

6<sup>th</sup> October 2016  
World Teacher's Day Forum

# Developing Strategies for Efficient Teacher Placement in ASEAN Countries

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# Outline

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2. Definition
3. Research methods
4. Preliminary findings
5. Way forward

# Project and research background

- ❑ This is a collaborate research project with the financial support from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan.
- ❑ There are various factors that influence education outputs, but one of the major factors is teachers who receive trainings and can offer an appropriate learning opportunities to children.
- ❑ One of the strategies to provide qualified teachers is to place the teachers where they are most needed.
- ❑ Since teachers' salaries compose the bulk of education budgets across the Asia-Pacific region, governments need to adopt strategies to ensure that teachers are equally allocated within the limited budget.

# Project and research background (cont.)

## □ Objectives:

To provide Member States with evidence, policy options and capacity to strengthen teacher policy, particularly in designing efficient teacher placement strategies in primary education in ASEAN countries.

- Review the current national teacher policy with a focus on teacher placement and situation;
- Examine the current teacher placement by using available statistical data such as EMIS, and qualitative data through field visits; and
- Devise strategies to allocate teachers equitably and efficiently, and motivate them to be appointed to the schools in remote/disadvantaged areas.

# Definition

- ❑ This study focus on the efficiency and equity of teacher placements.
  
- ❑ An efficient teacher placement means that teachers are allocated based on the number of students/classes, and this distribution should be equitably to all schools.
  - It is not efficient that some schools have surplus teachers against the number of students/classes and other schools do not have the necessary number of teachers.
  
- ❑ In terms of equity, “it is important not to deny rural, remote or disadvantaged areas an adequate number of teachers” (UNESCO 2010).
  - All children should receive a primary education with quality regardless of school locations.
  - Schools in rural/disadvantaged areas are a target for review in order to understand the current situation.

# Research methods

## □ Desk review and field study

- This research reviews current national teacher policies with a focus on teacher placement and situation, and conduct field researches in the target countries.
- The research observes the difference between actual STR and ideal STR to understand the current placement situation.
- Qualitative data is collected through semi-structured interviews with stakeholders at central, provincial, district, and school level.



# Preliminary findings



# Recruitment of primary school teachers

	Cambodia	Lao PDR	Viet Nam
Conditions to be a trainee/candidate	<ul style="list-style-type: none"> <li>- Khmer citizenship</li> <li>- 16-25 years of age</li> <li>- Grade 12 exam: Score A/B/C holders are automatically admitted, Score D/E holders are selected by an entrance exam.</li> </ul>	<ul style="list-style-type: none"> <li>- Completed grade 12.</li> <li>- Passed entrant examination of the teacher training center</li> </ul>	<ul style="list-style-type: none"> <li>- To obtain at least a certificate of completion in a pedagogical secondary school</li> <li>- To pass the recruitment examination for civic officers organized by the district</li> </ul>
Training organization	<ul style="list-style-type: none"> <li>- 18 Provincial Teacher Training Center (PTTC)</li> </ul>	<ul style="list-style-type: none"> <li>- 3 Universities</li> <li>- 10 Teacher training colleges</li> <li>- 2 Buddhism religion colleges</li> <li>- Some vocational colleges</li> </ul>	<ul style="list-style-type: none"> <li>- 133 training centers</li> <li>- 14 pedagogical universities</li> <li>- 39 pedagogical colleges</li> <li>- 35 primary teacher training upper secondary schools</li> </ul>



# Pre-service training for primary school teachers

	Cambodia	Lao PDR	Viet Nam
Terms of training program	<ul style="list-style-type: none"> <li>- 2 years</li> </ul>	<ul style="list-style-type: none"> <li>- 2 years which combine of studying in TTC and practicum</li> </ul>	<ul style="list-style-type: none"> <li>- 2 years to obtain an upper secondary pedagogical diploma</li> <li>- 3 years for pedagogical college diploma</li> <li>- 4 years for a pedagogical university degree</li> </ul>
Training contents	<ul style="list-style-type: none"> <li>- Subject-matter knowledge</li> <li>- Pedagogical training</li> </ul>	<ul style="list-style-type: none"> <li>- Subject-matter knowledge</li> <li>- Pedagogical training</li> </ul>	<ul style="list-style-type: none"> <li>- Subject-matter knowledge</li> <li>- Pedagogical training</li> </ul>
Practicum	<ul style="list-style-type: none"> <li>- 1.5 months of practicum at 1<sup>st</sup> year</li> <li>- 2 months at the end of 2<sup>nd</sup> year</li> </ul>	<ul style="list-style-type: none"> <li>- Last term of the course</li> </ul>	<ul style="list-style-type: none"> <li>- 1<sup>st</sup> practicum: 3 weeks</li> <li>- 2<sup>nd</sup> practicum (end of program): 6 weeks (some universities require 7 weeks)</li> </ul>

