

OCTOBER 2023
5 World Teachers' Day



Global pathways to an attractive teaching profession
6 October 2023

Date: 6 October 15:00 - 17:00 CET

Format: online on zoom

Languages: Simultaneous interpretation will be available in Arabic, English, French and Spanish

Zoom link for remote participation: https://unesco-org.zoom.us/meeting/register/tZwuduuvqTOrHdb2bgrXcFtv_dCMiN-jp-FV#/registration

Background

The International Task Force on Teachers for Education 2030's [Strategic Plan 2022-2025](#) has three main lines of action (MLAs): i) knowledge production and dissemination; ii) advocacy and iii) national and regional policy learning. The third MLA was identified to build the capacity of ministries of education to develop holistic and comprehensive teacher policies that are aligned to national objectives and sector plans while covering a wide range of dimensions that affect teachers and their work. These and other dimensions are covered in more detail in the Teacher Task Force/ UNESCO [Teacher Policy Development Guide](#).

To help achieve the 3rd MLA, the Teacher Task Force (TTF) organises global and regional peer-to-peer workshops with its members on a regular basis. This provides a forum for country representatives to share knowledge and experience, gain new insights, and learn about innovative and good practices, which can be adapted to their own national context and potentially scaled up. The last policy learning workshop took place online in 2022 and was based on the identified learning needs related to teacher education and continuing professional development and the relationship with teaching standards and career structures and pathways.

About the event

2023 main theme and learning objectives

As outlined in the [recommendations on teachers during the Transforming Education Summit](#) in New York (2022), teaching should be an attractive and recognised profession that grants autonomy and agency, provides quality lifelong professional development, decent working conditions and a culture of support, sharing and collaboration. However, many countries are challenged in meeting their national teacher needs both quantitatively and qualitatively. For instance, rapidly growing school-age populations, financial constraints, and systemic weaknesses at various levels hinder expansion of education systems to meet growing demand. Meanwhile, where teachers are recruited, challenges in training systems and deployment policy can result in teachers that lack qualifications as well as an uneven distribution, with remote areas being the worst afflicted.

Challenges also stem from teacher attrition, which undermines building and sustaining a quality teacher workforce, especially in the early years of teaching. Some of the main factors attributed to low attraction to and retention in teaching include, uncompetitive salaries, heavy workloads, a lack of professional development, teaching and learning resources, autonomy, and career advancement.

To help countries address many of these challenges, the United Nations *Secretary-General's High-Level Panel on the Teaching Profession* met at United Nations Headquarters in New York on 14 and 15 September 2023 to develop recommendations to address the systemic and persistent global teacher shortages. These recommendations will be drawn upon during the discussion.

During the World Teachers Day 2023 celebrations, the TTF, in collaboration with UNESCO, will build on previous policy learning efforts. This workshop will provide a forum to discuss policy, strategies and practices that help countries address teacher shortages, including through enhancing the attractiveness of teaching and the retention of qualified teachers. This is critical for achieving the Sustainable Development Goals, in particular Target 4.c on teachers, for universal quality primary and secondary education and the broader Education 2030 agenda. More specifically, the workshop aims to:

- Foster peer-to-peer learning across the TTF membership, and beyond, around common, and distinct challenges and experiences to attract and retain teachers.
- Discuss critical areas of concern within global, regional, and national policy and the implications to effectively attract and retain teachers.
- Identify evidence-based policy, practice and strategies that led to improvements in attracting and retaining qualified teachers.
- Identify the enabling conditions in the face of challenges that led to policy change and scaling-up.
- Build partnerships and strengthen networks between TTF country focal points and organizational members with regional remits in support of improved and better targeted policymaking and support.

Participants, timeframe and modality

The workshop will be conducted online, via Zoom, and will provide simultaneous interpretation, during a two-hour discussion. There will be a plenary session where TTF members will deliver presentations

related to their initiatives of how to make the teaching profession more attractive. This will be followed by breakout groups (Arabic, English, French, Spanish) for participants to explore various challenges and responses in more depth.

All relevant documents will be circulated in advance to give participants enough time to familiarize themselves with the content.

Expected outcomes and outputs

Expected outputs from the workshop include:

- Strengthened understanding of national and regional teacher policies related to efforts to improve attraction and retention of qualified and motivated teachers, as well as of available evidence on the most effective policies and enabling factors.
- Strengthened global communities of practice to ensure continued discussions, lesson sharing and support to improve policies that better attract and retain quality teachers in education systems to help meet national objectives and the SDGs.
- Synthesis report of the workshop, including national case studies, good practices, tools and recommendations for further policy learning related to attracting qualified candidates to teaching and retaining them in the profession. The report will be disseminated through the TTF Knowledge Platform.

Agenda and list of speakers

Friday, 6 October 2023, 15:00-17:00 Paris time GMT+2	
<p>15:00-15:05 5 minutes</p>	<p>Welcome and introduction</p> <ul style="list-style-type: none"> • Opening remarks <p>Moderator: Mr Tinti Enoch Rabotapi, TTF Co-Chair / Chief Director at the Department of Basic Education, South Africa</p> <ul style="list-style-type: none"> • Setting the scene on the importance of making the teaching profession more attractive to achieve the SDGs, including Target 4.c <p>Mr Carlos Vargas, Chief of Section for Teacher Development and Head of the TTF Secretariat</p>
<p>15:05-15:15 10 minutes</p>	
<p>15:15-16:05 50 minutes</p>	<p>Country presentations</p> <ul style="list-style-type: none"> • Burkina Faso <p>Mr. Tahirou Traore, Professeur chez le Ministère de l'éducation nationale et de la promotion des langues nationales</p> <ul style="list-style-type: none"> • Chile <p>Ms Lilia Concha Carreño, Directora, Centro de Perfeccionamiento, Experimentación y Investigaciones Pedagógicas. Ministry of Education of Chile.</p> <ul style="list-style-type: none"> • Indonesia <p>Mr Iwan Syahril, Director General of Early Childhood Education, Basic Education and Secondary Education and Director General of Teachers and Education Personnel. Ministry of Education of Indonesia.</p>

	<ul style="list-style-type: none"> • Teacher Education Center (China), UNESCO Category 2 Centre: <i>Policies to attract and retain high quality teachers in China</i> <p>Mr Minxuan Zhang, Director</p> <ul style="list-style-type: none"> • World Bank: <i>Making teacher policy work</i> <p>Mr Ezequiel Molina, Senior Economist in the Education Global Practice</p>
<p>16:05-16:35 30 minutes</p>	<p>Breakout groups by region</p> <ul style="list-style-type: none"> • Arab States • Asia-Pacific • Latin America and the Caribbean • Sub-Saharan Africa
<p>16:35-16:55 20 minutes</p>	<p>Breakout groups report back to plenary</p>
<p>16:55-17:00 5 minutes</p>	<p>Closing remarks</p> <p>Mr Borhene Chakroun, Director for Policy and Lifelong Learning Systems, UNESCO</p>