1. **INTRODUCTION**

The Education for All (EFA) movement in the past decade has been instrumental in providing many children with improved access to education in the Asia-Pacific region. This is undoubtedly great progress, yet enrolment in schools does not necessarily equate to learning. The quality of education has become a major concern in national and international discourses on education and has been a key topic of discussion at a number of education conferences and meetings, including the Global Education for All Meeting in June 2014 and the upcoming Asia-Pacific Regional Education Conference in August 2014.

As the focus of the post-2015 education agenda shifts from equitable access to access with quality learning, teachers are increasingly in the limelight of policy making as they form the ‘front-line’ of quality education. Research suggests that school systems become the best by paying special attention to three areas: 1) getting the right people to become teachers, 2) developing them into effective instructors, and 3) ensuring that the system is able to deliver the best possible instruction for every child (Barber & Mourshed, 2007). Teachers are therefore the main change agents for quality education – and the better the teacher quality, the less the incidence of low achievement (IEA, 2011). Given that teachers’ knowledge and practice are central to quality education, ensuring that teachers are well trained, resourced and supported is arguably the “single most important requirement for raising learning achievements”. Effective teachers can facilitate knowledge construction rather than simply transmitting information, promote students’ ability for analysis rather than just memorization, and provide “learner-centred processes” (UNESCO, 2012). Further research also suggests that expert or qualified teachers, as opposed to non-expert teachers, aim to motivate their students to better engage in learning and to master a subject, and have greater synergy effects on students’ learning outcomes (Hattie, 2003).

In recognition of the importance of teacher effectiveness, international, regional and national efforts have focused on strengthening policy analysis, data collection, dialogue and financing related to teachers in the Asia-Pacific region. Asia-Pacific countries, especially the more developed economies, have made efforts to attract the best teachers into the profession, improve teacher status and learning, strengthen teaching of 21st century competencies, address school leadership, and support teacher accountability through monitoring and evaluation. The majority of countries in the region are however, still lagging behind in terms of teacher qualifications and training. According to the 2012 EFA report on Asia-Pacific, the proportion of trained teachers in the region remains largely insufficient in most countries, and in some, it is even declining, with a greater gap at secondary level (UNESCO, 2012). In India, for example, only 9% of primary school teacher candidates passed the government’s Central Teacher Eligibility Test in 2011 (UNESCO, 2013). Notably, in most South Asian countries, teacher quality is not recognized as a key factor in improving learning outcomes and is thus not addressed in key education strategies (UNESCO, 2011).
2. INTERNATIONAL AND REGIONAL INITIATIVES ON TEACHERS

In the context of increased global attention to quality education and learning outcomes, several initiatives on teacher policy and issues have been launched. At the global policy level, the United Nations Secretary-General’s Global Education First Initiative, which aims to accelerate progress towards EFA goals and the education related Millennium Development Goals, has set quality learning as one of its top priorities and acknowledges the shortage of qualified teachers as a major barrier to quality learning. Recognizing that the quality of an education system is mainly determined by the characteristics of its teachers, the 2013/14 EFA Global Monitoring Report (EFA GMR) "Teaching and learning: Achieving quality for all" provided an in-depth analysis on teacher effectiveness. International agencies also conduct periodic surveys and data collection exercises related to teacher policy. The UNESCO Institute of Statistics (UIS) provides comprehensive data, disaggregated by education level and region, for a range of issues including teachers, while the Organisation for Economic Co-operation and Development (OECD) conducts the Teaching and Learning International Survey (TALIS) every five years. TALIS generates cross-country analyses and surveys teachers and schools about their working conditions and learning environments, so as to help countries identify others facing similar challenges and learn about their policies. The World Bank has also developed teacher survey instruments as part of its Systems Approach for Better Education Results (SABER), which documents and analyses teacher policies according to eight core teacher policy goals, providing indications and recommendations to promote improved teacher policies and teacher effectiveness.

At the regional level, Asia-Pacific governments and international organizations have also been promoting policies related to education quality and teacher effectiveness. The South Asia Teacher Education and Development (SATED) Programme, supported by UNESCO, concentrates on building the capacity of sub-regional and national teacher education institutions by launching continuous professional development of South Asian teachers through specific activities such as workshops, trainings and seminars, study visits, policy research and thematic studies, knowledge sharing, and the delivery of Information, Communication and Technology (ICT) equipment and services. The Ministries of Education of South Asian countries are also working jointly with UNESCO and National Institutes of Education (which are in charge of teacher education and development in mathematics, science education, gender, and inclusive education) to create the South Asian Centre for Teacher Development in Sri Lanka (UNESCO, 2014).

