



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



Summary Notes of the Seminar

1. Overview

A total of 46 people attended the KEDI-UNESCO 2011 Regional Policy Seminar: Towards Quality Learning for All in Asia and the Pacific. 17 represented member states (Indonesia, Lao PDR, Mongolia, Nepal, Kazakhstan, Uzbekistan, Solomon Islands, Cook Islands, Viet Nam, Cambodia, Thailand, Australia, Malaysia, Republic of Korea), 20 represented research organizations in the Asia-Pacific Region (China Institute for Education Finance Research, National University of Educational Planning and Administration, Meiktila University, Chungju National University, ChonBuk National University and Korean Education Development Institute) and 9 represented international organizations (UNESCO, UNICEF, Fast Track Initiative, OECD, Task Force for Teachers for EFA Secretariat).

The keynote speeches were made by Dr. Hyunsook Yu, Director-General, Higher Education Research Division on behalf of Dr. Tae-Wan Kim, President, KEDI, who was unable to join the seminar and Mr. Gwang Jo Kim, Director, UNESCO Bangkok.

Dr. Hyunsook Yu stressed the need for reflection on the history of the Republic of Korea's socio-economic development and how this experience could be discerned and translated into medium and long term educational development for other countries now that the Republic of Korea is a donor.

Mr. Gwang-Jo Kim shared notable trends in the Asia-Pacific region that impact on education quality such as: demographic change, economic growth, digital divide, and vulnerabilities to natural disasters. He then remarked on the major challenges in education in the region, such as disparities between and within countries and unstable public resources devoted to education, amidst the larger socio-economic-natural trends. He posed key questions in quality of education, including: why quality learning is important, how it is defined, and determinants and barriers to quality learning for all. His speech also remarked on UNESCO's role in promoting quality learning at the global and regional level.

2. Quality Learning for All in Asia and the Pacific



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



Two participants directly spoke on this topic: Mr. Gwang-Chol Chang, Chief, Education Policy and Reform Unit, on behalf of UNESCO Bangkok and Ms. Sung Bin Moon, Research Fellow, Center for International Education and Development Cooperation, on behalf of KEDI.

Mr. Gwang-Chol Chang discussed the enabling factors in quality learning focusing specifically on education personnel management, international cooperation and education finance mechanisms as key enabling factors. He shared teacher shortage data in the region, average pupil teacher ratios, required pre-service training by country, challenges and considerations in recruitment, retention, and (re) deployment in the region. He also offered an overview of reputable research findings linking teacher characteristics with learning outcomes. He remarked on national budget allocated to the education sector (%) by country, public expenditure on education as a percentage of GDP and PISA results, equity and efficiency of spending on the education sector in the Asia-Pacific region; and financing modalities for improved student learning. He ended by posing important policy questions for discussion related to each of the three enablers and quality learning.

Ms. Sung Bin Moon shared the history of education development in Korea driven by 1) tradition, 2) government led initiatives tied to economic growth, 3) private sector involvement. She also remarked on how the Republic of Korea retains and attracts high quality teachers. Lastly, she shared on lingering issues and challenges such as 1) students experiencing an unhappy school life and undue pressure to succeed from the household, 2) competitive college exams, 3) shadow side of the private tutoring enterprise – high cost and equity issues.

**Discussion:** One participant shared that when the Republic of Korea describes tradition or culture as a driving factor in their education development it becomes too mysterious for other countries to practically copy. He likes and feels it is important to take a historical approach when showing low income countries how to develop their education sector. By taking the historical approach we see trends whereby successful education systems start by doing the basics efficiently. For instance, the curriculum in Finland still specifies how a child must hold the pencil to write.

One participant asked why the Republic of Korea is not a hub for international student's studies considering their high scores on international achievement exams. Sung Bin Moon offered that there is often a mismatch between education and relevant skills for the job market. Also language poses a barrier to foreign students wishing to study in Korea. GC agreed that the language barrier is a likely factor.

