensure that teacher quality for inclusive and equitable education is ensured in all contexts?</li> <li>• Considering the global teacher target, what mechanisms to put in place to uplift countries with huge qualified teacher gaps?</li> <li>• What kinds of tools (frameworks, indicators and data) are needed to monitor the target on teachers?</li> </ul>
11:30 - 12:00		Finalization of the recommendations for presentation at wrap-up plenary session (by the group moderators, respondents and rapporteurs)
12:00 - 13:30		<b>Plenary:</b> <ul style="list-style-type: none"> <li>• Presentation of group recommendations (12 min x 4)</li> <li>• Discussion and adoption of the recommendations and follow up actions</li> <li>• Closing remarks</li> </ul>
PM		Site visit (with packed lunch)

#### 4. Expected outcomes

From the discussions on knowledge and experiences shared by countries, regions, organizations and individuals as relevant to teacher policy issues, the following outcomes are expected:

- i. Participants have acquired an enhanced understanding of how the teacher-related target in the post-2015 international education agenda is articulated and can be monitored in national, regional and/or international levels for effective teaching and learning.
- ii. Participants have reached consensus on the main conclusions and recommendations for action to pursue at country, regional and/or international levels, including the inputs to the development of the framework for action for the 2015 World Education Forum in Korea, in order to enhance teacher effectiveness in relation to the teacher-related target in the post-2015 international education agenda.
- iii. Participants have identified ways of enhancing their collaboration and partnerships among teacher stakeholders at country, regional and/or international levels.

#### 5. Dates and venue

**Dates:** 16-17 December 2014

**Venue:** Rabat, Morocco

#### 6. Other Meetings

Two meetings will be organized back-to-back to the Policy Dialogue Forum. The details will follow.

##### a. Validation workshop of a Guide for the Development of a National Teacher Policy

*(In the morning of 18 December)*

In collaboration with other UNESCO entities, including the International Institute for Capacity-Building in Africa (IICBA), the Section of Learning and Teachers, the UNESCO-Dakar office/the Pôle de Dakar and International Institute for Educational Planning (IIEP), the Task Force has worked with three international experts to elaborate a Guide for the Development of a National Teacher Policy. The three

authors of the guide, Mr. William L. Ratteree, Dr. Yusuf Sayed and Dr. Simone Doctors, will present the final draft of the guide for validation.

**b. Experts meeting on Teacher Management in Fragile states**

*(In the afternoon of 18 December and 19 December)*

At the Teacher Task Force Policy Dialogue Forum 2012 in Windhoek, a programme to support teacher management in fragile states was discussed. The Republic of Liberia indicated interest in championing this initiative and coordinating it with the Task Force Secretariat to explore how the programme could evolve. In the same vein, a specific recommendation came from the Kinshasa Policy Dialogue Forum in 2013 to call for the programme to be established as part of the Task Force strategic plan for 2014-2016. The programme is expected to take a realistic, yet comprehensive approach, including attention to teacher management for conflict prevention, peace building and reconstruction of teacher education systems. The experts meeting on teacher management was initially scheduled in Monrovia, Liberia in September 2014, but was postponed due to the Ebola crisis. The one and half day meeting, which will mark the launch of the programme, will be organized in collaboration with the governments of Liberia and Morocco.