Teacher Development and Workforce (TDAW) Pillar
Education COE

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for every child



Teaching, learning and skilling for all children and young people: Building Resilient Education Systems

Meet the Teacher Development and Workforce Team





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Teacher Development and Workforce

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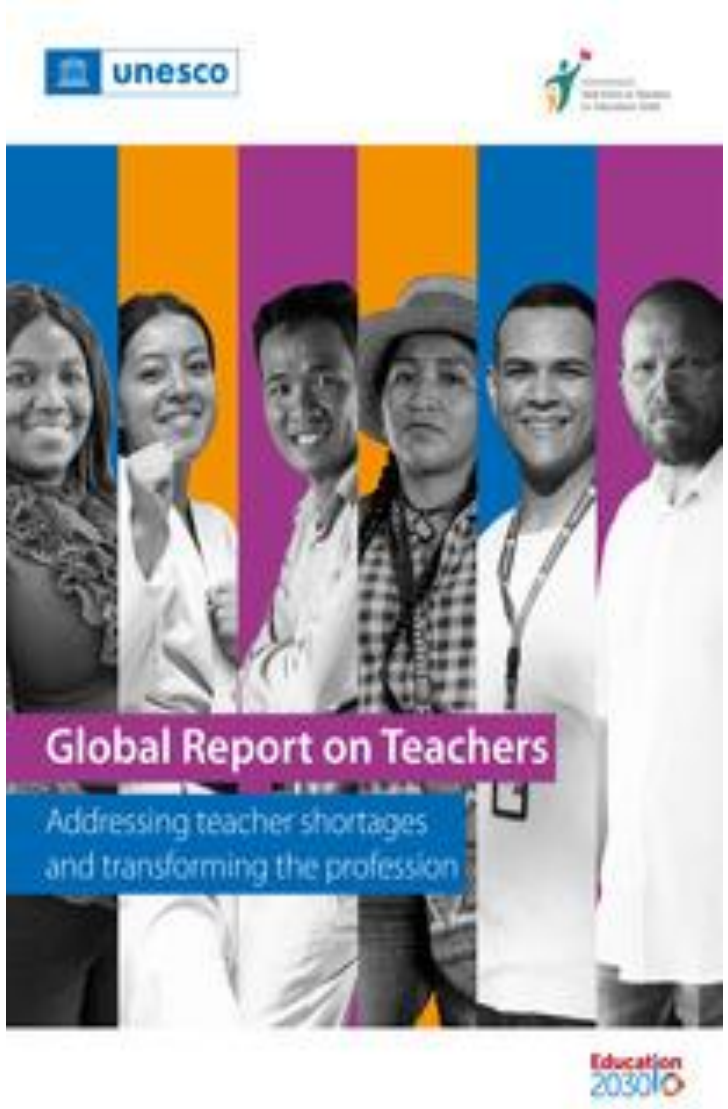
Working with and across all Global Education Practice teams

Going forward: UNICEF CO experts, interns, UNVs and consultants



What is the situation?



- First flagship global report on teachers (2024)
- **Teachers are central to unlocking every learner's potential and achieving SDG4**
- A tool for mobilizing international and country efforts to empower, recruit, train, and support teachers within resilient education systems
- Improve teachers' working conditions and status, and promote their engagement in decision-making
- Reposition teachers to increasingly serve as creative guides and facilitators in the learning process
- Reclaim the role of teachers as collaborative, autonomous and competent lifelong learning professionals who *draw on technology* to enrich teaching and learning and promote effective communication
- Training and accreditation systems build professionalism and effectively support and develop teachers throughout their careers

Evidence

- **Global Teacher Shortage: At least 50 million additional teachers are needed to achieve universal pre-primary, primary and secondary education by 2030**
- At least 31 million secondary teachers and 13 million primary teachers are needed globally
- Sub-Saharan Africa needs 15 million more teachers
- HICs face retention challenges with teachers massively leaving the profession
- Annually, an estimated USD 120 billion is needed to fund all additional teaching posts to reach universal enrolment targets.

