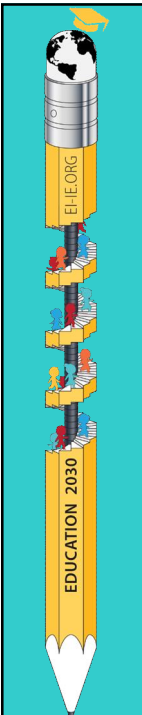


Educaid.be Annual Conference
2016
Inclusive and equitable quality
education for all –
Implementing a universal
agenda

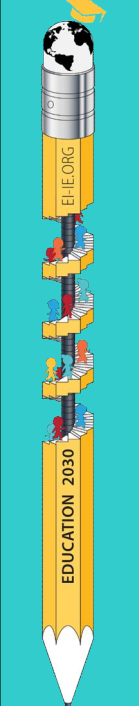
**The central role of teachers in the
implementation of SDG 4**

Dennis Sinyolo, PhD
Senior Coordinator, Education and Employment
Education International



Presentation Outline

- “ SDG target and commitments on teachers
- “ Strategies for achieving the teacher target and SDG 4:
 - Teacher policies
 - Training
 - Professional development
 - Teaching standards
 - Working conditions
 - Social and policy dialogue etc.



Ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all cannot be achieved without adequate numbers of highly trained, qualified and motivated teachers at all levels:

- “ Early childhood education
- “ Primary education
- “ Secondary education
- “ Technical, vocational education and training
- “ Adult, higher and further education

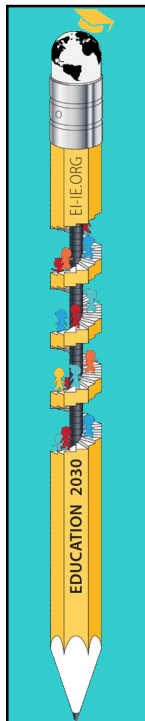
Yet teacher shortages, their inequitable allocation and poor working conditions continue to undermine children, young people and adults’ right to education



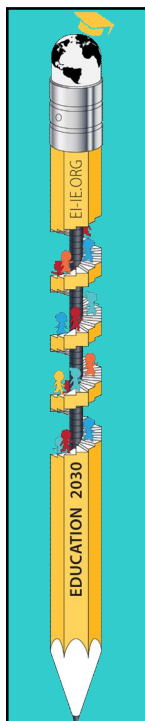
Goal 4
Target 4.c

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



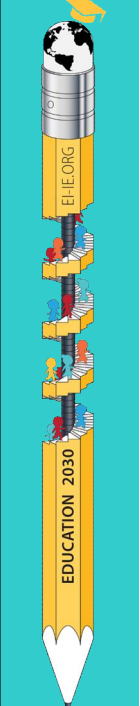


“We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems” (Incheon Declaration).



Strategies for achieving the teacher target (FFA)

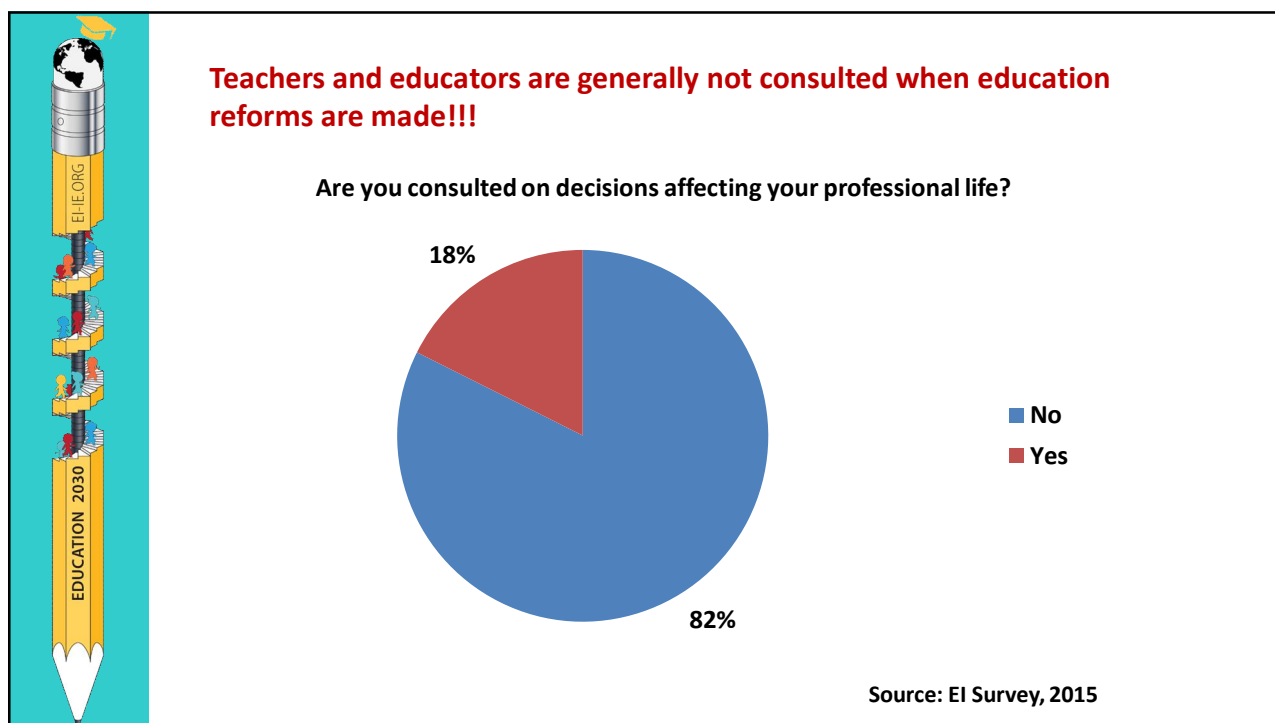
1. Develop strategies to attract the best candidates to teaching and ensure they are deployed where they are most needed
 - Improve salaries and working conditions (housing, incentives...)
 - Recruit local candidates to train as teachers
2. Improve the quality of teacher training and provide CPD
 - Ensure life long learning for teachers – pre-service training; induction & mentoring; in-service training; continuous professional development and support
 - Provide [free](#) CPD
3. Develop a qualifications framework for teachers
 - Professionalise teaching - develop national, regional and global benchmarks – professional teaching standards, teacher competence profiles and qualifications frameworks e.g. ECOWAS initiative to harmonise teacher qualifications in West Africa and EI guidelines on professional teaching standards
4. Develop comprehensive and gender sensitive teacher management policies, covering recruitment, training, deployment, remuneration, career development and working conditions
 - Develop evidence-based comprehensive teacher policies with the full involvement of teachers, civil society and other key stakeholders
 - Provide adequate financing to ensure successful implementation of education and teacher policies

