Annex A

Design principles

To guide thinking about design of the future education workforce, the EWI research team developed design principles based on SDG 4's goals of access, learning, equity, and inclusion. Existing evidence on what works to improve learning outcomes and for workforce effectiveness as outlined in the report was also considered. These principles underpin the three visions and are incorporated in each one with some variation. Given every education system has its own unique context and challenges, a set of design principles can be a useful starting point for policymakers to use when embarking on workforce reform. The design principles would of course need to be developed to address each country's needs and ideally would be aligned to a long-term education sector plan. For example, a specific set of design principles is being developed as part of EWI's support of the reform of the Ghana Education Service (see Chapter 5); the principles are based on a detailed needs assessment and aligned to the 2018-2030 education sector plan.

1. Design the workforce around learner outcomes	• Structure the workforce around action needed to **maximize learner outcomes** (based on available evidence), and recognize the diversity of students' learning needs and their welfare • Ensure explicit integration of **equity and inclusion** into the design and composition of the workforce roles at all levels, making equitable resource management and practices central to role design and competencies
2. Design workforce organization structure, skills, and culture based on drivers of professional and systemwide change	• **Acknowledge the skills and knowledge that the education workforce already possesses, identify gaps** and provide opportunities to cultivate these and develop new skills that contribute positively to teaching, learning, and building professionalism • Create a **collaborative workforce** with professional learning teams at all levels of the system, where teachers are supported by specialist staff within and beyond the school • Encourage use of **evidence**, data, innovation, reflection, and adaptation • Design leadership roles and team configurations that build a **culture of professional trust,** shared responsibility, and collective efficacy – the softer elements of design are as important as the hard wiring of structures and roles • Design structures that promote **accountability and professional challenge**, as well as support • Design **career pathways** that **motivate and retain** professionals, including progression routes between school, district, and state levels
3. Design the workforce using robust data to inform feasibility and affordability	• Understand **data** on the current workforce, including the challenges and opportunities especially in the most marginalized areas • **Acknowledge the resources** available (human and financial) and the current capacities and capabilities in the system • **Model the costs and benefits**, offsetting significant investment costs by building on existing strengths and structures