Evaluation of UNICEF Contribution to Teacher Development and Improved Learning Outcomes (2026)



- Recognized importance of supporting teachers to improve children's learning outcomes.
- Teachers' well-being, motivation and professional status directly shape classroom practice.
- Findings indicate UNICEF contributions to teacher capabilities and qualifications (inclusive approaches and upstream work). *Digital education, MHPSS, and gender equality approaches are areas for improvement*.
- Actionable recommendations to guide UNICEF and partners in advancing teacher-related priorities toward the 2030 Agenda for Sustainable Development.

Result Accelerators:

1) Engagement with and support to sub-national and local actors
2) Greater advocacy to ensure teacher well-being
3) Greater coordination with UN agencies
4) Ensure accountabilities for learning outcomes for all children

Middle Tier Actors (MTAs)

MTAs are the bridge between MOEs and classrooms with a dual function, supportive and supervisory

MTAs:

- A pivotal force in advancing both equity and accountability in teacher development
- Central to linking policy and practice and to embedding reforms into local routines, institutional frameworks and professional cultures
- Can carry policies beyond pilot phase and across political transitions
- *Pivotal agents of continuity*, ensuring accountability efforts are not one-off exercises but part of a sustained national vision for teacher development

Teachers in all contexts can act as ***key agents of change*** to build and strengthen resilient, inclusive education systems, ensuring the ***continuity of teaching and learning***.

Strengthening teacher development is less about introducing new tools or one-off projects and more about investing in the catalytic capacities, mandates and ownership of the middle-tier, leveraging UNICEF's strong presence on the ground. These efforts, combined with community engagement work, are key to identifying context-based enabling factors and specifying barriers that will allow education systems to support the specific learning needs of the children they serve.

UNICEF's Comparative Advantage: Our footprint, influence, convening power, and deep technical expertise







UNICEF Evaluation: Products

Good Practice Note 1: Working collaboratively with middle-tier actors on system strengthening efforts and engaging school leaders and communities

Good Practice Note 2: Advocating for teachers' rights and welfare to support education for all children