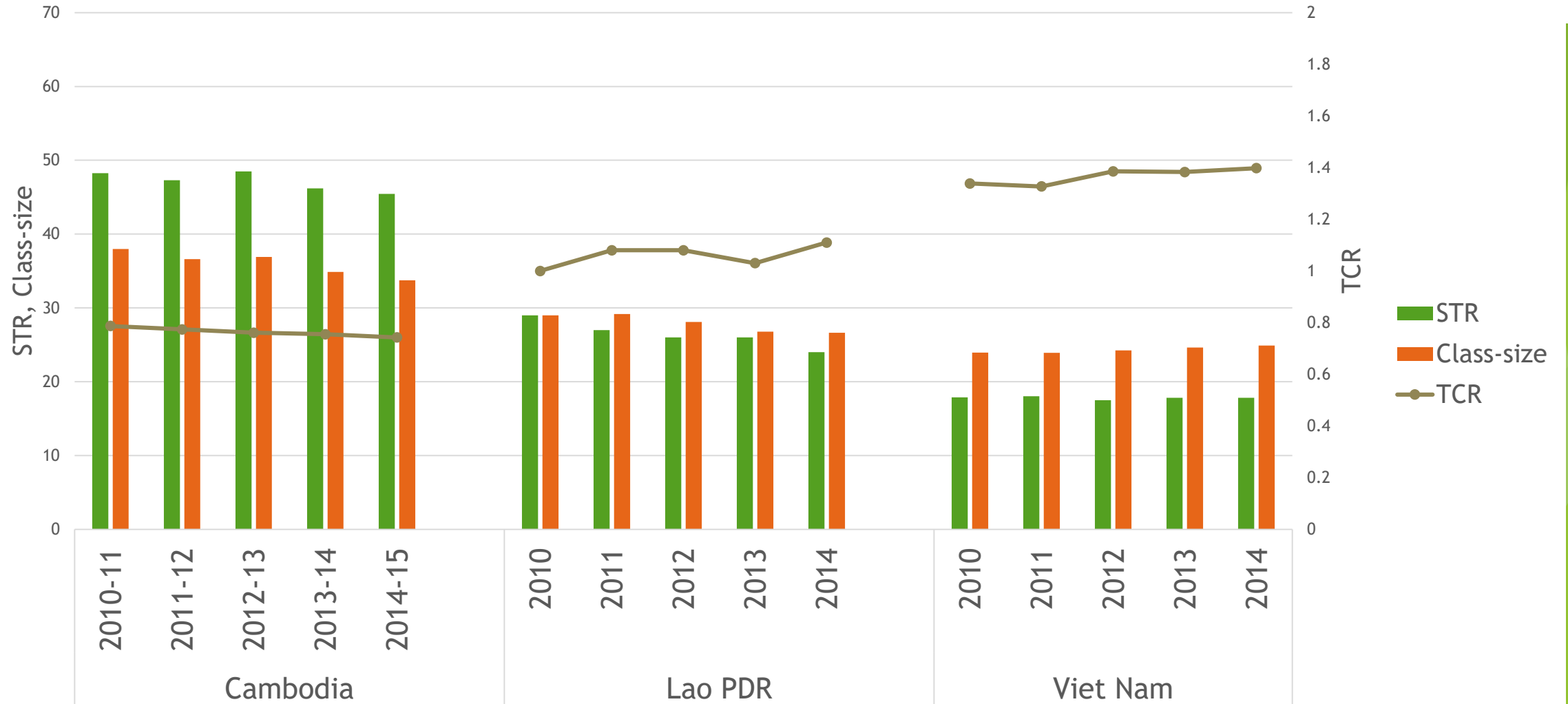
# Teacher Placement Mechanism

	Cambodia	Lao PDR	Viet Nam
Procedures	<ul style="list-style-type: none"> <li>- MoEYS allocates the quota of candidate to be recruited and trained based on the annual reports from provinces.</li> <li>- POE selects the exact number of candidates to be trained.</li> <li>- Province quota is decided when the trainees are recruited, the quota by district is undecided until a few months before the actual deployment.</li> </ul>	<ul style="list-style-type: none"> <li>- Trainees approach the school where he or she apprenticed.</li> <li>- The required number would be reported from schools -&gt; DESB -&gt; PESS -&gt; MoES.</li> <li>- MoES distributes the quota for new recruitment.</li> <li>- Provinces make an examination for new recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>- Schools write a proposal of working positions.</li> <li>- DPC consults with BOET and BOHA to define the total number of teachers and staffs and submits the district proposal of working positions to the province.</li> <li>- DOET and DOHA work to make their provincial proposal to submit to the MOHA.</li> <li>- MOHA consults with the MOET when necessary.</li> <li>- BOHA organizes an examination to recruit permanent teachers for public schools.</li> <li>- District assigns the successful candidates to each school in the district.</li> </ul>
Priorities for recruitment	<ul style="list-style-type: none"> <li>- Trainees' geographic preference</li> <li>- Place of residence</li> <li>- Final examination score</li> </ul>	<ul style="list-style-type: none"> <li>- Year of being teaching staff</li> <li>- Successful applicants of exam</li> </ul>	<ul style="list-style-type: none"> <li>- To be local residence for disadvantaged areas.</li> <li>- Trainees' geographic preference</li> <li>- Successful candidates of exams</li> <li>- To have majors in the priority list of schools.</li> </ul>

