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# Why Pedagogy Matters:

The role of pedagogy in Education 2030

A policy advice paper

May 2017



## 1/ Executive Summary

This policy advice paper examines the central role that pedagogy should play in achieving the Education 2030 targets.<sup>1</sup> By pedagogy, we mean the dynamic relationship between learning, teaching and culture. It also includes teachers' beliefs about these aspects and a consideration of the context in which learning and teaching takes place.

The advice suggests that UNESCO should strengthen its strategy and specific initiatives designed to support the development of quality teaching. As a result, pedagogy would be viewed as a central enabler of the 2030 targets – backed-up by an international framework which can be adapted to local contexts and monitored.

A single 'one size fits all' vision of quality pedagogy is not appropriate to realise Goal 4 of the Sustainable Development Goals (SDGs) because pedagogy cannot be separated from the social and resource contexts in which it exists – different countries and communities are at different starting points and will approach the Education 2030 targets in different ways. Despite these challenges, it is possible to start with a shared but adaptable vision of good pedagogy.

The advice proposes seven possible principles for pedagogy: learner engagement; mutual respect between teachers and learners; building on prior learning; meaningful classroom interactions; relevance of curriculum; developing skills and attitudes as well as knowledge; and the alignment of assessment with curriculum and learner needs.

<sup>1</sup> See Appendix for full list of Education 2030 targets.

To improve pedagogy, teachers need support in the following areas:

- **High quality pre-service and in-service teacher education.** Teacher education and mentoring must be viewed as an on-going process, continuing throughout a teacher's career and helping teachers to understand and apply different pedagogical principles.
- **Alignment of curriculum, pedagogy and assessment.** Examinations need to be designed to ensure a better fit of the assessment to the different types of knowledge and skills required for the 21<sup>st</sup> century globalised world.
- **Alignment of new pedagogical approaches sensitively with existing cultural practices.** Educational stakeholders and community leaders should develop equal partnerships and joint visions to meet the educational targets.

Pedagogy should be monitored using an International Framework of Indicators which is adaptable to local circumstances and monitored through school-based self-evaluation and external evaluation. The advice suggests some possible indicators. Classroom observation should be used for mentoring as well as to gather information to inform progress.

UNESCO could have a key role in helping Member States to deliver and monitor pedagogical approaches through its existing capacity-building work in teacher education; using its network of experts to develop mentoring programmes and support teacher policy development at country level and by publishing data on progress through the Global Education Monitoring Report (GEM).

We believe that UNESCO should:

- Strengthen and use its existing strategies and initiatives to develop and promote a shared understanding of pedagogy which can be adapted to national and local contexts.
- Help to develop, disseminate and monitor a global indicator framework for pedagogy, as part of the Education 2030 process, which can be adapted to national and local contexts.
- Develop its distance learning programme to support a range of pedagogical approaches and introduce and support mentoring programmes for teachers and school leaders.
- Use the Global Education Monitoring Report to monitor the professional development of teachers and teacher educators and the contribution of pedagogical approaches to achieving the Education 2030 goals.

## 2/ Background

The new Sustainable Development Goals (SDGs) or Global Goals seek to reflect the lessons from the previous decade including:

- the importance of clear targets and indicators, appropriate to local and national contexts;
- the need to measure wider skills – not just those which are easily measurable;
- the importance of a clear set of actions to help achieve the goals.

The ‘Framework for Action Education 2030: Towards inclusive and equitable quality education and lifelong learning for all’ (Education 2030) was adopted at a High-Level Meeting at UNESCO Headquarters in November 2015. It proposes a thematic indicator framework for Goal 4 of the SDGs.<sup>2</sup>

Education 2030 focuses on increased and expanded access, equity and inclusion, quality and learning outcomes as well as lifelong learning for all. It acknowledges that provision of and access to good quality education for all requires appropriate pedagogical approaches:

“This requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches and supported by appropriate information and communication technology (ICT)...”<sup>3</sup>

This policy advice examines the centrality of pedagogy to achieving the SDG on education and offers ways forward for UNESCO. The advice draws on a range of