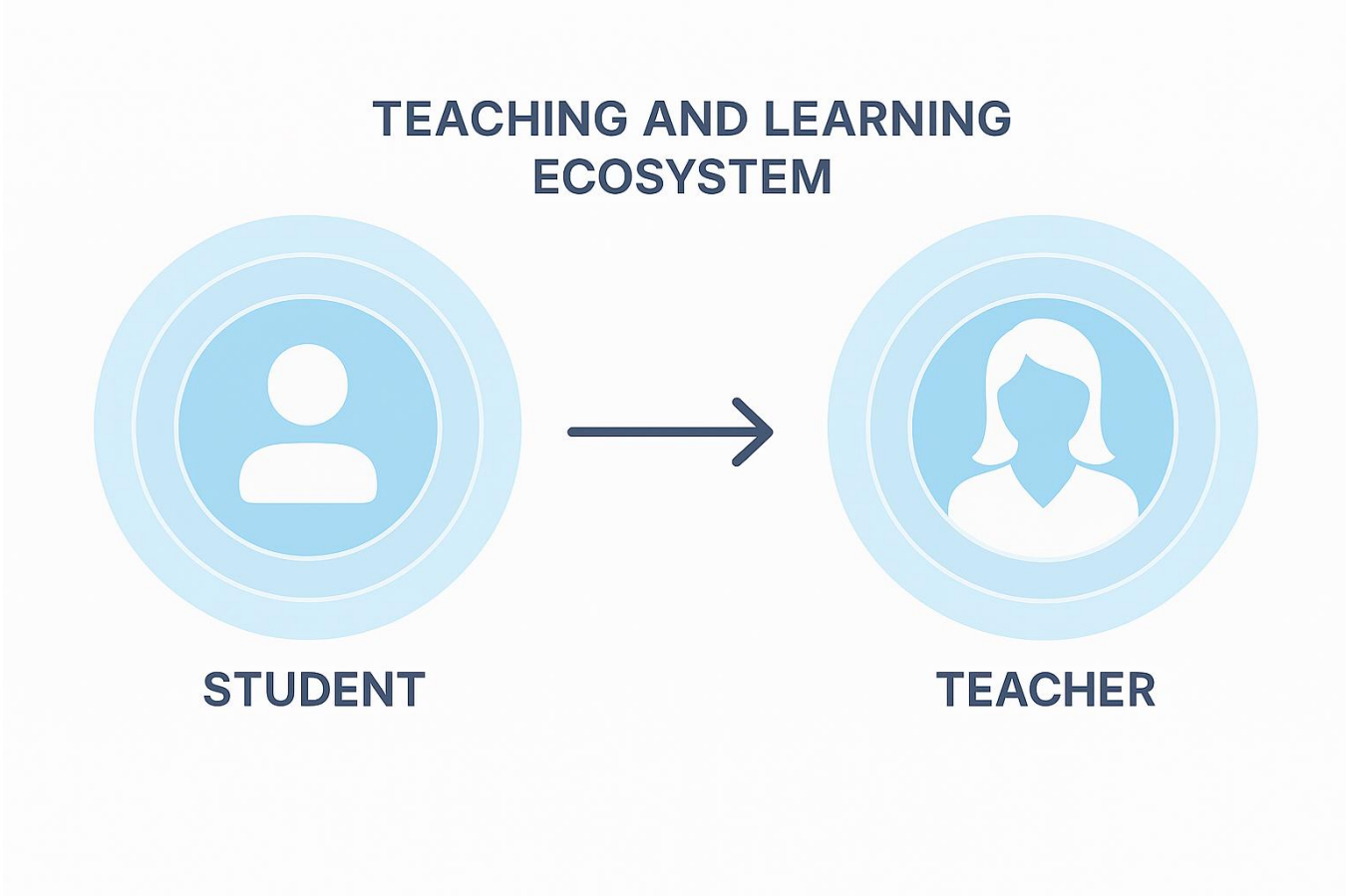
Good Practice Note 3: Utilize digital technology as accelerators for teacher development initiatives

Goal: Transform the teaching profession as a cornerstone of education system reform.

Teacher development and workforce is recognized as a central driver of education system transformation.

Effective, motivated, and well supported teachers are the single most important in-school factor directly impacting learning outcomes and overall development of children.

Invest in Teachers to Transform Learning For Children



How to Move Forward: Focus Scale Impact Differentiation

Focus on what works:

Strengthening education systems *focusing on teachers, their well-being and continuous professional development (CPD)*

Change Teachers' Mindset:

Motivated teachers can help us change the world, classroom by classroom. Let us help teachers rethink what a 21st century classroom/learning space looks like.