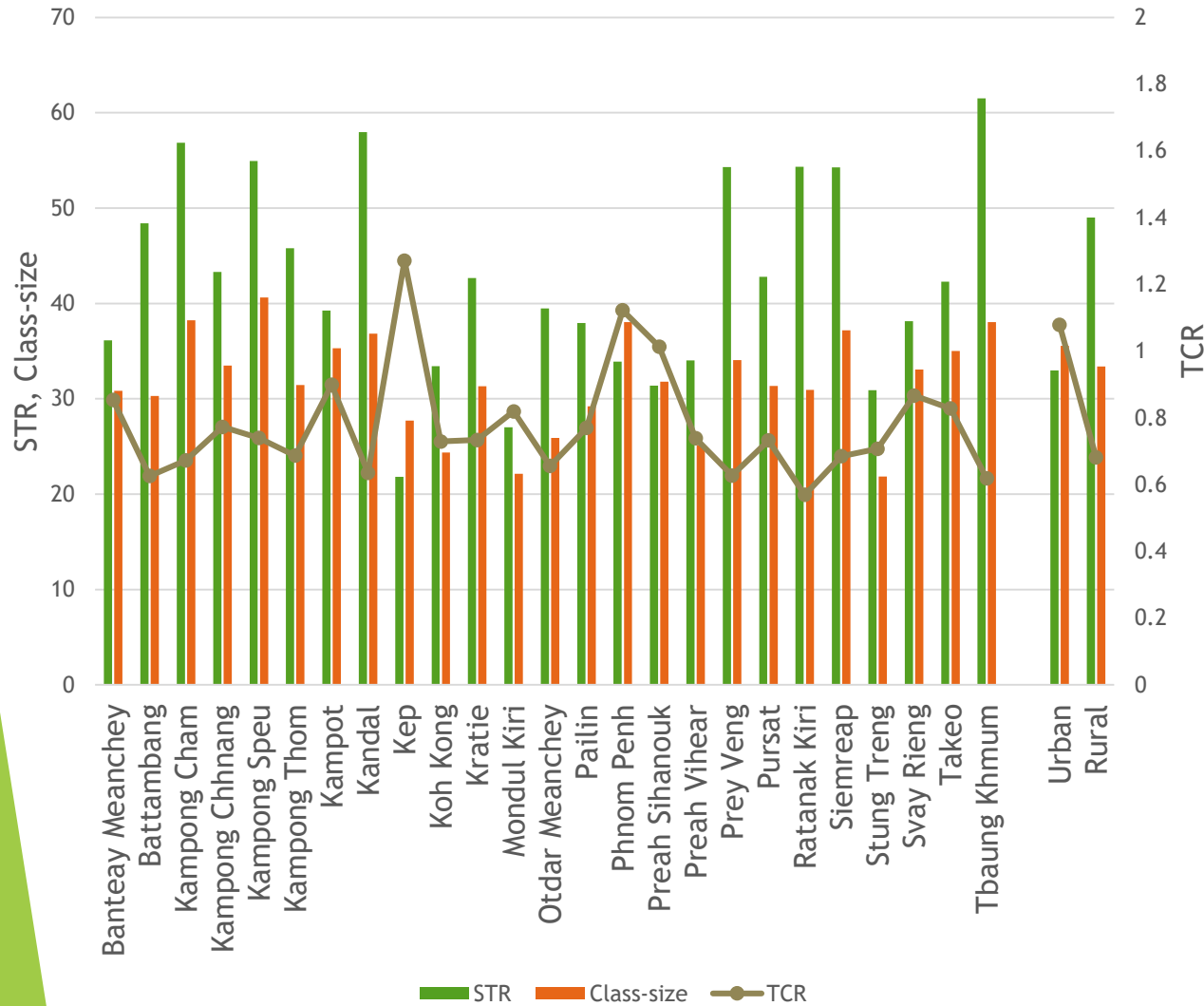
# Teacher Placement Mechanism (cont.)

	Cambodia	Lao PDR	Viet Nam
Special treatments	<p>Placement bonus</p> <ul style="list-style-type: none"><li>- Plus 20 USD to the monthly salary</li><li>- Special recruitment for disadvantaged areas</li></ul>	<ul style="list-style-type: none"><li>- Additional salary in remote and disadvantage areas</li><li>- Teaching staff in remote and disadvantage areas are more likely to be recruited quicker</li></ul>	<ul style="list-style-type: none"><li>- Additional salary of 50% and/or 70% in disadvantaged areas.</li><li>- Teachers who are from the urban or delta rural areas volunteer to go to the disadvantaged or extremely disadvantaged areas can receive a salary quota as equal to 220% or 240% higher than standard salary.</li></ul>

