



## 8<sup>th</sup> International Policy Dialogue Forum - International Task Force on Teachers

Theme: Implementation of the Teacher Target in the Sustainable Development Goals and Education 2030

# TEACHERS for EDUCATION 2030: MEXICO DECLARATION

**(Draft)**

### PREAMBLE

1. We, members and partners of the International Task Force on Teachers (henceforth, Teacher Task Force), comprising policymakers, practitioners, researchers, representatives of teacher unions, civil society, development partners, education institutions and private sector organizations from all the regions of the world, assembled in Mexico City, from 12 to 16 March 2016, at the invitation of the UNESCO Task Force on Teachers and the Government of Mexico for the Task Force annual meeting and 8th Policy Dialogue Forum, thank the Government and the people of the United Mexican States for having hosted this important event.
2. Taking note of the current global context with the adoption of the Sustainable Development Goals (SDGs) and the SDG 4 - Education 2030 Framework for Action, and being mindful of the implications for the advancement of sustainable societies, we reviewed the current and planned activities of the Teacher Task Force, and debated on the theme and sub-themes of the 8<sup>th</sup> Policy Dialogue Forum.
3. Noting the central role of teachers in the SDGs and SDG 4 - Education 2030, we wish to reiterate our position expressed after the adoption of the Incheon Declaration in May 2015, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and that this ambitious goal can only be achieved if educational systems have a qualified and motivated teaching force. Consequently, we reaffirm our support to a comprehensive approach to teachers and teaching, and urge the global education community to deliver on its pledge: “We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems”.



We therefore adopt the following:

#### **Recommendations for the implementation of SDG 4**

4. Recognizing the convening power of the International Task Force on Teachers, its ability to bring together teacher stakeholders, from governments, intergovernmental organizations, non-governmental organizations, teacher unions, the research community, civil society and the private sector, and also its comparative advantage of embracing teacher issues in a comprehensive way, we make the following recommendations:

4.1. We call on the SDG 4 - Education 2030 Steering Committee to recognize the Teacher Task Force as the technical reference group for the teacher target in SDG 4 and include the Task Force in the structures for monitoring SDG 4.

4.2. On teacher education: We reaffirm that pre-service and in-service education, continuous professional development and support, qualification frameworks, relevant learning mechanisms and harnessing ICTs and distance education are vital to bridge gaps in teacher supply and quality, in order to achieve SDG 4.

Specifically to:

- Strengthen the quality of teacher education programmes, including through regulation of pre- and continuous in-service education with regard to the quality of teacher educators, curriculum content, professional development strategies, evaluation of learning achievement, taking into account disadvantaged social groups.
- Ensure that the conditions of accreditation and licensing be spelt out clearly for quality assurance, and regulate public and private provision.
- Based on clear learning objectives and outcomes, define what technologies would be instrumental, to improve teacher education, and enrich the pedagogical practices.
- Develop educational strategies for the use of ICT in training teachers and enable them to use ICT in teaching practices.

4.3. On Teaching and learning: We reiterate the need for a better understanding of learning processes and developing viable inclusive and participative strategies to facilitate more effective teaching and learning in ways that ensure that all children and adults acquire knowledge and skills relevant to self-fulfilment, decent employment and life. We recognize the need to invest in teaching in order to improve learning outcomes, in full recognition of local contexts and the participation of the teachers themselves.

Specifically to:

- Respond to the diverse learning needs, prepare learners for lifelong learning as a foundation for decent livelihood and sustainable human development.
- Promote commitment to teaching and learning, through targeted research, adopting various avenues of learning, ensuring quality and equity, paying attention to marginalized groups.
- Promote professional standards and licenses for teachers, teacher educators, school leaders, and educational administrators, acknowledging inclusiveness for all learners.

4.4. On financing teaching and teacher development: We stress that the achievement of the targets of SDG 4 requires adequate, sustained, well-targeted, equity-focused financing and effective and efficient implementation arrangements, especially in the least developed countries, emergency and crisis situations. We affirm the necessity to implement appropriate policy options in order to fill the funding gaps.

Specifically to:

- Have comprehensive teacher legislation and policies linked to fully costed and funded operational plans linked to results, focusing on educational quality, equity and inclusion.
- Undertake appropriate processes and build capacities to ensure most effective and efficient mobilization and management of resources, respecting the rights and responsibilities of the teaching profession.
- Support the Teacher Task Force to engage in international dialogue on financing of education, including with the International Commission on the Financing of Global Education Opportunities and the proposed Platform for Education in Crisis and Conflict to reinforce the necessity of financing quality teaching and teacher development as a sustainable strategy for achieving the SDGs.

4.5. On monitoring and evaluating teacher development: We commit to contributing to the monitoring of the SDG 4.c on teachers, adopting the broader view of Education 2030 Framework for Action to ensure that “teachers and educators are empowered, adequately recruited, well-trained and professionally qualified, motivated and supported”. We acknowledge that further technical inputs will need to be provided from the thematic perspective of teachers and teaching on data and indicators.

Specifically to:

- Enable accurate reporting on Education 2030 indicators, map out and integrate existing databases on teachers with the support of the UNESCO Institute for Statistics and other partners to strengthen national capacity to produce robust information that enables strategic responses to issues of qualified and trained teachers, attrition and retention, equitable deployment, and conditions of service.
- Follow closely and help disseminate the results of studies that capture intrinsic and extrinsic aspects of teacher motivation, which is an important component of professionalism.
- Agree on the framework and instruments of teacher monitoring and evaluation programmes in a participatory way and ensure that they have a formative approach linked to continuous professional development, supported by quality leadership and good governance.

**Based on the above, the Forum calls on the Teacher Task Force to:**

1. ***Reinforce its position*** as a global alliance to address challenges related to teachers and teaching, and to develop its post-2016 strategic plan to respond to the requirements on teachers in the SDG agenda;
2. ***Continue*** the production and dissemination of policy-relevant knowledge and indicators, support countries to develop and implement evidence-informed teacher policies, and offer opportunities for knowledge exchange;
3. ***Urge all members and partners*** to vigorously pursue their efforts in a consultative way to achieve SDG 4.c on teachers and promote alignment of members' work at regional and country levels with SDGs;
4. ***Call for further investing in teachers*** through both domestic and external financial resource mobilization, including providing inputs from the teacher perspective to the International Commission on Financing Global Educational Opportunity;
5. ***Contribute to monitoring of progress on the various dimensions*** of the teaching profession towards the realization of the SDG 4.c on teachers.

Adopted in Mexico City on 17 March 2016