



Concept Note and Draft Agenda

**Empowering teachers, building sustainable societies
Mobilizing for a Roadmap 2030 for teachers**

UNESCO House, 5 October 2015

Room XI



United Nations
Educational, Scientific
and
Cultural Organization

World Teachers' Day **- Empowering teachers, building sustainable societies –** **Mobilizing for a Roadmap 2030 for teachers**

Context

World Teachers' Day (WTD), held annually on 5 October since 1994, commemorates the anniversary of the signing in 1966 of the UNESCO/ILO Recommendation Concerning the Status of Teachers. The 1966 Recommendation, as well as the 1997 Recommendation concerning the Status of Higher Education Teaching Personnel, constitutes the main reference framework for addressing teachers' issues on a global scale. Every year on the 5 October, the World Teacher's Day celebrates and highlights the contribution of teachers towards the education and development of children around the world.

The celebration of this year's WTD comes just after the adoption of the new Sustainable Development Goals (SDGs) in September in New York. This is a unique opportunity to recall the key role that teachers should play in the new education agenda. In May 2015 at the World Education Forum (WEF) in Incheon, Korea, participants committed to "ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems"¹. Participants at the parallel session "Teachers for the Future we want" recognized furthermore that teacher quality is the most significant condition for learning and that the empowerment of teachers must be considered as a top priority in all education and development strategies.

World Teacher's Day 2015 - Mobilizing for a Roadmap 2030 for teachers

This year's WTD will address the challenge of mobilizing a roadmap for teachers towards 2030. A considerable intensification of efforts is needed to provide sufficiently qualified, motivated and supported teachers by the end of 2030. It is still a challenge for education systems around the world to pay adequate attention to factors affecting teacher effectiveness, such as policies on training, recruitment, deployment, management, assessment and professional development.

Listening to teachers is essential to enlighten current debate on the role of teachers in Education 2030. In this spirit, a *panel discussion* will be organized with the participation of teachers from different countries. Teachers will have the opportunity to share their experiences and discuss their role as teachers in the perspective of 2030.

¹ Draft Incheon Declaration, Education 2030: Towards inclusive and equitable quality education and lifelong learning for all

The post 2015 UN development agenda seeks to achieve inclusive and sustainable global development. Early Childhood Education (ECE) is the foundation for building inclusive and sustainable societies. The benefits of early support are throughout life and they extend throughout society.

Despite the increased recognition on the importance of ECE, the teaching personnel have not received the same level of appreciation. Among the entire teaching profession, ECE teachers in many parts of the world, typically receive minimum or no training, the lowest pay and benefits with no career prospects, and have low socio-economic status overall. For ECE to become a powerful force for tackling discrimination and for bridging gaps of inequity, its teaching force must be thoroughly trained and supported to be able to deliver quality teaching and care. They must have adequate training and work conditions so that they can integrate the content and practice of a holistic early childhood care and education and ensure that our youngest children are able to transition smoothly into primary education.

To address the persistent concerns on ECE teachers, a roundtable discussion is organized during the WTD 2015 to discuss ECE as a profession (status, working conditions) and innovations for teaching young children for sustainable future.

Objective of the Day

- To celebrate and highlight the contribution of teachers towards the education and development of children around the world.
- To discuss issues in and prospects for the development and professionalization of early childhood education personnel.

Expected outcomes

- Increased teachers' voices on the direction on Education 2030.
- Awareness raised on the importance of empowering ECE teachers for building a strong foundation for quality learning throughout life.
- Recommendations on the development and professionalization of ECE personnel.

Participants

- Permanent Delegations
- NGOs in partnership/affiliated to UNESCO
- Teachers and teacher training institutions
- Experts on ECE
- Representatives of global/regional networks on ECE

Format

Part 1: Official ceremony

Part 2: Panel discussion: moving ahead towards 2030

Part 3: Roundtable "Strong foundation for learning begins with good ECE teachers"