### 3. Education Personnel Management



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



The participants who presented on this topic included (in the order they spoke): Ian Whitman, OECD; Mr. Mohammad Nuri Bin Hussien, Ministry of Education, Malaysia; Gogot Suharwoto, Task Force on Teachers for EFA Secretariat; Tipsuda Sumethsenee, Office of Education Council, Thailand; Gwang Ho Kim, Chungju University, Seoul; Joe Maeriu Ririmae, Ministry of Education and Human Resources, Solomon Islands; Maung Thynn, Meiktila University, Myanmar; Gulmira Smagulova, Ministry of Education and Science, Kazakhstan.

Sharing of Experience on Education Personnel Management and Quality of Learning

(1) “Teacher Policies for Good Education” - *Ian Whitman, OECD*

- Ian Whitman emphasized: 1) How to make teaching a more attractive career choice, 2) Effective professional development strategies, and 3) the quality of school leadership. Lastly he shared the OECD’s current work relating to improved teacher quality for improved student learning.
- One key point raised in his presentation was the allocation of most funds to teacher pre-service professional development; when relevant in-service training options may be more aligned and supportive to education sector goals.
- He also shared about TALIS the OECD EMIS model for teacher data. In time this data will inform decision making on teacher related issues and new questionnaire items linked to PISA results will be piloted over the next two months.

(2) “Education Personnel Management” - *Mohammad Nuri Bin Hussien, Teacher Training Division, Ministry of Education, Malaysia*

- Articulated that, “to produce excellent students we must have excellent teachers.”
- He described how teacher support, professional development, and growth are ensured by various policies and procedures in Malaysia. For example – community groups have been able to select and appoint teacher assistants in cases where teachers became overwhelmed by clerical duties beyond their regular instruction. All experienced teachers serve as mentors to new teachers. There is a system of school based learning that includes observation in the classroom, short trainings, coaching and mentoring. This connects to a new evaluation and performance management approach.

(3) “Toward Quality Learning for All in Asia and the Pacific” - *Gogot Suharwoto, Expert for the Task Force on Teachers for EFA Secretariat*

- Emphasized that we need to help countries with the greatest teacher shortages to address this challenge in pursuit of meeting the EFA goals by 2015.
- He also shared that more money does not relate to more quality of education; that the critical gap is not only about the number of teachers but also the number of qualified teachers.



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



- He stated that adequate, rigorous, and ongoing teacher monitoring and evaluation is important and shared a new study underway to explore how much developed countries spend on teachers and in which areas.

**(4) “Personnel Management in Thailand” - *Tipsuda Sumethsenee, Office of the Education Council, Thailand***

- Shared the history of education personnel management in Thailand, current challenges, and new policy initiatives to improve the quality of teachers in the system.
- One unique strategy in Thailand is a teacher training voucher program which allows the teachers to provide the demand development matching their needs.

**(5) “Teacher Policy in Korea – Development Experiences and Challenges” - *Kwang Ho KIM, Chungju National University, Republic of Korea***

- He shared the history of educational personnel development in the Republic of Korea from after the Japanese occupation up to the present day.
- He also outlines trends in spending toward and within the education sector related to education staff which is illuminating in its precision.

**(6) “Teacher Personnel Management – Toward Student Learning” - *Joe Maerua Ririma, Ministry of Education and Human Resources Development, Solomon Islands***

- He noted the current challenges of education personnel management in the Solomon Islands context. He emphasized that low teacher quality and teacher absenteeism led to increased numbers of out of school students.
- He also mentioned the need for the government to take responsibility for teacher housing because, “teacher housing is terrible – people should not live there,” the education committee’s in local communities are not able to provide adequate housing.
- In this case relevance is an issue and households need to see that formal education is relevant for their children. Improving TVET and links between education and the economy is a priority in the Solomon Islands.