2 <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>

3 UNESCO (2015) Education 2030: Incheon Declaration and Framework for Action p.30

sources including the authors' own research in this field.<sup>4</sup>

4 Livingston, K. (2012) 'Quality in teachers' career-long professional development', in Harford, J. Hudson, B., Niemi, H. Quality Assurance and Teacher Education Policy: International Challenges and Expectations, Oxford: Peter Lang; Livingston, K. (2015) Pedagogy and Curriculum – Teachers as learners, in D. Wyse, L. Hayward and J. Pandya (Eds.) Curriculum, Pedagogy and Assessment. London: Sage Publications Ltd.; Schweisfurth, M. (2013) Learner-Centred Education in International Perspective: Whose Pedagogy for Whose Development? Series: Education, poverty and international development. Routledge: London; Schweisfurth, M. (2015) Learner-centred pedagogy; towards a post-2015 agenda for teaching and learning

### 3/ What is pedagogy?

By pedagogy, we mean the dynamic relationship between learning, teaching and culture. Teachers' actions in the classroom, in relation to learning and teaching, are underpinned by the ideas and values that they have about education. Pedagogy interacts with and draws together beliefs about learners and learning, teacher and teaching, and curriculum.

It also includes consideration of the context in which learning and teaching takes place. Pedagogy is often shaped by a teacher's own experience of learning. For many this was simply knowledge being transmitted by their teacher. Their role as students was to receive this knowledge without question or other interaction.

This approach will not give the students of today the experiences and skills that they need to learn, work and live in the 21<sup>st</sup> century – such as critical thinking, problem solving, communication and collaboration. On-going teacher education can help to address this short-fall but evidence shows it will not be enough to change policy and practice.<sup>5</sup>

A key factor in pedagogy is developing approaches which work within different national and local contexts. A lack of critical engagement with pedagogy in global policy has allowed the space to be filled with ready-made prescriptions from a range of agencies concerned with classroom practice.

Some of these prescriptions are based on models of teaching and learning which carry assumptions about quality and the potential for educational change. For example, there are wide-ranging innovations which are promoted

5 Haser, C. and Star, J. (2009) Change in beliefs after first year of teaching: the case of Turkish national curriculum context. *International Journal of Educational Development*, 29, pp 293-302; Westbrook, J; Durrani, N.; Brown, R.; Orr, D.; Pryor, J.; Boddy, J.; Salivi, F. (2013) *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries*. Education Rigorous Review. DFID/University of Sussex.



as learner-centred. On the other hand, some approaches are highly prescriptive in framing teacher action and classroom talk, such as so-called 'teacher-proof' textbooks, or teacher education with scripted lessons.

All countries need to ensure that their curricula are designed to equip children with appropriate skills and knowledge. Teaching and assessment methods also need to complement the aims of education. These are issues for both developed and developing countries.

It is argued that the international community needs to develop a global framework for pedagogy which enables them to learn from and can be adapted to different contexts.

## 4/ Why is pedagogy important to Education 2030?

Access to basic education was understandably a key focus of the Millennium Development Goals agenda and remains an important target in the SDGs.

However, as the 2014 EFA Global Monitoring Report (GMR)<sup>6</sup> highlighted – access is not the only educational challenge. There is now clear evidence that poor quality education is holding back learning in many countries. For example, 250 million children in schools are failing to develop basic literacy and numeracy skills.<sup>7</sup>

This echoes the findings of the 2005 GMR, in which the former Director-General of UNESCO, Koichiro Matsuura, stated:

“Every investment in basic education must be measured against how well it serves both to expand access to education and to improve learning for all children, youth and adults.”<sup>8</sup>

The Learning Metrics Task Force<sup>9</sup> has summarised these new priorities as access plus learning:

“If as a global community we are to deliver on the promise of education to transform lives and confer social, economic, and environmental benefits to society, we must ensure that children and youth develop the knowledge and skills they need to be productive citizens of the world.”<sup>10</sup>

6 Global Monitoring Report 2014 <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

7 Global Monitoring Report 2013: Teaching and Learning: Achieving quality for all

8 Global Monitoring Report 2005: Education for all – The Quality Imperative

9 The UNESCO Institute for Statistics and the Centre for Universal Education (CUE) at Brookings have joined efforts to convene the Learning Metrics Task Force (LMTF), which is working to improve the learning outcomes of all children and youth by strengthening assessment systems and the use of assessment data.

