

# Development of an International Thematic Report on Teachers in 2015

## Draft Outline

### Theme: **Teaching as a Profession: Requirements for Equitable Quality Education**

#### I. **Background**

The Education for All (EFA) High Level Group meeting held in Oslo in 2008 clearly pointed to the acute shortage of qualified and well-resourced teachers as one of the key constraints on countries' efforts to meet the Education for All goals in 2015 as set up by the Dakar Framework for Action. It endorsed the creation of the International Task Force on Teachers for EFA, conceived to be a global alliance of willing partners working together to address the acute teachers gaps. The teacher challenge is articulated both in terms of the quantity of teachers to recruit and deploy in schools, but also in terms of their quality with regards to their training, living and working conditions and professional development.

Among the actions ascribed to the Task Force is the monitoring of the teacher gaps to inform appropriate and responsive policies at global and country levels. Despite advocacy initiatives, support to policy development and capacity building interventions undertaken since the creation of the Task Force, as well as efforts of governments and development partners, the challenge still persists, and several countries are likely to miss the EFA targets in 2015. 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.

Intensive global debate is underway to determine post-2015 education and development agenda. While it is recognized that EFA is an unfinished business, the agenda is articulating the characteristics of an education that responds to global imperatives and appropriately addresses countries' socio-economic and cultural specificities, including for their diverse populations. Responsive teacher policies drawn from evidence-based planning is an essential element to consider. The 2013/2014 EFA Global Monitoring Report provided compelling evidence of the centrality of education to development; then with an equally convincing review it demonstrated how teachers should be considered as a pillar in the provision of quality education. It concluded with proposing four sets of key strategies that policy makers should consider to empower teachers for addressing the learning crisis.

Building on the ground work done by the GMR, the Task Force 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.

## II. Objective

The proposed international thematic report on teachers serves a dual purpose:

- To provide a global picture of what countries consider in their policies and practices as key requirements of teaching as a profession in order to deliver an equitable and quality education with relevant data and statistics.
- To offer a set of references to countries and education partners aiming to reinforce teacher effectiveness and teaching as a profession to achieve an inclusive, equitable and quality education as articulated in the post-2015 Education framework

This report will focus on the teaching professionals in primary and (general programmes of) secondary education (i.e. ISCED level 1, 2 and 3).

## III. Key dimensions of the requirements for equitable quality education from the teacher perspective

This report will focus on the five (5) key policy-relevant dimensions listed below on the requirements for equitable and quality education from the perspective of teaching. The research questions and the analytical framework will be developed building on the existing available relevant studies conducted by internationally-recognized organizations (e.g. SABER-Teacher module, OECD-TALIS, UNESCO Institute for Statistics, etc.)

- 1) Requirements to enter the teaching profession (academic and professional qualifications, recruitment processes and conditions)
- 2) Training opportunities to improve the expertise of teaching (pre-service and in-service training, professional development opportunities, finance for training programmes )
- 3) Regulatory and quality assurance mechanisms for the teaching profession
- 4) Various types of incentives for the teaching profession (financial and in-kind incentives, implications for financing teaching professionals)
- 5) Participation of teachers' organisations in the education policymaking (consultation with teachers' organisations in policymaking and reform)

For each dimension, this report will illustrate:

- The “desired” pictures, as articulated in national education or teacher policies and strategies across countries;
- The realities, i.e. the actual situations of the teaching force in countries. (This will be presented with the relevant available data and evidence);
- Good practices of teacher policy measures and their implementation to highlight what makes them work, and
- Implications and recommendations for the implementation of teacher-related target in the post-2015 education agenda and the monitoring of relevant indicators.

#### IV. Coverage of the countries

This report will cover 25 countries in total (5 countries per region: Africa, Arab states, Asia, Europe/North America, and LAC). Regarding the selection of the 25 countries, priority will be given to the member countries of the Teacher Task Force, which show an interest to participate in this study. (The countries covered by SABER-Teacher module will be given a lower priority to participate in this study because many of the items mentioned in Section II are also covered by SABER-Teacher report.)<sup>1</sup>

The Teacher Task Force secretariat will select the final 25 target countries in consultation with the co-chairs of the Task Force, based on countries' willingness and the feasibility of conducting the study. The regional focal points of the Teacher Task Force, UNESCO Regional Bureaus for Education (Bangkok, Santiago, Beirut) and the Multisectoral Regional Offices in Africa (Dakar, Abuja, Nairobi, Harare and Yaoundé) will provide advice to the secretariat regarding the selection of countries.

#### V. Expected output

The final products will be: (i) 25 country reports; and (ii) an international synthesis, including the summary of analysis of each region.

#### VI. Tasks and timeline

Tasks	Responsibilities	Timeline
1. Development of the framework of the report (including the TORs for local consultants)	TTF secretariat (in coordination with co-chairs of the TTF and SABER-Teacher team)	(Done)
2. Selection of 25 countries (5 countries per region)	TTF secretariat (in consultation with TTF co-chairs, considering the suggestions of the regional focal points of the TTF, UNESCO Regional Bureaus for Education and the Multisectoral Regional Offices in Africa)	(Underway)

<sup>1</sup> The following countries are (or will be) covered by SABER-Teacher module and therefore will unlikely to be targeted by this study:

- **Africa:** Benin, Burkina Faso, Cote d'Ivoire, Djibouti, Guinea-Bissau, Kenya, Mali, Mozambique, Nigeria, Sierra Leone, Tanzania, Uganda.
- **Arab states:** Egypt, Iraq, Jordan, Lebanon, Oman, Palestine, Tunisia, United Arab Emirates, Yemen.
- **Asia:** Brunei, Cambodia, Indonesia, Kazakhstan, Kyrgyz Republic, Myanmar, Papua New Guinea, Solomon Islands, Vietnam.
- **LAC:** Colombia, Dominican Republic, Guatemala, Guyana, Jamaica, Nicaragua, Paraguay.
- **Europe:** Bulgaria, Georgia, Macedonia FYR, Moldova, Russian Federation, Serbia.

3. Identification and contract of local consultants for 25 country reports	UNESCO Field Office covering the designated country (by using the budget of the Teacher Task Force)	(Underway)
4. Contracting an expert (consultant or institution) for the international synthesis	TTF secretariat	End of June 2015
5. Data collection and drafting of 25 country reports	Country Consultants (under the supervision of Task Force Member or partner organizations, including UNESCO) <sup>i</sup>	July – October 2015
6. Submission of the 25 country reports to the TTF secretariat	Country consultants	End of October 2015
7. Review and finalization of the 25 country reports	TTF secretariat (review by Task Force Member or partner organizations, including UNESCO, Task Force focal points and/or UNESCO relevant field office)	November – December 2015
8. Preparation of the international synthesis	The consultant hired by TTF secretariat (under the supervision of the TTF secretariat)	November – December 2015
9. Completion of the final draft (25 country reports and an international synthesis)	TTF secretariat (with TTF network members and partners)	End of December 2015
10. Review, editing and translation of the report	TTF Secretariat, an editor, and translators	2016
11. Publication	TTF Secretariat	2016

<sup>i</sup> OIF, Commonwealth Secretariat, SEAMEO, the World Bank, UNICEF, VSO, Save the Children, Action AID, TEPE, Education International, GCE, etc. Individual experts will be solicited for the review of the country reports.