

International Conference on Education as a Driver for Sustainable Development Goals

Goal 4 (c) - Capacity Building Teachers

WORKSHOP 4.5 - Enable Teachers, Enable Learning

Recommendations

- Use blended mode, open learning and satellite technology to train unqualified practicing teachers (*Governments, Teacher Training Authorities*)
- Teacher remuneration should be on par with other professions that require similar educational qualifications (*Governments*)
- Create a system to ensure that all new teachers go through a probationary period of induction (*Teacher Recruitment and Placement Authorities*)
- Teacher Trainers should be trained in adult education (andragogy) (*Teacher Training Institutes and Curriculum Design agencies*)
- To attract high-quality talent, establish an Educators Entrance Examination for students who would like make their career in teaching and education
- Youth, parents and professional groups should be encouraged to support teachers' gap (*for National Governments*)
- Schools with teacher vacancies should be given an additional component in their budgets to hire guest faculty (*Governments and School Management Committees*)
- Encourage local teacher recruitment to remove disparities in teacher placement (*Teacher Recruitment Authorities*)
- Create policy to providing additional incentives for teachers serving in remote areas (*Governments*)
- Teacher placement systems should ensure that all teachers spend at least two years in remote area for every 10 years of their service period (*Teacher Recruitment and Placement Authorities*)
- Create monitoring and regulatory authorities to prevent teacher exploitation in private school and colleges (*Ministries of Education*)
- Revise term 'teacher' to 'Educator' or 'facilitator of learning' (*International Agencies and Governments*)
- ESD related modules such as life-skills, pluralism, values education, life-long learning etc. should be integrated in all courses of teacher education (*Teacher Education Curriculum Authorities*)
- Include a pedagogy of inclusivity (physical, learning and social disabilities) in all teacher education courses (*Teacher Education Curriculum Authorities and Teacher Training Institutes*)
- Establish a self-regulatory annual or periodic performance assessment system for in-service teachers (*International/national teacher associations*)
- Encourage students to train specifically for administrative and other non-teaching national tasks such as census election and other duties so that teachers are better able to focus on their primary educational role (*Government and Policy makers*).