



## International Task Force on Teachers for Education for All (EFA)

### Third International Policy Dialogue Forum

#### **“Ensuring Equity in Country Policies and Practices for Providing Quality Teachers: Toward Achieving the EFA Goals by 2015”**

**13 and 14 September 2011, Bali – Indonesia**

#### **Background**

*Sufficient numbers of qualified, well-resourced and motivated teachers are crucial to ensuring access and quality alike. We urge governments to take the lead in strategic and participatory processes to develop legislative frameworks and implement comprehensive national policies supporting teachers through training, professional development and working conditions such as will enable them to deliver quality teaching and learning (Jomtien Statement, 2011).*

*Governments, working together with other stakeholders, including teachers through their representative organizations, should develop a comprehensive national teacher policy covering all levels and forms of education, and addressing teacher education and training, certification, recruitment, deployment, retention and conditions of service including a clear career path (Nairobi Conference Communiqué, 2011).*

The Dakar World Education Forum in 2000 pledged to achieve the Education for All (EFA) goals by 2015. Those goals are: (1) expanding and improving early childhood care and education, (2) achieving universal primary education, (3) meeting learning needs of youth and adults, (4) improving adult literacy by 50%, (5) achieving gender equality and (6) ensuring quality in education.

In order to achieve the above EFA goals, teacher is the most important factor, not only in the effort of bringing children to school and to stay in school but also to equip children with the skills they need to participate in social, economic, and political life; and to realize quality education for all, one that liberates minds, contributes to peace, stability, sustainable development and equity.

The International Task Force on Teachers for EFA and the Government of Indonesia will organize and hold the 3<sup>rd</sup> International Policy Dialogue Forum of the International Task Force in Bali, Republic of Indonesia in July 2011. The Government of Indonesia is a co-Chair of the International Task Force on Teachers for EFA, together with the European Commission. The International Task Force on Teachers for EFA is a voluntary global alliance of EFA partners working together to address the teacher gap.

Customary with other previous Policy Dialogue Fora, the 3<sup>rd</sup> forum will focus on a specific theme that is relevant, timely and germane to the region's development challenges concerning teachers and EFA. The proposed theme for the 3<sup>rd</sup> Policy Forum in 2011 is 'Developing and Implementing Comprehensive National Policies for EFA: Teacher Quality and Equity'.

This theme is being proposed primarily because issues of teacher quality and teacher equity are one of the main reasons of static progress and wide disparities between and within countries in terms of rates and levels of achieving the EFA goals. The quality of teachers has a big effect on whether or not children do well or eventually drop out of school. In order to have an effective learning environment, there should be an equitable distribution of teachers, they should be provided with the tools and resources needed to teach effectively, and there should be effective professional development for teachers.

Additionally, this theme is consistent with the major challenges confronting other regions as identified in the Global Monitoring Report 2010 which states that the number of out-of-school children in East Asia and the Pacific rose by more than 3 million between 1999 and 2007, going against the declining world trend. National pupil-teacher ratios can mask large disparities between the rich and poor, rural and urban, indigenous and non-indigenous areas. There are still millions of children aged between 10-14 years old who are still not going to school. These include children from fishermen tribes, indigenous groups, child workers, girls etc. Asia and the Pacific region face less number of teachers' shortage compare to Sub-Saharan Africa with 359, 000 new teacher posts needed in order to achieve UPE by 2015 in the region. However, the region faces a great challenge on improving quality of teachers.

Getting children into school is a necessary but insufficient condition for achieving Education for All. Levels of learning achievement are low in many countries in East Asia and the Pacific, pointing to the major challenge of improving the quality of education. Progress in education quality depends on having sufficient teachers and ensuring that they are properly trained and supported. Neither of these conditions is met in South and West Asia (GMR, 2011). It is for this and other related reasons that the policy dialogue forum (PDF) will pay particular attention to issues of equity and quality. Equally important, the forum will also aim to ensure that voices of the teachers are heard and their interests well articulated.

### **Rationale**

Acknowledging the magnitude of the "teacher challenge" worldwide, the 2008 EFA High Level Group meeting endorsed the creation of the **International Task Force on Teachers for Education for All**, as a global alliance of partners working together to address the teacher gap in EFA, with its Secretariat based at UNESCO Headquarters in Paris. The Task Force was mandated, in that regard, to explore the possibilities of both South-South and North-South-South cooperation and to focus more specifically on those countries furthest away from reaching the EFA goals and those with the largest teacher gaps.

The International task Force on Teachers for EFA has been working through a participatory approach to promote evidence-informed policy making. The policy dialogue forums have provided insights from country case studies and research for practical expertise, and to help develop skills and competencies for policy influence and development. Working with different policy actors and stakeholders on teacher and educational issues, the International task force has held two policy dialogue forums.