10 Towards Universal Learning: Recommendations from the Learning Metrics Task Force <http://www.uis.unesco.org/Education/Documents/lmtf-summary-rpt-en.pdf>

Other in-depth studies from UNESCO and the OECD have demonstrated the importance of high quality teachers to improving student learning<sup>11</sup> and the impact of different forms of pedagogy on learning.<sup>12</sup>

Policy-makers are seeing that what children learn is directly related to what and how teachers teach: what teachers and learners do in the classroom is significant and pedagogical choices shape learning outcomes.<sup>13</sup>

Improving pedagogical practice will contribute to the achievement of a number of Education 2030 targets, including:

- raising learning achievement internationally and for individual countries (Targets 2, 3 and 4);
- the provision of quality education (Target 6);
- improving teacher education nationally and internationally (Target 6).

However, this evolving understanding is yet to be translated into global policy in order to recognise the importance of pedagogy in delivering high-quality, effective education.

11 Teachers Matter: Attracting, Developing and Retaining Effective Teachers (OECD, 2005); Schwille, J. and Dembélé, M. (2007). Global Perspectives on Teacher Learning: Improving Policy and Practice. Paris: UNESCO, International Institute for Educational Planning

12 Westbrook, J; Durrani, N.; Brown, R.; Orr, D.; Pryor, J.; Boddy, J.; Salivi, F. (2013) Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Education Rigorous Review. DFID/ University of Sussex

13 Schwille and Dembélé (2007) Their review (cited above) of teacher learning to improve policy and practice carried out for UNESCO emphasised that teachers are at the epicentre of the learning process and act as mediators of any innovations designed to improve learning.

## 5/ What kind of pedagogical goals are appropriate?

The Education 2030 framework indicators need more detail on the processes that will deliver the goals and associated targets. Such indicators would help to operationalise pedagogy as an ‘enabling theme’.

A single ‘one size fits’ all vision of quality pedagogy is not appropriate to realise Goal 4 of the SDGs because pedagogy cannot be separated from the social and resource contexts in which it exists – different countries and communities are at different starting points and will approach the Education 2030 targets in different ways.

The challenges to realising the education targets include:

- teachers’ own beliefs about learning and teaching;
- teachers’ experience of and expertise in alternative learning and teaching approaches;
- alignment between curriculum, pedagogy and assessment expectations (leading, for example, to ‘teaching to the test’);
- learning and teaching space and resources;
- the quality of teacher education and ongoing support for teachers’ professional learning; and
- teacher educators’ understanding of different pedagogical approaches.

However, despite these challenges, it is possible to start with a shared but adaptable vision of good pedagogy.

As well as setting new goals and targets, the international community is examining the role and purpose of education. UNESCO’s ‘Rethinking Education’ report stresses the imperative of reforming education to suit various and changing 21<sup>st</sup> century contexts; ensuring that it delivers what learners,

communities and countries need.<sup>14</sup>

The report emphasizes the critical importance of teachers and other educators, suggesting that developing an effective teaching profession must be a high priority in all countries. Teachers need to be trained to facilitate learning, understand diversity and “foster classroom environments that are respectful and secure, encourage self-esteem and autonomy, and use a wide range of pedagogical and didactical strategies”.

Quality teaching is essential for teaching learners to learn and for developing education as a global common good.

Seven possible principles for pedagogy are listed below. The principles are focused on the most promising aspects of learner-centred education and learners’ enshrined rights and help to demonstrate the role of pedagogy in improving the quality of student learning. The principles are applicable to learning within broad cultural norms, community and individual contexts and do not demand high levels of teaching resources.

## 1. Learner engagement

All learning opportunities need to be engaging and motivate students to learn. While there are some common situations that learners are likely to find engaging, these are not universal – what motivates students may vary across different cultural contexts. For example, the patience and silent communal attention demonstrated in classrooms in some cultural contexts allows for particular pedagogical forms which demand sustained concentration. Such teaching practices would not motivate learning in classrooms in other contexts. This motivation stems not just from what learners are experiencing in the classroom, but from cultural expectations of, and respect for, education and teachers.

