

Webinar Briefing Paper

Session: 3 Implementation experiences at local and provincial levels: How are teachers being supported?

Date: 30 October

Time: 10.50 – 11.55

Session Overview

Speakers

- Mr. Rachmadi Widdiharto. Director of Teacher and Education Personnel of Primary Education, Ministry of Education, Culture, Research, and Technology, Indonesia
- Dr. Sadat B Minandang. Master Teacher I / Teacher-In-Charge Darping Elementary School, Schools Division of Cotabato City, MBHTE-BARMM, Philippines
- Mr. Vu Minh Duc. Director of the Department of Teachers and Education Administrators, the Ministry of Education and Training, Vietnam
- Mr. Duong Trung Kien. Expert, Department of Teachers and Education Administrators, Ministry of Education and Training, Vietnam
- Ms. Amy Bellinger. Education Workforce Initiative, Education Commission, United Kingdom
- Ms. Lurdes Rangel Goncalves. Teacher, Matata Primary School, Timor-Leste
- Professor Woothisarn Tanchai. Secretary General, King Prajadhipok's Institute, Thailand

Moderator

- Dr. Kritsachai Somsaman. Deputy Director (Administration and Communication), SEAMEO

Session Summary

Speakers from around Southeast Asia identified teachers as the most important actors in education. Good teachers on the frontlines are necessary, especially in remote or socioeconomically disadvantaged areas. Support for teachers is paramount and priority must be given to educate and train

good teachers, provide them with the resources that they need, and make sure that incentives are given to good teachers. In order to achieve these goals and achieve learning continuity, the needs of the local community and their unique situations must be observed. Different governmental organizations, NGOs, and local communities must communicate and work together to identify educational needs and empower teachers to address these needs.

Recommendations

Support for teachers is vital and the need for good teachers should be prioritized. This begins with teacher education and training and follows through with professional development to improve the capacity of teachers. Incentives should be provided and can include different forms of remuneration and bonuses. Also, resources must be provided to help teachers reach the equitable education goals.

To encourage learning continuity, there needs to be active support for the implementation of various education activities through various channels. Flexibility is important to meet the needs of different communities, and open communication between teachers and different governmental organizations is vital to establish adaptive solutions.

Next Steps

There is a need to develop a common vision, define equitable education, and develop clear goals. There are many different actors and stakeholders that work together for education for all. Local community engagement and collaboration with these different actors is needed to address the needs of students and teachers. The support and inclusion of equitable education should be promoted across all sectors. Empowering teachers and strengthening those who are at the frontline in education is necessary to achieve educational goals, especially those in rural or socioeconomically disadvantaged areas.

Speaker Remarks

Mr. Rachmadi Widdiharto. Ministry of Education, Culture, Research, Technology, Indonesia

“Synergy and collaborative engagement between departments and work units and regulation synchronization is needed to address discrepancy among regions, including geographic factors.”

Dr. Sadat Minandang. Teacher-in-Charge Darping Elementary School, Philippines

“Give support to these teachers. I would suggest that our stakeholders, partners in education, will listen to our teachers, uplift the living status, support the programs and projects like this; recognize the achievements and accomplishments and acknowledge the effort and sacrifices in the fields of education.”

Mr. Duong Trung Kien, Department of Teachers and Education Administrators, Vietnam

“Urgently respond to the pandemic; encourage and stabilize teachers’ psychological spirit through action plans set by the government.”

Ms. Amy Bellinger. Education Workforce Initiative, Education Commission, United Kingdom

“Technology supported personalized learning had promise but not enough consideration had been given to the role of the teacher and the professional development that teachers need to harness this technology.”

Ms. Lurdes Rangel Goncalves. Teacher, Mata Primary School, Timor-Leste

“Teachers get support through social communities and local leaders, the Ministry of Education, as well as from international organizations.”

Professor Woothisarn Tanchai, Secretary General, King Prajadhipok’s Institute, Thailand

“Educational development is an ongoing process. It’s all about learning and continuous attempts to do it. Most importantly, the society’s attempts to solve educational problems are the joint efforts of all sectors and the people.”

Key Evidence

Recent trends have shown a more decentralized approach to education at the national and local levels has been given greater significance. “Education for All” has witnessed increasingly qualified teachers going to remote areas or socioeconomically disadvantaged areas and they are given greater independence in planning and curriculum development to meet the students’ needs.

Challenges, good practices

With the goal of universal education, reaching the last few percent of students and providing them with quality teachers and appropriate resources has been proven difficult. The characteristics of each place vary and adopting a common vision and implementing that vision remain a challenge.

Country Cases

The example of the Philippines

The Philippines has given numerous financial incentives to teachers including performance-based bonuses. They also incentivize working in remote schools by including teaching resource packages as well as pay increases for working in these schools. Other benefits include privileges for leave for maternity/paternity, as well as for educational purposes. This support has allowed teachers to perform better in local communities and recognize the accomplishments and efforts of teachers in the Philippines.

The example of Vietnam

In Vietnam, the quality of the teachers is one of their strengths. There is a high degree of formal teaching training and by 2030, they aim to have 100% fully qualified teachers. These teachers are given freedom to actively choose the methods and content of the curriculum that would best fit the local conditions. New ways of learning, like the ALEKS online math program can be used as an example of how curriculum is adapted to the needs of students. Teacher development and support has attracted qualified and talented teachers to create equal learning opportunities for everyone.

The example of Indonesia

The uniqueness of Indonesian geography has raised many challenges in education and the government has responded by increasing the professional development of teachers. They have provided opportunities for advancement and have recognized the efforts of them. In order to help facilitate support for these teachers, collaborate engagement between departments has helped create policy that delivers equitable education to help narrow the education gap between different genders and socioeconomic statuses.

The example of Thailand

The decentralization of education has been a trend for over two decades as local organizations have increased autonomy in the education of the youth. Management of education has moved to the local level so these schools can be better adapted to the local students. These local communities have done a good job at addressing the problems in education and achieving education for all.

The example of Timor-Leste

The challenges of the COVID-19 situation have led Timor-Leste to re-evaluate its approach to learning. It focused on the participation of all actors, creating a healthy and safe learning environment, developing an effective school administration, and focusing on quality learning outcomes. However, lack of physical resources for students and teachers is a challenge that Timor-Leste is struggling to overcome. The addition of the need for ICT knowledge and resources has been an even bigger struggle.