

# The Education Workforce Initiative

Evidence shows that collaboration within the education workforce transforms education, and ensures all children are thriving.



**OUR VISION** | The Education Workforce Initiative (EWI) is part of the [Learning Generation Initiative](#), whose mission is to empower the people within and connected to education systems to enable all children to be learning within a generation. The education workforce is a crucial pillar of achieving this mission, and EWI's vision is for all countries to have a strong education workforce that is designed and supported to help those within collaborate with each other and with those outside the education system to achieve learning for all.

**WHY THE EDUCATION WORKFORCE?** | The world is facing an entrenched learning crisis, with [57% of 10-year-olds in low- and middle-income countries not able to read and understand a simple text](#) even before the COVID-19 pandemic. The pandemic exacerbated the crisis, sharply increasing learning poverty and existing inequalities in education. Evidence has shown that the education workforce is the heart of every education system. It consists of the frontline professionals working directly with students on a day-to-day basis and translating national policy and interventions to the local level. [Recent projections](#) estimate that there are still an additional 44 million teachers needed globally by 2030. However, teachers are not the only individuals responsible for education; there is a wide range of education professionals who support students throughout the education system, including school leaders, education support personnel, and district officials. Those in roles outside the education system are also critical for supporting students and the education workforce to ensure the achievement of education outcomes. These roles include health care professionals, caregivers, and community members. We all know that teachers alone cannot meet the wide range of student needs, and [emerging evidence](#) points to the positive impact of people in other roles working collaboratively to support teachers and students. Now is the time to harness the entire education workforce to catalyze a learning generation.

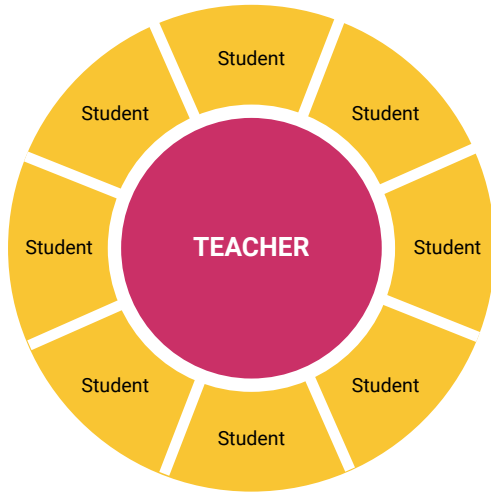
**IMPACT TO DATE** | The Education Workforce Initiative was established in 2018, based on a recommendation from the Education Commission's [Learning Generation report](#). EWI's mandate was to catalyze fresh thinking on how to harness the wider education workforce to transform education. In its first phase, EWI collaborated with partners in three countries—Ghana, Sierra Leone, and Vietnam—to address workforce challenges and published the flagship report [Transforming the Education Workforce](#), which put forward a new vision for designing and strengthening the workforce. The key to this vision is a collaborative model of education professionals intentionally working together in what we call a learning team approach.

Since then, EWI has continued to work closely with countries, drawing on the latest research and testing new approaches to transform the education workforce. In Sierra Leone, we used GIS analysis to show that at least a quarter of the schools that lack key subject specialists could be covered by the sharing of underutilized specialist teachers nearby. In Sierra Leone, we have also supported more equitable development protocols through an iterative series of research studies on teacher preferences, movement, and retention. In Rwanda, Ghana, and Kenya, we worked with governments to create greater awareness, political will, and action toward adopting adaptive, inclusive, engaging, and playful [pedagogies](#). We have also mapped existing workforce tools and frameworks, and we have generated new evidence on key education workforce issues, such as school and system leadership in Rwanda during COVID-19 and instructional leadership at the middle tier of educational systems. Our work has been featured in major global education campaigns and fora including the [Save Our Future campaign](#), the [Global Education Forum](#), and the Global Education Evidence Advisory Panel's latest [Smart Buys paper](#).