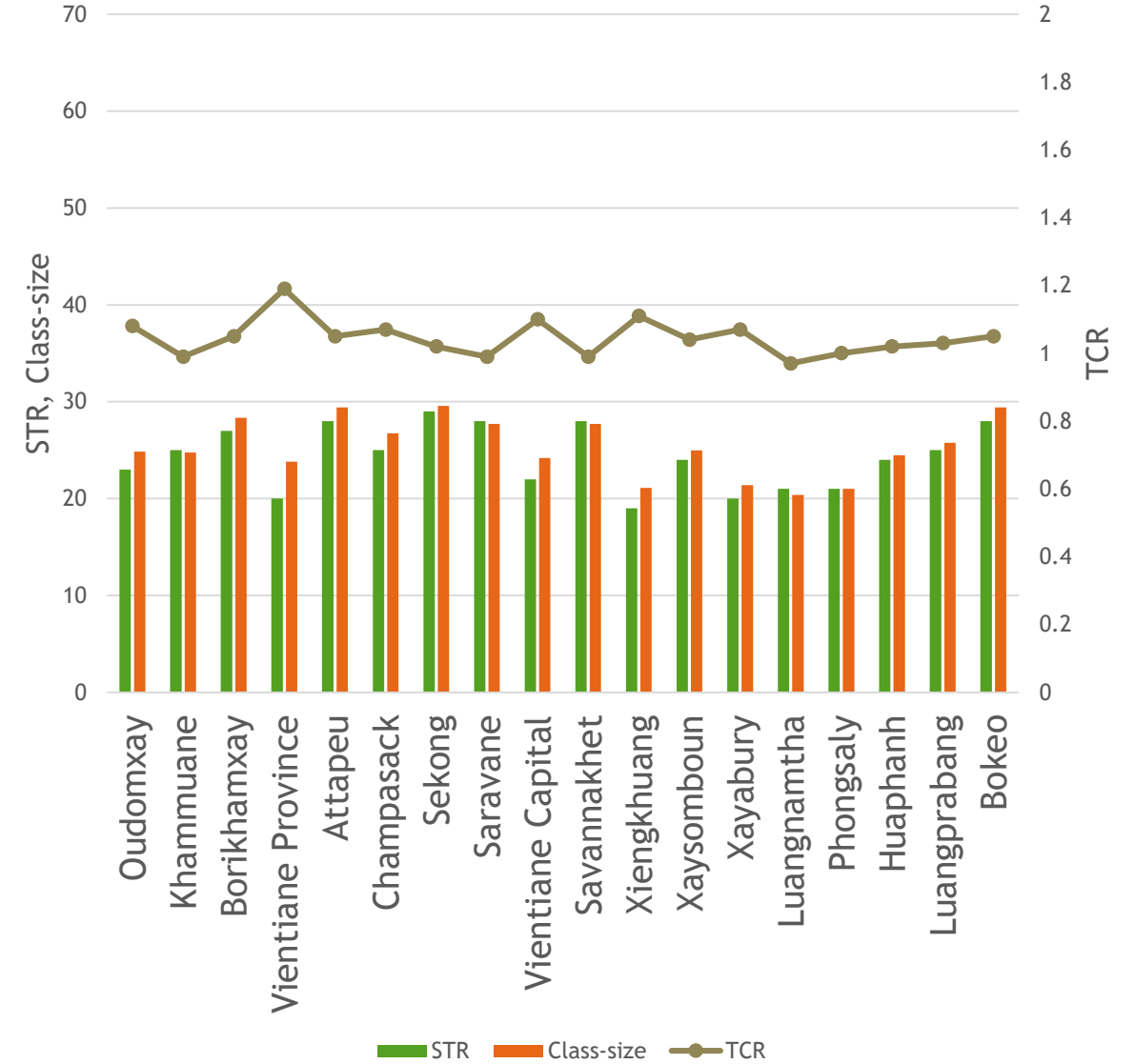
# STR, Class-size and TCR in Cambodia, Lao PDR and Viet Nam, 2010-2014



