

SDG-Education 2030 Steering Committee

Quality teachers, teaching and learning working group

7th Meeting 11-12 November 2019

Abstract policy paper 1



Working group: Quality teachers, teaching and learning working group

Co-chairs: Burkina Faso, SEAMEO and Education International

Members: Angola, China, Czech Republic, Japan, Philippines, Republic of Korea, South Africa, Turkey, OECD, UNICEF, UNESCO, and Teacher Task Force

Tentative policy paper title: Ensuring continuous professional development for all teachers: a key to quality education

SDG4 : SDG4.c calls “to substantially increase the supply of qualified teachers”

Indicative strategies of the Framework for Action relevant to SDG 4.c and CPD: Calls to “[r]eview, analyse and improve the quality of teacher training (pre-service and in-service) and provide all teachers with quality pre-service education and continuous professional development and support”

Problem statement: The UNESCO Institute for Statistics (UIS) estimates show wide regional variations in the proportion of trained teachers. For example, in sub-Saharan Africa only 64% of primary and 50% of secondary school teachers have the required minimum training and qualifications

Solution: Continuous Professional Development (CPD) throughout a teacher's career, both for teachers who have received initial teacher training and those who are under or unqualified.

Issues to be examined in the policy paper

- Critical importance of teacher training & CPD within the broader context of education and teacher policy
- Lack of data and metrics that are internationally comparable on CPD
- Effective approaches/models to CPD (examples & 2-3 country cases)
- Accreditation, certification and recognition of upgrading programmes for unqualified/underqualified teachers
- Funding of CPD