*"Teacher isolation is a flaw in education systems. A really important point here is that it takes a team to educate a child. Teachers need leadership and support to educate children and reach children with the greatest needs."*  
**Susan Hopgood, President of Education International**

**A CRITICAL LEVER: LEARNING TEAMS** | A learning team approach involves groups of professionals led by teachers that collaborate at all levels of an education system to ensure learning for all. Learning teams are different in every context. Teams can include qualified teachers, education support personnel, leadership and management, and health and welfare specialists. Learning teams also engage the community to draw on local knowledge and support, especially from caregivers. This represents a shift from current class design, where teachers tend to be at the center undertaking many different roles, to a design where the learners are at the center, supported by a team that collectively leverages a variety of expertise and experience. Learning team approaches do not require hiring many additional new roles; instead, they aim to harness the existing human capacity in the education system to support teachers and students more effectively and efficiently.

**CURRENT CLASS DESIGN**



**Key to Functions**

- Teaching & Learning
- Student Welfare
- Operations & Administration
- Instructional Leadership

**LEARNING TEAM DESIGN**



**WHERE ARE WE FOCUSING NOW?** | EWI has three objectives with several priority areas under each. Our driving hypothesis is that if education systems have strong school and systems leadership, embrace learning team approaches to solve complex and persistent challenges, and improve the supply and quality of teaching for the most marginalised, then all student needs will be met by a team of adults with the right skills, knowledge, and experience to enable them to thrive, and the education workforce will be better equipped and supported to meet the demands of the system.

<p><b>Objective 1</b> Advance the use of learning team approaches</p>	<p>For:</p> <ul style="list-style-type: none"> <li>• Foundational learning</li> <li>• System resilience (focus on health and climate)</li> <li>• Early childhood development</li> </ul>
<p><b>Objective 2</b> Improve the supply and quality of teaching for the most marginalized</p>	<p>With a focus on:</p> <ul style="list-style-type: none"> <li>• Equitable teacher allocation</li> <li>• Alternative pathways to teaching (especially for hard-to-reach areas)</li> <li>• Equity in the education workforce</li> <li>• Inclusive, engaging and adaptive teaching approaches such as High Touch High Tech</li> </ul>
<p><b>Objective 3</b> Strengthen school and system leadership</p>	<p>Paying particular attention to:</p> <ul style="list-style-type: none"> <li>• Women in leadership</li> <li>• Middle tier leadership</li> <li>• Leadership for inclusion</li> </ul>

**OUR APPROACH** | EWI uses The Learning Generation Initiative approach of Analyze, Act, Amplify.

**Analyze** Synthesize or generate new evidence, and ensure it is accessible and used by researchers, practitioners, and decision-makers.

**Act** Support countries and local partners to take action –co-design, innovate, test and link to opportunities for scale.

**Amplify** Raise the profile of these issues, catalyzing dialogues at the country and global levels and ensuring they influence global agendas, so they are invested in and prioritized.

**WHO ARE WE WORKING WITH?** | EWI has existing and planned partnerships and projects under each of our objective areas, and we are always open to new collaborations and opportunities.

Examples of our current and planned work			
	Learning Teams	School and System Leadership	Quality Teaching
Analyze	Undertake a multi-country research agenda on learning teams with Open University	Undertake a multi-country research agenda on the middle tier with UNESCO IIEP	Extend research on equitable teacher allocation from Sierra Leone to other countries
Act	Ghana: Continue our role as a reasearch and learning partner with the Ghana Education Service Workforce Initiative and research partner for Leaders in Teaching Secondary Education Reform  Work with additional countries to test system-embedded learning team approaches for foundational learning	Sierra Leone: support the implementation of school leader policy guidelines and school leader development program  Work with additional countries to improve school and system leadership (with a particular focus on women, inclusion, and foundational learning)	Sierra Leone: Support the Sierra Leone Teaching Service Commission (TSC) to improve teacher deployment and support alternative pathways into teaching  Ghana, Rwanda, Kenya: Support the implementation of innovative pedagogy action plans  Increase uptake of the High Touch High Tech approach
Amplify	Work with our champions and partners to raise the profile of the education workforce, share evidence, undertake political engagement, influence global fora and publications and build a peer learning network		

**CONNECT WITH US** | If you are interested in learning more about our work or partnering with us, you can visit our website at: <https://www.learninggeneration.org/transformations-education-workforce-initiative> or contact us at [kgodwin@edc.org](mailto:kgodwin@edc.org) or [dkimathi@edc.org](mailto:dkimathi@edc.org).