



SEA-PLM 2019: Discussing New Evidence on Learning | Policy Roundtable: Supporting Teachers to Improve Learning (Virtual)

Thursday, 24 March 2022, 9:30 – 11:50 hrs. (Bangkok time, GMT +7)

SEA-PLM 2019 Secondary Report

Supporting teachers to improve learning in 6 Southeast Asian countries

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Report features

- G5 teachers' demographics
- Training and professional development, instructional practices
- Working conditions, specialization and allocation
- UNICEF. (2022). *SEA-PLM 2019 latest evidence in basic education: Supporting teachers to improve learning in 6 Southeast Asian countries*
- Appendices available soon online at seaplm.org
 - Appendix 1: Further reading
 - Appendix 2: Statistical tables
 - Appendix 3: Stata syntax



SEA-PLM 2019 latest evidence in basic education
Supporting teachers to improve learning
in 6 Southeast Asian countries



Emerging policy areas for discussion

- Data highlights – within each country - the diversity and some gap in teacher workforce at the end of primary education, representing decades of policy transformation and diversity in profile and management
- Entry point to regional exchange – roundtable - on teachers’ policy characteristics, reforms and challenges to improve learning, including short and long term Covid-19 impact on the profession.
- 4 general policy areas have emerged from data patterns/findings:
 - **Strengthen professional development aligned to existing workforce’ needs**
 - **Improve teachers’ working conditions**
 - **Invest in information and communications technologies**
 - **Strengthen data generation and use data-driven systems**

Policy Area 1: Strengthen professional development aligned to existing workforce' needs

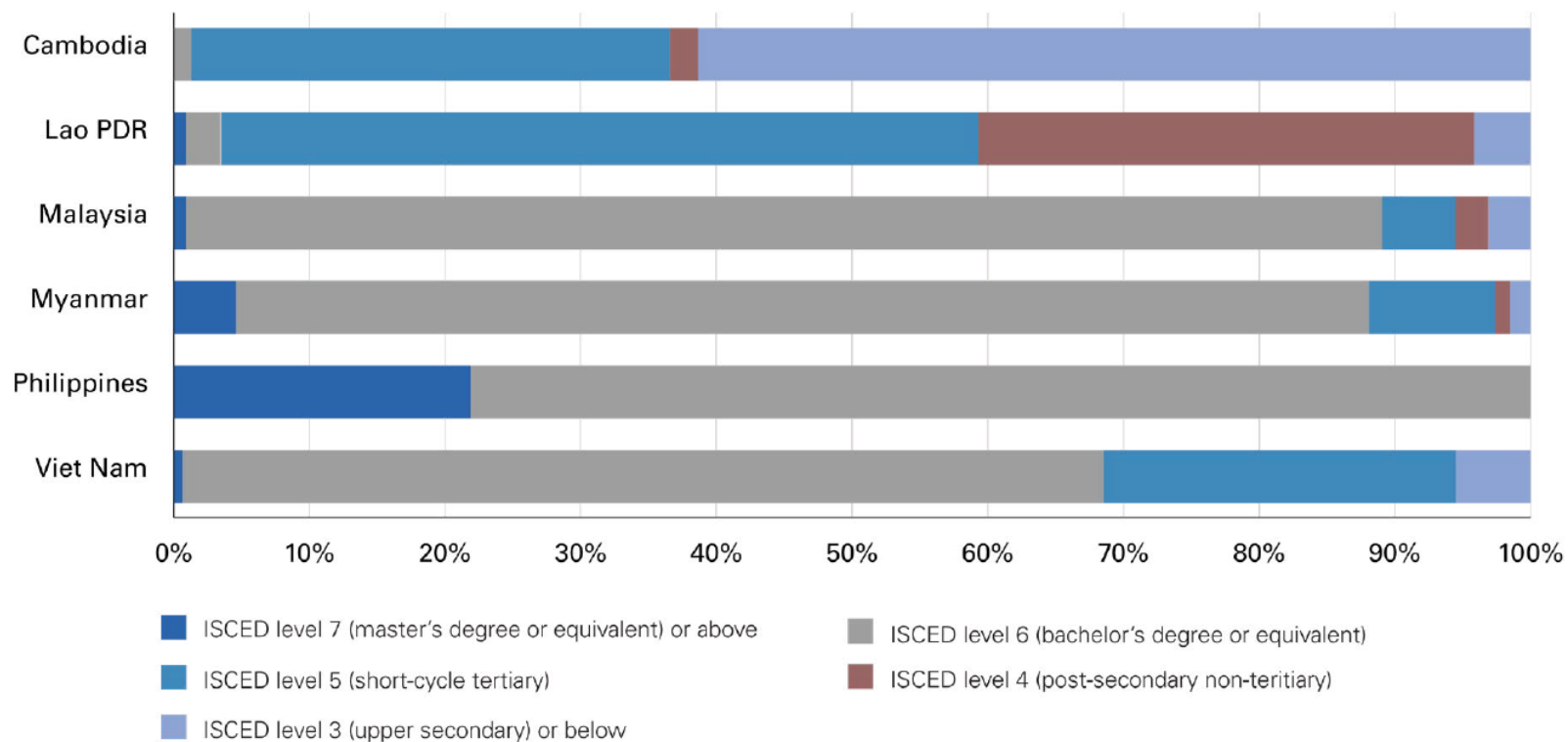
What we know and learned from SEA-PLM 2019 Main highlights