Researchers, civil society organizations, teacher unions, development agencies and think tanks wishing to infuse policy debates regarding the teacher gap, with facts, research and evidence must be more active, pragmatic, consensual, systematic and strategic when engaging with policy processes.

The First Policy Dialogue was held in Addis Ababa, Ethiopia on 22 February 2010 that focused on "Education in the time of financial crisis and marginalization". The Second Policy Dialogue forum took place in Amman, Jordan on 6 – 7 July 2010, which focused on "Quality Teachers". Those two policy dialogue forums lead to the holding of the International

Conference on Teacher for EFA held on 19 – 20 January 2011 in Nairobi, Kenya  
"Collaborative action in providing teachers for EFA in Africa" for theme.

To reinforce the process, it is proposed to hold a 3<sup>rd</sup> Policy dialogue forum. Organization of such forum would ensure, among other things, the creation of partnerships with stakeholders in the region and a pool of informed and knowledgeable stakeholders who could engage in focused advocacy and policy development work in their respective country. The forum would help in broadening the current understand about national policies for teachers and generate further clarity of options, keeping in view the specifics of participating countries. Better alignment of advocacy efforts with the aims and objectives of adopting legislative frameworks and implementing comprehensive national education policies on teachers, especially those with focus on equity of teacher provision.

Other benefits of the forum include acting as impetus for countries to sharpen commitment to translate national strategies into concrete local actions. Localization of teachers for EFA in the form of active mobilization of local authorities/resources and civil society has the potential of yielding significant benefits in accelerating the progress towards achieving the EFA goals. The forum also aims to support country efforts in generating national and local actions to attain EFA. The forum would also enhance partnership among key stakeholders in the EFA process through teachers.

### **Objectives of the 3<sup>rd</sup> Policy Dialogue Forum**

The main purpose is to bring together various stakeholders to deliberate on the current status of teachers in relation to EFA, quality learning and equity; and identifying ways and means for developing and implementing comprehensive national policies for EFA to have a sufficient number of quality teachers to address equity for Education for All.

In this regard, the forum will highlight progress being made in countries and existing gaps. It will not only be preoccupied with highlighting challenges, but will also proffer possible policy options for addressing the gaps. In this perspective, the Forum will showcase promising practices, supporting the exchange of experience and practice between countries and regions, explore ways to overcome common obstacles, and provide opportunities for in-depth discussion within a series of interactive working sessions.

The forum will combine policy relevance and development orientation for comprehensive national policies for EFA with a focus on teacher quality and teacher equity drawing on a) country reports (where they exist) b) country profiles and data c) case studies.

The specific objectives of the policy forum will include the following:

- To share country experiences and best practices in developing comprehensive planning of equitable provision of quality teachers for EFA into teacher management from pre-service program and training, recruitment, deployment, induction and continues professional development.
- Share knowledge on decentralized structures and mechanisms of teacher management with regards to equitable provision of quality teachers for EFA.
- Share experiences across countries with respect to programs and strategies to address shortages of a teacher's career from recruitment through training, deployment, induction and continuing professional development, i.e. the process of teacher management to provide quality teachers to rural, remote and marginalised/underserved communities.
- To share the model of effective and context-appropriate policy responses for equitable provision of quality teachers in response to emerging issues such as; global warming and climate change, the use of ICT in education, Education for Sustainable development, crisis situations and post conflict/ disasters areas etc.

### **Expected Outcomes**

It is expected that the Forum will yield the following:

1. Active and rich dialogue, sharing of ideas, knowledge and experience for better informed and knowledgeable stakeholders in advocating and operationalizing the key messages of the Jomtien statement (2011) and the Nairobi Communique (2011).
2. Broadened regional dialogue on teachers for EFA and strengthen policy dialogue on investing in teachers with a view to accelerate progress towards EFA
3. Strengthen the government effort in developing comprehensive planning of equitable provision of quality teachers into teacher management; pre-service program and training, recruitment, deployment, induction and continues professional development.
4. Promote the teacher policies in the decentralized teacher management that required of the ministry that address the equitable provision of quality teachers at national, provincial, and district level.
5. Highlight the important of developing effective and context-appropriate policy responses for equitable provision of quality teachers in response to the global warming and climate change, the use of ICT in education, Education for Sustainable development, crisis situations and post conflict/ disasters areas etc.
6. A policy paper on "Developing and Implementing Comprehensive National Policies for EFA: Teacher Quality and Teacher Equity
7. Proceedings report of the Policy Dialogue Forum.
8. Outcome Statement of the Forum.

### **Participants**

The forum will target policy makers and senior officials of national governments from all regions, Asia-Pacific, Africa, Arab States, Latin America and other regions, teacher representatives, civil society actors and academics who are directly engaged in national processes for achieving EFA.