Official Development Assistance (ODA) from within the Asia-Pacific region represents a significant amount of resources (OECD, 2014; Aid Flows, 2014), with Japan, Republic of Korea, Australia, and the Asian Development Bank (ADB) being major donors to a number of the Asia-Pacific countries. For the past ten years, ODA earmarked specifically for education has been rather constant as a percentage of total ODA (approximately 12-13%). An example of ODA dedicated particularly to teacher programs is the Enhancing Education Quality Project in Cambodia, implemented by the Asian Development Bank, which aims to support the Cambodian government’s efforts to strengthen the professional development of teachers (UNESCO Bangkok, 2013). The World Bank has also provided funding for large teacher training programs to improve the skills and performance of teachers in Indonesia (World Bank, 2007) and to
support primary school teachers in acquiring adequate attitudes, skills and knowledge in Vietnam (World Bank, 2009).

South-South cooperation (SSC) has been attracting attention lately, as developing countries begin to play an increasingly important role in the world economy. Global challenges have stimulated countries from the “South” to form enhanced partnerships through interregional, regional and sub-regional mechanisms (Reality of Aid, 2013). Many Asia-Pacific countries are engaging in SSC by actively supporting the development of teachers within the region. For instance, Thailand supported Lao PDR’s education sector via the provision of teacher training for vocational education, educational tools as well as scholarships and exchange opportunities for teachers (TICA, 2009). Furthermore, ASEAN countries have been promoting the development of motivated, professionally trained teachers who are entitled to a decent work environment, salary, and an appealing career path within the region (ASEAN, 2011).

Public-private partnerships (PPP) for promoting teacher effectiveness, especially via teacher training, have been very successful in the region, where the existence of private schools is quite significant. Quality education for all requires an optimal mix of institutional and governance arrangements in the public and private sectors to support effective teacher training and mentoring. Private companies such as Pearson, Cisco, Coca-Cola, ExxonMobil, and Intel have been supporting programs tailored at improving teachers’ effectiveness. Intel and UNESCO have collaborated to deliver the “Next Generation of Teachers” project across the Asia Pacific region. Targeted at training teachers in the areas of problem-solving, critical thinking and collaboration skills as well as to effectively integrate ICT into teaching and learning, the program has benefited over 2.9 million teachers in 14 countries in the Asia Pacific Region since 2000, (Intel website). Another notable example is that of Pearson’s Educator Effectiveness program, which has helped educators gain insight into their performance by analysing what is working and what more needs to be done to continuously improve their impact on student learning (Pearson website). Similarly, ExxonMobil has trained teachers through weeklong intensive professional development programs to enhance their skills in teaching math and science (ExxonMobil website).

3. POLICY AND SCHOOL FACTORS TO ENSURE TEACHER EFFECTIVENESS

Efficient teacher management system

The complexity of a broader context in which teachers are operating in the 21st century has strong implications for future teacher management. Teachers have more responsibilities than in the past, including acting as facilitators of learning rather than mere transmitters of knowledge; imparting “non-cognitive” skills and values in addition to academic knowledge; teaching students from diverse cultural, social and economic backgrounds; being sensitive to gender issues; and providing attention to students with disabilities and behavioural problems. This work needs to be accomplished while keeping pace with current educational developments, endless teaching and administrative duties, extra-curricular assignments, parent and community engagements, etc. In this environment, inefficient teacher management has a significant negative impact on the work and life of teachers, which directly affects their motivation and can provoke absenteeism, frequent strikes and declining attractiveness of the
profession (Tournier, 2011). At school level, when school administrators are not well prepared for managerial responsibilities, teachers will not be properly managed to ensure “punctuality, good quality teaching and learning” (CfBT & VSO, 2008) and will not be provided with continuing professional development opportunities. The consequences of poor teacher management can also result in disparities in teacher distribution between rural and urban schools, disparities in class size, teacher gender disparities, and limited opportunities for teachers with disabilities to continue teaching (CfBT & VSO, 2008).