**(7) “Teachers Training for Quality Learning in Myanmar” - *Maung Thynn, Meiktila University, Myanmar***

- He reported on how teacher training is organized in Myanmar and the qualifications of teachers in the system.
- He also shared how school inspections operate to ensure quality and the need for more ICT teachers in the system.

**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**

(8) “National System of Educational Quality Assessment in Kazakhstan” - *Gulmira Smagulova, National Center of Educational Quality Assessment, Kazakhstan*

- She shared that Kazakhstan is now in 4<sup>th</sup> place in the world according to the 2009-2011 Education Development Index, expanding pre-school education is a priority for Kazakhstan in the years ahead, they are also developing a new set of ‘logical character assessments’ to assess trends in competence and reasoning at the secondary level.
- She also shared that the current president of Kazakhstan is invested in increasing the status of the teaching profession.

**Discussion:**

Questions/Comments	Responses
Do incentive strategies to enhance quality work?	
I am curious about remote areas and the impact of natural disasters – specifically what the government of Korea does about this issue and how we can make education as important as giving food and water after an emergency.	Kwang Ho Kim shared in response to quality control in remote areas. In the Republic of Korea in the 1950’s children in remote areas attended school despite poverty and they used school inspectors for quality assurance at that time. Now they practice self and external evaluation in remote areas.
How many months is budgeted for female teachers to take maternity leave? in Myanmar?	Maung Thynn – majority female staff in all levels of education, including higher education so maternity leave must be budgeted.  In Republic of Korea 70-80% of teachers are female and they can take up to 3 years maternity leave – until the child is 8 years old. Male teachers can also take paternity leave.
In the Republic of Korea do you worry that the private sector will recruit away the best teachers from the public sector because they can offer a	The government and parents share responsibility for the education system. The government works to look at standards and evaluate private sector



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



higher salary? Do you know how much more private schools must offer to cause this scenario?	schools and the relationship between public and private education. Private schools must operate following national standards and requirements for infrastructure and teacher quality.
---	---

#### 4. Education Finance

The participants who presented on this topic included (in the order they spoke): Yoga Raj Pokharel, Ministry of Education, Nepal and Tap Raj Pant, UNESCO Kathmandu; Nath Bunroeun and Sam Sereyath, Ministry of Education, Youth, Culture and Sport, Cambodia; Sang Jin Ban, Chonbuk University, Republic of Korea; XiaoTing Huang, China Institute for Educational Finance Research (CIEFR); Jandhyala B G Tilak, NUEPA, India

#### Sharing of Country Experience Education Finance and Quality Learning

(1) “Education Financing in Federal Republic of Nepal: Priority, Trend, and Transformation,” - *Yoga Raj Pokhrel, MoE Nepal and Tap Raj Pant of UNESCO Kathmandu, Nepal*

- Access to basic education is still the priority in fund allocation and expenditure
- Medium Term Expenditure Framework (MTEF) 2002 has helped align education budget allocation with sector goals, the School Sector Reform Program (SSRP) also guides budget allocation
- Scholarships, school feeding programs, mother tongue instruction, and free textbook initiatives are in place to address equity issues of access in education in Nepal.
- Nepal has measures in place to organize and harmonize pooled and non-pooled donors. Foreign aid supplies close to 36% of education expenditure at the primary level.
- Large fund amounts have been spent on monitoring the education sector, despite this funding – audit irregularities, inflated or incorrect data reporting and disregard for monitoring data is common.
- Nepal has created an independent Education Review Office to address the issue of audit, monitoring and assessment of the education sector. This office will also try to address leakage in the system and gap between budget allocation and actual needs.

(2) “Teacher Policies in Cambodia” – *H.E. Dr. Nath Bunroeun, MoEYS, Cambodia*

- Requirements to enter the teaching profession are based on a formula designed to start building capacity and slowly increase required qualification standards over time.



