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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

International Task Force on Teachers for Education 2030

Annual Meeting and 12th Policy Dialogue Forum

Dubai, United Arab Emirates

8-11 December 2019

Dubai Declaration on *The Futures of Teaching*

(Dubai, 11 December 2019)

During the 12th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030 held in Dubai, United Arab Emirates, we, ministers, representatives and participants from 102 countries, came together as a community of teachers and education stakeholders committed to fresh thinking on how to prepare teachers for education systems of the future and to realizing the ambition of Sustainable Development Goal 4. We gathered insights on innovative teaching approaches, emerging education technologies, equity and inclusion in and through education, teacher education policies and practices from around the world and sought to identify gaps in policy and practice. Our conversation focused on the role of teachers in this changing context to ensure equity and inclusion, in harnessing new technologies to offer meaningful learning, and in engaging with ongoing professional development. In addition, Deans of a number of institutions, as primarily responsible for teacher education, met and provided their rich perspectives and recommendations.

Many countries are already forging bold paths ahead – recognizing that learners today need the knowledge, skills and attitudes to fully realize their potential and to contribute meaningfully to their community, society and the world. Teachers play an important role in transforming their learning environment and in changing their classrooms and societies. We noted the need for independent, self-directed and team-based learning in the future in a context in which technologies are shaping how teachers and learners interact with each other and the world.

While technologies can increase access to education, inappropriate use can pose risks of exacerbating inequalities, disinformation and teacher and learner wellbeing. Teachers need to be well-trained to strategically use learning technologies and to facilitate a critical and engaged interaction with digital learning methods. Investments in learning technologies should be done with careful consideration of their effects on learners, societies and the sustainability of the planet, and should complement other important areas of teacher development, such as training, pedagogical and administrative support, and decent work.

We recognize that teachers are the key to addressing the learning crisis facing the world. We noted the challenges for teachers individually and collectively, and for the teaching profession more generally, and the diverse contexts in which they work. These include: rural and remote areas, areas affected by conflict, displacement and migration, large class sizes and inadequate infrastructure and resources. Teachers are also impacted by climate change, economic instability, political crises and acute health concerns. The challenge faced by the global community is huge - over 69 million qualified, properly trained and adequately remunerated teachers must still be recruited worldwide by 2030 to meet SDG 4.

In this context, governments and stakeholders at the Policy Dialogue Forum underlined the need for innovative education and teaching policies that respond to these global trends and challenges.

We, Ministers of Education and representatives of government, teachers and their representatives, development partners, teacher education providers, civil society, NGOs and the private sector participating in the 12th Teacher Task Force Policy Dialogue Forum 2019, have come together to restate our commitment to take bold action to accelerate progress towards achieving SDG 4 - Education 2030 Agenda, particularly target 4.c to ensure the supply of well-qualified, highly motivated and supported teachers. We re-affirm the need for bold visions on the future of teaching in national strategies and call for governments to make integrated investments across all policy dimensions of education systems impacting on teaching and learning.

We reaffirm our commitment to forms of teaching and learning that help overcome the exclusion of the marginalized and call on countries to ensure that schools and teachers are supported to address the unique learning needs of all students, including indigenous peoples, persons with disabilities, migrants and refugees, and to promote gender equality.

We are committed to supporting teachers to deliver quality education, including using technologies effectively in their classrooms, and to providing the necessary infrastructure to ensure this can occur, particularly in marginalized and disadvantaged schools and communities. We call upon governments, the international community and other stakeholders to:

- a) develop contextually relevant guidelines for teacher education, continuous professional development opportunities and career advancement;
- b) harness technologies in support of innovative and contextualized teaching and learning;
- c) provide teachers with the necessary tools, resources and pedagogic and psycho-social skills to use the new technologies in the classrooms of the future in a fair, safe, ethical and just manner;
- d) support relevant institutions, teachers and other stakeholders in identifying, developing, and incentivizing the use of innovative teaching and learning approaches and technologies.

We call on governments to intensify efforts to engage in social dialogue with teachers and their representative bodies to understand teachers' needs. We are also committed to the meaningful involvement of parents, communities and other local stakeholders in future-focused learning. In this respect we recommend:

- a) support for all efforts at widespread and meaningful dialogue with all stakeholders and partners;
and
- b) working with all stakeholders in strengthening public education systems to deliver equitable and quality learning.

We call upon all actors to galvanize and coordinate national and global efforts in support of teachers in realizing inclusive and equitable quality education for all.

We call upon the International Task Force for Teachers for Education 2030 to continue acting as a platform for advocacy, knowledge sharing, country engagement and promoting South-South collaboration on pertinent teacher issues.