

World Teachers' Day 2022

The transformation of education begins with teachers

Concept note

5 OCTOBER 2022
**World
Teachers'
Day**



5-7 October 2022

Introduction

Over the past few years, global transformations, including the sanitary crisis, violent conflict, social inequalities, demographic change, the digital turn, and environmental degradation have caused the international community to reflect upon the future of education and the role it plays in addressing these societal concerns. The report of the International Commission on the Futures of Education, *Reimagining our futures together: a new social contract for education* (UNESCO, 2021) and the Transforming Education Summit (2022) have analyzed and documented these preoccupations and called for systemic change to address them, ensuring the right to education is preserved for all.

As the Covid 19 crisis revealed, teachers are the engines at the heart of our education systems, without whom it is impossible to provide an inclusive and equitable quality education to every learner. The pandemic has been a challenging time, not only for the education sector; it has made us aware of our fragility and interconnectedness, and the fact that we can only cope with 21st century challenges, such as climate change, rising inequalities and rapid technological change, if we all work together.

Challenges, though, can also present great opportunity for change, for improvement, and to create better futures together. Education has always played an important role in advancing the transformation of human societies; therefore, to shape sustainable futures, education itself must be transformed.

This is the claim of the recently published report on the Futures of Education. It refers to a new social contract for education as an implicit agreement among the members of the global community that education is not only about knowledge but about values, norms, commitments, and principles that are shaping global cohabitation and educating global citizens to work together towards a sustainable and peaceful future.

In shaping the future, and in the transformation of education, teachers and educators play a central role, as witnessed at the peak of the Covid-19 pandemic. Teachers and education personnel played a key role in the response to the crisis and educational disruptions. They reinvented their role in order to face changing and emerging demands. Most of them had to re-organize and adapt teaching and learning processes, in particular related to online and remote education, and to take part in activities to safeguard the material safety of learners and their families, providing socioemotional and psychological support to students and their families.

The COVID-19 pandemic showed us that teachers are ready to transform education; to transform learners by equipping them with foundational skills, stimulating their curiosity and ability to continue learning throughout their lives, and instilling a sense of belonging and responsibility for one another and for the planet. However, education systems do not seem to be equally ready to support teachers to fully deploy their talent, leverage their knowledge and make use of their pedagogical judgement to transform education.

In 2022, World Teachers Day will celebrate teachers' instrumental role in transforming education and will advocate for bold strategic actions by policymakers, teachers themselves and civil society. As the Transforming Education Summit has affirmed, teachers and education personnel should be supported and empowered to innovate and transform teaching from within. Every country should now strive to have an empowered education workforce that is professionalized, trained, motivated, and supported. This entails an adequate number of qualified teachers with access to quality initial education and continuous professional development throughout their careers, improved status and working conditions, and the acknowledgment and enhancement of their, autonomy, agency, leadership, and capacity for innovation.

What are the challenges?

The world lacks enough qualified teachers

The supply of teachers globally is inadequate and unequal. In 2015, almost 69 million primary and secondary teachers were needed to achieve universal primary and secondary enrolment and the Sustainable Development Goals (UNESCO-UIS, 2016). While some progress has been made, the target remains out of reach. For instance, in 2021, it was estimated that an additional 15 million teachers were still needed in sub-Saharan Africa (Teacher Task Force, 2021). Gender imbalances remain a challenge globally. In some regions, women have fewer opportunities to enter the profession. This is the case in sub-Saharan Africa, especially in secondary education (where females represent 32%), in tertiary education and leadership. On the other hand, education systems fail to attract adequate numbers of males, especially in early childhood and primary education to foster balanced teaching workforces. Inequitable deployment and distribution of teachers is also a major challenge that impacts shortages in rural and hard-to-reach locations. 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.