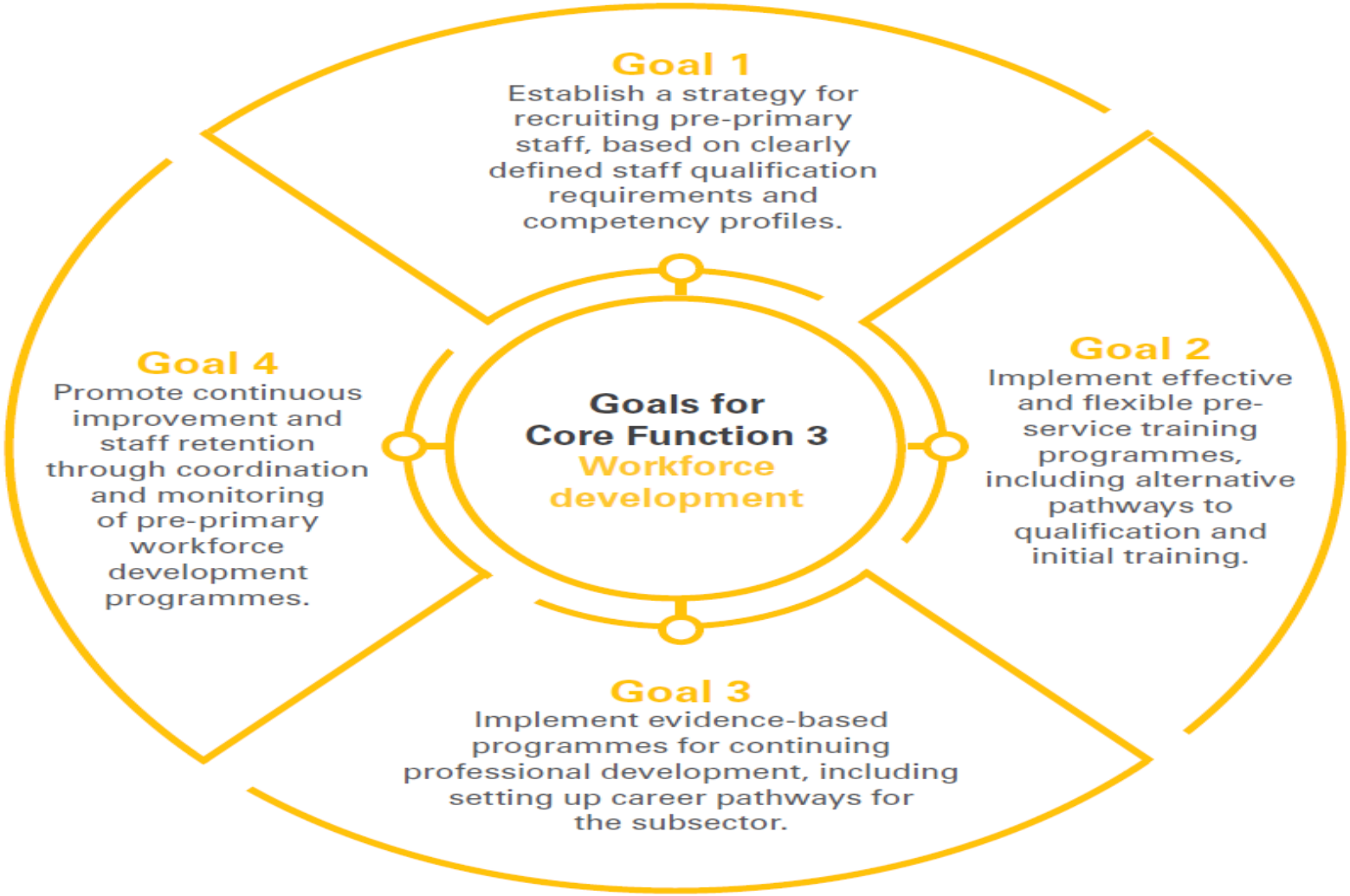
Position teachers in the driver's seat, at the center of their development and able to influence policy level reform