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



- Recruitment is based on the results of a competitive exam and community selection of their teachers.
- Teaching is one of the highest paid government positions in Cambodia. There are plans to continually increase the relative salary of teachers to ensure the status of the profession.
- Extra salary incentives are in place for teaching in urban and rural remote areas, and disadvantaged areas – this has slightly decreased teacher shortage to these communities over time.
- MOEYS also has financial incentives for the three best teachers in each school each year and prizes for the best education managerial and administrative work.

(3) “Education Finance as an Enabling Factor in Quality Student Learning in Cambodia” – *Sam Sereyrath, MoEYS, Cambodia*

- Development partners/NGOs have comprised approximately 50-70% of education sector expenditure 2009-2011.
- In 2011 there was still a funding gaps of 32% (USD 82 million) to meet the needs of the annual operation plan.
- The Joint Technical Working Group in the Education Sector (JTWG-Ed) includes government and development partner stake holders, it meets quarterly to enhance cooperation modalities.
- MoEYS would like to see this group work together on more pooled funding long term and aligned with sector priorities and national objectives. They hope to develop core break through indicators to facilitate shared objectives and accountability.
- Scholarships are being offered at the lower and upper secondary level to provide incentive for disadvantaged and particularly female students to stay in school at this critical age.

(4) “The Change of Education Finance Policy and New Directions for the Future” – *Sang-Jin Ban, Chonbuk National University, Republic of Korea*

- By law the government of the Republic of Korea must fund education – this allows 20% internal revenue from taxes for education funding. Also 45% of tobacco consumption tax revenue goes toward primary and secondary education.
- Since 2001 Republic of Korea has used the School Based Management model allowing individual schools to secure and manage finances at the school level.
- The Republic of Korea provides more than 55% of funding to private schools
- The local education finance grant system ensures equality of education spending among regions.

(5) “Education Finance Reform” - *XiaoTing Huang, China Institute for Education Finance Research, China*



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



- History of China decentralization and then recentralization strategies for education finance.
- The county bureau of education is most responsible for basic education finance and planning – currently.
- The level of control at the county level versus a more localized level varies. In schools with more local control teacher incentive (promotion) is more connected to the results of end of year evaluations – including student achievement. County control links teacher promotion with years of experience or impressing a county level or other higher up official.
- Student achievement is highest in district governor managed schools rather than county managed or jointly managed schools. Other variables could also have a relationship to the higher student achievement scores in district governor managed schools.

(6) “Financing Education in India” – *Jandhyala B. G. Tilak, NUEPA, India*

- Shared many interesting trends in education financing over time. In several visuals (household % expenditure vs government % expenditure, share of public expenditure in % GDP, % distribution to education sub-sectors) the proportional shares of education finance were similar 1990’s – present.
- Household expenditure on education is increasing at all levels, government allocation to educating is increasing reluctantly – it should increase.
- There is now an education cess or tax in India – 2% of central taxes now goes toward primary education and 1% for secondary and higher education. A large percentage of this cess funds the school feeding program which benefits both public health and education.

Discussion:

Questions/Comments	Responses
In the Nepal presentation there was a reference to basket funding – what is this?	<p>Nepal has launched a project with their development partners and they agree on reforms providing better access to primary school in line with the government approach. Funds are pooled in the basket and the government is responsible for the execution.</p> <p>The meaning of the basket funding is the Ministry of Education has autonomy to spend the funds from the basket.</p>