Many teachers do not have access to quality training and continuous professional development throughout their careers

Beyond quantity, teacher quality remains a concern, especially in those countries struggling to recruit enough teachers, resulting in the enrolment of untrained educators, often on temporary contracts. A teacher is considered qualified if they fulfill the minimal academic levels to teach a particular subject or discipline. A trained teacher is defined as teachers who has received (and continue receiving) pedagogical training in an organized way, throughout the teaching career. Globally, 83% of both primary and secondary teachers held the minimum required qualifications, yet in low-income countries, only 70% and 64% did so (UIS-Teacher Task Force, 2021). The lack of trained teachers results in high pupil-trained teacher ratios where, for example, there is just one teacher with minimum qualifications per 53 pupils in low-income countries, compared to 27:1 globally. This is problematic since high pupil-teacher ratios indicate that teachers are overstretched, and this results in poor learning outcomes and low educational quality. For several factors (mainly economic) in many least developed countries a high percentage of teachers lack both pedagogical training and academic qualifications. Teachers in many countries, especially in sub-Saharan Africa and Southern Asia, lack basic qualifications and training. Also, in crisis or refugee contexts, teachers often have minimal qualifications and lack access to professional development opportunities. And yet the global pandemic has highlighted the need to enable and empower teachers to play their part in the transformations expected in education.

The working conditions of many teachers are not adequate and undermine the attractiveness of the profession

The Covid-19 crisis has highlighted the important role of teachers in supporting learning, but too many teachers are concerned that, in their countries, this recognition is still not fully reflected in education policies. The majority of teacher unions report concerns that pay is too low, working conditions are deteriorating, and infrastructure to support teaching and learning is not a priority for government investment. (Education International, 2021). Teachers are rarely consulted or involved in decision-making and policy formulation processes. Their status, level of remuneration and working conditions (overcrowded classrooms, heavy workloads outside of school hours, multiple expectations from both school administration and families) are deterring young people from entering the profession and existing teachers from deploying their talents or even from remaining in the profession.

Teacher leadership and innovation should be encouraged and better harnessed in the transformation of education

Teachers showed a high degree of professionalism, initiative, and decision-making capacity in their ability to adapt to an ever-evolving situation, demonstrating untapped leadership potential that could be harnessed to transform and modernize the teaching profession. Going forward, qualified, trained and empowered teachers and school leaders have the potential to become the essential building blocks of more resilient education systems. Teachers are the primary change-agents in preparing students to solve complex world problems in an ever-changing and uncertain future – a future with increasing threats but also positive solutions to come with educated minds.

What is WTD 2022 advocating for?

Following the adoption of the report of the International Commission on the Futures of Education, the global education community is expected to adopt in September 2022, at the UNSG-led Transforming Education Summit (TES) a set of commitments to transform education so that it meets the learning needs of all, for the world of today and tomorrow and revitalize national and global efforts to achieve SDG-4.

In line with the pre-summit global consultations and deliberations, the TES recognizes that educational transformation will only happen if teachers, the change agents at the core of any education system¹, are professionalized, trained, motivated, and supported to drive the process and to guide their learners to reach their objectives and well-being. In practice, this means that:

- Each country should have the right number of qualified and trained teachers and other education professionals in the right place with the right skills.
- All teachers have access to relevant continuous professional development throughout their careers and benefit from professional support.
- Every teacher, school leader and education personnel have a recognized professional status, can participate in social and policy dialogue and work in conditions that enable them to perform and to transform education from within.
- Teachers and other professionals are empowered to lead learning, innovate, produce and harness relevant research and innovations.

The state of the teaching profession worldwide is far from meeting the TES commitments and the situation requires urgent responses. The World Teachers' Day 2022 commemorations will focus on the support that teachers need to fully contribute to educational transformations and will advocate for bolder actions by all stakeholders; national and international policy makers, civil society at large, private sector actors, as well as learners of all ages and teachers themselves.