Policy Area 1: Strengthen professional development aligned to existing workforce' needs

Teachers' pre-service qualifications

- Teachers in the 6 countries had varying qualifications and degrees of preparation upon entry to the profession
- A vast majority of teachers in the Philippines, Malaysia and Myanmar held bachelor's degrees or higher, but teachers across Lao PDR and Cambodia rarely had these qualifications

Figure: Percentage of Grade 5 children by teachers' highest level of education upon entering profession

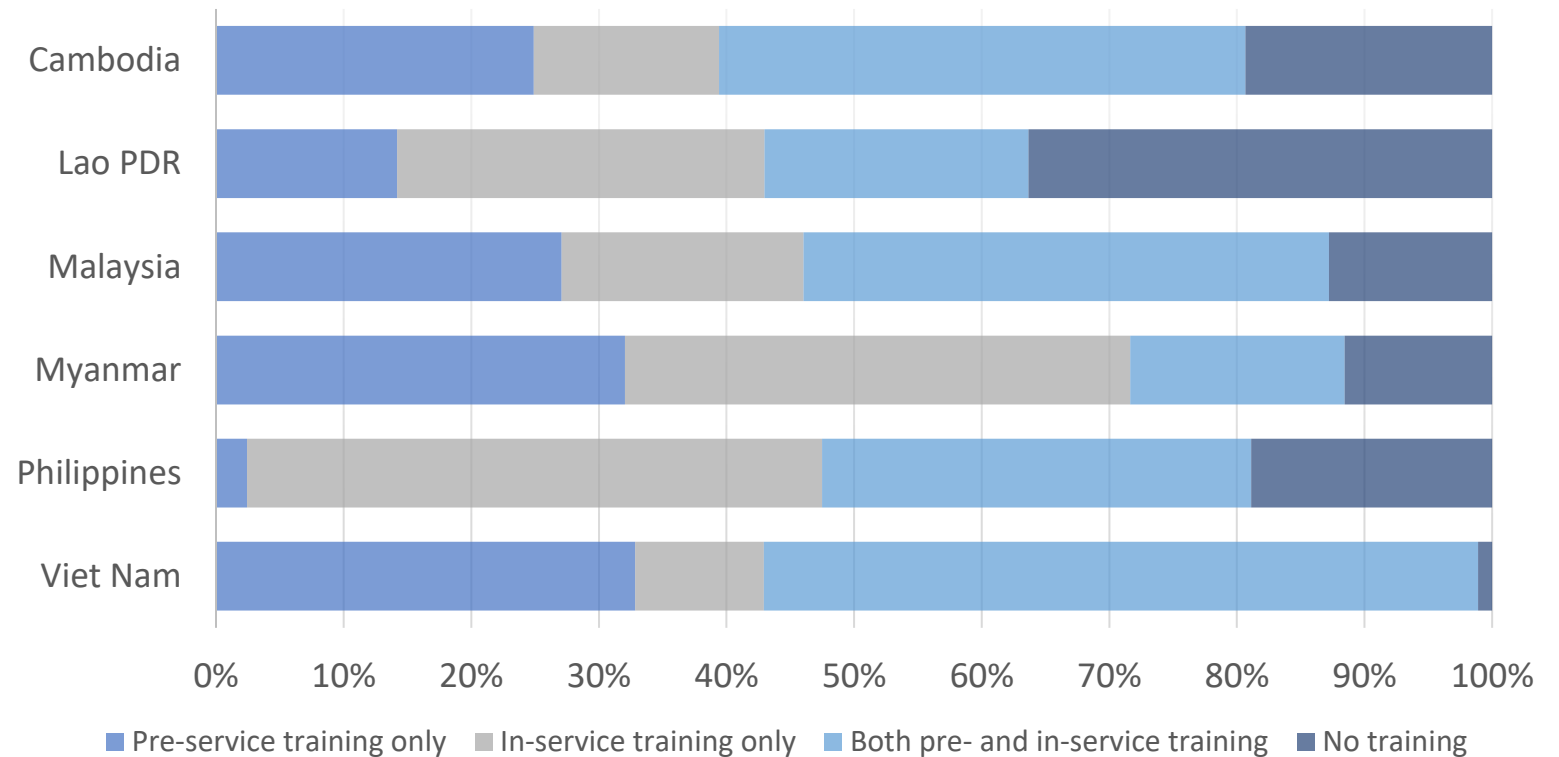


Policy Area 1: Strengthen professional development aligned to existing workforce' needs