14 Rethinking Education: Towards a Global Common Good UNESCO 2015

## 2. Mutual respect

Mutual respect between teachers and learners, and a communal atmosphere is vital. Rights of learners need to be respected in the use of sanctions (e.g. no corporal punishment or humiliation) and, it goes without saying, in relationships (no exploitation, sexual or otherwise). Not all learners experience schooling free from these fears.<sup>15</sup> However, in some cultural contexts relationships may be more formal and distant; teachers may be more or less frank about learners' responses to questions or their individual progress and this may be more or less public in the classroom. This principle is not intended to dictate a particular classroom tone.

## 3. Build on prior learning

Teaching needs to build on learners' existing knowledge and skills. Learning challenges are most effective and motivating when they are developmental but within appropriate reach of learners. Resource constraints (particularly large classes) and cultural and pedagogical traditions mean that individualising this process may not be suitable or feasible for all contexts.

## 4. Classroom interactions

It is important that teaching is done through meaningful dialogue with students. This is in line with what we now know about how people learn best through social interaction. It also aligns with the rights agenda, by securing learners' rights to express opinions and to participate, and provides teachers with evidence on cognitive development.

## 5. Relevance of curriculum to learners

Meaningful learning requires that learners are able to engage with and apply what is being taught within the context of their private, social and economic worlds. This is a rights-respecting approach which helps learners respond to

15 Harber, C. (2002) *Schooling as Violence*. Routledge: London; Leach, F. and Humphreys, S. (2007) Gender violence in schools: taking 'the girls as victims' discourse forward. *Gender and Development*, 15, 2, 51-65.

particular situations, such as those arising from conflict or natural disaster. Instruction using home languages is also important within this principle.

## 6. Developing knowledge, skills and attitudes

Curriculum and pedagogy should embrace skills and attitude outcomes as well as the acquisition of knowledge. It implies 'learning by doing' (rather than rote learning) and therefore student interaction and classroom variety. It also emphasises the importance of skills and attitudes relevant for citizenship, including critical and creative thinking. The new attention to global citizenship, various forms of well-being, and other more holistic goals, for example in the recommendations from the Learning Metrics Task Force, aligns with this principle.<sup>16</sup>

## 7. Align assessment with curriculum, pedagogy and learner needs

Changes to examination systems often lag behind reforms in the curriculum. Teachers consequently feel reluctant to spend time on enquiry and discussion when they feel under pressure to cover the required syllabus. Assessment processes should enable those being assessed to improve their learning. They should not be purely content-driven or based on rote learning but should build upon the knowledge, understanding and skills of learners and be informative and relevant both to learners and teachers. Such assessment will help to ensure that pedagogy is not simply 'teaching to the test'.

Implementing these seven principles would require the development of indicators of progress and monitoring processes. These are discussed in Section 7 of this paper.

<sup>16</sup> Towards Universal Learning: Recommendations from the Learning Metrics Task Force <http://www.uis.unesco.org/Education/Documents/lmtf-summary-rpt-en.pdf>

## 6/ What support do teachers need to develop their pedagogical approaches?

### Quality teacher education

To help teachers understand and apply different pedagogical principles in their classrooms, greater attention needs to be given to the quality of pre-service and in-service teacher education. Teachers' own personal pedagogical beliefs and experiences influence their teaching.<sup>17</sup> Teachers need opportunities to reflect on the ways their beliefs about learning and teaching interact with the curriculum, influence their pedagogical decisions and impact on students' learning. For example, to develop their students' skills in enquiry, problem solving, critical thinking, reasoning, communication and collaboration, teachers must understand why these skills are being encouraged and understand that there are different types of knowledge and different kinds of learning that require teachers to make different pedagogical choices.

Transmission of knowledge on its own by a teacher is unlikely to lead to transformation of students' understanding and their ability to apply new knowledge in different circumstances. Teachers need to be able to create the conditions to enable students to reflect on knowledge and engage actively in their own learning. This means teachers not only need to develop their understanding of different pedagogical approaches they also need to know how to adapt their teaching within their own context for the specific learning needs of their pupils.

