



**Education International/World Confederation of Teachers
Joint Statement on World Teachers' Day 2005**

***QUALITY TEACHERS FOR QUALITY EDUCATION
Training for a Stronger Teaching Force***

A worldwide consensus exists today on the need for Education for All. The children and young people of every country deserve access to education. It is their right – a fundamental human right. And the leaders of all our communities recognize that Education for All is one of the essential keys to future prosperity and well-being for society.

But in the year 2005 – as countries check their progress towards achieving the Millennium Development Goals – it is vitally important to insist that by 'education' we mean **quality** education.

For political expediency can all too easily substitute a few statistics for reality. It is not enough to provide places in a classroom. It is not enough to place an untrained person, willing as he or she might be, in front of a group of children or young people, and call that person a teacher. There are no short-cuts to the provision of quality education.

World Teachers' Day 2005 is the occasion to reaffirm that *quality education requires quality teachers*.

Quality teachers do not simply appear out of thin air! People must receive preparation – training – for this, 'the noblest of professions'¹. That means high quality initial training, providing future teachers with both academic knowledge and experience in teaching methods. Irrespective of the level of teaching, they must know their subject matter, and know how to teach it. Above all, their mission, the very basis of their vocation, is to develop the potential of children and young people as human beings, to foster opportunities for all without discrimination, to help them become citizens who will be able to play a full role in their local communities, in their nations, in the world.

¹ DELORS, Jacques (Chair): *Learning: the treasure within*; Report of the International Commission on Education for the 21st Century, UNESCO, 1996

In this sense, teaching and the professionalism of teachers is profoundly ethical. Learning the ethics of the profession is part of preparation for teaching.

Professionalism is based on skills: working as a member of a teaching team, engaging with parents and local institutions, participating in the organization and running of educational institutions. Beginning teachers must have an opportunity to learn the practical requirements of the profession with experienced mentors.

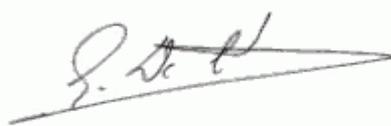
Training for a stronger teaching force also requires the provision of ongoing in-service education and professional development. In a world undergoing rapid change, teachers must have opportunities for life-long learning – an important factor in retaining them in the profession in the years ahead.

Teacher preparation and training – both initial and in-service – should be fully integrated aspects of national education policies, based on dialogue between the responsible education authorities, the institutions charged with teacher preparation, and education unions.

In today's global world governments should understand that *respect for the right to quality education and investing in people* is the key to building successful education systems. Resorting to short-cuts will be self-defeating. Investment in training is the key to developing a stronger teaching force, and to the genuine provision of **Quality Education for All**.



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