



UNITED NATIONS
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United Nations Transforming Education Summit

Thematic Action Track 3: Teachers, teaching and the teaching profession

Discussion Paper (Final draft –15 July 2022)

I. Context, challenges and opportunities

Teachers, trainers and other education personnel are generally considered the single most influential variable in an education system for achieving learning outcomes.¹ The achievement of SDG 4 and the transformation of education will depend heavily on teachers and education personnel² that are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.³ The challenge of Action Track 3 of the Transforming Education Summit is to seek commitments and action to create such an education workforce in a manner that is sustainable and achievable.

Currently, education systems are confronted by four major challenges related to the education workforce: personnel shortages; difficulties in ensuring adequate qualifications, skills and professional development needs of teaching personnel; low status and working conditions, and lack of opportunities to develop teacher leadership, autonomy, and innovation.

In 2016, it was estimated that 69 million teachers were needed globally to meet SDG 4⁴. Without enough teachers, classrooms are overcrowded, teachers are overworked and demotivated, and the quality of teaching is inadequate to enable all learners, especially the most vulnerable, to achieve desired learning outcomes. While this number has decreased as we approach the target year, it is estimated that Sub-Saharan Africa will still need 15 million teachers.⁵ Inequitable deployment and distribution of teachers is also a major challenge that impacts shortages in rural and hard-to-reach locations.

¹ World Bank, *World Development Report 2018: Learning to Realize Education's Promise*, 2018, 131.

² Education personnel includes teachers but also administrators, trainers, education support personnel, and other workers who may be involved in formal or informal education.

³ Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4.

⁴ To achieve universal basic education by 2030, the world education systems will require additional 24.4 and 44.4 million teachers respectively in primary and secondary. Sub-Saharan Africa and Southern Asia account for over 76% of the need for new teachers in developing countries. In Sub-Saharan Africa, 70% of countries for primary against 90% for secondary face serious teachers' shortages leading to the continent being home to the most overcrowded classes; hence the most overburdened teachers.

⁵ International Task Force on Teachers for Education 2030. 2021. [Closing the gap: Ensuring there are enough qualified and supported teachers in sub-Saharan Africa](#). Paris: UNESCO.



In crises or refugee contexts, teachers work in challenging contexts and are more likely to have minimal qualifications, professional development opportunities, compensation, supervision, or support. Particularly for those teachers who are also refugees, opportunities are additionally limited because they are largely invisible in national planning around increasing the teacher workforce, budgeting, or reforms in remuneration, retention or professional development.

Before the COVID-19 pandemic, teachers in many countries, especially in Sub-Saharan Africa (1 in 3) and Southern Asia (1 in 4), lacked the minimum required qualifications and training.⁶ Furthermore, gender imbalances prevail in the profession: at global level, female teachers are a high percentage in early childhood through primary levels, while male teachers dominate secondary and tertiary education, especially in areas related to science and technology.⁷ Changes brought forth by the pandemic, including widespread digitalization and increasing inequality, have further underscored the need to transform teaching and to better train and support education personnel. This transformation is needed so that in collaboration with parents, communities and other social service sectors, learning and teaching can be adapted to a variety of situations and challenges, such as including climate change, displacement and conflict. The digital transformation and the use of technologies hold promise for expanding education access and enriching provision for more learners. Yet, lack of access to such technologies and requisite infrastructure, and a dearth of skills for their use by learners and teachers, remain important obstacles for unlocking their potential. The role of the teachers has also expanded from knowledge providers to knowledge producers and sense-makers of complex realities. Today, teachers are called to facilitate learning but also to help students develop a sense of belonging and responsibility for the world. Thus, teacher professional development needs to include topics such as health, gender transformative pedagogies and teaching for climate action, sustainability, global citizenship and “21st century skills”.⁸

Another key obstacle in forming quality teachers is their working conditions and remuneration, which deter youth from entering the profession and in-service teachers from remaining in it. Teacher wages remain comparatively low in many countries, and in crisis-affected areas, teachers are often paid late or not at all. Many teachers, especially women, face violence and harassment, as well as burn-out and stress linked to the demands of growing portfolios of duties that range from instruction to health to pastoral care. The active participation of teaching personnel and their representative organizations in the development of short, medium-term, and long-run strategies to support educational transformation is crucial to ensure that their expert perspective and professional needs are considered, alongside those of learners and society at large.

