



**International Task Force on Teachers for Education 2030**

**Side event during the GPE's Global Education Summit**

# **The best investment – Supporting teachers in COVID-19 recovery**

*21 July 2021 – 14.00-15.15 (CET time)*

## **Concept Note**

*Around the world, not only are there not enough teachers, but large numbers have not received sufficient training and lack minimum qualifications. The side event will present the findings of new research, including estimations of teacher shortages and the costs needed to support teachers in the aftermath of the crisis. It will present challenges and promising practices on how to create space in domestic budgets and leverage international funds to support quality teaching and learning.*

## **Background**

Among the numerous determinants of quality education and learning outcomes, ensuring qualified and motivated teachers in every classroom is the single-most important school-based factor. However, around the world, not only are there not enough teachers, but large numbers have not received sufficient training and therefore lack minimum qualifications. As is often the case, it is already disadvantaged populations that are disproportionately affected by this, with those in remote or poor areas facing acute shortages, teacher attrition and absenteeism leading to large class numbers. It is these areas that are usually serviced by the least qualified, often volunteer educators. This "teacher gap" – quantitative and qualitative – is the biggest challenge the world faces today regarding teachers and teaching.

During the COVID-19 crisis, teachers have been on the front line to ensure that learning continues and that education systems, as they re-open, are resilient to future shocks to prepare today's learners for tomorrow's challenges. The crisis has shined a light on the irreplaceable role of the bond between teachers and their students, and the importance of the school environment for the holistic development and support of children in academic learning and socio-emotional well-being.

However, it has also unveiled the need for sustained and increased domestic and international financing, and investment in teachers and teaching as the basis of education systems. Salaries, which make up the largest component of education budgets, must be maintained and increased. And further investment is needed so that teachers are better prepared and supported for the challenges that the crisis has created or exacerbated – to ensure that remedial teaching can be delivered and that a generation of learners is not lost.

To coincide with the GPE’s replenishment campaign in 2021, the International Task Force on Teachers for Education 2030 (TTF) launched an advocacy campaign targeting governments and the donor community to raise awareness about the importance of urgently funding teachers and teaching to help recover from the crisis, build resilient education systems and reach the Sustainable Development Goals, in particular the global education goal and target 4.c on teachers. It aims to secure the international community’s commitment to substantially increase the supply of qualified teachers by 2030, through international cooperation for teacher support in developing contexts, especially least developed countries.

### Objectives of the event

The side event aims to examine current issues in relation to investment in the teaching profession, in particular as the key to build back more resilient education systems and preparing today’s learners for tomorrow’s shocks.

It will present new findings from research carried out by the Teacher Task Force addressing the following questions:

- How can we identify and tackle the persistent and unresolved **global teacher shortages** which are jeopardising the future of millions of learners?
- How much is needed to **support teachers** in the aftermath of the crisis, in particular in training for teachers in ICTs and blended learning, remedial learning as well as ongoing support for teachers’ safety and well-being?
- How to create space in **domestic budgets**, as well as leverage **international funds** to support quality teaching, including addressing questions such as motivation, career progression and retention. What are the current barriers and opportunities?

### Format

The side event of just over one hour will feature a presentation of the new research, followed by an interactive discussion featuring members of the Teacher Task Force representing different constituencies, including:

Time	Item
5'	Introduction
15'	Presentation of the new research findings & Call for Greater Investment in Teachers
45'	Panel Discussion <ul style="list-style-type: none"> <li>• Minister of Education, Peru</li> <li>• Minister of Education, Rwanda</li> <li>• Minister of Education, Nigeria</li> <li>• Teachers (Chad and Suriname)</li> <li>• NORAD, Norway</li> </ul>

	<ul style="list-style-type: none"><li>• Global Campaign for Education</li><li>• Education International</li></ul>
5'	Close