Teachers' subject-specific training

- In all countries, there are teachers who teach subject areas in which they have no pre-service training (grey bar) or no formal training at all (dark blue)
- In most countries, more than 10% of children were with in classroom with a G5 teacher in charge of reading who self-reported not receiving any training related to reading instruction

Figure: Percentage of Grade 5 children in language lessons by the level of training the teacher had received to teach reading

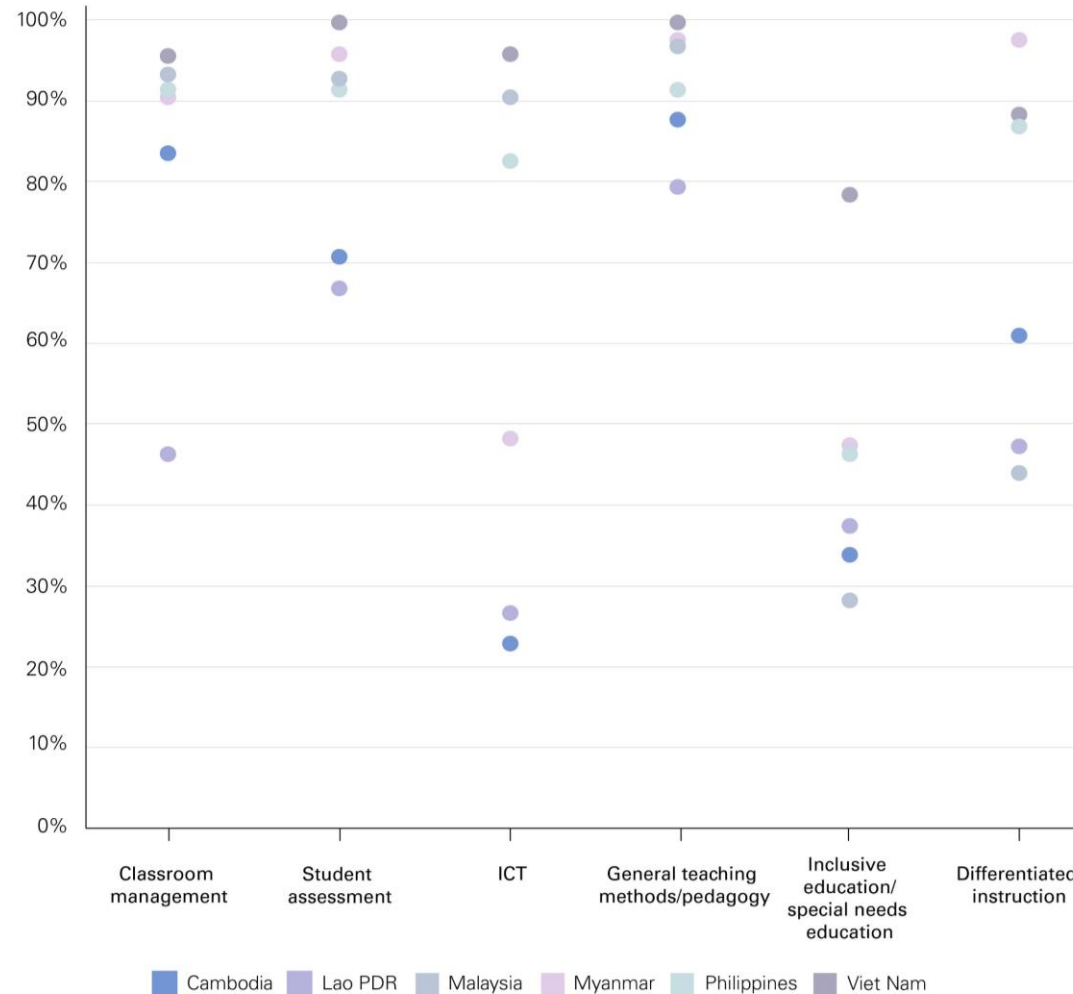


Policy Area 1: Strengthen professional development aligned to existing workforce' needs