Therefore, it is essential to strengthen an overall teacher management system in order to improve the work and life quality of teachers and, consequently, promote teacher effectiveness (Tournier, 2011). International and national efforts towards achieving universal primary education have translated in expanding enrolment in developing countries at primary and secondary levels which resulted in ministries of education and donors paying much more attention to rationalizing expenditure. Teachers represent the largest part of expenditure on education (OECD, 2013) thus, human resources in education need to be efficiently utilized and deployed. Research suggests that it is important to articulate and conciliate “what the system needs” with “what the teacher needs” in order to approach the situation from an efficient human resource management perspective. This would imply considering not only what the education system needs from the teachers when designing policies, but also analyzing what the teachers themselves require to effectively carry out their work (Tournier, 2011). It is also necessary to promote a motivated workforce and quality education through a strong teacher management system based on administrative efficiency; effective deployment of human, financial and material resources; clear policies and procedures; effective lines of communication, monitoring and evaluation; and opportunities for continuous professional development. In addition, teacher career structures are often outdated and not necessarily motivating for teachers therefore, many countries could undertake teacher career structure reforms in the context of public sector reforms and demands for different types of teachers (UNESCO International Institute for Educational Planning). Overall, introducing reforms on teacher management requires an important shift from traditional to efficient personnel management at the Ministry level and the necessity to make sure that right conditions are in place for the implementation such as ownership by teacher unions, approval by government at the highest level, wide consultations, appropriate budget lines, effective management of deployment, promotion, and in-service training.

To meet the demand of the 21st century, the Asia-Pacific region has been increasingly emphasizing the importance of transversal competencies¹ in education policy and practice. Education systems of Hong Kong and Singapore, which outstand in international evaluations such as Programme for International Student Assessment (PISA), are progressively interested in teaching their students how to learn, instead

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¹ The term “transversal competencies” is used in the absence of a shared agreement on a more suitable term to describe the set of “skills” (as well competencies, values and attitudes), which are often called non-cognitive, 21st century or higher-order skills. These skills and competencies, often not measured but required for the holistic development of learners, include a range of critical and innovative thinking, interpersonal skills, intrapersonal skills, global citizenship competencies, and media and information literacy.
of only emphasizing content knowledge (UNESCO Bangkok, 2014). However, there is an important gap between education policy intent and teaching practice in every country (UNESCO Bangkok, 2014) and effective implementation remains difficult at classroom level. This has implications for the teacher management system to build an understanding of how transversal competencies can be better embedded in teacher preparation, support and evaluation. (Amadio, 2014). Research also highlights that in order “for teachers to achieve their potential, they need the support of curriculum reforms that can help them to improve their teaching practice” (UNESCO, 2014). For example, South Korea is in the process of a curriculum reform to include competency-based skills in an innovative curriculum to overcome “narrow minded” traditional syllabi and to focus on providing learners with an ability to develop knowledge selection and utilization of skills (Lee, 2014). Existing curriculum should also be adapted to the requirements of both regular and special needs students (Kogan & Hall, 2004), by teachers taking part in curriculum decision-making for the modifications to be successful (University of Michigan). All these issues related to the 21st century education have important implications in terms of teachers’ management which should foresee that teachers’ training and continuum learning effectively facilitates learning instead of solely transmitting knowledge. Teacher management systems should acknowledge the effective teaching of transversal skills, which are often not tested and not included in teacher appraisals.

In order to improve the teacher management system, education policy makers have to design appropriate incentives to provide the best teachers, which implies designing policies to attract, retain and motivate effective teachers. According to the Education for All Monitoring Report 2013/4, there are four main strategies governments should adopt in order to provide teachers with every chance to apply their motivation, energy, knowledge and skills to improve learning for all (UNESCO, 2014). Figure 1 outlines these key strategies which would promote an efficient teacher management system.

**Figure 1. Strategies to Provide the Best Teachers**
Since the focus of this paper is on teacher effectiveness, it further elaborates on selected key factors of an efficient teacher management system which, according to extensive research, have the potential to make the most significant positive impact on teacher effectiveness measured by the adequate acquisition of knowledge and skills by the students (Vegas & Umansky, 2005). These selected aspects are related to three of the four strategies proposed by the EFA GMR (strategy 1, strategy 2, and strategy 4), grouped with a particular emphasis on enhancing teacher motivation and performance and improving teacher accountability through supervision and evaluation. The selected factors are the following:

1. Enhancing teacher motivation and performance
   - Attracting the best teachers
   - Enhancing the status of the teaching profession
   - Providing opportunities for professional learning and career development
   - Promoting an enabling working environment for teachers
   - Paying special attention to school leadership and teacher management

2. Putting in place mechanisms for teacher accountability through supervision and evaluation
   - Ensuring effective school leadership
   - Enhancing teacher evaluation and feedback

