



Mission Report

Teacher Task Force Annual Meeting

December 3- 7, 2016

Siem Reap, Cambodia

Prepared by

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A. SEAMEO Officials and Staff Member on Mission

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B. Background, Description and Objectives of the Activity

1. The Beginnings of the Teacher Task Force on Education For All. Since the Dakar Forum in 2000, tangible progress has been made towards the achievement of the EFA goals particularly with regard to Universal Primary Education (UPE). However, the rapid expansion of primary education intake of school-age children has not been matched by commensurate teacher recruitment. On the other hand, many children are completing primary education and are also knocking on the doors of secondary education. In this context, there has been a growing realization of the urgent need to address the teacher gap for EFA.
2. At the **Oslo Education for All High Level Group (HLG) meeting in December 2008** general recommendations were proposed to all EFA partners. This included urging national governments to map out their short and medium-term needs for recruitment, deployment, training and retention of quality teachers. The recommendations called upon development partners to support national efforts to address the teacher deficit and to provide predictable support to cover the associated costs. To this end, the Oslo declaration endorsed the creation of an International Task Force on Teachers for EFA.

3. The Task Force – for its **first phase of activities (2009-2012)** - developed an Action Plan identifying three teacher-related gaps which particularly need to be addressed:
 - First, the **policy gaps**: The need for the development and/or reinforcement of relevant national policies, strategies and plans for the provision of teachers;
 - Second, the **capacity gaps**: Capacity to collect, manage and use data and information for policymaking, policy implementation and monitoring and evaluation. This also relates to human resource constraints at national levels with respect to planning and management of teacher provision for EFA.
 - Third, the **financing gap** in relation to the unmet need for increased investment on teachers at national levels, as well as for international support for country-level recurrent expenditure to meet teacher needs for EFA.

4. In 2016, SEAMEO Secretariat through its DDPD has been nominated to the TTF Steering Committee. In 2016, DDPD has asked the assistance of TTF in running the SEAMEO College research workshop on Teacher Education Reform at SEAMEO INNOTECH Manila using the framework of the TTF developed for member countries. SEAMEO will utilize the TTF framework for advocacy, policy dialogue at global and regional levels and for knowledge development and sharing on critical teacher issues.

5. DDPD has also submitted proposals to help SEAMEO member countries developed teacher policies for quality education in Southeast Asia. **The proposal for USD 50,000 was approved during the Siem Reap Steering Committee Meeting.**

C. Participants

All Teacher Education Key players, TTF members and resource persons.

D. Organizer/s

Teacher Education Task Force based in UNESCO Paris Headquarters.

E. Highlight of the Activity/Summary Points

1. SEAMEO is a member of the Steering Committee representing International Organization. The following is the agenda discussed during the Steering committee meeting last Dec 3, 2016:
 - Draft Minutes of the SC Mexico Meeting
 - Draft Minutes of the TTF Mexico Meeting
 - TTF Teachers for Education 2030: Mexico Declaration (English and French)
 - List of TTF Members and Partners

- List of the TTF Steering Committee Members
- TTF External Evaluation Terms of Reference (English and French)
- Interim Report on TTF External Evaluation
- Basic principles of hosting TTF major events
- Revised TTF Terms of Reference
- Draft TTF Strategic Plan Post 2016
- Draft TTF 2016 Annual Report
- Draft TTF 2017 Annual Work Plan

The TTF 2016 Policy Dialogue centered on teacher motivation. Several researches were presented during the dialogue. Here are key points during the TTF Policy Dialogue:

- Teacher motivation is considered as a critical factor in teachers' performance and for the professionalization of teaching. This explains why the global education community gathered at the World Education Forum in Incheon in May 2015, has included the notion of "motivation" in the characteristics of the teachers and educators we need to achieve Education 2030 Agenda in the Sustainable Development Goals: "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.
- Through Goal 4 in the Sustainable Development Goals (SDGs) World leaders committed to: "Ensure inclusive and equitable quality education for all." This goal is ambitious, yet crucial for the realisation of all other SDGs. To attain this goal, education systems must be supported by a workforce of qualified teachers. However, reality shows a gap between the number of qualified teachers and the number of teachers needed between now and 2030. UNESCO's Institutes for Statistics estimates that globally there's a need to recruit a total of nearly 69 million teachers (over 24 million for primary education and 44 million for secondary education). SDG4.c aims to address this by proposing to "substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States."
- Since the adoption of the SDGs and the Framework for Action of Education 2030 Agenda, the objective of the International Task Force on Teachers is to use the platform of its annual policy dialogue fora – its flagship programme – to unpack the meaning and implications of the teacher target and its importance to the other SDG4 targets and the overall SDGs to its members and partners.

F. Role/Participation of SEAMEO

1. SEAMEO Secretariat represents all international organization in the Steering Committee Meeting.

G. Follow-up Actions Needed

1. Presentation of TTF agreements with SEAMEO member countries esp on SDG 4 targeting teachers and teacher policies

H. Appendices/Related Conference Materials and Outputs

1. Meeting materials
2. Annual Report of TTF

I. Related Meetings:

SEAMEO Directors met with the Minister of Education of Cambodia to present and discuss the proposed establishment of a Technical Education SEAMEO Center. Key SEAMEO TED has already been presented during the HOM meeting in 2016.

The meeting underscored the following activities and concern :

- There is a need to identify the cultural niche of TED to make it different with VECTECH in Brunei Darussalam
- There are Tech courses that have to be given priority for the region and the sub-region, such as trade and crafts design, wooden furniture design, tourism and language proficiency, food and housekeeping and the likes.
- There should be an in-depth feasibility study with financing for TED to prepare it for the SEAMEC meeting.
- The location for TEC has also been described and visited by SEAMEO Director and DDPD with MOE officials
- One TED school was visited.

J. PHOTOS