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**

<p>In (?) Cambodia what is the 20% allocated for education quality actually spent on? How do you know it is working?</p>	<p>Really good question related to M&amp;E, we are talking about the 5 aspects of quality – in my presentation I focused on quality development of teachers. The M&amp;E team exists in order to conduct evaluation related to quality. Right now they do not look at the quality of teachers because we have a teacher shortage of up to 5,000 teachers per year. We need the inspectors to help teachers work on their skills through observation.</p>
<p>Do you have a strategy to match donor funding to national objectives and monitor this process?</p>	<p>Nepal planning commission – schools in the remote areas have trouble paying teacher salary on time. We are working on this.</p>
<p>Maybe a comment maybe a question. We have seen two countries (Nepal and Cambodia) with quite a lot of innovative funding – block funding, spending on textbooks and nutrition, decentralization. One has yet to see the impact on quality learning? Unless the innovations are tied to changes in the pedagogy not much happens.</p>	<p>Yes, these are innovative funding strategies right now. In principal it looks good because the school has their voice, but the problem is capacity can the local actors engage in the micro planning activities. These innovative financing strategies only work if the school and community are ready. Some are not ready and not benefiting and some schools have reason to inflate the number of students. Some schools spend all their budget on teacher salary and then there are not enough funds for quality insurance like textbooks, supplies, and facilities.</p>
<p>Cambodia and Nepal you rely very heavily on donor support. With this I want to question the use of scholarships, as long as they are there it is fine, but if there is no more scholarship many students will drop out so what is the plan if foreign aid is exhausted or decreased?</p>	<p>For the first question on sustainability according to the situation of re-building Cambodia and most of the budget is from the external community. Each year we try to decrease our dependence on foreign support and hope for good luck. We started at 0 in 1979 and slowly we build up our sustainability. We went from 0 schools to 6,000.</p> <p>In Nepal geography is diverse. So while also providing to disadvantaged groups the Delit caste is considered an untouchable caste so all receive a</p>

**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**

	<p>scholarship if they go to school. In the mountain region we have a school feeding program, scholarships and textbook provision. We are trying to reach those 3% still not in school. The development agency and the government are working on micro education plan to bring the out of school into school...as far as distribution is concerned the government will decide on the sustainability. We have to depend on extra support to education. We cannot just, not depend.</p>
<p>Nepal – 68% of state expenditure goes to primary education – so I see quite a difference in the share to different levels. Is this your intention to focus so much on primary education? Do you plan to universalize secondary or lower secondary education?</p>	<p>Now secondary education has become a focus from 2009 onward.</p>
<p>In terms of distribution of funds from the central to the school level how does the formula for fund allocation work?</p>	
<p>I saw there are formulas – do districts that are disadvantaged have a higher formula for funding or is this done by household?</p>	
<p>My common question to all the three countries (Republic of Korea, China, India) what three basic strategies are the best three practices and would be good for a country like Nepal?</p>	<p>There are many points that India can be proud of but there are still challenges. One of the best practices the central scheme of education for all is very clear in how much money will come from the central education sector and the rest from the local sources. This is working well. Education cess (tax) has really helped a lot – this is a fiscal resource to improve central resource fiscal resource. This also decreased dependence on foreign assistance. There were several external agencies that tried to work and it was chaos. Later we were able to manage better. We have a very good management information system. Some of</p>



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



	<p>the planning data is old but some elements are very current and the EMIS system is available from each school and transparent to government, school, and researchers. This is good.</p>
<p>I could see from the presentations that each allocates money for education – how do you measure – the management of the money, what are the indicators for success and achieving targets?</p>	<p>More than 95% of central scheme funds are used to build capacity of local actors.</p>
<p>And for China what is the best management?</p>	<p>The best institution management – I think researchers are idealists, so as a researcher I would think teachers should be autonomous with regulation and accountability in management.</p>
<p>For Korea, if I understand correctly you mentioned you have a problem with the private funding of the university. One of the driving forces in Korea is the support of the private sector. Is this a contradiction? On the one hand you need the resources from the private sector and on the other it is a problem the private sector.</p>	<p>The Korea oriented to welfare nation needs to increase the public sector but now depends on the private sector funding. I believe the Korea central government needs to increase their funding level. Higher education institutions do not guarantee funding based on the law. So now they are trying to enact regulation of the law. But the funding is too strict in the law so the government does not want to but as a scholar I want them to. The educational enthusiasm in Korea most students need to go to college and university but we have a hierarchy of university reputation. Most students want to go to the best university because that diploma guarantees a good job and successful life. So most parents want kids to go to the private academy. Every student wants more and more private sector education activities not the public sector. The private academic system only focuses on increasing the test score and no other aspects. Not the educational goals that is a big problem in Korea.</p>