Teachers' pedagogical training

- While a majority of teachers reported receiving general pedagogical training, many lacked subject-specific training and training in specific pedagogical approaches critical to support all learners
- For example, in most countries, teachers' responses revealed gaps in training on inclusive education, the use of ICT, and differentiated instruction could be in the use of ICT

Figure: Percentage of Grade 5 children by teachers' pedagogical training content



Policy Area 2: Improve teachers' working conditions to attract and retain a motivated, experienced workforce

What we know and learned from SEA-PLM 2019

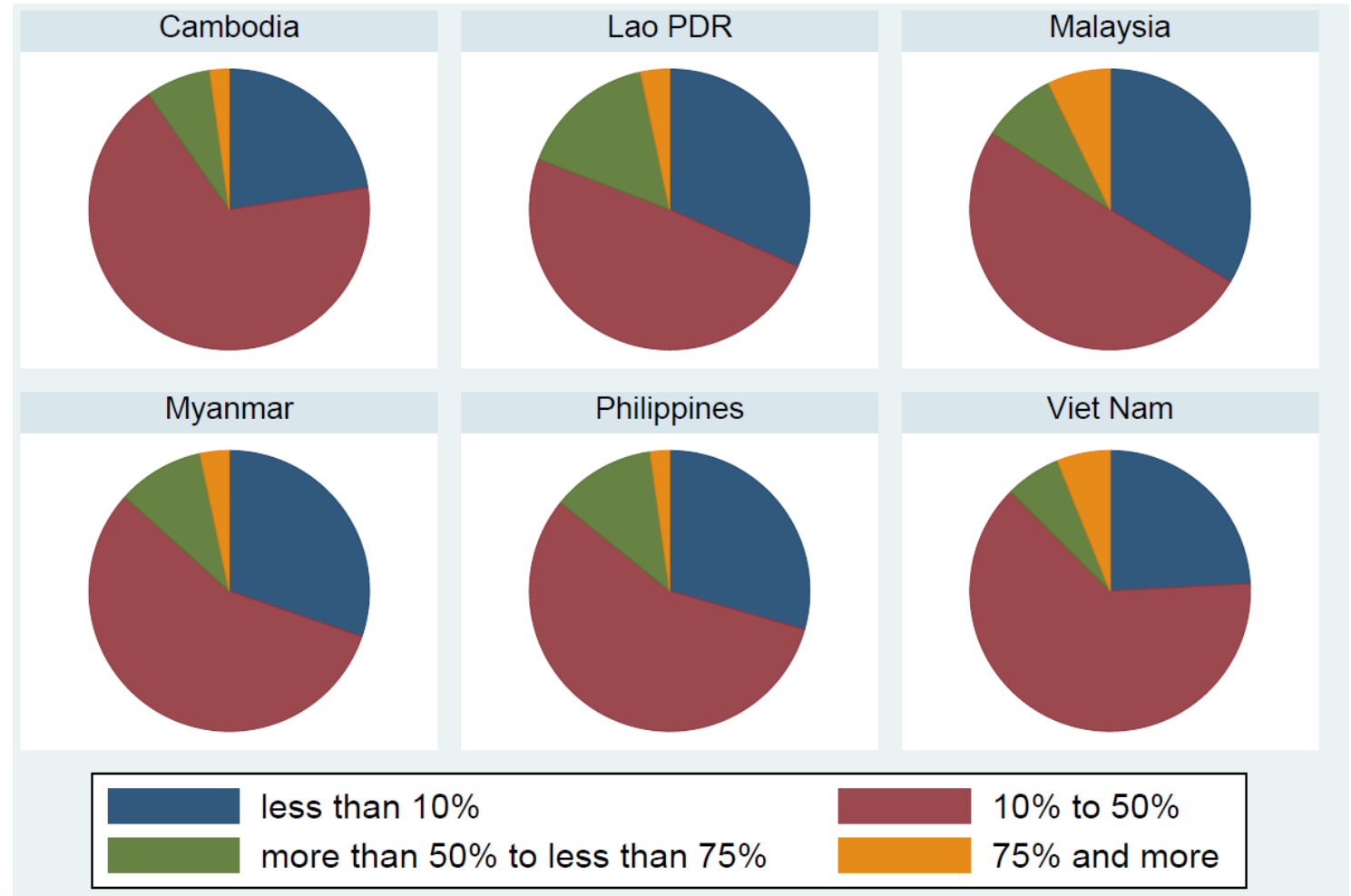
Main highlights

Policy Area 2: Improve teachers' working conditions to attract and retain a motivated, experienced workforce

Classroom learning levels

- Significant diversity in students' learning levels and skills within the classroom
- Across the region, about 3 in 4 Grade 5 children were in a classroom where more than 10% of their peers were low-performing in reading