It is recognised that change takes time and it is challenging within large classes of pupils. However, teachers can take small steps towards creating new learning opportunities for their pupils, such as encouraging different groups of pupils each week to offer their reflections about one curriculum area or topic. A deeper understanding of teachers as learners and of the practices required to support

<sup>17</sup> Brownlee, J. (2003) 'Changes in primary school teachers' beliefs about knowing: a longitudinal study', *Asia-Pacific Journal of Teacher Education*, 31(1): 87–98



and challenge their learning is necessary to enable this change process. Greater emphasis is being placed on professional development for teachers. However, policies alone are not sufficient to enable meaningful professional learning to become a reality for many teachers.

In many contexts there may need to be a re-conceptualisation of teacher education at pre-service and in-service levels. This requires reforms in teacher education programmes and changes in practice for teacher educators, who may have limited experience of and expertise in the implementation of different pedagogical approaches.

The link between pre-service and in-service teacher education needs to be strengthened to support teachers' ongoing learning. Pre-service teacher education has an important role in the development of teachers who have a disposition to learning but a supportive learning climate for teachers in school is also needed throughout their career to enable them to reflect on and adapt their pedagogical approaches. Teachers need regular opportunities to share professional knowledge and challenges in relation to learning and teaching approaches. This requires support for school leaders who need to take up the important role of leading their teachers in learning. The leaders may be experienced in supervising teachers and managing the administration of the school but may have limited experience of supporting members of their staff in developing their practice.

Effective mentoring in the context of induction of new teachers, career-long professional learning and school leadership is being implemented in an increasing number of countries. However, what mentors do in practice differs greatly depending on the country context, the training provided and the mentor's own characteristics and understanding of mentoring.

With quality training, mentors could support capacity-building in schools to help teachers develop their understanding of pedagogy and the application of new pedagogical approaches. Mentors could also support school leaders in creating the conditions to enable a supportive and collaborative learning environment for teachers.

### Alignment of curriculum, pedagogy and assessment in local context

Lack of change to examination systems alongside policy calls in some countries to implement more learner-centred pedagogical approaches is confusing and frustrating for teachers. This holds many teachers back from introducing new pedagogical approaches because they are concerned about the implications for their students' results. Examinations need to be designed to ensure a better fit of the assessment to the different types of knowledge and skills required for the 21<sup>st</sup> century globalised world. This requires a better understanding of assessment approaches for teachers and those who design examinations.

### Cultural diversity and the implementation of new pedagogical approaches

Cultural diversity is a great source of creativity and wealth. It is important to be sensitive to and learn from different culturally-bound ways of learning and teaching and recognise that educational change requires a collaborative approach involving the broader community.

For example, implementing learner-centred pedagogical approaches in some socio-cultural contexts may appear to challenge the authority vested in the teacher. Valuing a partnership approach between teachers and students may conflict with cultural beliefs and inhibit the realisation of some of the Education 2030 goals. The host community need to be able to collaborate with the learning and training institution. Educational stakeholders and community leaders should ideally develop a trusting, equal partnership characterised by ongoing dialogue and a joint vision for achieving the educational targets.

## 7/ How could pedagogy be monitored?

The international community and national governments want to know whether the focused investment on education has led to improvements. This requires some level of assessment and monitoring. The Global Education Monitoring Report and associated research will continue to provide on-going, global assessment of progress towards the 2030 goals and targets.

However, measurement is never straightforward. The quest for quantifiable indicators which have cross-cultural and cross-national validity is challenging and some things are more easily measured than others. Enrolment figures and test results, for example, are readily quantifiable making benchmarks and progress relatively simple to establish.

Pedagogy and the quality of education have arguably suffered by virtue of being difficult to measure. For example, the Learning Metrics Task Force has opened the outcomes agenda to less conventional and more holistic goals, including physical, social and emotional well-being, culture and the arts but the monitoring focus remains on indicators, measurement and metrics.

Pedagogy is mentioned in the Education 2030 targets in relation to teachers, teaching and learning, Education for Sustainable Development and technology. It is referenced in the working draft of the global and thematic indicators but only in relation to access to and use of computers and as an example of a minimum teacher training requirement.

However, despite these challenges, it is possible to monitor and improve pedagogy – it requires different kinds of indicators and data to the numerical and quantitative measurements commonly used.