Draft Agenda
Monday 5 October 2015

10:00-10:30	Registration and welcome coffee	Foyer room XI
10:30-11:00	<p style="text-align: center;">Official Opening of the World Teachers' Day Celebrations</p> <p style="text-align: right;">Room XI</p> <p>Chair: Soo Hyang Choi, Director, Division for Teaching, Learning and Content, UNESCO</p> <ul style="list-style-type: none"> • Screening of video • Opening Address by Qian Tang, Assistant Director-General for Education, UNESCO • Statement by Fred van Leeuwen, General Secretary, Education International • Statement by Oliver Liang, Education Sector Specialist, Sectoral Activities Department, International Labour Office • Keynote speech by Juan Carlos Tedesco (former Minister of Education of Argentina) 	
11:00-12:30	<p style="text-align: center;">Panel discussion: moving ahead towards 2030</p> <p style="text-align: right;">Room XI</p> <p>Teachers will speak from their own experiences and will give an inspiring perspective of their profession (what is my role vis-a-vis the learner? What do I need to get to contribute to meet the objectives of Education 2030? How do I see my job as a profession?)</p> <p>Teachers will interact with respondents and the public. Proposed countries (tbc) : Côte d'Ivoire, France, Kenya, Qatar, Pakistan</p>	
12:30- 14:00	Lunch Break	

<p>14:00-16:55</p>	<p>Roundtable: Strong foundation for learning begins with good ECE teachers Room XI</p> <p>Introduction of the roundtable: Maki Hayashikawa, Chief, Section of Learning and Teachers, UNESCO</p> <ul style="list-style-type: none"> • <u>Theme 1: Early childhood education as a profession: trends, status and challenges (90 min)</u> - Moderated by EI (tbc) <ul style="list-style-type: none"> - Global trends by UNESCO and ILO - Promotion of decent work for early childhood education personnel: highlights of the ILO policy Guidelines <p>Q & A</p> <ul style="list-style-type: none"> - Country examples on the status, priority challenges and strategies for ECE. <p>Proposed countries (tbc): Dominican Republic ; France ; Namibia ; Viet Nam ; one country from the Arab region</p> <p>Q & A</p> <p>Short video</p> <ul style="list-style-type: none"> • <u>Theme 2: Teaching young children for a sustainable future: innovation, lessons and way forward (90 min)</u> - Moderated by UNESCO <ul style="list-style-type: none"> - Presentations of good practices by country or project representatives: Representative from OECD; Proposed countries (tbc): Chile, DRC, Moldova, Morocco, one country from the Asia and the Pacific region. <p>Q & A</p>
<p>16:55-17:00</p>	<p>Concluding remarks</p>

Resource Materials on Teachers and on Early Childhood Care and Education

Ressources sur les enseignants et sur l'éducation et protection de la petite enfance

PUBLICATIONS

Selected publications on education and teachers

Une sélection de publications sur l'éducation et les enseignants

- ✓ Rethinking education: towards a common global good? (UNESCO, 2015)
Repenser l'éducation : vers un bien commun mondial ? (UNESCO, 2015)
- ✓ "Empowering teachers: teaching in the post-2015 education agenda" (ILO)
Communiqué by the 12th session of the ILO-UNESCO Joint committee of experts on the Recommendations concerning teaching personnel to the World Education Forum 2015
- ✓ A guide for gender equality in teacher education policy and practices (UNESCO, 2015)
- ✓ Global citizenship education: preparing learners for the challenges of the 21st century (UNESCO, 2014)
- ✓ The ESD Sourcebook on teacher education (UNESCO, 2012) (English, French, Spanish, Arabic and Korean)
- ✓ Guidelines for integrating sustainability issues in teacher education (UNESCO, 2005) (English, French, Spanish, Russian and Arabic)
- ✓ Video. Education for Sustainable Development: Teachers sharing with teachers (UNESCO, 2011)

Selected publications on early childhood care and education

Une sélection de publication sur l'éducation et la protection de la petite enfance

- ✓ Policy guidelines on the promotion of decent work for early childhood education personnel (ILO, 2014)
Directives sur la promotion du travail décent pour le personnel de l'éducation de la petite enfance (OIT, 2014)
- ✓ Investing against evidence: the global state of early childhood care and education (UNESCO, 2015)
(Soon online on Unesdoc)
- ✓ Caring and learning together: A cross-national study of integration of early childhood care and education within education (UNESCO, 2010)
- ✓ Moscow framework for action and cooperation: Harnessing the wealth of nations (UNESCO, 2010)
(World conference on early childhood care and education, 27-29 September 2010)
Cadre d'action et de coopération de Moscou : Mobiliser la richesse des nations (UNESCO, 2010)
(Conférence mondiale sur l'éducation et la protection de la petite enfance, 27-29 septembre 2010)
- ✓ Inclusion from the start: Guidelines on inclusive early childhood care and education for Roma children (UNESCO 2014)
- ✓ Global action week 2012: "Right from the start! Early childhood care and education now!" (UNESCO website) La Semaine mondiale d'action 2012 : « Les droits dès le départ – Protection et éducation de la petite enfance, maintenant ! »
- ✓ Contribution of Early Childhood Education to a Sustainable Society (UNESCO, 2008) (English & Spanish)