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



<p>And for China to link financial resources and student outcomes – I found it interesting that teacher length of service is probably only correlated to student outcomes for the first five years. And the teacher incentives what factors influence student outcomes? I think the effect is still only in new teachers in the first 4-5 years, but I don't know this.</p>	
<p>Dr. Tilak when you speak about 'free education' – in Nepal we say this too – but what does it really mean when you talk about the free education in India and China.</p>	<p>With respect to free education – no kind of any charge can be made, not just tuition. No charges can be levied to deny a child access to school in India.</p> <p>Free education in China is no fees but students still need to purchase supplies. There is also a ceiling on how much a household can be charged by a school – a cap.</p>
<p>So I just want to learn and know the fluctuation in funding to the education sector in the different plans. Will you highlight if some states receive more funding than other states?</p>	
<p>I like the triangle with quality, quantity, and equity as equally important goals. What is the proper number of students for one teacher?</p>	
<p>A question on experiences in China and Korea to recognize that community wealth is different in different local revenue base – how is equity regulated?</p>	<p>In India, local revenues – local bodies are local, household and district. Most money comes from central and there is an equalization criteria for allocation of resources for development and infrastructure.</p> <p>In Korea basically the standard cost can be considered formula funding – fiscal tax policy.</p>
<p>Such a variety of styles of decentralization is there any central regulation of decentralized education at the provincial level and lower? How is this</p>	<p>I don't think there is a provincial level of how decentralized levels and actors need to perform. It is difficult to regain power once it is devolved.</p>



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



managed?	Shanghai has a uniform way.
----------	-----------------------------

4. International Cooperation

The participants who presented on this topic included (in the order they spoke): Hyeseung Maria Chang, KEDI, Republic of Korea; Tran Dai Hai, Ministry of Education and Training, Viet Nam; Chaleun Souvong and Somkhanh Didaravong, Ministry of Education, Lao PDR; Gail Townsend, Ministry of Education, Cook Islands; Luis Crouch, Fast Track Initiative.

Sharing of Country Experience International Cooperation and Quality of Learning

(1) “International Cooperation for Quality Learning” – *Hyeseung Maria Chang, KEDI, Republic of Korea*

- Republic of Korea is a new donor. Their good practices so far include: secondary textbooks for Lao PDR (gave them the printing press to make their own books), IT skills training in Morocco, and polytechnic school in Viet Nam.
- Learning experiences: KOICA established a Mongolian National Data Center – not many people use the center – it is empty, not an interactive center. Reconstruction of 10 primary schools in Kenya – lots of money was spent on computers but on evaluation the computers were still in their boxes and no electricity at the school sites. No one knew how to use or set up the computers that arrived. KOICA construction of 4 primary schools in Ethiopia. Water pumps at the school site allow only 1 litre of water per day. Blackboards not mounted on the wall because no one know how to mount them to the cement wall.

(2) “International Cooperation for Effective Learning – A Viet Nam Case Study” – *Tran Dai Hai, Ministry of Education and Training, Viet Nam*

- In 2010 Viet Nam received about 128.75 USD million in ODA – the target areas for ODA spending are general education, higher education, and pre-school education.
- ESG allows Viet Nam to harmonize international cooperation with national objectives and plans. Also the unified feasibility study has been arranged with cooperation of all 6 foreign banks (World Bank, ADB, etc.) to harmonize efforts and it is working.
- Wishes international cooperation will focus more on quality and sustainability than quantity, more will take a sector wide approach, and participatory approach that includes M&E.
- Interested in learning more about the FTI approach and international cooperation with Republic of Korea to further assist education in Viet Nam.