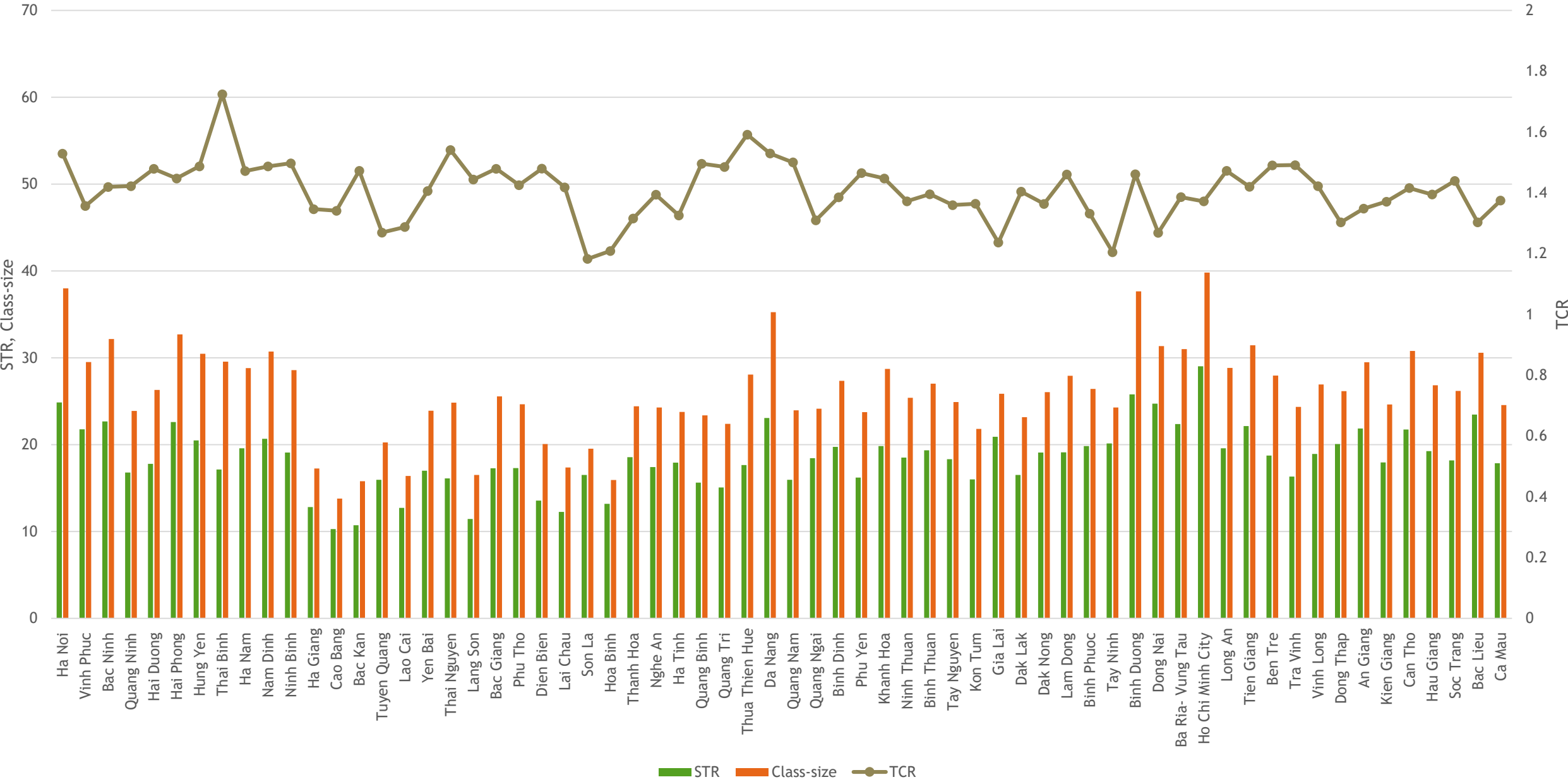
# STR, Class-size, TCR by province and location in Cambodia, 2014-15



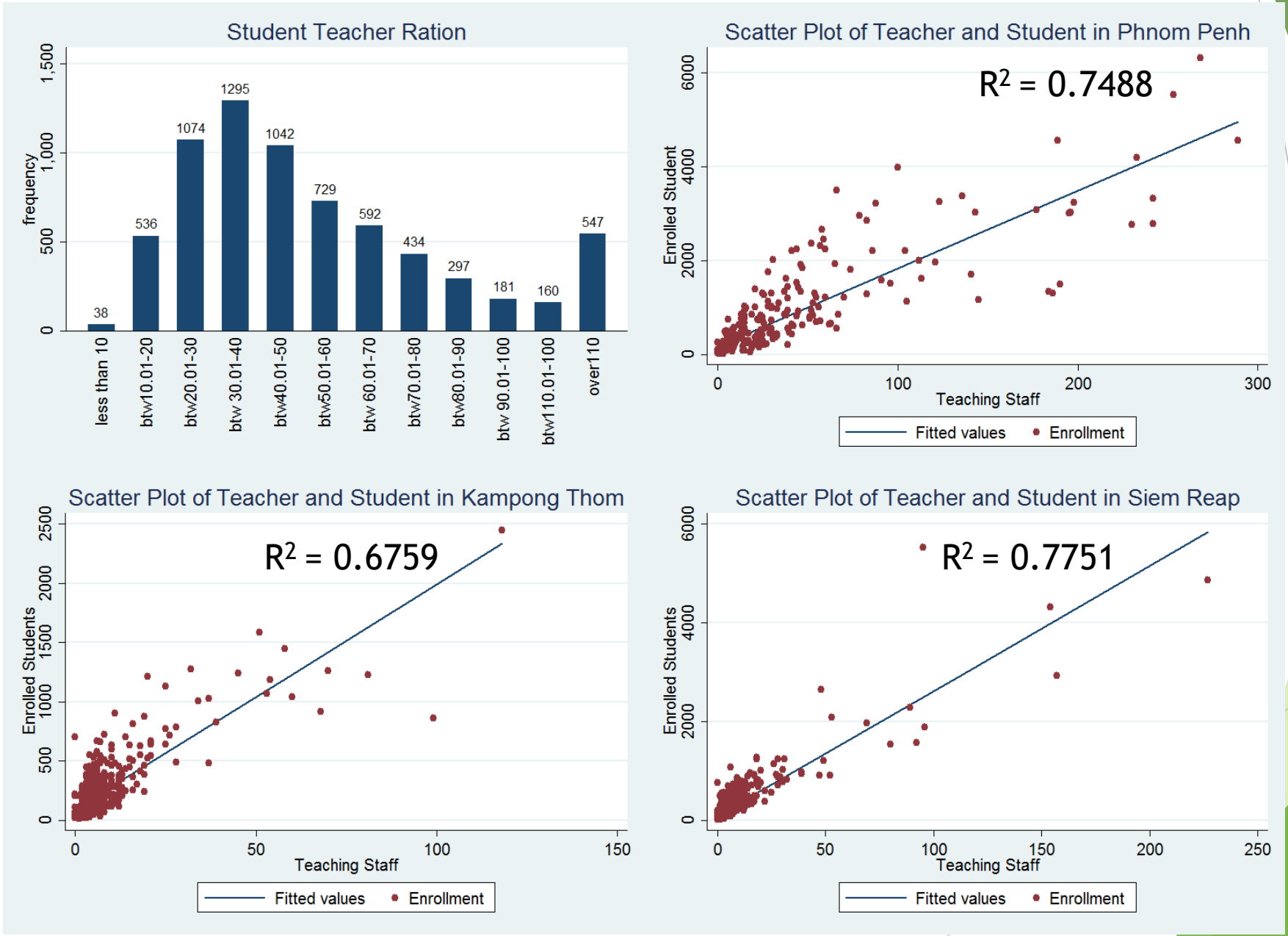
# STR, Class-size, TCR by province in Lao PDR, 2015



