Group 4 – “Think Globally, Act Locally!”

- **Group Leader:** Mr. Abdul Khalid (Brunei)
- **Rapporteur:** Mr. Jorge Mouzinho (Timor-Leste)
- **Facilitator:** Ms. Margarete Sachs-Israel (UNESCO HQ)
- **Note Taker:** Ms. Kyungah Kristy Bang (UNESCO Bangkok)
- **Group Members:** Mr. Dochu (bhutan), Ms. Hye Ryon Ri (DPRK), Ms. Kum Sun Song (DPRK), Ms. Phanthanome Didaravong (Lao PDR), Mr. W.S. Perera (Sri Lanka)
A. Policy and Legal Framework

- **Achievements**
  - Strong political will with financial support
  - Education is top priority of national development strategy
  - Made remarkable progress in ensuring quality education for all
  - Small degree of disparity
  - Early and systemic use of vocational tracking at young age
  - Increased in participation in pre-school, primary and lower secondary education
  - Medium range education attainment
  - Raised literacy levels
A. Policy and Legal Framework

- **Shortcomings**
  - Lower enrolment in upper secondary
  - Teacher qualification is still low compared to international standards
  - Out of school children (OOSC) – 6%
  - Problem with boys
  - Regional disparity
  - Urban vs. rural areas, (eg. shortage of qualified teachers in rural schools)
  - Low cost-effective system
  - Lack of coordination with and between the different Ministries
  - Some degree of inconsistent policy-making and duplication
  - Insufficient capacity to implement the policy
  - Many data management systems
  - Very rigid system
  - Concentration of authority – central administration
  - Some aspect of assessment and curriculum policies hindering equitable educational opportunity
  - Insufficient participatory policy making with all representatives of all stakeholders
A. Policy and Legal Framework

- **Reflections**
  - **Brunei** – very centralized, looking into quality issue as well, a lot of initiatives on teachers’ professional development, different pathways for students, exam oriented
  
  - **Timor-Leste** – Very centralized, WB survey revealed most of children were not able to read after 4 yrs of schooling – reforming and revising curricula, ongoing capacity building of teachers
  
  - **DPRK** – very centralized, focus on quality of education, strengthening teachers’ professional development, much improvement on teaching methodologies and curricula, trying to introduce child-centred methodology (will take long time),
  
  - **Bhutan** - Financially centralized but planning is de-centralized (Needs based planning), Have integrated national plan for EFA, the report doesn’t reflect current situation of student transition to job market
B. Sector Management

- Achievements
  - Adequate number of teachers
  - Annual in-service training
  - Many training courses
  - Teachers are relatively well-paid
  - The ratio of teacher pay relative to per-capita GDP is 3.9 (OECD countries = 1.5-2)
  - Structured formal assessment
  - High willingness to improve the assessment system
B. Sector Management

- **Shortcomings**
  - A problem with teacher distribution (lack of qualified teachers in rural schools)
  - There are un-trained teachers in schools
  - Teacher shortage in primary schools
  - High administrative works
  - May have large class sizes
  - Urban – rural divides
  - Lack of administrative support
  - Lack of coordinated approach to both curriculum development and teacher professional development
  - High-stakes examinations
  - Need to strengthen an assessment approach that includes informal and regular school-based assessments
  - Centralized examination
  - Need to invest in new expertise in other form of assessment
  - Lack of partnership with institutions which can improve assessment regime
  - TIMSS results declined
  - Low PISA result
B. Sector Management

- **Reflections**
  - **Timor – Leste:** Insufficient number of teachers (distribution problem); high number of unqualified teachers; short teacher training cannot change teacher attitude; no heavy administrative works, teacher salary is not high, Teacher training college - 4 yrs

  - **Laos:** Brightest students will go to other sectors (e.g., private sectors); Problems between urban and rural area; Teachers for pre-primary, primary and secondary are mostly trained, but have problem with TVET teachers (lacking pedagogy, no practical teaching experiences); Increased Salary - $300/month (before $50/month)

  - **Brunei:** Most of teachers are trained (more than 80% are degree holders); Many in-service training programmes; New salary scheme for teachers since 2009 (higher salary than other professions). Teacher's performance assessment is in place. Trying to recruit teachers with high commitment; On-going assessment for primary and secondary schools is in place.

  - **DPRK:** Regional disparities in teacher qualification; Teacher training college (pre-primary, primary) and University of Education (secondary, tertiary), In-service training (refreshing course every 3 yrs), Allocated more teachers to rural area; teacher training system is centralized, every province has their own teacher training colleges and universities to train teachers

  - **Sri Lanka:** TPR: 1:18 (Urban), 1:30-40 (rural); Most of teachers are trained; Need to get training before actual deployment

  - **Bhutan:** Different level assessment (school based assessment - grade 3 and 6, Grade 10 and 12 – national assessment)
Thank you!