A Survey

In Pursuit of Quality Education: The Past, Present, and Future
26-28 October 2016
Bangkok, Thailand
BACKGROUND

- **Purpose:** To gather
  - perceptions about quality education
  - its challenges
  - possible solutions
- **Survey Period:** 15 September – 31 October 2016
- **No. of Responses:** 260
DEMOGRAPHICS

**SEX**
- Male: 48%
- Female: 52%

**AGE**
- Below 15: 0%
- 15-30: 38%
- 31-45: 23%
- 46-60: 28%
- Above 60: 11%
DEMOGRAPHICS

OCCUPATION

- **Teacher/Teacher educator**: 21%
- **Academe (Professor/Lecturer/Researcher)**: 21%
- **INGO/NGO staff**: 18%
- **Government official**: 9%
- **Student**: 8%
- **Other (please specify)**: 7%
- **Head of educational institution**: 6%
- **Administration of educational institution**: 5%
- **Private sector professional**: 4%
- **Not working**: 1%
- **Head of educational institution**: 6%
- **Administration of educational institution**: 5%

**OCCUPATION**
level of education

- Master's Degree or equivalent: 45%
- Doctorate Degree or equivalent: 0%
- Bachelor's Degree or equivalent: 19%
- High School Diploma or equivalent: 31%
- Middle/Lower Secondary School: 4%
- Primary School: 1%
- Did not attend school: 0%
- Vocational Diploma/Associate Degree or equivalent: 0%
- Other (please specify): 0%
DEMOGRAPHICS

COUNTRY BY CONTINENT

Asia-Pacific 79%

Americas 6%
Europe 7%
Africa 8%

ASIA-PACIFIC

Country by Continent

- Philippines
- India
- Thailand
- Malaysia
- Indonesia
- Cambodia
- Republic of Korea
- China
- Nepal
- Vietnam
- Bangladesh
- Iran
- Japan
- Laos
- Pakistan
- Australia
- New Zealand
- Kazakhstan
- Myanmar
- Singapore
- Sri Lanka
- Timor-Leste
- Afghanistan
- Brunei
- Fiji
- Other (please specify)
Findings
DEFINE QUALITY EDUCATION
What is the Main Area of Challenge Facing Quality Education?

- Teachers: 37%
- Policy: 19%
- Resources: 16%
- Other (please specify): 14%
- Environment: 7%
- Infrastructure: 4%

What is the 2nd Main Area of Challenge Facing Quality Education?

- Policy: 28%
- Teachers: 23%
- Resources: 16%
- Environment: 11%
- Infrastructure: 7%
- Content: 7%
- Other (please specify): 8%
Female: 55%
Male: 45%

**Respondents by Age**
- 16-30: 24%
- 31-45: 36%
- 46-60: 29%
- Above 60: 11%

**Respondents by Occupation**
- Teacher / Teacher Educator: 26%
- INGO / NGO Staff: 19%
- Academe (Professor / Lecturer / Researcher): 18%
- Government Official: 11%
- Other (please specify): 5%
- Student: 4%
- Head of Educational Institution: 3%
- Administration of Educational Institution: 4%
- Private Sector Professional: 4%
Male: 62%
Female: 38%

**RESPONDENTS BY AGE**
- 16-30: 12%
- 31-45: 42%
- 46-60: 35%
- Above 60: 11%

**RESPONDENTS BY OCCUPATION**
- INGO / NGO Staff: 26%
- Academe (Professor / Lecturer / Researcher): 25%
- Teacher / Teacher Educator: 18%
- Government Official: 12%
- Other (please specify): 6%
- Head of Educational Institution: 5%
- Private Sector Professional: 6%
- Student: 6%
- Administration of Educational Institution: 2%
TEACHER PROBLEMS IDENTIFIED

- Lack of teacher education and/or needs improvement (31%)
- Low status of teachers, low salaries, and not valuing their own profession (10%)
- Lack of teachers and resources (19%)
- Education content lacks creativity, pedagogy & innovation (28%)
- Teachers teaching for money, lacking commitment/vocation (12%)

RECOMMENDATIONS

- Improving teacher training, assessment and hiring (40%)
- Better value the teaching profession through salaries, benefits, prioritisation, resources (26%)
- Encourage teachers to adopt innovative ways of teaching, address current issues (23%)
- Better include teachers in policy-making and encouraging research (6%)
- Better dispatching teachers to disadvantaged areas (5%)
POLICY PROBLEMS IDENTIFIED

- Not adapted to the realities of education (31%)
- Do not address social inequalities (16%)
- Outdated, short-term, slow to take effect or to innovate (20%)
- Lack of implementation, governance, and resources (23%)
- Lack of agenda for education or personal agendas are pursued (10%)

RECOMMENDATIONS

- Redefine the role of school/teachers, innovate programmes (25%)
- Prioritise education by providing funds, materials, and accountability (25%)
- Review the way school and teacher quality is assessed, revamp teacher training (18%)
- Involve grassroots groups and the general public into policy-making (17%)
- Make policies more inclusive for minorities, remote regions, the financially disadvantaged... (15%)
Assessing real-life applications of school learning, whether professionally or within the community

Assessing students’, teachers’ and parents’ experience of the school

Improving teachers’ wellbeing, training, accountability

Improving education policy’s transparency, implementation and equality

Teaching about and using new technologies at school
Thank you for your participation!