Accelerating progress toward SDG 4 and transforming education is only possible when all education personnel are professionalized, trained, motivated, and supported — in all settings including in emergencies, crisis, conflict, and refugee contexts, and at all levels of education from early childhood to TVET, adult and higher education. This requires the recognition and funding of education as a public good, and appropriate policies that recognize teaching as a collaborative endeavor performed by

⁶ UNESCO, 2021. [World Teachers’ Day 2021 fact sheet](#)

⁷ UIS/UNESCO data.

⁸ ILO, [The future of work in the education sector in the context of lifelong learning for all, skills and the Decent Work Agenda](#), 2021.



professionals who can contribute to the production of knowledge that will support future transformations in education. (UNESCO, ILO, UNICEF and Education International, 2021)⁹.

II. What does the transformation look like?

Educational transformation will only happen if teachers are professionalized, trained, motivated, and supported to drive the process and to guide their learners to reach their objectives and well-being. It is important to acknowledge that the 80 million teachers world-wide cannot be expected to be super-heroes: we must build an education-supportive environment where the work of teachers is amplified outside the educational institution.

a) Each country has the right number of well-trained and qualified teachers and other education professionals in the right place with the right skills

Education systems need to recruit adequate numbers of teachers and other relevant personnel with the minimum required qualifications to meet learners' needs. This includes in early childhood education, which is rapidly expanding as an educational right.

In the **short-term**, countries need added flexibility that enables the expansion of the pool of candidates entering the teaching profession, including allowing back, on a voluntary basis, retired teachers, and upgrading contract teachers, volunteer personnel and refugee teachers to stable career professionals through training and qualification schemes. Teacher migration from countries with adequate supplies of teachers can be facilitated, in line with international principles on fair migration. This can also include appropriate accreditation of refugee teachers, including bilateral and regional agreements between host member states and refugee home countries to allow for equivalency recognition of refugee teacher qualifications. To address the immediate need for more qualified and trained teachers – including more women – countries can recruit teachers directly from underserved areas or provided pathways to qualification for unqualified teachers and trained them in schools supported by distance learning or through micro credential schemes, while making sure that adequate professional standards are maintained. Training should be robust, of quality and include pedagogical training.¹⁰

In the **medium-term**, strengthened licensing and accreditation schemes, including the recognition of prior and experiential learning, can provide new pathways for teacher qualification or for other education roles. Investment in the training of women to teach STEM topics can further promote gender equality. Recognition of prior learning schemes should be organized in a manner that maintains the credibility of the teaching profession and ensures that standards are maintained. Likewise, in-service training can help teachers meet the minimum required qualifications. Since teacher attrition is highest in the first few years of teaching, induction programmes should be strengthened. Such measures can

⁹ UNESCO, ILO, UNICEF and Education International: [Joint message on the occasion of World Teachers' Day, Teachers at the heart of education recovery](#), 5 October 2021

¹⁰ Education Commission (2019) Transforming the Education Workforce: Learning Teams for a Learning Generation; Save our Future White Paper (2020).



incentivize high-achieving graduates and those already teaching (but lacking qualifications) to consider teaching as an attractive career option. Career guidance interventions in secondary and tertiary institutions can help steer promising students into teaching careers, including those from rural and remote regions. Including trainee teachers in the workforce as part of a learning team provides better initial training and enables them to play a key role in supporting learning.¹¹ Advancement opportunities for teachers have to be diversified and clear from the very beginning of the teaching career. These should include vertical and horizontal promotion opportunities, role transfers to other educational positions, increased responsibility in terms of leadership, administration or specialization.

Particular attention needs to be given to attracting gifted and experienced teachers to hard-to-staff schools (from poor districts, disadvantaged rural areas, refugee and migrant communities, historically marginalized communities etc). This represents a significant priority aimed at increasing equity within educational systems, including through affirmative action and incentives. Measures need to ensure gender equality in the education workforce, including by promoting women in STEM, TVET and leadership positions, and men into such areas as early childhood education.

