

Asian Response to Teachers Challenge

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1. Background and Context

- The Dakar World Education Forum in 2000 pledged to achieve the Education for All (EFA) goals by 2015.
- Sufficient numbers of teachers with adequate professional skills and motivation are central to achieving all those goals.
- Additional 1.9 million teachers need to be recruited worldwide to meet EFA goals by 2015.



1. Background and Context

- Meeting the numerical targets for EFA in terms of enrolments and numbers of teachers is only a partial solution.
- Insufficient numbers of teachers posts a major obstacle for access to education for all.
- However, simply recruiting more teachers who are not qualified or motivated or who leave the profession quickly renounce to ensuring quality basic learning for children.

2. Teachers Challenges and Issues

- Asia and the Pacific region face less number of teachers' shortage compare to Sub-Saharan Africa with 359, 000 new teacher posts needed in order to achieve UPE by 2015. However, the region faces a great challenge on improving quality of teachers.
- Although there are sufficient numbers of teachers and a good overall student-teacher ratio, teachers do not have high enough academic qualifications, are unevenly distributed, and the best teachers are concentrated in urban (Indonesia).

2. Teachers Challenges and Issues

- Repetition rates are high in some countries and there is still progress to be made towards universal access (Bangladesh).
- There is high teacher absenteeism which leads to low teaching hours (Sri Lanka).
- Low inputs, lack of resources and poorly prepared for teaching jobs at the college of education have caused less quality teachers (India).

2. Teachers Challenges and Issues

- Inequality of teacher distribution between urban and rural persists, dropout is higher than desired and the children of migrant urban workers are still not adequately served by compulsory education (China).
- The problem of recruiting and retaining teachers in remote areas, where lack of teachers who master minority languages is an additional barrier to deploying teachers in some areas (Lao PDR).

3. Policies and Practices on Teachers (Bangladesh)

- The government's of Bangladesh affirmative policy to increase the number of female teachers and the special provision for female trainee teachers has increased the number of primary teachers to 57%.
- The government has also introduced ICT in education and improved the number trained and qualified teachers to 83%.

3. Policies and Practices on Teachers (Indonesia)

- The government has made great efforts to improve the quality of education by putting teachers at the centre of its education policy.
- Under-qualified teachers are upgraded through continuing education.
- Teacher certification, professional allowance for certified teachers are conducted.
- Annual performance appraisal is based on core required competencies in four areas: Pedagogical, Professional, Social and Personal.

3. Policies and Practices on Teachers (Indonesia)

- A programme of Continuing Professional Development (CPD) is conducted.
- An in-service school-based training cycle, which includes school team workshop, cluster teacher training, mentoring, coaching and assessment, is also provided for teachers.
- Every single teacher must have CPD for their career and it is crucial for promotion.

3. Policies and Practices on Teachers (Vietnam)

- The national EFA Action Plan aims at improving education quality and professional standards of teachers in the country:
 - 45 days per year of in-service training is required,
 - teacher appraisal has to be related to the criteria of professional standards,
 - terms of service are revised to attract high quality candidates to enter the teaching profession.
- The Primary Teacher Professional Standards (PTPS) were developed to appraise teacher performance in these areas:
 - professional ethics, commitment and leadership, subject matter and curricular knowledge, and teaching methods.
- Also, a reliable and valid yearly assessment of students' learning allows linking to incentives for teachers.

3. Policies and Practices on Teachers (Vietnam)

There are new initiatives from 2011 to 2015.

- New national policy on comprehensive and holistic innovation in education:
 - innovate teacher training system (TTIs),
 - improve benefits for teachers,
 - strengthen innovative examination and assessment,
 - innovate educational management.
- Institutionalize in-service training for improving teachers' capacity in disadvantaged areas.

3. Policies and Practices on Teachers (China)

- Significant changes over the last five years include an increase in the academic qualifications of teachers and a narrowing of the gap in teacher qualifications between rural and urban areas.
- Teacher-pupil ratios are improving by the same token of the rate of enrollments increase at all levels. However , the increase is slowing down as population growth slows

3. Policies and Practices on Teachers

(Lao PDR)

- Government reform has succeeded in reducing the percentage of one-teacher schools from 40% in 2005 to 27% in 2010. A combination of housing allowance, early payment, and good follow-up, including home visits, has helped reach this result.
- Award systems or other incentives for teachers to serve in underserved communities (housing allowance, education stipends in exchange for agreed postings in remote areas, expanding multi-grade classrooms in small school;

4. Conclusion and Recommendations

- Most countries in Asia demonstrate their commitment to education by devoting a high percentage of their national budgets to education with teachers' salaries being the single biggest expenditure item.
- Recruitment has been keeping pace with need, even if the pool of candidates is not always as good as might be hoped.
- Recognition of the urgency of linking qualitative improvements to meeting quantitative targets is universal.
- There is general agreement that quality of learning outcomes is linked both to qualification and to teaching conditions.
- Standards and benchmarks are increasingly available, tested and discussed in the region

4. Conclusion and Recommendations

- Providing appropriate and effective incentives to recruit teachers for under- or poorly-served areas is a key to reducing disparities: these include local recruitment, bursaries for pre- and in-service training, housing.
- Both governments and partners should undertake more interventions focused on learning outcomes. While inputs are important, notably those aimed at improving teacher quality, one needs to measure learning outcomes and link inputs to them.
- Enhanced inter-ministerial cooperation, national and international political dialogue must also continue and if possible be intensified about teacher issues.

4. Conclusion and Recommendations

- The important of improving knowledge about theory and practice to improve policy and planning through:
 - more monitoring of the effects of reforms on teacher quality and equity;
 - more and more easily-comparable information about the potential and effectiveness of information and communications technologies (ICTs) on learning;
 - identification of the most important levers for improvements in learning outcomes;
 - the development of key benchmarks for assessing teacher quality; and increased policy-relevant documentation of experience.

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