## Developing an International Framework of Indicators to monitor pedagogy

An international-level framework of Indicators should be developed which is adaptable to local circumstances. Local adaptation would require collaboration between local policy makers, teachers, students, parents and other local decision-makers and a supportive infrastructure and facilitators to enable these different stakeholders to meet and engage in meaningful dialogue.

Possible indicators include:

- opportunities for student to engage in decision-making in class;
- opportunities for students to work in collaboration with peers to achieve an outcome;
- use of home language for teaching and learning;<sup>18</sup>
- use of assessment processes which align with pedagogy that develops knowledge, skills and attitudes at an appropriate level;
- use of rights-respecting pupil sanctions;
- opportunities for teachers to talk about pedagogy in their classrooms with their peers;
- opportunities for teacher education and learning.

Once agreed, the indicators need to be monitored through school-based self-evaluation and external evaluation.

<sup>18</sup> GEM policy paper Feb 2016 If you don't understand, how can you learn? <http://unesdoc.unesco.org/images/0024/002437/243713E.pdf>

## Monitoring and data gathering

Accurate data on pedagogy requires intensive classroom observation. School structures should ideally provide dedicated time to enable teachers to reflect on their pedagogical beliefs and experiences through structured conversations with mentors, which explore ‘the what, why and how’ of what teachers do, and the possible alternative ways of being in the classroom.

This is a time and resource-consuming exercise which needs trusting relationships. However, if these observations are used for professional development as well as monitoring, it is time and resource well spent.

The focus of these mentoring conversations should be the teacher’s own practice with recognisable benefits for teachers, mentors and pupils. This requires a collaborative enquiry approach to explore learning and teaching issues, uncover assumptions and misconceptions, explore possible alternatives and identify practical next steps.

Such processes should also have the effect of encouraging the professional engagement and development of school leaders and teachers who are able to identify evidence of good practice as well as areas of practice that require further development.

For schools, there are mechanisms that already exist for certifying and monitoring rights in schools and classrooms such as UNICEF’s Rights-Respecting and Child-Friendly Schools index.<sup>19</sup>

The data collected is aggregated for monitoring purposes and contributes to in-school developments. Monitoring developments in initial teacher education requires indicators for the content, processes and quality standards of the teacher-education programmes. Teacher-educators also need to be included in

19 <http://www.unicef.org.uk/rrsa>; [http://www.unicef.org/lifeskills/index\\_7260.html](http://www.unicef.org/lifeskills/index_7260.html)

processes to monitor their skills, knowledge and opportunities for professional development.

The knowledge, skills and dispositions of teachers can be identified as competences or professional standards. These can be used in dialogue with teachers, to support reflection on practice and to monitor the quality and ongoing development of teachers and teaching.

## Example Teaching and Learning Survey

A Teaching and Learning International Survey (TALIS) carried out by the OECD provides a useful example of a range of indicators concerning teachers' professional learning. The most recent survey involved 34 developed and middle-income countries. The 2018 survey is set to involve over 40 countries.

TALIS aims to provide valid, timely and comparable information to help countries review and define policies for developing a high-quality teaching profession. The survey collected data about the ways in which teachers' work is recognised, appraised and rewarded, and assesses the degree to which teachers' professional-development needs are being met.

TALIS provides insights into the beliefs and attitudes about teaching that teachers bring to the classroom and the pedagogical practices that they adopt. Recognising the important role that school leadership plays in fostering an effective teaching and learning environment, TALIS describes the role of principals and examines the support that they give their teachers. TALIS also looks at the extent to which certain factors may relate to teachers' feelings of job satisfaction and self-efficacy.

Examples of indicators that are used in TALIS include: Amount and types of appraisal and feedback; Access to and participation in professional development; Participation in mentoring and teacher cooperation; and Professional development needs and barriers to professional learning.

## 8/ What role could UNESCO play?

UNESCO, as a multilateral body, has a unique and significant role to play in supporting Member States<sup>20</sup> to work towards the delivery and monitoring of such pedagogical goals.

Whilst funding is critical to achieving the Education 2030 goals, it is also recognised that success necessitates new forms of governance and collaborative support that understands local needs and circumstances. UNESCO could support Member States to develop pedagogical approaches which would help to deliver the Education 2030 targets.