3.1. Teacher Motivation and Performance

In order to promote effective teacher management system, it is important to provide motivation for a teacher workforce which would leave an impact on their performance. Low levels of teacher motivation are strongly related with poor teaching and low education quality. Nonetheless, studies show teacher motivation is a factor commonly ignored in education policy formulation at school, regional, national and international levels. Teacher compensation is one of the factors for motivation, but non-monetary considerations have proved to be more influential in increasing teacher motivation. Research suggests non-remuneration factors, such as workloads, trainings, public perception of the occupation, subject mastery, school-level support systems, and giving teachers a voice, influence their motivation equally or more significant than remuneration (VSO, 2002). If policy makers do not provide adequate relevance to teacher motivation, rarely will other education interventions be successful. Main aspects which could have a significant effect on teacher motivation are: attracting the best teachers; improving teacher status, professional learning and working environment; recognizing effective teaching of 21st century competencies; and strengthening school leadership and management.

**Attracting the best teachers** passionate about the teaching profession has a potential to influence their continued motivation over the years of service. Providing competitive compensation to teachers could be a contributing factor for bringing in the best into the teaching profession. **Singapore monitors starting salaries of different professions to ensure that new teachers are paid competitively.** A series of
measures are in place to allow high performing graduates to receive comparable salaries, including a comprehensive and time-consuming system of teacher appraisal and progression underlining its belief that developing a competent teacher is a lifelong undertaking (Schleicher, 2011). Through its various policies and incentives, therefore, Singapore has a low teacher attrition rate of 3 percent, compared to 14 percent in USA (UNESCO, 2014).

However, high salary does not necessarily ensure a long-term motivation which lasts. Research indicates that increasing teacher salaries and providing incentive pay programs often does not affect teacher motivation. For example, teachers in Finland receive more modest salaries but work fewer hours in relation to their peers in other European countries and enjoy greater autonomy and decision making in school policy and management, including textbooks, course content, student assessment policies, and budget allocations. A combination of job security, attractive salary, good vacations and social prestige has also made teaching a popular career choice in South Korea.

In order to have the best teaching force with motivation, there is a need to carefully find solutions to a number of complex issues, including, feminization of the teaching profession, gender disparity in terms of salaries and career development, deployment of teachers to areas of conflict, high rates of teacher absenteeism (Roger & Vegas, 2009), and parents exerting excessive pressures (UNESCO, 2013).

**Status of the teaching profession.** The status of the teaching profession is closely linked to motivation and attracting and retaining the right people into becoming teachers. Countries which consider teachers as great contributors to society, such as Singapore and South Korea, are those with students achieving high academic performance as measured by international examinations. As an example of Finland above indicates, giving more authority and flexibility to teachers is one of the key factors to improving the status of the teaching profession. Additionally, a recent teacher survey in Cambodia found that teachers derive motivation from the encouragement and appreciation of the community (NGO Education Partnership, 2012). The report also mentions the respect community pays to the profession provides a sense of pride in the teaching job. However, in many developing countries the teaching profession status has been declining in the past years, translating into a poor motivation for teachers.

**Professional Development and Collaborative Learning.** Teacher education and training, as a lifelong continuum, needs to be supported by national, regional and international efforts to improve teacher effectiveness. Continuous teacher development is an essential opportunity to align teacher needs in exploring new ideas and current developments in educational practice (Thomas, 2010). For example, the Ministry of Education in Singapore launched the Teacher Growth Model for teachers’ professional development in 2012, recognizing that the growth and personal well-being of teachers are essential to their professional development and education quality. The model encourages teachers “to engage in continual learning and become student-centric professionals who take ownership of their growth” through multiple modes of learning, including training, mentoring, research-based practice, networking and experiential learning (Singapore MoE, 2013). In Pakistan, the Punjab Education Foundation (PEF) formed a Public-Private Partnership to provide teachers’ training through the Continuous Professional Development Program (CPDP), aiming to improve the mentoring capabilities of professional teachers,
enhancing their pedagogical skills and preparing them for the teaching profession. The irrefutable evidence of dramatically improved learning outcomes among the students—the ultimate beneficiaries of the CPDP—has earned praise for the program.

