

Report Group 1: Recruitment, training, deployment, remuneration and career development

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1. Introduction
2. **Presentations . All focus on the sub-theme**
 - A. Teachers recruitment training deployment remuneration career development in Indonesia (Unifa Rosyidi)
 - 9-year basic education
 - Areas covered: T.
 - Teacher professional development
 - o Qualification improvement
 - o Professional Certification
 - o Reward and remuneration
 - Teacher qualification (data presented): bachelor (about 50%)
 - Recruitment: distribution per region
 - o Decentralize system
 - o Oversupply
 - o 68% urban; -37% (rural), -67% remote
 - o State and private teachers
 - o Gov negotiates needs analysis with local govts.
 - Deployment
 - o School request
 - o Districts confirm needs
 - o Board sets quota
 - o Candidates are deployed by district education office to schools
 - Remuneration
 - o Basic salary (civil service grades)
 - o Professional allowance (100% increase after certification)
 - o Functional allowance
 - o Remote allowance
 - Teacher certification
 - o Increases would make budget explosion
 - o Induction

- Competencies
 - Annual performance appraisal: identifying teacher needs: sequences from start year
 - Career framework by grades (12 grades)
 - CPD
 - Data info system: on-line data base
 - Current Policy (see slide)
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B. VSO Cambodia: Case study on teacher quality and equity

Teacher motivation, morale and performance, and quality of education: Valuing teachers

Findings:

demotivation factors

- Salary: teachers feel underpaid
- Corruption/nepotism
- Poor leadership
- Lack of voice

Recommandations

- Improve salaries
- Train managers in all levels of educational system
- Strengthen links between all stakeholders (dialogue mechanisms)
- Improve and communicate standards as a normal process
- Improve data gathering
- Promote value of education to parents and community
- Pass anti corruption law

VSO interventions

- Develop strategic planning i

- Lobby by UK MPs for recommendations
- Staff in national bodies

Challenges

EFA likely to be missed

Pre - set and in-set:

- Lack of capacity, implementation of curriculum,

Recommendations:

- See above, and focus on ECCE
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C. Lao PDR: Teacher Recruitment Deployment and Professional Development

Status of EFA goal attainment

Teacher status and working condition

- o Teacher = civil servant
- o Low quality
- o Class size varies with geographic location
- o Faculty of education offers degree level program for upper secondary

Teacher preparation and continuous PD

- o with active mode, training of trainers
- o Starting point of school-based training

Teacher qualification targets set for 2015 (see table)

Recruitment and Management

- Difficulties in mountain areas
- Quota approved by government : supply below demand

Gov commitment

- Separate teachers from Civil service
- Education law article 4
- Policy on deployment
 - o Staffing norms
 - o Remote posting guidelines
 - o Specific school posting for training
 - o Guideline for deployment
 - o Teacher training for more than 2 subjects and serving in more than 1 schools

Teacher performance and remuneration and incentives

- o Award teacher honorific and titles
 - o Accelerated promotion for school heads based on leadership skills
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D. **GNIST Programme (Norway)** Partnership for coherent and comprehensive effort for teachers in Norway

Two insights from 2008: PISA results

- Teachers are highly important
- Policy not sufficiently directed towards ensuring enough well qualified teachers

Partnership of stakeholders: teacher education institutions, unions, school owners, national authorities

Objectives set consensually

Result: revision of curriculum of teacher education

Campaign launched

Results: progress: media coverage of teacher issues, increased attractiveness of the teaching profession; increase in teacher recruitment

Levers of success: meetings of policy makers

Info exchange; ambitious group; a secretariat at the ministry to support and challenge the partnership.

