



# Achieving a Learning Generation

## Investing in Teachers

### No shortcuts or substitutes for teachers

The Commission report makes it clear how crucial qualified and well-supported teachers and education support staff are to getting all children into school and learning within a generation.

the Commission's Learning Generation vision which sets out further detail on how this can be realized, can only be achieved by vigorously supporting the teaching profession.

**The status of the teaching profession matters for the success of every country.**

**In many countries there has been underinvestment in the workforce.**

The United Nations Sustainable Development Goal 4 to "Ensure inclusive and quality education for all and promote lifelong learning opportunities for all" by 2030, supported by the world's governments, together with

The Commission recommends greater support for the teaching profession, including increased funding for teachers, and elevating the profession to its rightful place in transforming societies.

## 1. Adequate, sustainable, predictable and efficient resourcing

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The number one prerogative to both tackling the shortage of teachers and ensuring they have the supports necessary to reach every student is increasing financing and ensuring that all financing is spent effectively and efficiently. Untrained and unqualified personnel may be cheaper in the short term but in the long term are a recipe for low achievement, higher inequity and making teaching a last option profession.

There are no shortcuts to building and sustaining a strong profession.

**Governments must significantly increase their investment in the recruitment, training and retention of teachers, and in their effective deployment and utilization, to meet this rising demand.**

## 2. Qualified Teachers in a Mutually Reinforcing Ecosystem

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A qualified, well-supported, well-paid teaching force is essential for the achievement of equitable quality education for all. The Commission recommends diversifying the education workforce to help ensure that teachers can spend much more of their time in the classroom and teaching, that valuable teaching resource is deployed efficiently, and that children are supported by a wider range of professionals with distinct skills and roles. The whole school approach

to education that provides teachers with the space and time needed to both teach and prepare for lessons, and that encompasses education support professionals is the right way forward.

**The Commission recommends the systematic professionalization of both teaching and non-teaching roles within the sector.**

## 3. Teachers trained and empowered to drive innovation

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Innovation in the way education is delivered will be vital to rapidly expanding participation and learning in a sustainable way, and to ensuring that education keeps pace with the changing needs of learners and societies. Strengthening initial and ongoing teacher training and development; innovating in teachers' roles and deployment; supporting teachers to improve their practice to reflect the best available evidence on what works; and enabling them to utilize the best new

resources, technologies and methodologies, will be critical to ensuring that teachers can lead innovation at all levels of education.

**The purpose of education and the skills that young people will need are changing, as is our understanding of how children's brains develop and how they best learn.**

## 4. Teacher Unions

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Teacher unions bring positive approaches to education policy. Background research for the Commission shows that policy dialogue that includes teachers can result in more sustainable solutions. The Report's examples in Uganda and Gambia clearly show this.

**In 2013, the Uganda National Teachers' Union (UNATU) joined forces with a group of civil society organizations to launch the Quality Public Education (QPE) Campaign, which empowered teachers across the country to use data to call for greater accountability and efficiency in national budgeting.**

## 5. Listening to the Profession

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Teachers and their organizations are viewed as valuable partners in education reform. By tapping into their hands-on, classroom expertise and experience, governments can make sure their efforts bring about positive change.

**Teachers themselves should be at the heart of designing and leading these changes, as empowered and valued partners in reform.**

**Gambia provided a strong example of this collaboration when the teachers' union worked with the government to enable teachers to be paid through their own accounts in a cooperative credit union so they do not have to travel long distances to urban areas to get their salaries and so have more time for teaching.**

## 6. Professional Autonomy

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Professional autonomy is key to success over the long-term, and to ensuring that education systems keep improving. This should include investing in strengthening educational leadership at all levels, and ensuring that well-trained teachers are able to adapt teaching and learning to the specific and changing needs of learners.

**Many successful systems have shown that as skill levels in the education workforce increase, so too should their autonomy and freedom to innovate and improve.**

## 7. Better salaries and working conditions

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Improving the salaries and working conditions of teachers and education staff is key to attracting the best candidates into the teaching profession and retaining qualified and experienced teachers.

**Teachers must be paid a livable wage that properly reflects the importance of the profession and makes it an attractive career option.**

## Public Education the Top Priority

Getting all children and youth into school and learning within a generation requires rigorous and sustained investment in public education and teachers.

**The Commission affirms in the strongest terms the importance of the skills, commitment, and morale of teachers and the whole education workforce.**

**Studies show that outside the immediate family circle, teachers have the greatest influence on young women and men as they develop into adulthood.**

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