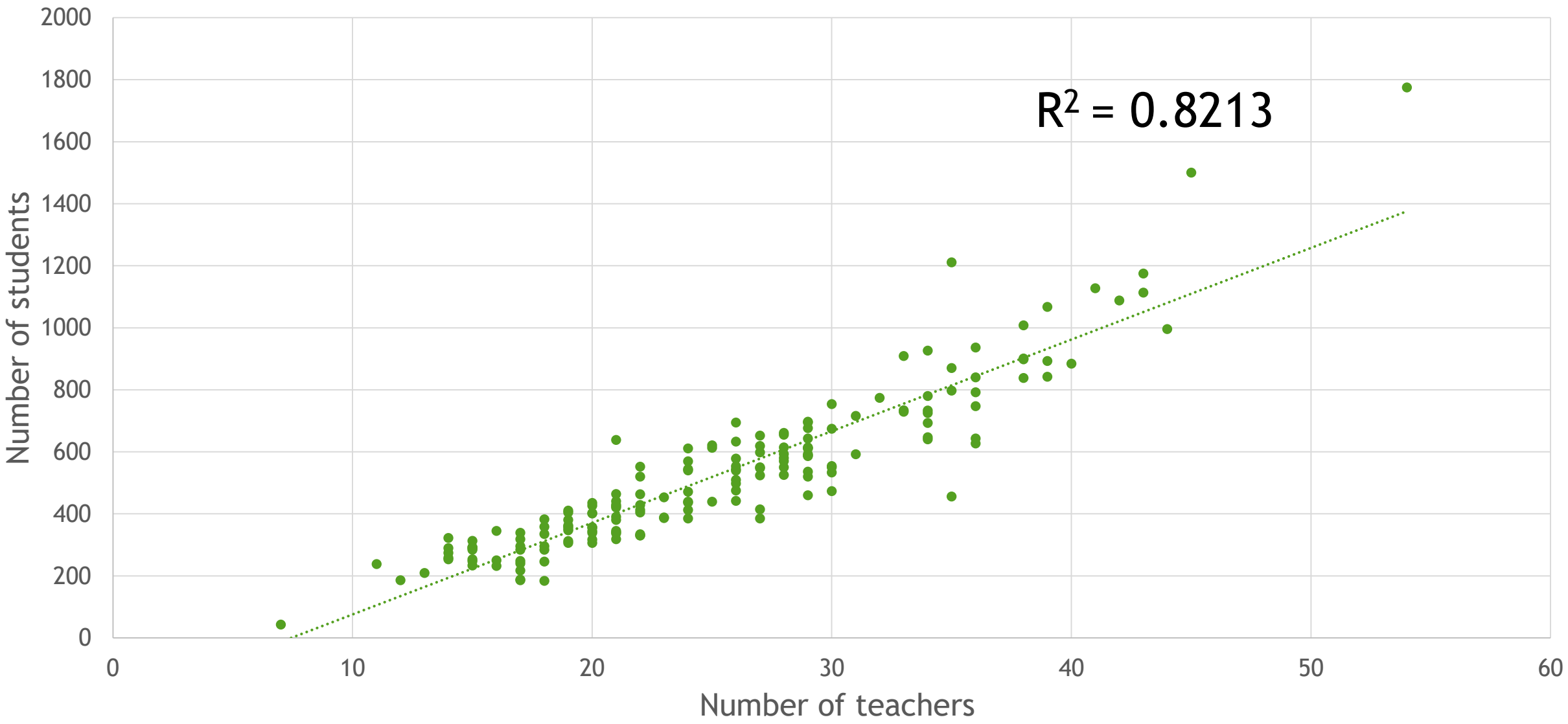
# STR, Class-size, TCR by province in Viet Nam, 2014