Objectives

The event has three main objectives:

- To analyse the main challenges faced by teachers and education systems to ensure equitable and inclusive quality education and lifelong learning opportunities for all, and to present promising practices to ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported.
- To discuss the implications of the changes and commitments made at the Transforming Education Summit for teachers and related personnel, their organizations, and policymakers.
- To advocate for a prominent role of teachers in the transformation and the future of education, based on global normative instruments (the commemoration of the 1966 and 1997 Recommendations concerning the status of teachers).

¹ UNESCO, 2021. Teachers at the heart of education recovery, 5 October 2021- Joint message from Ms Audrey Azoulay, Director-General of UNESCO, Mr Guy Ryder, Director-General of the International Labour Organization, Ms Henrietta H. Fore, Executive Director of UNICEF, and Mr David Edwards, General Secretary of Education International, on the occasion of World Teachers' Day.

7th Edition of the UNESCO-Hamdan Prize for Teacher Development

The UNESCO-Hamdan Prize for Teacher Development was created in 2008 to support the improvement of teaching and learning quality in achieving the Sustainable Development Goal 4 on quality education, which is one of UNESCO's priorities. Awarded every two years, the Prize is generously supported by the Hamdan bin Rashid Al Maktoum Foundation for Distinguished Academic Performance (Hamdan Foundation).

As an engine of improvement in education, innovation is a critical factor for education to be inclusive, equitable and of good quality; it thus needs to be at the heart of education policies and policy-making. The UNESCO-Hamdan Prize for Teacher Development celebrates innovations in teaching and learning fostered by individuals and organizations, in particular which support teachers.

In 2022, the international community is turning its attention on the critical necessity of education systems to transform to meet the needs of 21st Century learners and societies, coming out of the Transforming Education Summit. This transformation relies on innovations in classrooms, schools and education systems as a whole. In order to be able to bring innovative pedagogies and practices into classrooms, teachers need an environment that values the autonomy and leadership necessary to seize opportunities to depart from established practice. The awarding of the Hamdan Prize provides a critical opportunity to turn the spotlight on the innovations of teachers and the organizations which are fostering this innovation.

Prize Ceremony, panel and exhibition

The 7th edition of the UNESCO-Hamdan Prize for Teacher Development will be awarded on World Teachers' Day on 5 October 2022 during a Ceremony to take place at UNESCO Headquarters in Paris and on-line from 11.30am to 12.30pm.

The Prize Ceremony will take place in the presence of high-ranking officials from UNESCO and the United Arab Emirates, as well as the Prize International Jury. It will be followed by a discussion panel to highlight the importance of teacher innovations on the transformation and resilience of educational systems.

An exhibition space will also be curated for dissemination of publications and advocacy materials on education and teacher innovations. It will include 7th Edition candidate and winning projects, and established projects and organisations which are supporting innovative teacher practices, drawing a link between those innovations and those which are also being featured as part of the Transforming Education Summit process. In showcasing the projects, the Exhibition will aim to:

1. Highlight the important role of teachers in the transformation of education, but draw attention to the challenges that many face to be able to support learning;
2. Draw attention to the importance of innovations in teachers and teaching and its link to the overall transformation of the education sector to meet the needs of 21st Century citizens;
3. Showcase projects and individual teachers who are putting into place innovative practices, by region and level of education.

10:00 - 11:20

Room 1

World Teachers' Day 2022 Opening Ceremony

Master of Ceremony: Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO

WTD 2022 commemorations speeches - 25 min

Speeches of the representatives of the co-convening organizations

- Ms Stefania Giannini, Assistant Director-General for Education, UNESCO
- Ms Alette Van Leur, Director of the Sectoral Policies Department, International Labour Organization
- Mr Robert Jenkins, Director of Education, UNICEF
- Mr David Edwards, General Secretary, Education International

High-Level Panel – The futures of education and transformations of teaching - 55 min

The panel will begin with an overview of the challenges and opportunities facing the teaching profession and statement from Ministers of Education who will address priority actions to support teachers in meeting the Education Transformation challenges.