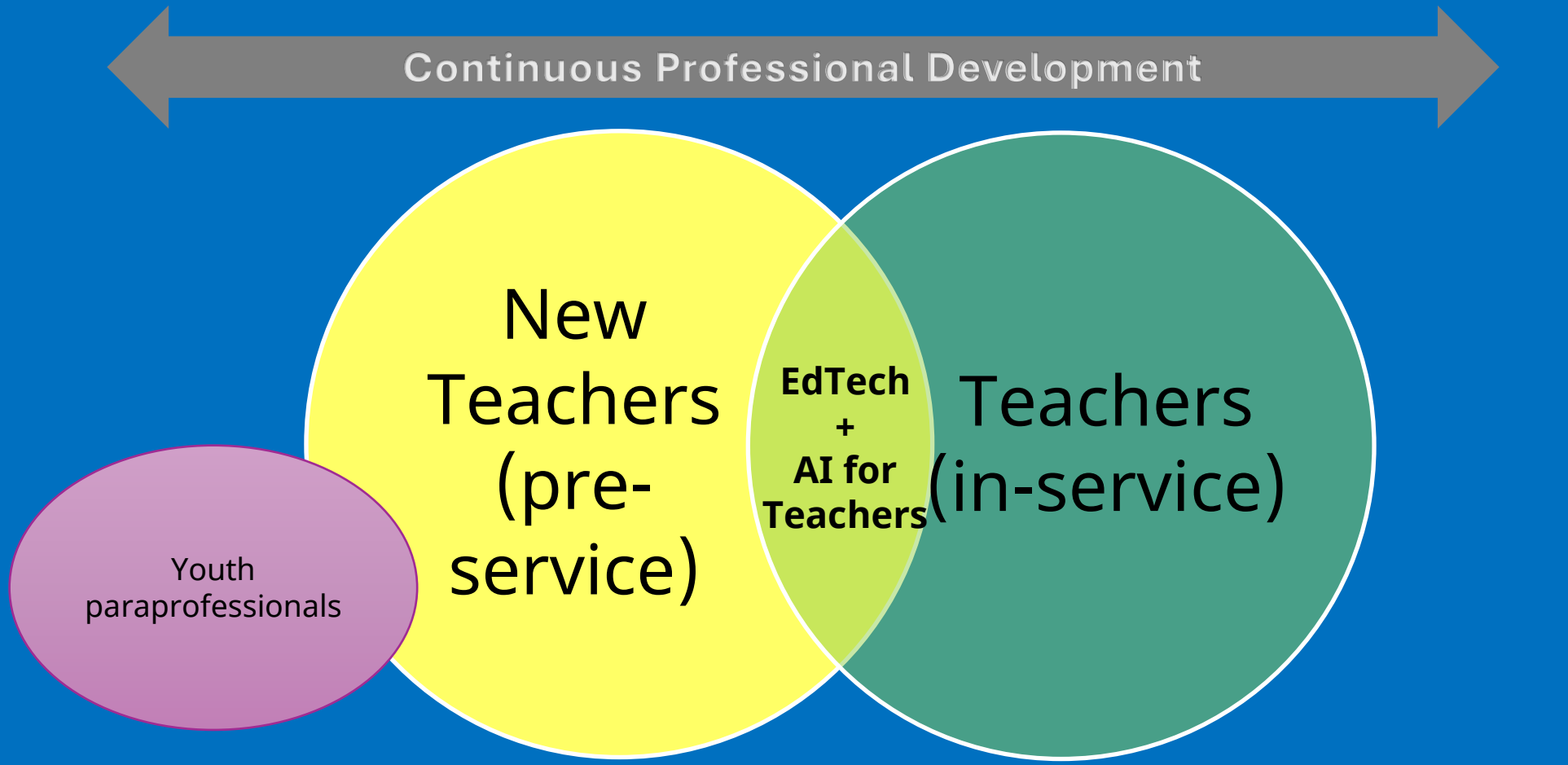
The ECE Workforce Includes :

- Pre-primary teachers
- Community-based ECD educators
- Principals
- Inspectors /quality assurance officers
- Supervisors
- ECE pre- and in-service professional development staff
- ECE support staff
- Parents/ Parenting groups