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



(3) “Toward Quality Learning for All in Lao PDR” - *Chaleun Souvong and Somkhanh Didaravong, Ministry of Education, Lao PDR*

- Lao PDR is a multi ethnic state and does not like to use the word minority.
- A huge challenge is in providing enough teachers to meet the need – especially at the lower secondary level. 45% of primary schools in Lao PDR have only one or two teachers.
- Education Sector Working Group (ESWG) works to harmonize international cooperation for the sector, it meets twice a year at executive level and 3-4 times a year at technical level. It endorsed the Education Sector Development Framework (ESDF) and Policy Planning Matrix for all stake holders to align their work.
- The ministry will meet next month to discuss the feasibility of a SWAp funding mechanism in the future.

(4) “Brickbats and Bouquets” – *Gail Townsend, Ministry of Education, Cook Islands*

- Overview of positive and negative aspects of international cooperation in the Cook Islands
- Donors often send the same consultants to the small pacific islands so we end up with the same education sector plans but lately this has been improving and we seek out donors willing to adapt and pay attention to our unique needs.
- Forward planning – there is little long term commitment from the donor side. We are concerned about future proofing – making sure people, infrastructure, and supplies will be in place.
- Know your donors and use them effectively. Our school library project balanced different donor conditionalities: NZAID that loves building – built that facilities; the EU that likes training, trained the librarians, etc.

(5) “Quality and Learning Agenda” – *Luis Crouch, Fast Track Initiative*

- FTI are not implementers but mobilizers and advocates.
- Focused improving reading in the early grades as one key area of the quality education spectrum to be addressed and to prove improvement is possible.
- FTI focuses their work on outcomes in literacy working specifically on this issue in the process of: Teaching, Text Books, Time Use, and Mother Tongue.
- The goal is to have children reading in less than 1 year; the FTI approach focusing on evidence based improvement of the T’s has shown learning gains in Liberia in 16 months.

Discussion:

Questions/Comments	Responses
How can we speed up the progress and reduce the low achievement of the low achieving group? I am	Sometimes the solutions needed to go from very bad situations to OK are different than to go from

**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**

<p>looking for advice.</p>	<p>OK to better. So if you are already OK for teaching the basics of literacy and mathematics, pedagogy is so important and the teacher needs to be athletic in the pursuit. Start reading contests and marathons in the village – regain and create the fever for education. You can have contests and prizes.</p>
<p>School teachers are critical. Infrastructure is not as essential. I would like to know, if the government is willing to offer sufficient training for professional development – where should I send the teachers for one or two months training?</p>	<p>Continuing on-going classroom training and observation in the classroom – we need to see what they do and how they incorporate the training or what additional training they need. Also teacher selection based on merit if you are not in a state of shortage is so important.</p> <p>Gail (Cook Islands) – In terms of teacher training. There is no point in taking teachers out for training and then sending them back. It is better to teach them in their classroom so they do not slip back into the usual habits. In Cook Islands we take the best teachers and make them into a ‘literacy coach’ so they offer extra support modeling lessons, creating resources, offering extra support for struggling students. We are lucky we can do this. Please don’t send your teachers away.</p>
<p>I would like to ask how do you adapt to the cultural differences in Africa – they may have some trouble adapting pedagogy?</p>	<p>The question of culture or ethnicity we are trying to promote this in advocating for mother tongue instruction in the mother tongue – because the research says it is the case.</p>
<p>On the presentation on the result of PISA I saw that Norway is doing better than France. Norway has automatic promotion and France has inhibitors and a lot of repeaters. From your view what factors lead Norway to have better results than France?</p>	<p>I don’t have an answer for the question about Norway and France. Repetition is a bad thing but automatic promotion without quality control is also bad.</p>
<p>Regarding your last point on the funds and your</p>	<p>I would be very happy to have a global fund for</p>