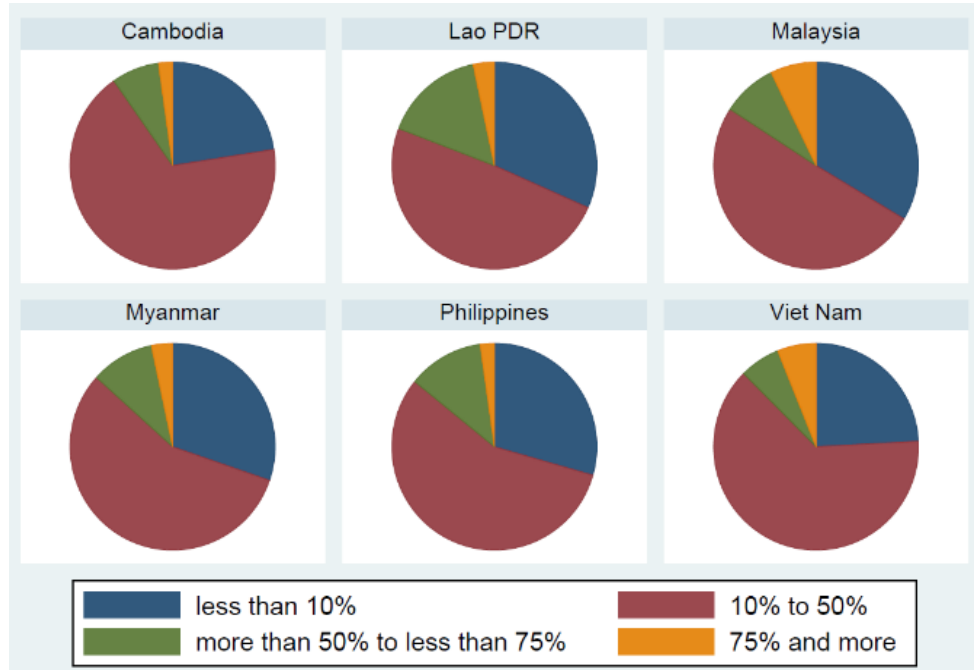
Figure: Share of Grade 5 children by proportion of low-performing readers in the classroom



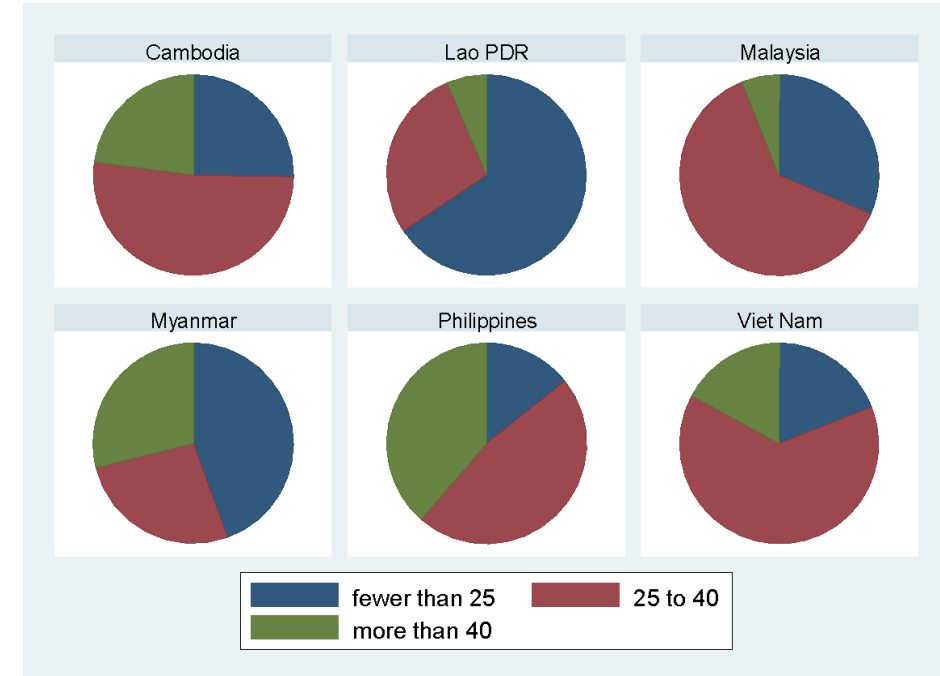
Policy Area 2: Improve teachers' working conditions to attract and retain a motivated, experienced workforce

