



Teachers and Teaching in Schools

The present issue of the ANTRIEP Newsletter focuses on 'Teachers and Teaching in Schools'. The articles included in this issue are written in the context of different Asia Pacific countries such as China, India, South Korea, Pakistan and Philippines.

The first article has focused on China's experience of progress and reform which is part of a report produced by Chinese Central Government. This article has dealt with appointment and management of the teaching staff, teacher ethics, teacher education, teacher status

and so on. The author has also highlighted the initiatives taken up by the Central Government of China regarding provisions of allowances like medical care, housing, and honour awards for teachers living in rural areas.

The second article talks about the crucial role of teachers in learning assessment of children. Citing the examples of Indian states and other Asian countries, the author has pointed out the traditional method of assessment used by teachers which somehow neglects the actual learning capability of children. The author has provided some suggestions in the article such as modifying pedagogy, development of high-quality assessment, requirement of support materials for teachers, including all these issues in teacher training.

The next article reflects on roles and standards redefined for teachers and teaching in New National Education Policy, 2020. The author has talked about three major components that are given priority in the new structure for school education. These include ECCE, school complex and vocational education with a special focus on ensuring the quality of teachers and teaching to achieve the pedagogical goals in diverse settings.

The subsequent article has focused on the challenges of teachers and teachers' education in Indian context from the perspective of different policies and programmes implemented to improve the quality of teaching-learning process and standard of teachers' education. The author has also shared the findings of a research study which raised the concern of existing issues related to teachers

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and teaching in government schools, particularly the shortage of trained teachers in remote areas. The article also focused on the recent National Education Policy of 2020, which talks about various concerned areas of teachers and teaching and recommends the transformation of the education system to ensure teacher efficiency and effectiveness.

The fifth article talks about research by the IIEP-UNESCO and the Education Development Trust on the Teacher Development Coordinator Programme in Delhi. This programme attempted to enhance teaching and learning outcomes by creating two new support roles in the middle tier of Delhi's education system. As the author has mentioned, this programme has acted as a catalyst for teachers to improve both their professional development and motivation. The programme was built to create an improved academic environment among teachers in government schools of Delhi. The whole article is devoted to explaining the implementation process and impact of the programme.

The subsequent article has discussed the issues associated with school teachers and teaching process in the context of Pakistan. In view of these issues, the author has suggested reforms in the areas of pre-service training and standardisation of qualifications, professional development, teacher remuneration, career progression and better management of the teaching workforce for enhancing teachers' professional growth and development.

The next article focuses on the teachers' professional development in Philippines in the perspective of major plans and policies implemented to improve the conditions of teachers and teaching management. The article mentioned a recent initiative namely, *Sulong Edu Kalidad*, towards providing quality education and promoting improved learning outcomes for students. It discussed the norms of the Continuing Professional Development Act, 2016 which was implemented in

Philippines for the continuous professional development of teachers to ensure their contribution in uplifting the general welfare, economic growth and development of nation. The article has also included a few more initiatives in view of strengthening the teachers' professional development.

The concluding article focuses on the context of South Korea, and deals with the issue of workload of administrative work on teachers, other than teaching, which affects the environment of teaching and creates pressure on them towards focusing on educational activities. The author has also mentioned different policy initiatives, including a K-Edufine system introduced to reduce the burden of teachers' administrative workload by the Government.

All the articles included in this issue of ANTRIEP provide knowledge as well as deep understanding about various issues pertaining to teachers and teaching in schools across different countries. These articles have also provided plethora of initiatives taken by the Governments of these countries to address the concerned issues, and to improve the condition of teachers and teaching process in schools. A few articles have also discussed researches undertaken in the above context and suggested for further improvement measures. It has been found that all these countries are actively implementing various policies for improving the condition of teachers so as to ensure quality teaching in schools.

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The Progress and Effect of the Reform of Chinese Teachers

In 2019, China had 17.32 million full-time teachers, an increase of 3.54 per cent over the previous year. This huge team of teachers supports the world's largest education system, with 282 million students attending all levels of education. In order to improve the professionalism among teachers and satisfy people's yearning for fair and quality education, in 2018, the Chinese Central Government issued a comprehensive document for improving teacher management, teacher education as well as teacher status and treatment. A third-party agency conducted dynamic monitoring nationwide and formulated a monitoring indicator system. It is found that various provinces have begun to promote the reform which is now showing preliminary impact at the ground level.