The Ministerial statements will be followed by a discussion with representatives of regional organizations, labour and teacher organizations and will focus on four main topics: i) What are the implications for teachers of the transformations suggested at the TES? ii) What are the capacity-building needs and policy measures required to enable teachers to fully play their part in the expected transformations? iii) How to make real progress on the professional status and working conditions faced by many teachers worldwide? and iv) Who should take action?

Moderator: Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO

Presentation of World Teacher's Day 2022 Background paper: Mr Carlos Vargas, Chief of Section for Teacher Development, UNESCO and Head of the Secretariat of the International Taskforce on Teachers for Education 2030

Ministerial Statements

Panel discussion

- Mr Abdelhakim Belaabed, National Education Minister, Algeria
- Mr Abdel Rahamane Baba-Mousa, Secrétaire général de la Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (CONFEMEN) -TBC
- Ms Ethel Agnes Pascua-Valenzuela, Director of the Secretariat, Southeast Asia Ministers of Education Organization (SEAMEO)- TBC
- Mr Andrés Delich, Deputy Secretary General, Organization of Iberoamerican States (OEI)

	<ul style="list-style-type: none"> • Ms Alette Van Leur, Director of the Sectoral Policies Department, International Labour Organization (ILO) • Ms Antonia Wulff, Director of Research, Policy and Advocacy, Education International (EI) <p>Discussion with panelist will be followed by Q&A with the audience for 10 min</p> <p>Closing summary (5 min) by panel moderator.</p> <p>Closing remarks of WTD 2022 Opening Ceremony</p> <p>Mr Borhene Chakroun, Director, Division of Policies and Lifelong Learning Systems, UNESCO</p>
<p>11:20-11:30 Room 1</p>	<p>Interlude (Film on the Transforming Education Summit messages on teachers)</p>
<p>11:30 - 12:30 Room 1</p>	<p>Award Ceremony of the 7th Edition of the UNESCO - Hamdan Teacher Prize for Teacher Development</p> <p>In presence of His Highness, Sheikh Rashid bin Hamdan Al Maktoum, Chairman of the Al Maktoum Foundation</p> <ul style="list-style-type: none"> • Opening remarks, Ms Stefania Giannini, Assistant Director-General for Education, UNESCO • Message from His Highness, Sheikh Rashid bin Hamdan Al Maktoum, Chairman of the Al Maktoum Foundation • Projection of Laureates Video • Honouring the Laureates & awarding the prize • Speeches of the three Laureates • Recognition of the International Jury • Closing remarks, Mr Xing Qu, UNESCO Deputy Director-General <p>Languages for interpretation: French, English, Arabic, Spanish</p>
<p>12:45 - 13:00 Foyer</p>	<p>Visit of the World Teachers' Day – Hamdan Prize Exhibition on Teacher innovation</p>
<p>16:00 – 17:30 Room IX & zoom</p>	<p>Hybrid Panel Discussion with the Laureates & Finalists of the 7th Edition of the UNESCO-Hamdan Prize</p> <ul style="list-style-type: none"> • Opening remarks. Mr Borhene Chakroun, Director, Division of Policies and Lifelong Learning Systems, UNESCO • Opening remarks. Mr Khalifa Al Suwaidi, Member of the Board of Trustees, Hamdan Foundation • Keynote intervention on teacher innovation, Ms Linda

	<p>Darling-Hammond, Professor of Education Emeritus at Stanford University</p> <ul style="list-style-type: none"> • Moderated by Ms Lis Lange, President of the Jury • Panel discussion with three Laureates
<p>18:00-20:00 Room 1</p>	<p>Premiere screening of the Film “Être Prof”</p> <p><i>In the presence of the film makers, delegations and members of the general public (in particular teachers)</i></p>
<p>All day and for the duration of WTD celebrations Foyer in front of Room I</p>	<p>Exhibition of innovative projects, including from the Prize and other programs</p>