In the **longer-term**, countries need to urgently provide teachers with opportunities to grow and develop, such as taking on flexible career paths, which include mentoring their peers, leadership or policy support positions. Education systems should reward experimentation, innovation, teacher agency and autonomy and document and promote transformative results. Such reforms require longer-term investments and a restructuring of teacher career paths to align with teacher education programming. They may also require, in some cases, lifting wage constraints on public spending to ensure adequate salaries for teachers. In least developed country contexts, special drawing rights, as well as restricting or forgiving debt in return for investments in teachers and education could be considered. Moreover, using better data in smarter ways can drive more equitable allocation and improve the quality and availability of teachers in the most marginalized communities. Workforce planning, deployment, and management need to be improved, which means robust data must be available and utilized. The development of robust Education Management Information Systems, through a web-enabled system can help in the collection and analysis of data to ensure efficient use of resources.¹²

b) All teachers have quality initial training and continuous professional development throughout their careers

In the **short term**, teachers' continuous professional development needs to integrate pedagogies and capacity building to embrace digital and hybrid modes, to address learning loss, and prevent school dropout. Educational processes should comprise identifying, developing, experimenting, assessing, evidencing and scaling-up the most effective teaching that combines in-person and distance online/offline provisions to ensure that all learners, regardless of age, gender and location, can learn

¹¹ D. Bramwell, S. Anderson, K. Mundy, "Teachers and Teacher Development: A Rapid Review of the Literature", Ontario Institute for Studies in Education University of Toronto, 2014.

¹² Namibia, submission to the TES, 2022.



through blended pedagogies. It is important, however, that technology enables, but does not drive, teacher professional development.¹³ Great care has to be taken to invest in technologies that are pedagogically relevant, dependable and sustainable, and that support teachers rather than replace them in the hopes of reducing expenditure. Strategies that make use of already available technologies, including low-tech solutions, should be considered in order to ensure rapid impact and high inclusion. Investment in technology requires parallel investments in teacher training for digital skills and competencies. Developing educators' capacity to conduct rapid assessments of all students' learning levels upon their return to school and as regular practice so as to be able to implement differentiated instruction to ensure all children achieve foundational learning can also be an important measure.¹⁴

In the **medium term**, teacher development needs to innovate and transition from course-based training to a continuum of collaboration and exchange among teachers, schools, and education systems. Pre-service training needs to ensure not only rigorous subject mastery but pedagogy and the social aspects of teaching. The promotion of communities of practice and peer-learning spaces where teachers may be able to exchange and share the result of their innovations, self-reflective practice, and experimentations, and their professional needs, can also advance the sense of purpose and of belonging to a professional community. Promoting teacher-led research and rewarding research and innovation by teachers, can foster greater status and motivation. The development of school leaders is also critical; peer learning schemes for head teachers and school leaders have been promising in supporting teachers.¹⁵ Quality control and monitoring frameworks for teacher education institutions need to be strengthened and due investments in such institutions should be commensurate with overall investments in the education workforce. Teacher professional development programmes should be developed with teachers in response to their needs, and address ways in which schools can be made safer and more inclusive for all groups, including those affected by conflict and forcible displacement.

In the **longer term**, it is necessary to broaden the agency and autonomy that teachers have to interpret and manage the curriculum, to adapt and prioritize content and pedagogy, and to transform educational provision, both pedagogically and in terms of the organization of learning and schooling, in order to address the individual profile and potential of each learner. The expanded role of educators in relation to education for sustainable development, social and emotional skills, gender equality, climate change, global citizenship, peace and non-discrimination requires adequate skills training, professional learning and development. Teacher involvement in the identification of training needs and in the design of training delivery is essential. Education personnel also need adequate time to engage in training, and such training should be at no cost to the learner.

