**Global Partnership for Education**

**Thematic Consultation on the 2016-20 Strategic Plan**

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**Brief Summary**

**Thematic Consultation on Teachers and Teaching**

**Date:** Friday, July 17, 2015

**Co-conveners:** Edem Adubra, Head of the International Task Force on Teachers, and David Edwards, Deputy Secretary General, Education International

**GPE facilitator:** Karen Mundy, Chief Technical Officer

1. **In what ways do you think the Global Partnership for Education has added value to supporting teachers and teaching in the poorest countries? At the country level? At the regional and global levels?**

   Regarding GPE’s value add at the country level to date, several participants praised the partnership for its advocacy for the inclusion of teachers in policy dialogue through Local Education Groups, although one noted that there is more to be done on that front, both in terms of strengthening LEGs and including teachers unions to a greater extent. Another participant mentioned GPE’s contributions in supporting teachers’ salaries in crisis situations, and the 2012-2015 Strategic Plan was noted for its role in leading governments to recognize the need for increased numbers of teachers. However, it also was cautioned that additional teacher recruitment did not lead to better terms and conditions, and that not enough focus has been given to improving management efficiency, teacher training and continued professional development. Another participant noted that the means of implementation has presented a challenge regarding the SDGs.

   At the global level, funding from the Global and Regional Activities (GRA) program was cited as a helpful step in assessing teacher effectiveness and in helping to bring in proposals. Another participant noted informed dialogue around training teachers at the global level, and suggested that it now be taken to the country level.

2. **What does the Global Partnership need to do to have a stronger impact on its goal regarding improving teaching over the next five years?**

   In looking ahead, several participants emphasized the need to establish a better system of teacher training, and to encourage countries to make provisions around continuous professional development. While it was noted that the current Strategic plan addresses “Effective Teachers” as a Strategic Effort, participants agreed that there should be a more holistic effort to build teachers’ learning continuum, invest in teaching improvement, promote the recognition of cross-border certificates, and incorporate new pedagogical methods.
Inclusion emerged as a major theme, with several participants suggesting that GPE make an effort to involve marginalized voices such as those teaching in rural areas and crisis and conflict situations, and to train teachers in the inclusion of children with disabilities. Another participant emphasized the inclusion of all stakeholders in national consultations to ensure the development of strong, broadly supported policies, for which LEGs will likely play a key function. Several suggestions for future roles of GPE were also made, such as the establishment of a coordination mechanism at the level of LEGs in inclusion of teachers. One person proposed that GPE might help bridge the humanitarian-development divide, suggesting that the Partnership include crisis situations in sector planning as a possible starting point. Another participant noted the need for improved collection and use of operational data in planning, while other participants emphasized the importance of developing country-country knowledge and experience sharing at the practitioner level. The creation of a teachers’ network, whereby GPE might facilitate countries to share good practices around professional development and classroom technologies and methodologies, was also explored.

3. Is there anything you would like to see added to the Global Partnership’s 2016-2020 Strategy regarding support to teachers and teaching that is not in the Concept Note?

Participants had diverse suggestions and comments pertaining to areas they considered neglected in the Concept Note. One person noted that it lacked lessons and reflections from the current plan, failing to highlight effective actions or to identify areas that are either evolving or worth investing in. Another proposed a specific revision to incorporate a direct link between teachers and equity, as well as more specific language on more qualified and well supported teachers, the amount of instructional time, etc. Others recommended inclusion of curriculum developers in the Strategic Plan, and to discuss teaching and learning in S03. Regarding crisis situations, it was suggested that the Concept Note be modified to express the limitation of human capacity in crisis-affected countries. Several participants sought more detail and nuance on the role of teachers in policy dialogue as well as their motivation beyond salary level, while another commented, in considering GPE’s overall aims, that the Concept Note should emphasize sustainable and long-term development.