POSTERS – AFFICHES

Downloadable in PDF format – Téléchargeables au format PDF

English – French – Spanish – Russian – Arabic – Chinese

→ The original file is also available for printings in other languages; it can be sent by email.
Le fichier original est disponible pour des impressions dans d'autres langues ; il peut être envoyé par email.

WEBSITES – SITES INTERNET

- [World teachers' day celebration map 2015](#)
- [Global action week 2015](#)
- [International Teacher task force for EFA](#)
- [Education International](#)
- [ILO/OIT](#)

FACTS & FIGURES – STATISTIQUES

EFA Global monitoring report 2014 – Rapport mondial de suivi sur l'EPT 2014

Dans un tiers des pays, moins de 75 % des enseignants ont suivi une formation.

Selon les analyses effectuées par l'Institut de statistique de l'UNESCO, il faudra recruter 5,2 millions d'enseignants entre 2011 et 2015 – en incluant les remplacements et les créations de poste – si l'on veut avoir suffisamment d'enseignants pour réaliser l'enseignement primaire universel (EPU).

L'Afrique subsaharienne représente 58 % de besoins en enseignants du primaire supplémentaires, soit environ 225 000 recrutements par an entre 2011 et 2015.

Scolariser tous les élèves dans le premier cycle de l'enseignement secondaire d'ici à 2030 exige 5,1 millions d'enseignants supplémentaires, soit 268 000 recrutements annuels.

L'Afrique subsaharienne devra déboursier chaque année 4 milliards de dollars EU pour payer les salaires des nouveaux enseignants du primaire qu'il lui faut recruter pour réaliser l'EPU d'ici à 2020.

Dans huit pays, les salaires moyens des enseignants sont inférieurs à 10 dollars EU par jour.

Les pays fortement dépendants des enseignants contractuels, notamment en Afrique de l'ouest, figurent parmi les plus mauvais élèves en termes d'accès éducatif et d'apprentissage.

In one-third of countries, less than 75% of teachers are trained.

Analysis by the UNESCO Institute for Statistics shows that, between 2011 and 2015, 5.2 million teachers – including replacement and additional teachers – need to be recruited to ensure that there are sufficient teachers to achieve universal primary education.

Sub-Saharan Africa accounts for 58% of the additional primary teachers needed, requiring approximately 225,000 per year between 2011 and 2015.

To achieve universal lower secondary education by 2030 with 32 students per teacher, an additional 5.1 million would be needed, or 268,000 per year.

US\$ 4 billion annually needed in sub-Saharan Africa to pay the salaries of additional primary school teachers required by 2020.

Average teacher salaries are below US\$10 per day in 8 countries.

Countries that rely heavily on contract teachers, notably in West Africa, rank at or near the bottom for education access and learning.

L’enseignement en préprimaire et durant les premières années de primaire est largement féminisé, que ce soit dans les pays développés ou les pays en développement, car la prise en charge des tout-petits est traditionnellement perçue comme une tâche féminine. Dans de nombreux pays, cela équivaut à un emploi moins bien rémunéré, moins professionnalisé et moins valorisé, autant de facteurs qui expliquent la difficulté d’attirer des enseignants hautement qualifiés dans l’EPPE.

La part des femmes dans le personnel enseignant du primaire est passée de 58 % en 1999 à 63 % en 2012.

Plus le niveau d’enseignement est élevé, plus la part des femmes dans le corps enseignant diminue.

Teaching pre-primary and the lower primary grades is also widely feminized in both developed and developing countries, because traditionally the care of young children is seen as women’s work. In many countries, this translates to lower pay and less professionalization and respect. All these factors make it difficult to attract highly qualified ECCE teachers.

The share of women in the primary teaching force has increased since 1999, from 58% to 63% in 2012.

Female representation in the teaching force falls as the level of education rises.