¹³ World Bank, 2020. How to Enhance Teacher Professional Development Through Technology: Takeaways from Innovations Across the Globe (<https://blogs.worldbank.org/education/how-enhance-teacher-professional-development-through-technology-takeaways-innovations>)

¹⁴ M. Kaffenberger, "Modeling the Long-Run Learning Impact of the COVID-19 Learning Shock: Actions to (More Than) Mitigate Loss" (2020).

¹⁵ Education Development Trust, British Council, VSO, VVOB, Submission to TES, 2022.



c) Every teacher, school leader and other education worker has a recognized professional status, can participate in social and policy dialogue and works in conditions that enable them to be effective and to transform education from within

To ensure quality education, and to make the teaching profession more attractive for younger generations, decision makers need to ensure decent working conditions and an enhanced status of the profession, including through wages comparable with professions requiring similar levels of qualifications, so that teachers can assume an active role in the transformation of education processes. Teacher motivation, including intrinsic motivation, also needs to be more consistently taken into consideration in discussions in relation to the teaching profession.

In the **short term**, teachers should urgently be guaranteed decent work, including respect for fundamental principles and rights at work, including safety and health at work, mental well-being for all education personnel, as well as protection against violence and harassment and communicable diseases.¹⁶ It also means ensuring adequate social protection, housing or suitable accommodation and transportation allowances for those who work in remote rural communities, or paid leave for further professional development and research. Working conditions for the teaching profession need to ensure quality teaching and learning, as well as teacher well-being, especially in terms of workloads and work intensity, balance of teaching and non-teaching working time, appropriate accountability mechanisms, as well as a supportive environments and infrastructure. Equity in access to quality professional development and education technology should be ensured for all teachers, along with salary scales established through social dialogue that may be linked to progressing teacher careers. In refugee settings, harmonized schemes of service for refugee teachers can be established that consider their qualifications, experience, and responsibilities.

In the **medium term**, global changes and the transformation of education need to be reflected in the status of teachers. Therefore, teachers should be perceived as actors of change and must be part of the decision-making process concerning education to protect their educational autonomy and ensure enabling working conditions. This includes strengthening freedom of association of teachers and social dialogue in education.¹⁷ Reducing teachers' administrative workload is another important step, as it often diverts them from the core of their mission and crowds out the instructional process. Such a step could additionally free up time for proper professional growth.

In the **longer term**, systems and a culture of collaboration between teaching professionals, their representative organizations, governing bodies and other social actors needs to be established to ensure

¹⁶ ILO, Conclusions of the Technical meeting on the future of work in the education sector in the context of lifelong learning for all, skills and the Decent Work Agenda, 17–21 May 2021.

¹⁷ Since its establishment in 1951, the ILO Committee on Freedom of Association (CFA) has examined more than 300 allegations of violations of freedom of association and collective bargaining concerning teachers' unions.



extensive support for teachers, and for the public sector in general. Teaching should not be a lonely and insular profession. This collaboration should include social dialogue and teacher participation in decision-making processes affecting education and the teaching career including in the bodies set up for this purpose (e.g. local education groups or equivalent structure). Efforts should be made to reflect the importance of teachers and the complexity and expertise of teaching professionals in media and government communication to promote trust in teachers, to appeal to both the intrinsic and extrinsic motivations of educators. Countries can be supported to develop comprehensive teacher policies to develop strategies to strengthen the profession. Mentoring, school-based continuous professional development, and championing of high-performing teachers can lead to improvements.¹⁸

d) Teachers and other professional roles are empowered to lead learning, innovate and harness relevant research

Teachers' capacity for innovation is one of the keys to building resilient education systems. Since teachers are best placed to assess the conditions of their own classrooms and communities, governments need to promote their leadership to generate meaningful transformations. Experimentation and adaptation must take place within clear policy frameworks. Governments, teacher education institutions and other actors must balance structure and flexibility to foster both bottom-up (grassroots) and top-down (system-wide) innovations.

In the **short term**, effective teacher innovations can be deployed and scaled up to support continued learning and recovery efforts at school or district level, by supporting implementation of the RAPID Learning Recovery Framework (UNICEF, UNESCO, WB, 2022).