Teacher development can be strengthened not only through specific training opportunities but also through encouraged collaboration among teachers. The latest TALIS report (2013) identified teachers’ participation in collaborative learning to be positively related to higher job satisfaction. Other research also suggests collaborative learning among teachers has far reaching effects in producing better results and enhancing teachers’ performance and knowledge (Burns, 2011). For example, in the best performing schools in South Korea, Shanghai (Burns, 2011) and Singapore, planned collaboration among teachers has been key in improving teacher effectiveness and the quality of teaching, as teachers make their practice public and learn from their own teaching.

The teacher training and collaboration factors contribute directly to teachers acquiring new skills, improving their teaching and building teacher professional communities – necessary aspects for high-performance student learning. Continuous teacher development needs to promote a consistent level of quality during a teacher’s career and encourage teacher reflections about their practice, and to strengthen new knowledge and enabling environment for them to be satisfied and able to meet the challenges of an ever-changing world and the demand of updated skills.

To meet this demand of the skills required in the 21st century, it is important to consider how to integrate the neglected issues of transversal skills and to meet diverse needs of students with special needs and from different backgrounds in the teacher development programs, especially since students with behavioural issues pose greater challenges to teachers’ job satisfaction and feelings of self-efficacy (OECD, 2014). Often, teachers are not aware of how to make appropriate modifications to the way they teach therefore, extensive support for establishing comprehensive teacher training and professional development opportunities is necessary. Some useful lessons regarding teacher preparation with regard to transversal competencies could be drawn from experiences of other countries. In Caribbean countries, educators have been trained to get a sense of what they should be doing in the classroom to effectively transmit Global Citizenship Education (UNESCO, 2014), which includes skills to be “responsible and capable members of the community, who are motivated and empowered to engage in democracy, development and the building of peaceful and sustainable communities”. In the Asia-Pacific region, South Korea’s Ministry of Education has established international teacher exchange programmes to increase teachers’ understanding of global issues and trends, improve interpersonal and pedagogical skills to teach Global Citizenship Education (UNESCO, 2014).

**Enabling Working Environment.** Successful and quality teaching is affected to a great extent by the work environment, such as daily working conditions, which can support or hinder teachers to effectively deliver quality teaching, and foster and sustain their essential motivation to teach (Thomas, 2010). To support quality learning beyond 2015, there is an urgency to establish a work environment that promotes teacher retention, and effective teaching and learning. For this, it is essential to consider, for
instance, the way in which the classroom is arranged, students are seated, and the equipment and materials are placed in the classroom. Examples of enabling conditions for effective teaching and learning are: students unobstructed view of the teacher and information presented in class; classroom arrangement to facilitate students group discussions when expected; and availability of good materials and equipment necessary to teach (Anderson, 2004). The most qualified and skilled teachers will struggle to perform at their best potential and promote student learning when such basic teaching environment conditions are missing (UNESCO & UNICEF, 2012).

**School Leadership and Teacher Management.** School leadership has a direct impact on the climate, classrooms, curriculum, attitudes, and teaching and learning practices. The TALIS 2013 report has devoted one chapter to school leadership, underlining the integral role of school principals in ensuring students’ learning outcomes, promoting equity and excellence, creating and sustaining conditions for quality teaching and learning (OECD, 2014). Seen as the focal points connecting multiple stakeholders in the education sector – teachers, students, parents, government officials and policy makers – school heads are often called upon to manage and balance diverse and conflicting demands. Visionary, capable and efficient school leaders can achieve a lot by inspiring, motivating and developing their staff. However, expected to provide strong leadership, school leaders themselves require relevant training and professional development in accordance to established standards. To address this issue, Australia introduced a National Professional Standard for Principals to define the role of the principal and unify the profession nationally, describe the professional practice of principals in a common language, and make explicit the role of quality school leadership in improving learning outcomes. The Standard has identified five areas of professional practice: leading teaching and learning; developing self and others; leading improvement, innovation and change; leading the management of the school; and engaging and working with the community (Australian Institute for Teaching and School Leadership, 2011). Research also indicates that school administrators have a potential to improve education quality and learning outcomes by playing a proper role of facilitators, including fostering collaboration among teachers, establishing relevant professional development opportunities, developing teacher communities of practice, providing support and actionable feedback to teachers, and encouraging teachers to prepare activities and materials designed to meet the variety of needs of their students. The most teachers consider feedback and appraisal to be constructive for their professional development (OECD, 2014). However, often school leaders spend too much time and energy on teacher evaluations and research shows that this might not be resources well spent (Murphy & Hallinger, 2013).