# Cambodia



# Number of Students and Teachers in Vinh Phuc Province of Viet Nam, 2014





# Gap between policy and implementation level (From stakeholder interviews)

## □ Cambodia

- The employment of contract teacher currently works as a promotion of youth employment.
- However there is no official pre-service training for contract teachers. Some NGOs offer a short-term training.
- Special bonus is not attractive for teachers in real.
- There is no policy for teacher transfer.

## □ Viet Nam

- Teachers who volunteer to go to the disadvantaged or extremely disadvantaged areas can be reallocated to schools in their local residence once they finish their compulsory period (3 years for female teachers and 5 years for male teachers).
- Some districts implement a rotation system.
- In some cases, teachers end up teaching in the disadvantaged or extremely disadvantaged areas for a period longer than their compulsory period even though they cannot receive special allowance during the extra years.

# Way forward

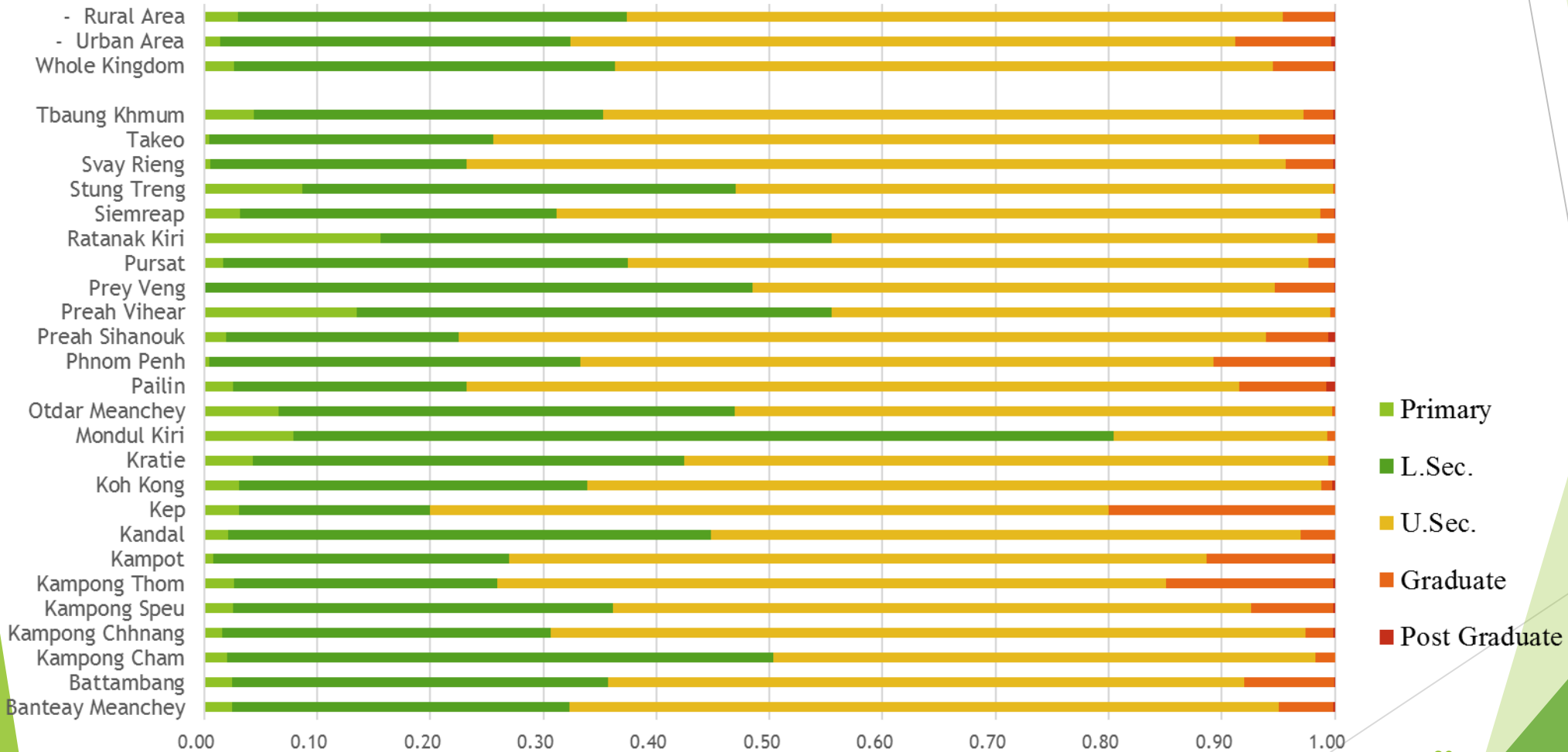


# Current issues

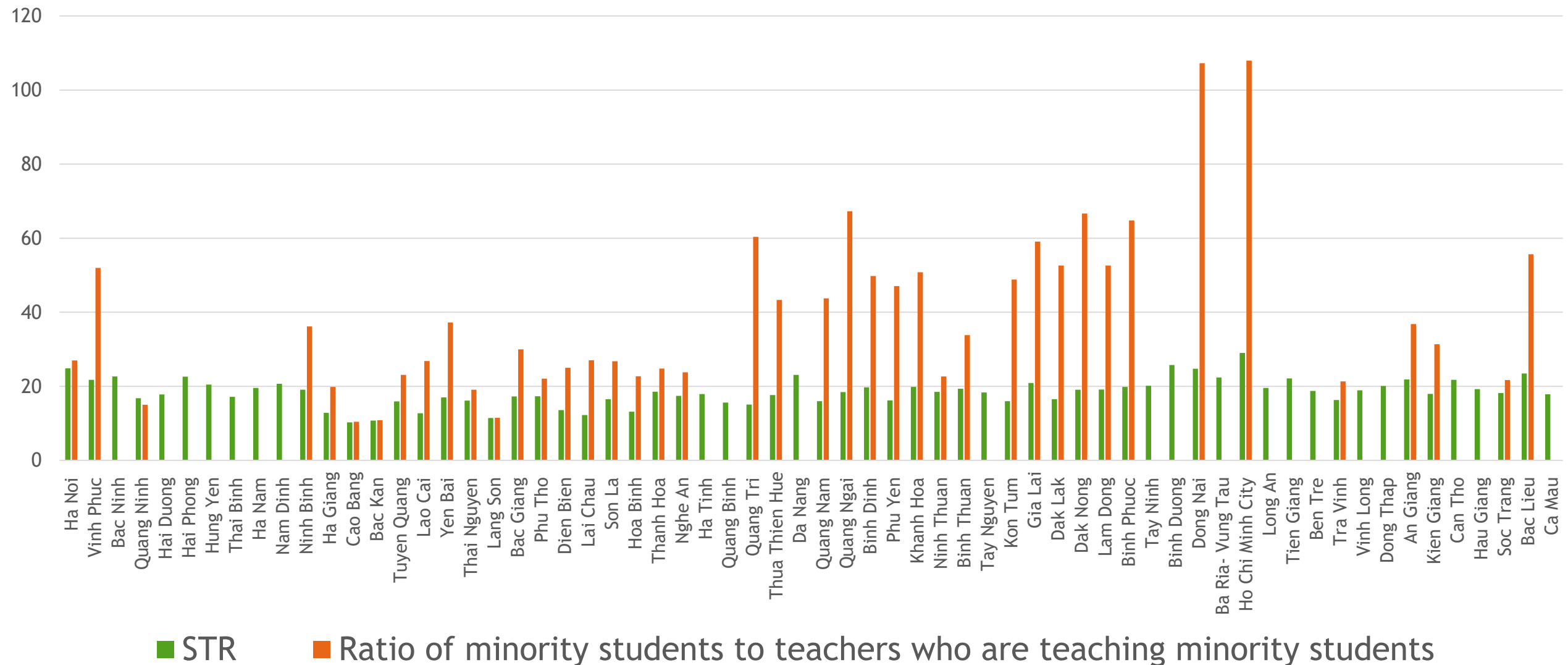
Cambodia	Lao PDR	Viet Nam
<ul style="list-style-type: none"><li>- Inconsistence between supply and demand (WB 2014).</li><li>- STR disparity between and within province/district.</li><li>- Teacher transfer<ul style="list-style-type: none"><li>▪ There is no policy to transfer teachers from schools with teacher surplus or relatively higher STR to schools where teacher demand is high.</li><li>▪ Teacher transfer is done by voluntary vase.</li></ul></li></ul>	<ul style="list-style-type: none"><li>- Inadequate of teacher in terms of quality.</li><li>- High STR in both urban and rural area compared to ideal STR.</li></ul>	<ul style="list-style-type: none"><li>- There are still challenges in terms of teacher quantity and teacher quality.<ul style="list-style-type: none"><li>▪ Shortage of subject teachers in disadvantaged areas. Subject teachers in these areas sometimes need to teach in more than 2 schools.</li><li>▪ Shortage of teachers who can speak local language. In some areas, teachers are facing difficulties in communicating with minority pupils.</li></ul></li></ul>

# The problem about equity....

## Primary School Teacher's Education Level by Province in Cambodia



# Ratio of minority students to teachers who are teaching minority students by province in Viet Nam, 2014



Thank you for listening.