In the **medium term**, teaching personnel, and especially school leaders, can be supported to work with schools to design and implement interventions to reach every child, assess learning levels, prioritize teaching the fundamentals, increase catch-up learning, as well as develop children's well-being so that they are ready to learn. This can include dedicated training, mentoring and support programmes for school leaders, as has been developed in some countries.

In the **longer term**, there is the need to reshape the teaching profession to accommodate a career pathway, beginning with opportunities for teachers to take on leadership roles as part of their professional development. Teacher leaders provided with specialized training could be responsible for leading school "learning teams" to transform the education workforce (Education Commission, 2019). This would require governments to invest in new policies and plans to enable an organizational restructuring to integrate teacher leaders in a transformed school model. Mapping of key investments, interventions and game changers

¹⁸ U.T. Jensen et al. « Conceptualizing and Measuring Transformational and Transactional Leadership » *Administration & Society* 51(1):1-31 (January, 2019).



III. Successful policy interventions and good practices across different regions

Drawing on the analysis above, AT3 identified eight strategies for creating an effective education workforce:

Strategy 1: Develop comprehensive national policies for teacher and teaching personnel. Drawing on the UNESCO/TTF's [Teacher Policy Development Guide](#), this can include support for the development or implementation of teacher policies aimed at elevating the quantity, quality, status and working conditions of teachers, as well as costing of teacher policies that are comprehensive, credible, crisis-sensitive and embedded in Education Sector plans. As a priority, National Teacher Policies should address employment and working conditions in education and training, including wages, hours of work, protection from violence and harassment, gender equality and non-discrimination, and social protection. Teacher policies should also address the further strategies enumerated below.

Strategy 2: Develop standards and competency frameworks for teachers, including the integration of ICT into teacher education and practice. This includes an agreement of the minimum knowledge, skills and ethical standards all teachers should observe, based on global (e.g., UNESCO-EI Global Framework) and regional frameworks. All countries should develop national frameworks to guide initial teacher education, continuous professional development (CPD), and careers schemes. As part of this, an integrated strategy is needed to develop the digital skills to teach effectively with ICT, providing devices and the connectivity needed to produce and leverage available digital resources, share knowledge with peers, enrich and transform teaching practices. Digitalization strategies in a number of countries have shown that such investments can expand access to education but need to be accompanied by measures to ensure equitable, sustainable and inclusive access to and capacity to use education technologies both for educators and learners, appropriate training for educators, decent work in relation to the use of technology, including in respect to work-life balance, and protection of privacy and data. The promotion of open and public access technology and effective regulation of public-private partnerships is also key.

Strategy 3: Design certification mechanisms and continuous upgrading programmes of in-service teaching personnel. This can include the recognition, accreditation, and certification of prior and experiential learning among volunteer teachers, refugee teachers community teachers, and other education personnel, including teaching aides. An important element in improving the social and professional status of teachers is the official recognition and acquisition of qualifications, with a view to their full professionalization.

Strategy 4: Promote wider education workforce team-based approaches to support teaching and learning. Emerging evidence suggests that supporting teachers and learners with a team of education and other professionals and other roles can be an effective way to improve learning and promote a broad range of education outcomes. (D'Amour et al., 2009). While few education systems employ formal team structures, many already include elements of team approaches, such as teachers working together in professional learning communities or school principals working with district officials and



teachers to engage caregivers in student learning. At school level, teams should include management as well as experienced mentors, with both expected to support and improve instructional practice of teachers by providing guidance, carrying out classroom observation sessions and providing high-quality feedback.

Strategy 5: Empower leadership, motivation and innovation. This can include incentive programmes for teacher innovations and collaborative work. Fostering the agency and autonomy of teachers and school leaders by co-creating educational resources and implementing continuous reforms of the curriculum and evaluation frameworks. Capacity building in social dialogue and system transformation needs to accompany this process.