**3.2. Teacher Accountability through Supervision and Evaluation**

In a high number of developing countries teachers can earn higher salaries only by staying in the profession or by getting additional education degrees since salary scales are linked primarily to education and years of service and not to any measure of performance (Vegas & Umansky, 2005). As teachers constitute the most important factor to ensure quality education, education systems could develop effective mechanisms for ensuring teachers are held accountable for their share of students’
high or poor academic performance. However, it is important to consider rewarding teachers based on their practices and job responsibilities rather than on student outcomes since this proved not to be an effective practice (Yuan, 2012). School-based management with direct control over teachers can have a direct positive effect in teachers’ incentives to satisfy community interests and improve their work and expand students learning. This can contribute to making teachers more accountable to the needs and interests of students and their families (Vegas & Umansky, 2005). In an effort to address this situation, some countries in Latin America have devolved authority to communities granting professional autonomy to schools to monitor and truly affect teacher compensations. This has translated into higher accountability and, therefore, improved teacher quality and student outcomes. Likewise, in Sub-Saharan Africa, community schools increased levels of teacher accountability and the sense of ownership, which has been documented as key for their success (Bernell & Akyeampong, 2007).

Supervising teachers through evaluations of their knowledge and skills, behavior and performance, and student learning results helps policy makers and teachers themselves to know if teachers are meeting expectations. These evaluations also serve as a tool for school administrators to identify necessary improvements related to teachers’ subject knowledge and pedagogical skills. However, for teacher assessment reforms to be effective, teacher evaluations need to be adequately designed and implemented (KEDI, 2014), and the evaluation system has to “create a coherent and well-grounded approach to developing teaching” (Darling-Hammond, 2012). Teacher evaluation reforms influence not only the outcomes of learning but also the improvement of teachers’ capabilities. Nevertheless, teacher evaluations often do not represent important features of capacity building. A comprehensive teacher evaluation system should “provide support for supervision and professional learning, identify teachers who need additional assistance and – in some cases – a change of career, and recognize expert teachers who can contribute to the learning of their peers” (Darling-Hammond, 2012). Moreover, teacher evaluation systems have to be structured in terms of the school-based conditions that are needed to stimulate continuous learning and improvements, such as teacher participation in decision making and system development; valid evidence of teacher effectiveness; and ongoing and high quality professional learning opportunities which will enable teachers to meet the standards (Darling-Hammond, 2012). Finally, results of the most recent TALIS suggest that notifying teachers of their evaluation results through feedback mechanisms has a positive impact increasing teachers’ confidence in their ability to teach. The report also mentions teachers who are more confident in their teaching are more likely to participate in professional learning activities, and this, as mentioned previously, supports teachers’ acquisition of new knowledge and skills (OECD, 2014).

4. STRENGTHENING INTERNATIONAL AND REGIONAL COOPERATION IN TEACHER EFFECTIVENESS

Developing a Framework for Assessing Teacher Effectiveness

The discussions at the UNESCO-KEDI 2014 Seminar will assist in further defining essential aspects to evaluate teacher effectiveness in support of quality learning. This paper suggests that the key determining strategy of teacher effectiveness is to establish an efficient teacher management system
which attracts the best to the teaching profession, enhances the status of the profession, strengthens teacher learning opportunities, promotes an enabling teaching environment and a strong school leadership, as well as puts in place mechanisms for teacher accountability. To strengthen international and regional cooperation in data collection, research, policy analysis and financing in teacher effectiveness, an analytical framework to assess teacher effectiveness could be developed. It would be based on research and evidence related to the most successful interventions at country level. This framework would guide countries in the Asia-Pacific region how to use their resources effectively in order to implement teacher effectiveness policies at a local level. An initial concept of the framework is outlined in figure 2.

**Figure 2: Concept of the Framework to Assess Teacher Effectiveness**

**Efficient Teacher Management System**

1. Teacher Motivation and Performance
   - Attraction of best teachers
   - Enhanced teacher status
   - Strengthened teacher learning: training and teacher cooperation, while addressing 21st century competencies
   - Enabling teaching environment
   - Strong school leadership
2. Accountability through supervision and evaluation
   - Effective school leadership
   - Enhanced teacher evaluation and feedback

As a final note, the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID) will be hosting an international conference on Teachers for the Future, hosted by the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID), on October 29-31, 2014, in Bangkok, Thailand will further discuss education policy factors relevant for teacher effectiveness and would support to tweak and strengthen the results of the UNESCO-KEDI 2014 seminar, and to complement the proposed framework on assessing teacher effectiveness.
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