Compounding factors create further challenges

Linguistic diversity of classroom



Class size



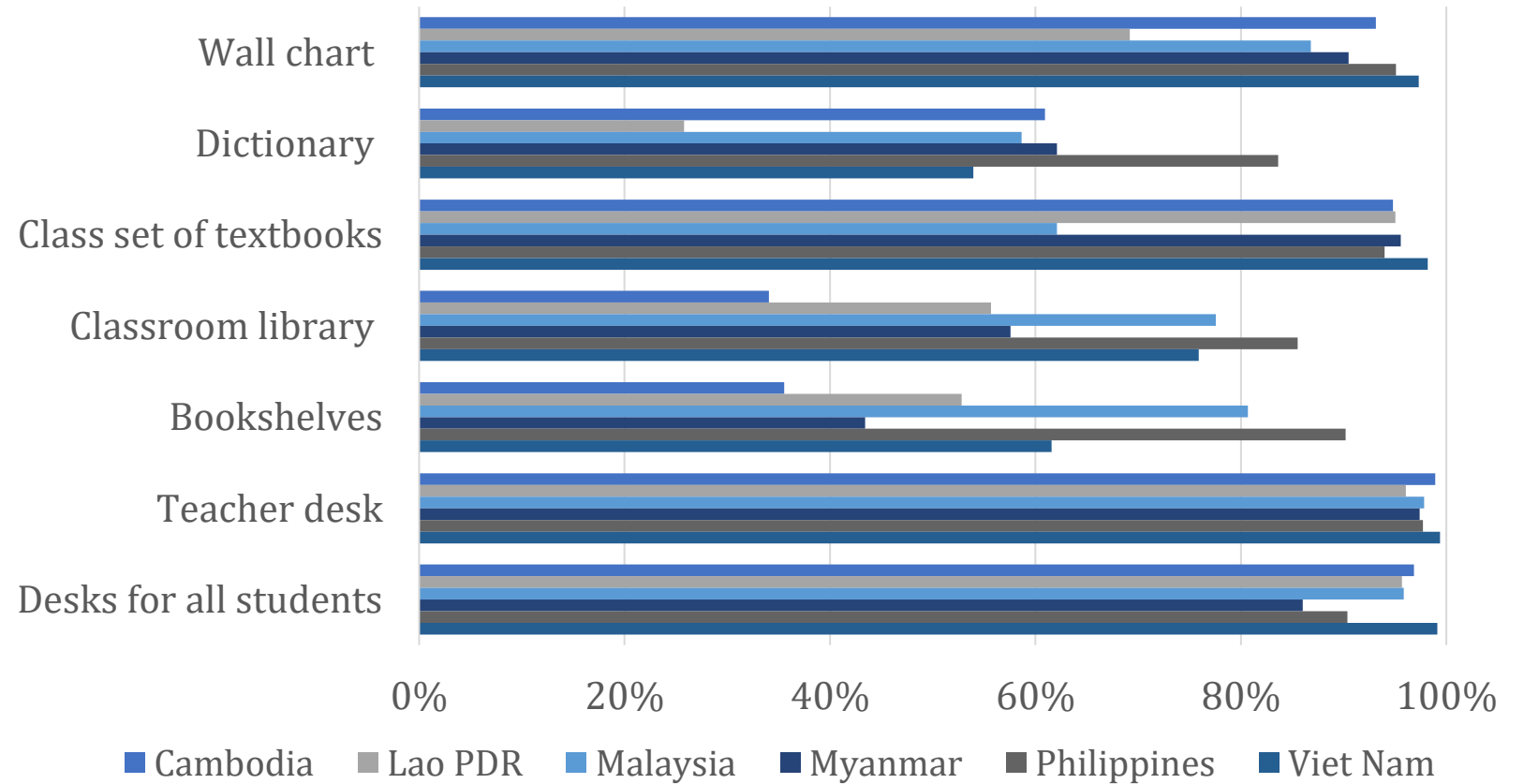
- Language diversity and larger class sizes can create additional challenges for teachers to meet all students' needs
- Across the region, 1 in 4 children were in a classroom where less than 40% of student spoke the language of instruction at home
- Across the region, 1 in 5 children were in a classroom with more than 40 students

Policy Area 2: Improve teachers' working conditions to attract and retain a motivated, experienced workforce

Access to teaching and learning materials

- On average, 90% of children were in a classroom where their teacher reported having a class set of textbooks available
- Access to classroom libraries across countries was more varied

Figure: Percentage of Grade 5 children by access to teaching and learning materials in the classroom



Policy Area 3: Invest in ICT and support teachers to leverage technologies to support student learning

