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 to 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 provide 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).