Discussion

Defining a teacher: Principal = teacher

School leadership is to be considered

Recruitment

- Teachers as civil servants vs. teachers non civil servants
 - o Recommendation (?): There's an increase in contract teachers: All teachers as far as possible need to be employed by public authorities. For teachers employed by communities or private schools, there should be measures to protect their job security and professional status

(for what levels and types of schools? Recommendations to TF only,)
 - o (Indonesia) government pay after certification
- Multigrade teaching and recruitment of multigrade teachers: How are
 - o (Indonesia) with several islands: The system was not properly designed in the beginning, but new training is developed to prepare teachers in this. Prospective teachers recruited from the remote area.
 - o (Maldives) Small country: difficult to convince communities to multigrade teaching. Lao: teachers teaching in more than one school
 - o (PD Lao) multigrade teaching is integrated in the training programme
 - o Recruitment under quota by government. How?
 - o Small schools good for access but are they catering for quality? (see South Africa where debate is planned on the case)

- (Norway: Why and how multigrade schools work): children to stay close to home; housing/busing needed for consolidated schools (cost efficient?); children test to the same average as non-multigrades attendees

Lessons to draw: There are preconditions for multigrade solutions, including, training, funding, logistics

Condition of recruitment

- Job security entails allowing government laws to government teacher recruitment; students respect for civil servant teachers (there are pros and cons)
- Question (ILO):
 - remote areas: what lessons have been learnt on why special allowances do not solve the problem? Responses: (Indonesia) increase in salary (double) now followed by consideration of housing. Programme based on good students from secondary schools sent to good universities abroad to serve in their regions of origin. (Cambodia) : remote area: transfer difficult from urban area. Students completing grade 9 could apply for training for 2 years plus 1 to go back to their areas. This works.
 - How does engagement of teachers union contribute to success of teacher policies? Relationship with unions is based on collaboration; change in budget allocation initiated by pressure from union. Unions are considered as opposition. VSO capacitates unions to adopt positive attitudes in support of teachers

Note to be recalled: The role of civil society (unions) is for keeping public authorities accountable. That is part of the democratic process.

- Basic entry to teaching: range from country to country:

Training of teachers

- Variation per country. Is it advisable to go for common entry levels? Standards set for training?
- Recommendation on multigrade teaching: Needs for appropriate training for adequate recruitment and deployment

- Emphasis on articulation of Pre and in-service training: e.g (Indonesia) “yearly performance appraisal system” to be implemented in 2013: Training based on teacher’s performance.
- Encourage Indonesia to check with countries where performance appraisal was used.
- Consider who the trainers are: Teacher training colleges, private providers, universities? What skills do the trainers have? Which mode of training (back-loading vs. front-loading); how are the trainers monitored?
- In-service training of teachers:
 - (Indonesia) Impossible to send all teachers to providers: there are subject matter trainers in provinces training core group of teachers (cascade mode);
 - difficult to apply one size-fits all. 3 modes of training
 - Individuals trained and brought back to school
 - 1 block of school including the principal
 - Mobile training
 - (Cambodia) cascading models appealing to donors, but not efficient. School cluster systems are promoted
 - Need for TF to gather evidence on efficiency and effectiveness of the strategies and practices developed
 - Encourage countries to put teacher training policies in place for in-service training
 - What matters is the professional support teachers receive: Review support packages teachers are entitled to.
- Career development
 - (Maldives) On Indonesia: teacher – supervisor – vice principals – principal – superintendent. New approach: more than moving to administration, better teachers could be kept in the profession
 - (Jamaica) training for teaching at all levels. teacher may move to master teacher level

- (Indonesia) training for career development for master teacher, for school principal at a training center a trainee can be recommended to become principal. Supervisors have training.
- (Indonesia) Contract teachers (for some years); union require minimum salary for contract teachers

Remuneration

No common formula

Short stories (see annexes)

- Recruitment:
- Career path/ (Maldiv)structure and remuneration (Indonesia)
- Training (pre/in-service training):
- Deployment of teachers: Indonesia (small and multigrade teaching)
- Multigrade teaching: Norway
- Impact of leadership on teacher effectiveness: Lao PDR