What we know and learned from SEA-PLM 2019

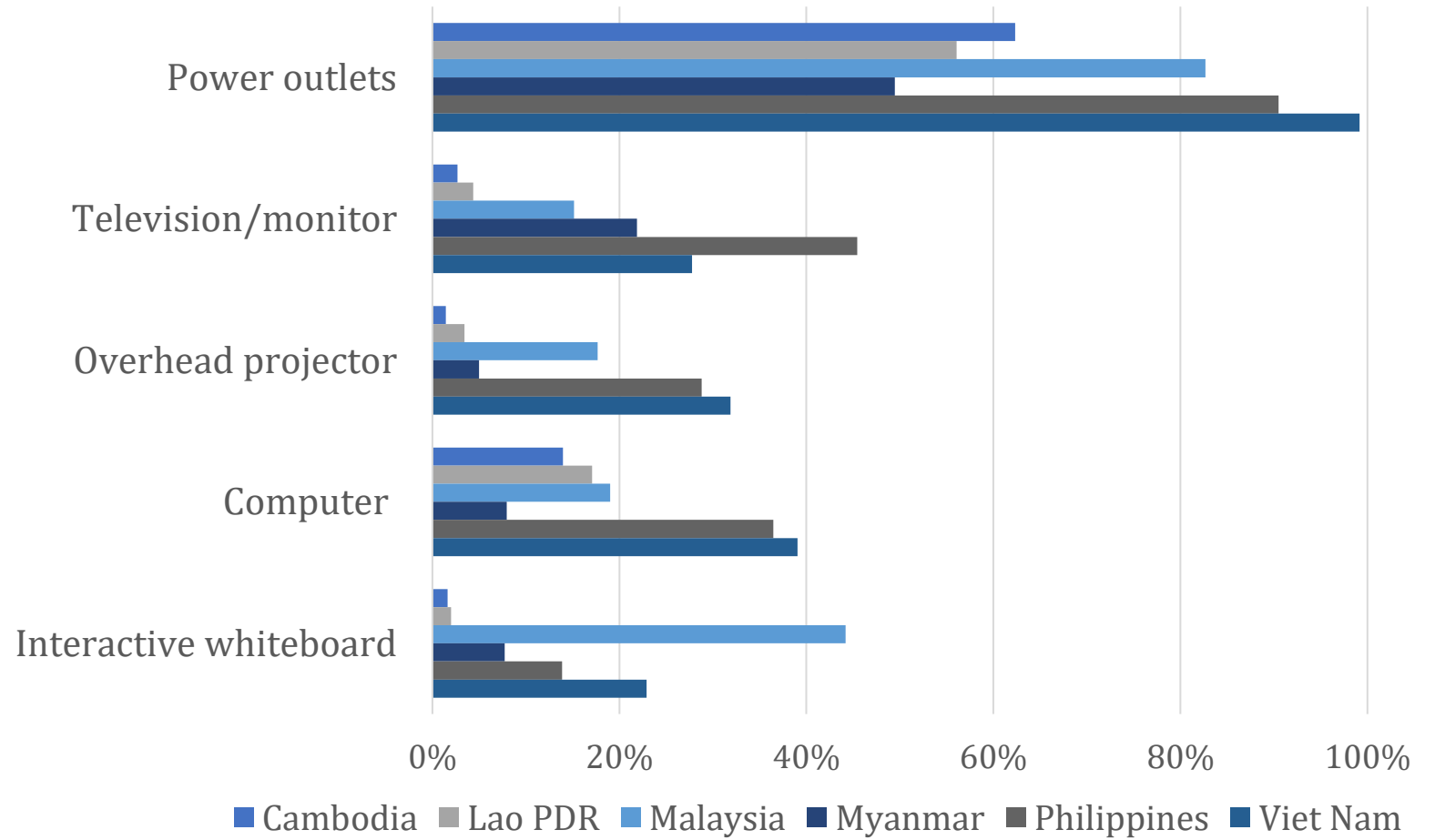
Main highlights

Policy Area 3: Invest in ICT and support teachers to leverage technologies to support student learning

Access to ICT in classrooms

- Across the region, only 22% of children were in a classroom where their teacher reported having access to a working computer
- Only 15% of children were in a classroom where their teacher reported having access to a working overhead projector; the same is true for interactive whiteboards
- Teachers lacked confidence in using ICT in the classroom