Strategy 6: Promote robust social dialogue and teacher participation in educational decision making. Social dialogue, including collective bargaining, can ensure decent work and fair working conditions for teaching and education personnel. Bringing knowledge and experience from social partners in the development of policy can prevent labour conflicts in the education sector. Training partners on social dialogue, in particular interest-based bargaining techniques, can be one way to improve labour relations in education and forge collaboration on strengthening education systems.¹⁹

Strategy 7: Prioritize integrated national reform strategies and effective functional governance. Education, teaching and training are not the remit of education ministries alone. Investment in education and teaching requires a whole-government approach to ensure adequate financing, sustainable domestic revenue through fair taxation and appropriate levies, and social policies to ensure an enabling environment for education, with strong support equality and equity, decent work to ensure work/life balance, and measures to bolster public support and authority for teachers and educators. Education goals need to be set in relation to social, labour market and individual needs, with possibilities of success through a diversity of learning pathways. An integrated teaching career management system is needed to motivate high-performing teachers while helping personnel who need further training. Monitoring and evaluation of teaching is needed to ensure efficient use of resources and effective results. At the same time, there is a need to assess performance based on variations in learning outcome acquisition by students, thus better rewarding teaching staff who make a difference in disadvantaged communities.

Strategy 8: Support inclusion of refugee and other teachers in crisis settings in national teacher management and development systems. Advocacy and support should focus on teacher professional development, access to fair remuneration, addressing inequities in teacher supply and distribution, and recognition of qualifications. Other critical elements of support should include provision of coaching, mentorship support and meeting of mental health needs.

¹⁹ ILO, *Handbook on social dialogue in education*, (forthcoming, 2022).



Strategy 9: Honour commitments made set out in the Call to Action on Education Finance (2021) on education financing. This includes ensuring that the target of 20% annual expenditure on education also invests in strengthening the capacities and improving the working conditions of teachers, recognizing the instrumental role that they play in determining learning outcomes.

Strategy 10: Offering additional support for teachers in TVET and LLL. The pace of technological changes in many countries has led to growing mismatches in labor markets, with workforce shortages even in countries that are well short of full employment. An important tool in closing these gaps is greater support for the TVET and LLL sectors. This support should include greater funding for in-service training, the involvement of industry in upskilling activities for teaching staff and efforts to reduce imparity of esteem versus other education tracks. Additionally, efforts should be undertaken to reduce the imparity of esteem between TVET and theoretical tracks, currently present in many countries.

IV. Synergies and alignment across Action Tracks and their sub-themes

Action Track 1: Inclusive, equitable, safe and healthy schools

Teaching personnel and particularly teachers and school leaders are at the front lines of ensuring that education is inclusive with regard to gender, disability, ethnicity, social class and other factors. They are important agents of change through their work (what they teach), but also by who they are (role models). In educational settings, teaching personnel can demonstrate positive attitudes towards learners of differing abilities, those who speak a minority language at home, or those who arrive from a different region or country (including internally displaced and refugee populations). They can strengthen scientific and critical thinking skills, promote tolerance, encourage dialogue, improve gender equity, advance important cultural and social values, and create a more sustainable and peaceful world.²⁰ (OECD, 2015; UNESCO, 2020)²¹.

Promoting gender equality, including women and staff from minority backgrounds or with disabilities, and gender-sensitivity in the teaching workforce can be an important strategy to engage both boys and girls meaningfully in learning.²² Promoting and supporting women to take on leadership roles is also important, as selection processes often disadvantage women, leading to their underrepresentation in

²⁰ UNESCO, 2013. [Teachers – Education Sector technical Notes](#)

²¹ UNESCO, 2020. [Global education monitoring report, 2020: Inclusion and education: all means all](#)

²² Jyotsna Jha, Shubhashansa Bakshi & Ernesto Martins Faria, 2012: "[Understanding and challenging boys' disadvantage in secondary education in developing countries](#)". Paper commissioned for the EFA Global Monitoring Report 2012, Youth and skills: Putting education to work



leadership roles at all levels in the education system. Teachers and educational personnel should be trained and supported to prevent and fight against sexual and gender-based violence

AT 2: Learning and skills for life, work, and sustainable development:

Teachers, in particular TVET teachers and trainers, will also be the key to developing lifelong-learning strategies and ensuring that education responds to the needs of the labour market. This will require social dialogue around skills needs, assessment strategies and sectoral development policies to be coordinated with education systems. In addition, teacher training and support programs should extend to LLL, which is likely to play a growing role in ensuring long-term employability.