In recent years, schools of all levels and types have established teacher ethics supervision systems, and regard teacher ethics as the first criterion for evaluating teacher quality. It is found that, over the years, the teacher management has been improved. The problem of inadequate teacher staff has been effectively handled, and the reform of the principals' ranking system has achieved initial results. In addition, teachers' salaries have been improving steadily. The goal of compulsory education and ensuring that teachers' income is not lower than the income of local public servants has been partially achieved and rural teachers' income continue

to increase. China has implemented rural teachers' living allowances. In the past five years, the Central Government has allocated 20.6 billion Yuan in awards, benefiting nearly 1.3 million teachers, and implemented various security policies such as rural teacher medical care, housing, and honour awards.

Further, the professional attractiveness of teaching has increased significantly. The proportion of outstanding graduates who applied for teacher training majors and the proportion of people signing up for teaching posts have gone up significantly. Lastly, funding security has been strengthened comprehensively. While education funds are given priority to teachers, at the same time, it has also been discovered that various provinces have some problems in the process of implementing the central documents, such as uneven progress and different strengths. The above-mentioned developments provide an important basis for the next policy improvement.

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Practising Evidence-informed Teaching: Challenges and Opportunities

Teachers play a vital role in the journey of every student. To be able to support students through this journey, teachers need to know the status of students' learning – which is the main purpose of assessment. More often, than not, teachers use assessment data only for administrative reporting and rarely utilise the full potential of these data in identifying learning gaps. Teachers use marks to provide feedback on student learning, but quite often, fail to reflect on the quality of questions asked in an assessment to mark learner's achievement. This raises questions on the credibility of assessment and decisions based on its evidence. Hence, teachers miss the opportunity to recognise gaps in students' learning as well as in their own capability to frame high quality questions.

From our experience of training teachers in multiple states of India as well as in other South Asian countries, certain critical issues were observed:

- Teachers have limited access of resources, for example, they only use previous years' question papers, guides, and textbooks, for framing assessment questions.
- Teachers constrain themselves to frame questions that are more textbook-based or prototypical. For example, assessing fractions is limited to using a circle or rectangle only as a unit, while other shapes are neglected.
- Teachers usually link curriculum progression to the difficulty level of a question instead of using students' performance. For example, teachers assume multiplication questions to be more difficult than addition. However, the opposite can also be true.

From our experience of building the capacity of teachers and teacher educators in South Asia, a shift in teachers' mind-sets around good principles of assessment was noted after they were shown information on the quality of their own self-developed questions based on

empirical data. Once teachers were able to understand these best practices and realised their own potential, they expressed willingness to take greater responsibility for the development of high-quality assessments and utilisation of data to modify their pedagogy. This also enabled teachers to provide better feedback to students.

It was also observed that there were systemic inefficiencies in transferring the knowledge of developing high quality assessments to teachers. For example, the basic assumption of any assessment is that high-scoring students have more domain ability. However, teachers often fail to follow this principle. To elaborate further, the difficulty level of a question assumed by teachers is not necessarily the difficulty students find. This indicates that teachers' perception of students' ability level can be a mismatch to real student ability. At the systemic level, there needs to be an effort to build awareness around principles of technically robust assessment, and a culture of validating assessment questions. This needs to be a part of every teacher's education and training. Teachers also require support materials consisting of high-quality questions together with descriptions on quality criteria met by the questions.

The issues around quality and utilisation of assessment data need to be addressed at various levels so as to create an enabling education ecosystem, where parents, teachers, and administrators can work together to overcome educational challenges. The ecosystem needs to find and implement solutions that are flexible, adaptable, and contextual allowing teachers to identify and address learning gaps.

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National Education Policy 2020: Changing Roadmap for School Teachers

In the Indian context, teachers form an important component in all the education policies, including the latest National Education Policy (NEP) 2020 as well. According to the UDISE data, the share of teachers in the government schools is 52.5 per cent. This is followed by 35 per cent in private schools, 9 per cent in aided schools, and 4 per cent in others during 2018-19. On the other hand, shortage of teachers accounts for almost 1.3 million as per the UNESCO report placing India as the second country with an acute teacher shortage. It is reported that around 2,14,000 teacher positions are lying vacant at the secondary and higher secondary schools. Further, it is also to be mentioned that this is clubbed with uneven distribution of teachers across the nation due to which the learning outcomes of the students are obstructed. With this landscape, the role of the teacher becomes critical to examine as it is not limited to teaching alone but also in providing a cohesive learning environment for students.