**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



<p>proposal to create a national foundation for global monitoring – do you think this is a viable option? And who should govern – will FTI play this role?</p>	<p>education that would be great and I think it would be feasible.</p>
<p>The early grade reading assessment using FTI funding is in use in Cambodia and we see poor literacy and basic results. Thank you very much.</p>	
<p>Nepal is receiving the FTI initiative. I am very much interested in the proper utilization of FTI funds. How do you closely monitor that the funds will be spent on the right target in this case quality learning? The teachers, they are the low performers in the economy – it is a low status job – how do we change this and make them perform well in the classroom? Under FTI how do you closely monitor that the teacher will match the goals?</p>	<p>There is actually only one question from Yoga – I think part of the problem is teachers invest in teacher training but a lot is philosophical and not practical. Sometimes it is about content when it needs to be about pedagogy or vice versa. When they are practical they often mix these inappropriately. Teachers need supervision and coaching. The principal may not be trained in the new approaches so the principal needs to be part of the supervision and coaching plan.</p>
<p>Nepal has two projects in the last ten years that are big projects beyond the pooled funding. They provide in-service teachers training and when we look at the performance in learning achievement – learning assessment of grade 8. On the one hand the teachers are trained, on the other in the student assessments we do not see results. For example, in Nepal one class is 45 minutes but how much time is actually spent teaching? Often they are not doing it and the training is not being translated into the classroom.</p>	<p>Gail (Cook Islands) We need to treat teachers as professionals – don't just talk down to them. Give them feedback and peer feedback, make them accountable and responsible for their own growth and what happens in the classroom.</p> <p>Hyeseung Maria (Republic of Korea) We kind of talk about teacher experience a lot so I will reference the experience of Korea. We spend a lot of the budget on teacher salary like more than 90% than after that we did the facilities and the training. And in this way we could have the good candidates and I think we have the good teachers doing it.</p>
<p>Part of my proposed idea, I would like to make clearer to the speaker; we are now preparing to run the IQRA under FTI. The proposal of Luis is very clear in proposing reading as the concern and we see how much time teachers will devote to</p>	





**Regional Policy Seminar  
Towards Quality Learning for All  
in Asia and the Pacific  
Co-organized by KEDI and UNESCO Bangkok  
Seoul, Republic of Korea (28-30 July 2011)**



teaching reading. We have to prepare some guidelines on teaching reading and I would appreciate advice?	
---	--

### 5. Strengthening Cooperation and Partnership

The session was chaired by Hyeseung Maria Chang from KEDI and facilitated by Gwang Chol Chang of UNESCO Bangkok. The discussion focused on three main topics: 1) Emerging issues for research or a future seminar, 2) Areas/modalities for partnership/ cooperation, 3) Concrete recommendations for the upcoming High Level Forum on aid effectiveness.

#### 1. Emerging issues for research or a future seminar

Several participants suggested issues for future research. Proposed topics included: strengthening national research capacity, establishing a sub-regional research hub, teacher status and motivation, best practices in financing and/or decentralization which can be adaptive to countries like Nepal, donor accountability (not only government accountability), and for future research get technical people involved such as PCPD and EMIS.

#### 2. Areas/modalities for partnership/ cooperation

One participant suggested we should have the background paper and report on the outcomes of the seminar published. In terms of geographical coverage the focus should be on ASEAN countries with some additional countries. Another participant suggested the involvement of other stakeholders such as teacher unions or the task force on teachers for EFA.

#### 3. Concrete recommendations for the upcoming High Level Forum on Aid Effectiveness

One participant suggested we should invite major donors supporting EFA at the country level to events like this so that a consensus can be reached between donors and governments. Another participant recommended harmonization among donors and between donors and government should be advocated. Lastly, there was a recommendation of grants rather than loans from donors.