Figure: Percentage of Grade 5 children by access to ICT in the classroom



Policy Area 4: Strengthen data generation and use data-driven systems

What we know and learned from SEA-PLM 2019

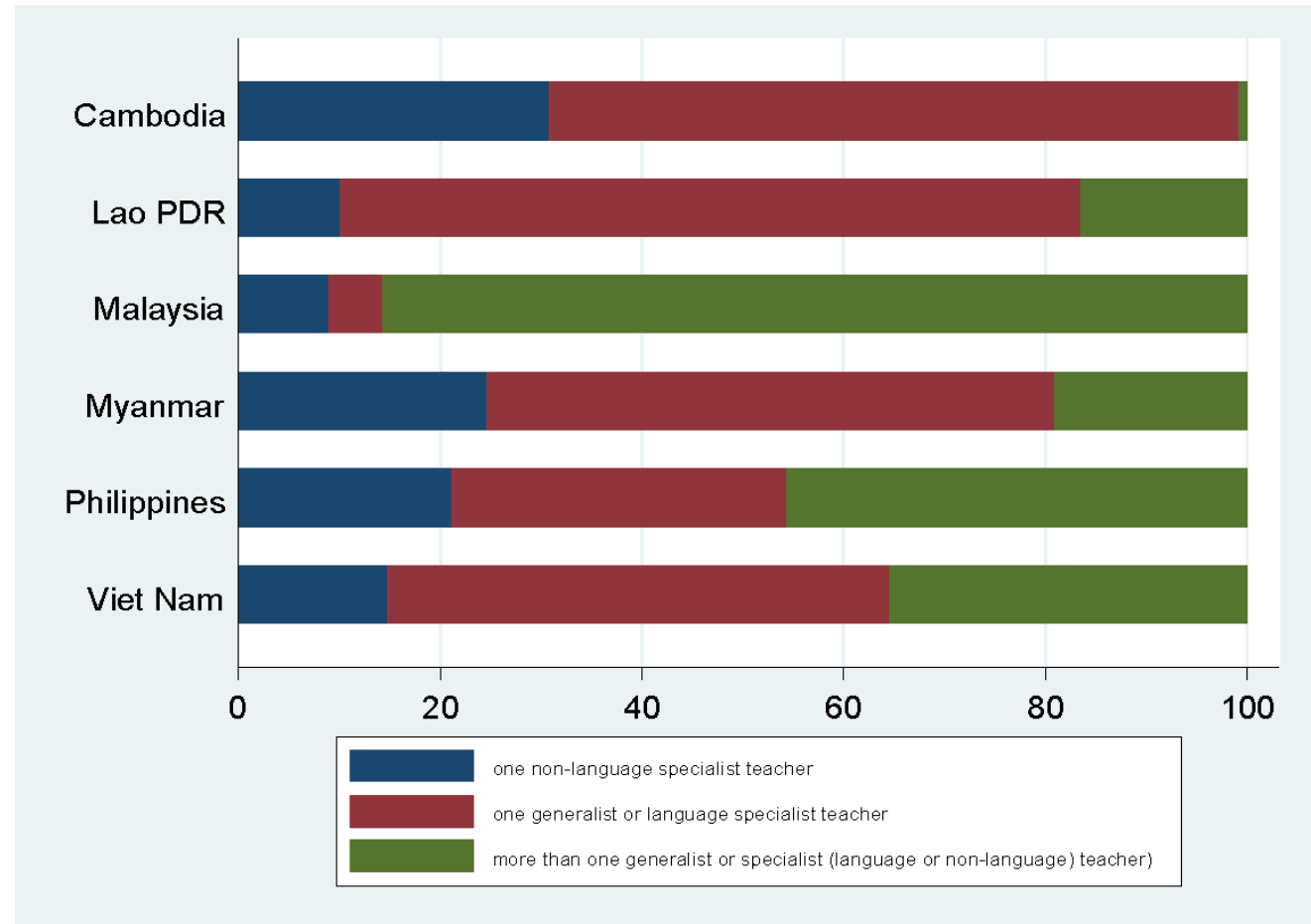
Main highlights

Policy Area 4: Strengthen data generation and use data-driven systems

Teacher specialization and allocation

- In some countries, the allocation of teachers seems not always well-aligned to schools' needs
- Surplus of teachers with necessary training/specialization in some classrooms (green bar), while a shortage of trained/specialist teachers in others (blue)

Figure: Percentage of Grade 5 children by number and type of teachers available for language lessons



Summary of general policy recommendation from SEA-PLM 2019 data evidence emerging areas

1. Develop a pipeline of well-prepared teachers by improving pre-service education
2. Strengthen the effectiveness of the existing teacher workforce by providing relevant, ongoing professional development aligned to teachers' needs
3. Improve teachers' working conditions in order to attract and retain a motivated, experienced teacher workforce
4. Invest in information and communications technologies (ICT) and support teachers to leverage technologies to support student learning
5. Strengthen data generation and use data-driven systems to effectively monitor and manage the teacher workforce

Thank you!

- UNICEF. (2022). *SEA-PLM 2019 latest evidence in basic education: Supporting teachers to improve learning in 6 Southeast Asian countries*
- For more information about SEA-PLM news, methodology and results, please consult www.seaplm.org