NEP 2020 proposes three major components in the new structure for school education, namely, Early Childhood Care and Education (ECCE), school complex, and vocational education to address the concerns stated above with a specific focus on quality. For ensuring the quality of education, a teacher needs to be well equipped with basic training to achieve the pedagogical goals in diverse settings. NEP 2020 states that, by 2030, teacher education programmes will be offered by colleges and universities. This will be done by adopting a blended approach through open and distance learning mode. It provides an opportunity to the students residing in difficult accessible areas or those who want to upgrade their professional qualifications. A provision is also made for developing capacities of local teachers to develop skills of students in vocational education through educational institutions located at the district or blocks in the states. The other two major developments

proposed in teacher education are related to National Curriculum Framework for Teacher Education (NCFTE) and National Professional Standards for Teachers (NPST) to address quality concerns in school education.

Teacher Eligibility Test (TET) forms the basis for teacher recruitment that covers all the stages in school education across India. It focuses on attracting students from rural areas by expanding the scope through special scholarships based on merit and knowledge of the local language as the provisions for attaining quality. Special attention on education in rural areas has been addressed through the provision of incentives and minimising teacher transfers. Teachers for a specific subject or local skills need to be shared within the school complex to address twin concerns of teacher shortage and quality of education.

Teacher education offered in the form of pre-service or in-service plays a pivotal role in the quality of education that is measured through the learning outcomes of children taught by them. It is based on the enabling factors created for them by involving various stakeholders through numerous mechanisms in the form of School Management Committees (SMCs). Further, teacher preparation also reflects on integrating sensitisation factors as the diverse classrooms in varied social and regional settings together with language issue in tune with the medium of instruction.

Continuous Professional Development (CPD) proposed through online programmes offers the opportunity to teachers for upgrading their skills and to be updated with the changing requirements. The sharing of experiences and best practices in capacity development programmes through various modules plays a significant role in this regard. Career Management and Progression (CMP) is another significant area in NEP where teachers need

to be recognised for adopting innovative practices to enhance learning outcomes among the students. There is a provision for career progression based on excellence at various stages in the schools where they are employed.

The role of a teacher is redefined in NEP concerning the changes proposed for meeting the goal of quality education. From teacher education to the recruitment process, career progression and capacity development through in-service programmes provide an opportunity to create a cohesive environment for enticing teachers to join the service by choice.

Changing roadmap reflects that, teachers need to focus on pooling of resources regarding the school complexes and vocational education in particular. This change, as conceptualised, needs a fresh look at the existing structures related to teacher preparation and curriculum as well. The implementation plan for NEP 2020 has identified twenty-six tasks in this regard involving all the states and United Territories and other institutions

and organisations. It is pertinent to mention that this involves all the stakeholders in actualising the goal of quality education. The linkage between teachers and the community needs to be strengthened further to facilitate the implementation of the policy. This can be achieved through empowering teachers to make decisions related to school management, and relieving them from additional duties other than academic. The NEP, 2020 will be a major landmark in creating an enabling and conducive environment which is a prerequisite for transforming the teaching profession. Thus, the NEP creates hope for meeting the challenges for provisioning of quality school education through teacher preparation and management in the years to come.

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Teachers and Teacher Education in India: Policy Perspective

India, like all other countries, is consistently striving to improve management of teachers as well as their professional development to meet the ever-expanding demands for qualified and trained teachers in schools. In the past, the Programme of Action (POA, 1992) of National Policy of Education, 1986, stated that the status of teachers has direct bearing on quality of education. The document placed trust on teachers and also emphasised on teachers' accountability towards pupils, parents, community and their own profession. It acknowledged the role of teachers as the principal means for implementing educational programmes, including DPEP (District Primary Education Programme), Operation Blackboard, and stressed on reforming

teachers' selection process and also improving their working condition.

In 2005, a position paper on teacher education was released under National Curriculum Framework (NCF), which highlighted the need of a gradual shift from quantitative expansion in education to qualitative improvement. It stressed on professional and personal growth of teachers. It required reforming teacher education with more stress on linking theory to practice.

In 2009, with the introduction of Right to Education (RTE, 2009), NCFTE (National Curriculum Framework for Teacher Education) was also released which

acknowledged teachers' autonomy, to reinforce and encourage innovation, along with the need of making teacher preparation more intensive. NCFTE (National Curriculum Framework for Teacher Education), 2009 explained that the symbiotic relationship between teacher preparation and school education can contribute in improving school education. This symbiotic relationship is essential as it helps both the institutions to understand each other's concerns and, thereafter, to work on addressing the same. This, in turn, improves the quality of education. The document stressed on the need of addressing concerns like issues related to offering inclusive education, building gender-friendly environment and contributing in equitable and sustainable development.