Key Goals for ECE Workforce Development



TEACHER WORKFORCE TRANSFORMATION: INVESTMENT TO IMPACT

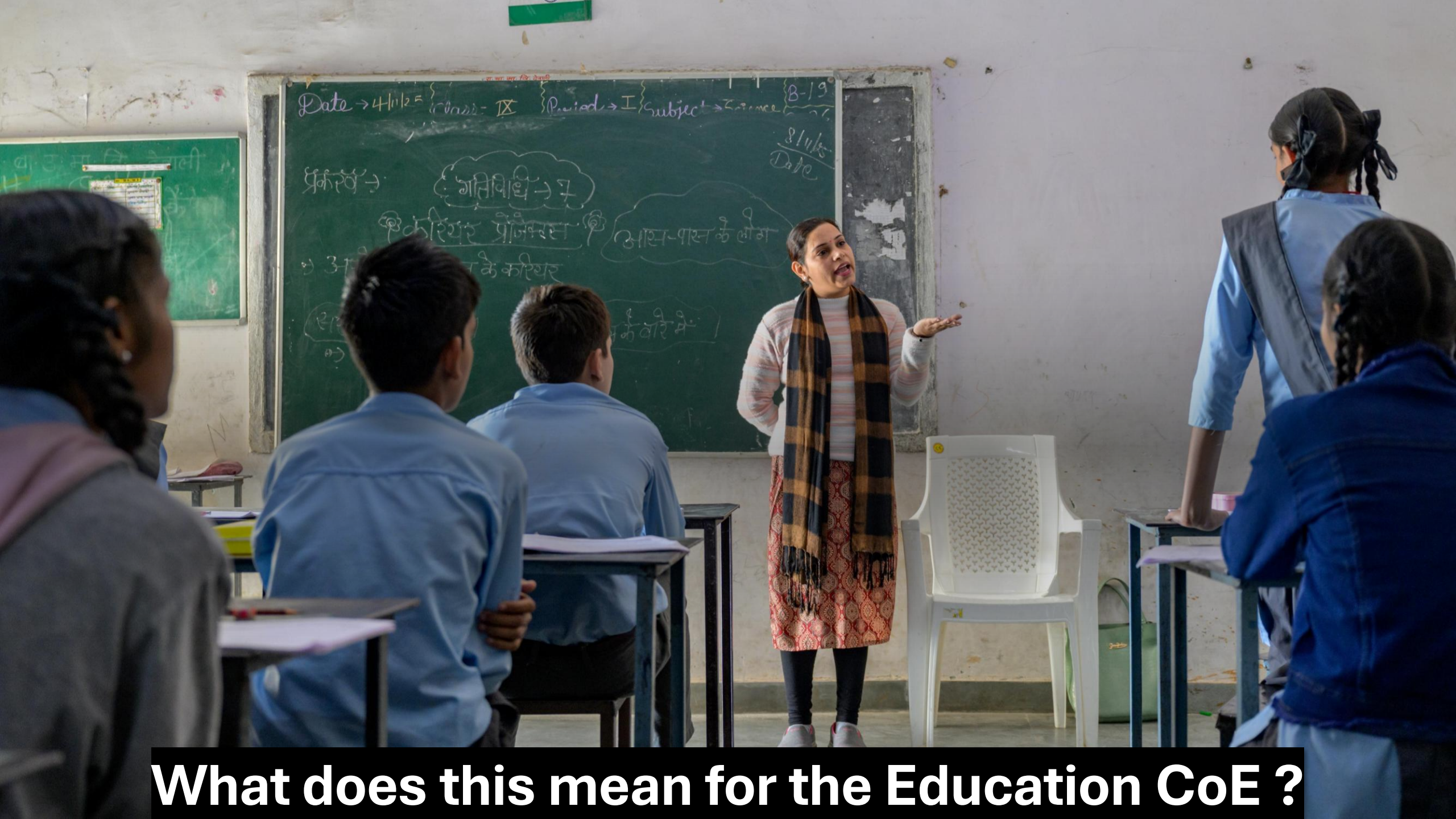


Sustainable Financing, Policy Reform, Advocacy and Global Thought Leadership

Investment Case for Teachers

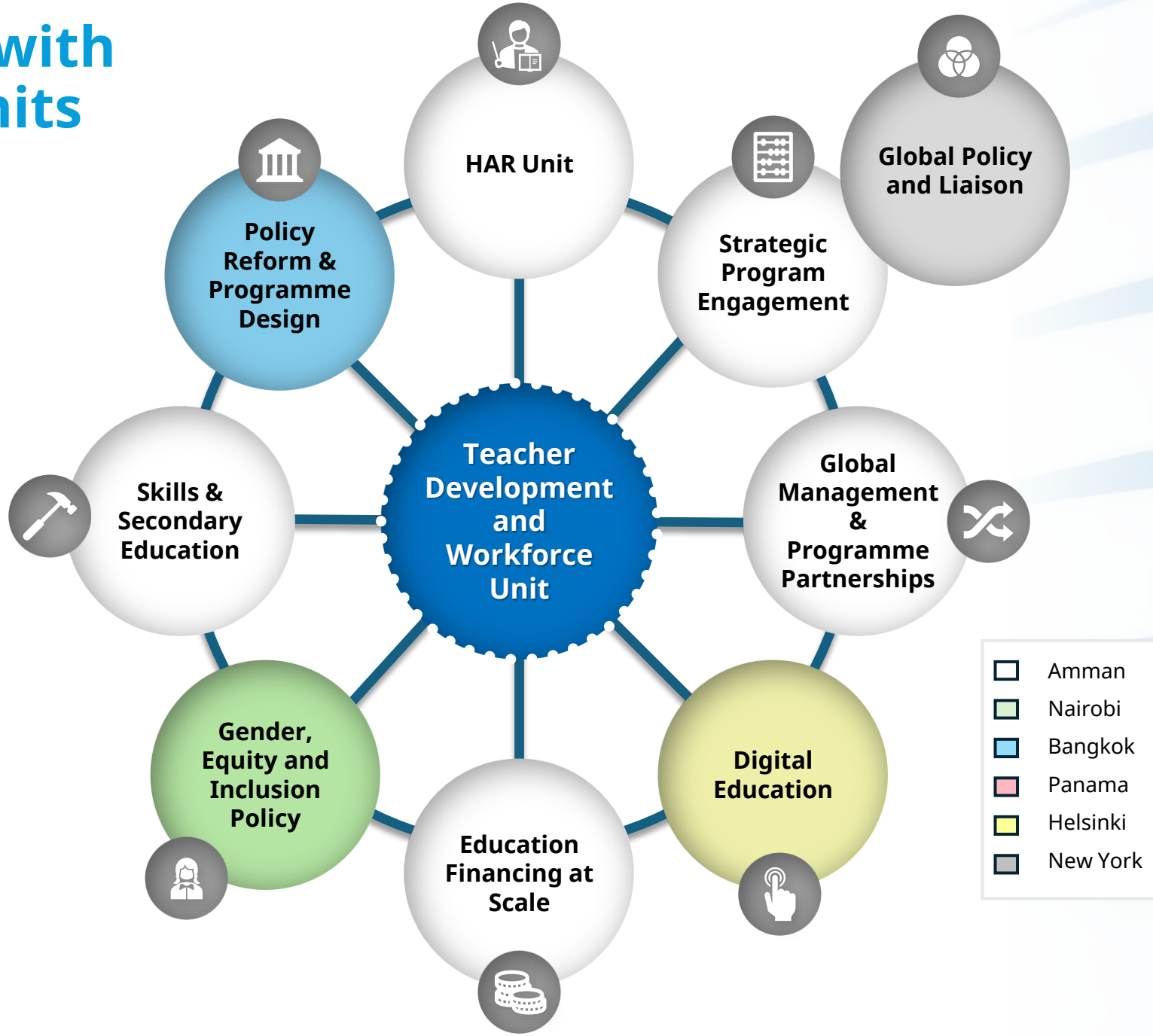
Global Research on Teachers

Community Of Practice



What does this mean for the Education CoE ?

Cooperation with Other COE Units



Cooperation With Other Education COE Units

HAR Unit (Helena Murseli)
- → Joint guidance on teacher training, certification, and well-being in crisis contexts (including at ECE level)
- → MHPSS and SEL for teachers in emergencies
- → Digital professional development for teachers in crisis contexts
- → Syrian returns sub-regional 6 country response (teachers and education personnel CPD)
- → Syria: TPD mapping and gap analysis, teacher competency framework, documentation of 700 Syrian refugee teachers in Iraqi Kurdistan teaching cadre

Policy Reform and Program Design (Maida Pasic)
- → Mainstreaming teacher and ECE professional development into national ESPs
- → Africa focus: building resilient teacher workforce cadres and systems