AT 4: Digital learning and transformation:

Developing the digital capability and skills of teachers is key to preparing students for the needs of changing societies and economies. This will require improving the quality of initial and continuing teacher training and development and enhancing supports for lifelong learning. Such training should cover the use of technology, pedagogy and content knowledge, and ethics, safety and well-being in relation to digital technologies. Training and professional development need to be affordable and accessible to all teachers and should take into account gender and rural/urban dynamics.²³ Access to digital technologies should be open and public, with strategies that ensure sustainability and equitable access, protected from profit-seeking and private interests.

AT 5: Financing of education

Further coordination with AT5 is being planned to ensure commitments made on education financing can also address teacher professional and working conditions.

V. Recommendations for global action

Based on global consultations, on-line input and commentary on draft versions of the paper, and input received during the Pre-Summit in Paris in June 2022, Action Track 3 recommends the following three initiatives for future global action and national commitments:

- 1. Accelerate efforts to improve the status of teachers and their working conditions to make the teaching profession more attractive through robust social dialogue and teacher participation in educational decision making.** This includes putting teacher perspectives at the centre of all

²³ ILO, *Digitalization in teaching and education in Ethiopia, Kenya, Malawi, Rwanda and the United Republic of Tanzania*, 2021.



decision-making in education and measures to increase teacher autonomy. A national indicator for this could be an index of qualified and supported teachers and national social dialogue mechanisms in place.

2. **Accelerate the pace and improve the quality of teacher professional development through the adoption of comprehensive national policies for teacher and teaching personnel.** Such policies can cover initial teacher education and continuous in-service training and include the updating, development and implementation of professional teaching standards and competency frameworks to guide teacher education curricula, mentorship programmes, qualification and accreditation processes, and teacher formative assessment. Such measures should ensure teacher training is evidence-based, relevant, practical, and inclusive, including for migrant teachers. A national indicator of teacher polices could be developed in this regard.
3. **Improve the financing for teachers through integrated national reform strategies and effective functional governance and dedicated financial strategies.** A whole-of-government approach to improving conditions for teachers, fostering innovation, and financing education as a public good can increase the supply of qualified teachers and make a quality education workforce sustainable. A national benchmark of public investment in teaching could be developed.

Key initiatives/coalitions/networks/platforms that can support, with the SDG4-Education 2030 High-Level Steering Committee, the post-Summit follow up and monitoring – main actions and accountability

Global, regional and national coalitions of teachers and their representatives, education authorities, civil society organizations and academics can be leveraged and promoted as part of the follow up to the Transforming Education Summit. At the heart of this is the notion that teacher voices and experience should be placed at the centre of education decision-making, including in relation to responses to current and future disruptions and the transformation of education systems.

- **Global initiative on national teacher policies.** At the global level, international coalitions such as the **International Task Force on Teachers for Education 2030**, also known as the Teacher Task Force (TTF), the **Education Workforce Initiative**, **United Nations Girls' Education Initiative** and the **Global Education Forum(GEF) Working Group on Education workforce**, can lead a movement for the adoption, by every country, of national teacher polices, developed through social dialogue with teachers. Such policies should cover the strategies enumerated above, with a cross-cutting emphasis on gender equality and addressing the situation of teachers in crisis and emergency contexts.



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- **Global monitoring of the state of teachers and the education workforce and regular monitoring of respect of teacher rights**, as set out in the **ILO/UNESCO Recommendation concerning the Status of Teachers (1966)** and the **UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)**. This could be carried out through appropriate bodies by the international system, such as the **Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)**. Monitoring of the situation refugee teachers and teachers in crisis and emergency situations should be strengthened in these mechanisms.
- **Global compact on securing education financing**. Working together with international financial institutions and other multilateral financing mechanisms, countries can seek to leverage financing and structure education sustainable funding to ensure attractive salaries and working conditions for teachers.