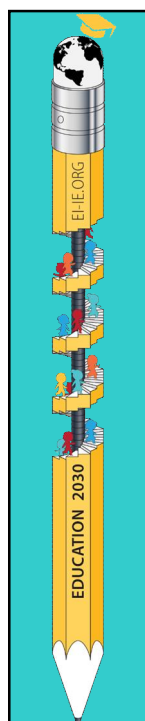


Strategies for achieving the teacher target (Cont.)

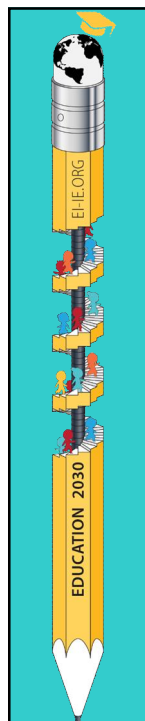
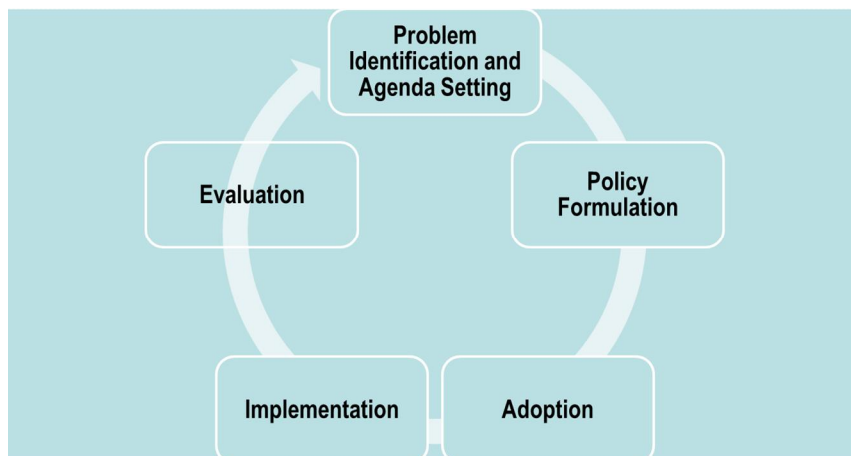
- Provide teachers with ICT and other critical skills
 - Harness the transformative power of digital technology to improve teaching and learning
 - Support teachers to acquire requisite pedagogical and content knowledge through ICT

We need to move from chalk and talk to touch and teach. But remember that ICT cannot replace a teacher.
- Develop and implement effective feedback systems for teachers
 - Promote teacher collaboration and peer-to-peer evaluation
 - Facilitate the establishment of teacher networks and communities of practice e.g. EI's TEN Global initiative (www.tenglobal.net)
- Set up/strengthen mechanisms for institutionalised social dialogue with teacher organisations
 - Involve teachers, educators and civil society in social and policy dialogue
 - Teachers and educators can share their expertise and experiences e.g. about the reality of the classroom, the school and the community





Involve teachers and educators in the entire policy making process



SDG 4 the new paradigm?

Yes, but a paradigm shift is needed in order to avoid a repetition of the unfinished business of the EFA and MDG agenda. Governments, donors and the education community should demonstrate clear political will and commitment to ensure quality education for all by investing in education and teachers NOW!