Now, after more than a decade, the contemporary scenario of school education has also undergone a major change; especially the discourse on the issue of quality education has changed. This is because the quality education is largely being associated with learning outcomes of learners in school. However, the government efforts have contributed largely in quantitative expansion in terms of infrastructure, enrolment and incentives in school education, the thrust has now shifted on learning outcomes. Learning outcomes have become the parameter of having quality education, for which, Indian education system relies greatly on testing. However, the school system still suffers from the shortage of having trained teachers in far-flung areas of the country. In a recently conducted study by NIEPA, it was found that there was shortage of teachers in most of the sampled schools in six states (Himachal Pradesh, Haryana, Karnataka, Madhya Pradesh, Odisha and Mizoram) under the study. The study has also observed better learning outcomes among students studying in schools that are equipped with well qualified and trained teachers for each grade and subject. Another important observation was related to intervention needed to review the transfer policy for teachers across the country which has drastic impact on teaching-learning process in schools.

In order to address the problem of teachers' shortage, the NEP (National Education Policy), 2020 encourages to use locally available educated members of the community, senior students, ex-students and certifying their contribution as their teaching/work experience. Such measures appear to be a replication of earlier policy's recommendations (NPE, 1986) like deploying para-teachers under Sarva Shiksha Abhiyaan, who used to be the local young people, in schools on a fixed salary. The initiative of deploying local educated people however, needs to be followed up by ensuring their training without compromising the qualification required for teaching. The NEP 2020 emphasises on the need of having multidisciplinary perspective and so recommends adherence to four-year integrated stage-specific, subject-specific Bachelor of Education. This initiative, if implemented across India, will make teacher education more rigorous and intensive, which, in turn, is expected to contribute greatly in improving quality of education. Thus, as a way forward, Indian school education system will undergo a major structural transformation in teacher education and in rational provision of teachers to schools across the country.

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The TDC Programme: Supporting Teachers from the Middle Tier in Delhi

In recent years, the Delhi government has made education reform a priority in terms of both focus and budgetary allocations. As part of these reforms, and in partnership with international NGO STiR Education, the Teacher Development Coordinator (TDC) programme has attempted to enhance teaching and learning outcomes by creating two new support roles in the middle tier of Delhi's education system. In an ongoing study from IIEP-UNESCO and Education Development Trust on instructional leaders in the middle tier, researchers explored how the change agents in this programme have impacted Delhi's teachers.

Each government secondary school has selected one teacher to serve as TDC to act as mentor, role model, and collaborative leader to other teachers in their school. Likewise, a Mentor Teacher is typically assigned between four and six schools, who provides guidance and feedback to both TDCs and teachers about the best practices and new strategies. Through this system of peer support, collaboration, and feedback, this programme has acted as a catalyst for teachers in their professional development with greater motivation.

The mission of the TDC programme is to create an improved academic environment among teachers which, in turn, improves student learning outcomes and performance. To do this, it seeks to aid teachers to become intrinsically motivated professionals, with a growth mind-set that focuses on facilitating lifelong learning instead of simply delivering content to students. By adopting the above strategy on deploying TDCs and Mentor Teachers, Delhi government has created a system of support and collaboration for its teachers by providing need-based professional development and training. One of the teachers appreciated the new system by stating that 'a very harmonious environment was created between us, through which we could easily

discuss our strategies and problems with one another. We also started visiting each other's classes so that our abilities and practices could improve'. By recruiting highly motivated classroom teachers, Delhi government trains its Mentor Teachers and TDCs to follow best practices found inside and outside the country. The programme also has a vigorous feedback loop, as the programme's design team takes information from the classroom, school, and district levels, while planning for new strategies and recommendations.

The TDC programme has noticeable positive effects ever since its initial implementation. This is reflected in the increased teacher collaboration, a shift to a more professional culture in schools, improvements in student outcomes, enhanced usage and application of feedback and data, and strengthening connections to adapt to difficult situations. The programme unsurprisingly faced challenges during its implementation, including an initial lack of buy-in, struggles in communication, and job turnover. Yet it continues to gain momentum, and Delhi government is owning it to provide a sustainable foundation.

By fully utilising the middle tier of its education system to help design and implement large-scale reforms, Delhi government has begun to transform the culture and environment in all government schools. Takeaways from this research can prove useful while designing other structural reforms across diverse contexts.