### Teacher education

The target of providing every child with a good quality education will not be realised without sufficient well-educated teachers in schools. Developing teachers' pedagogical skills is central to this. UNESCO capacity-building initiatives in the field of teacher education should emphasize the development of a range of pedagogical approaches.

UNESCO already has a dedicated programme for developing the capacities of existing teacher education/training institutions which draws on the use of technology-supported solutions such as open and distance learning. The distance programmes could help to develop a range of pedagogical approaches using for example an Open Educational Resource (OER). Participation in OERs could be complemented by local support for the application of new learning and teaching approaches.

UNESCO could place a new emphasis on the need for sustainable plans for local professional development. This could include supporting training for local mentors in schools and teacher education institutions in partnership with in-

<sup>20</sup> As of April 2017, UNESCO has 195 member states, the most of any UN body



country providers and exploring the infrastructures required to engage with local community leaders and educational stakeholders.

### Develop mentoring programmes for teachers and school leaders

UNESCO could draw on its network of international experts to develop mentoring programmes that provide tailored support for teachers as individual learners. This would enable teachers to feel supported as they implement new learning and teaching approaches within their own context. UNESCO could work in partnership with local and national stakeholders to contribute to the development of training for school leaders with a focus on how they support the professional development of their staff.

### Support the development of teacher policy at country level

UNESCO could provide country-level support for policy analysis, development, translation into practice and evaluation of teacher education. UNESCO could utilise its network of experts to develop evidence-based policy development drawing from their own and other research. This should include promoting an understanding of the importance of pedagogy in realising the Education 2030 goals.

UNESCO's Teacher Policy Development Guide<sup>21</sup> highlights the need for all countries to develop a national teaching policy and points to the importance of on-going training and support. This could include training in different pedagogical approaches and support to help implement them.

### Monitor professional development of teachers and teacher educators and the contribution of pedagogical approaches

UNESCO has a long track record of helping to monitor international recommendations on the status of teachers and conditions for the development of the teaching profession. UNESCO should draw on this experience to support

21 Teacher Policy Development Guide, UNESCO 2015

the development of understanding of the different kinds of indicators that are required to monitor pedagogy. In particular, UNESCO could have a key role in developing a Global Framework of Indicators for the Pedagogical Principles outlined above at an international level. UNESCO could also support the adaptation of the Global Framework to local circumstances and preferences through supporting the in-country development of more specific, contextualised pedagogical indicators. This support would include recommendations for the development of a supportive infrastructure to enable different stakeholders to meet and experienced facilitators to encourage and promote meaningful dialogue.

### Publicise global data on pedagogical principles and indicators and progress in teacher and teacher education development

UNESCO could disseminate the results of the development of a Global Framework for Pedagogy including examples of: specific indicators developed at country and local levels; alignment of curriculum, assessment and pedagogy in national and local contexts; teaching standards for teachers pre- and in-service and teacher educators; and mentoring programmes to support teachers' and teacher educators' understanding of and application of pedagogical approaches to improve the quality of learning and teaching.

The Global Education Monitoring Report (GEM) will continue as the primary mechanism for monitoring progress towards the Education 2030 targets. New data on national and international progress will be gathered and analysed. The GEM report could be used to share information on pedagogical principles and publicise data.

## 9/ Our recommendations:

We believe that UNESCO should:

- Strengthen and use its existing strategies and initiatives to develop and promote a shared understanding of pedagogy which can be adapted to national and local contexts.
- Help to develop, disseminate and monitor a global indicator framework for pedagogy, as part of the Education 2030 process, which can be adapted to national and local contexts.
- Use its distance learning programme to support a range of pedagogical approaches and introduce and support mentoring programmes for teachers and school leaders.
- Use the Global Education Monitoring Report to monitor the professional development of teachers and teacher educators and the contribution of pedagogical approaches to achieving the Education 2030 goals.

# Appendix

## SDG on Education and associated Education 2030 targets

### Goal

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

### Targets

- **4.1:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- **4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- **4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- **4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- **4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- **4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- **4.7:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

## Targets around means of implementation

- **4.a:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- **4.b:** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing. States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
- **4.c:** By 2030, 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.

Education 2030 Framework for Action

<http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>