Skills and Secondary Education (Urmila Sarkar)
- → Training youth as paraprofessional teachers
- → MCF partnership
- → Secondary education teachers (subject training)
- → CPD for TVET teachers
- → PIECE Partnership for Impact in ECE (youth facilitators)

Gender, Equity and Inclusion Policy (Tomoko Shibuya)
- → Female teachers, school leaders and middle-tier education personnel
- → Teachers With Disabilities
- → ECE Workforce

Global Policy and Liaison (Wongani Taulo)
- → Working with OED to make teachers and their development a top UNICEF priority
- → Global policy advocacy and UN system liaison from New York (UNESCO)
- → High-level intergovernmental engagement and SDG 4 advocacy (GPE, ECW, WB)

Data and Education Financing at Scale (Matt Brossard)
- → Flexible and predictable financing for teachers across the HDP nexus; innovative financing mechanisms
- → Teacher Pension Funds (to finance education); domestic financing for teachers
- → Teacher assessment linked to learning outcomes
- → TMIS (rural-urban divide, teachers with disabilities; data on non-traditional teachers (grandparents, skilled workers in school communities, youth, IDP facilitators)
- → Rural – urban teacher allocation, tracking and renumeration
- → MTA personnel data and capacity development (connecting policy with practice)
- → Data products on teachers on the move

Digital Education (Frank van Cappelle)
- → AI and Learning Alliance: Teacher CPD
- → Teacher Futures Africa
- → Multilingual teaching and learning environments (EdTech)
- → DL tools for teachers on the move and in crisis settings

Global Management and Program Partnerships (Sarah Ng'inja)
- → Safe To Learn – Role of Teachers
- → Teacher Knowledge Hub

Strategic Program Engagement (Italo Dutra)
- → Senior donor engagement and cross-unit fundraising for teachers
- → Advocacy and positioning: Teachers at the center of the teaching-learning ecosystem
- → World Teachers Day
- → Multi-year financing strategies for CPD (teachers, school leaders and MTA education personnel)









External Engagement and Collaboration: Who will we work with?

Strategic Partnerships to Strengthen the Global Teaching Workforce

Mobilize strategic partnerships, unlock sustainable financing and promote innovations that enable teachers to deliver high-quality teaching and learning for all.

- **Work smarter with UNESCO** (enhanced UNICEF role on International Teacher Task Force)
- **World Bank:** Female rural teachers (identification, pre-service, CPD and financing)
- **Teach For All (TFA):** Leverage AI and TFA global network developing teachers and school leaders in under-resourced schools

AFRICA Agenda

- EU Regional Teacher Initiative For Africa (RTIA)
- CESA Teacher Cluster – Advocacy and collaboration
- Teacher Futures Africa (digital learning)
- MCF and China TVET partnerships

- DL partners (e.g. AI Alliance, Google) and donors
- Global, regional and country ECD and ECE networks and partners
- Academic institutions and teacher training centers (pre- and in-service)
- PROSPECTS and Learning to Earning Agenda
- Private sector
- TDAW CoP and cross-country learning


Garden tools are things used
Primary
One A
garden tools
basket
panga
spade
panga

Internal ADVOCACY

- OED, Senior Management, Goodwill Ambassadors and UNICEF staff across sectors become ‘teacher champions’
- Innocenti: Evidence on teachers and amplification of what works
- We need teachers NOW; the cost of not investing in teachers
- Key events and moments to amplify messages: G7, World Bank meetings, UNGA, potential co-hosted events with UNESCO and EI on teachers

External ADVOCACY

UNICEF and Education International (EI) collaboration through:

- **Joint advocacy** on global teacher issues (e.g. joint statements on World Teachers' Day)
- **Participation in shared international platforms**, summits, and policy discussions that shape the global teaching agenda
- **Alignment in promoting Teacher Professional Development, equity, and education system transformation** (in partnership with UNESCO, ILO, and other UN bodies)

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Discussion.
All brains on deck.
Help us shape the vision.