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Teachers and Teaching in Schools in Pakistan

There is a global struggle for quality and excellence in the field of education. Teachers with a broad vision and refined professional performance can create a civilised and cultured generation. The profession of teaching demands professional teaching skills, devotion to teaching, and promising attitude for continuous professional growth. Teacher quality is significantly and positively correlated with student attainment and performance. Use of ICT can be effective in equipping teachers with the demands of 21st century by enhancing teacher training, developing their content knowledge and enabling them to play a more powerful role in the classroom.

All the provinces in Pakistan have initiated robust teacher recruitment mechanisms for improving teacher management; this needs to be further improved for better quality at entry level, focusing on the recruitment of teachers with Mathematics, Science and English backgrounds. Continuous professional development support has to be provided to teachers in managing multi-grade teaching and improve Mathematics and Science instruction. There are manifold problems in the education system in general and particularly at school level, such as lack of qualified subject teachers, lack of in-service training facilities, etc. Hence, there are many initiatives taken by government to improve the quality of teachers' performance, such as induction training for newly recruited teachers, and refreshers courses through in-service training facilities. The Provincial Teachers Training Institutes are providing these training facilities to the teachers in their respective provinces. The effectiveness of these contents based/subject matter knowledge training will definitely enhance professional growth of the teachers.

Successive governments have taken several policy interventions but reforms are still required in all the areas, including pre-service training and standardisation of qualifications, professional development, teacher remuneration, career progression and status, and governance and management of the teaching workforce. National Education Policy, 2009 proposed to enhance qualification, such as Bachelor's degree with B.Ed., is the requirement for teaching at the elementary level. A Masters level with a B.Ed. degree, is the requirement for teaching at the secondary and higher secondary levels of school education. PTC and CT have been phased out by encouraging the present set of teachers to improve their qualifications. It has also been decided that while new hiring shall be based on the advanced criteria across Pakistan, the only exceptions in this regards will be in case of less developed areas where teachers with relevant qualifications are not available. Consequently, provinces have implemented this policy provision. Some teachers in Pakistan have low content knowledge and weak pedagogical skills. There is also a lack of qualified subject specialist teachers particularly in Mathematics, Science, and English across all provinces. National Education Policy Framework (2018) also proposed to improve teacher management. The policy also suggested that improvement will be made in school environment by providing better infrastructure and teaching-learning resources.

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Recent Developments in Teachers' Professional Development in the Philippines

The Philippine Department of Education is keen on improving teachers' quality and providing quality education for students. It launched the *Sulong Edu Kalidad*, an initiative towards providing quality education and promoting improved learning outcomes for students. One of its four pillars is teachers' up-skilling and re-skilling. This initiative has also been guided by a 10-point agenda, which includes a commitment to expand the scope of employees' welfare, more particularly the teachers in basic education. In 2016, the Continuing Professional Development (CPD) Act and its Implementing Rules and Regulations (IRR) were adopted to promote and upgrade the practice of professions in the country. Among others, the CPD Act requires professionals to renew their licenses every three years, and to gain the equivalent of 45 Credit Units (CUs) within the same period. Throughout every stage of teachers' careers, teachers' professional development is crucial in ensuring that they provide quality education for students. The range of professional development activities includes participation in in-service training (INSET) workshops, seminars, and lectures; subject matter meetings; higher academic preparation; publication of research and creative work.

There were issues and concerns on the implementation of the CPD Act such as: (1) varying levels of awareness and attitudes of the law entailed; (2) worries among teachers about the financial costs for participating in what they thought were additional training requirements, in addition to in-service trainings (INSET); (3) arduous training schedule and commute from the remote areas to city where opportunities for professional development are usually held; and (4) worries on taking teachers away from time-on-task and planning for contingency measures to avoid class disruptions.

In response to these concerns, a review of the law and its IRR was conducted (Cortez, 2018) and revised in 2019. The significant revisions include a transition

period to allow the Philippine Regulatory Commission (PRC) and relevant stakeholders to complete antecedent requirements for implementation of the law, and the reduction of the required CPD units from 45 to 15, within a three-year period prior to license renewal. In-house training programmes and capacity-building activities conducted by both government and private employers had likewise been considered as part of the compliance (PRC, 2019).

Further, in August 2017, Teacher Education Council (TEC) issued Department Order 42, series 2017, which sets forth guidelines for the adoption and implementation of the Philippine Professional Standards for Teachers (PPST) which build on the earlier National Competency-Based Teacher Standards (NCBTS); and provide a framework for teacher pre-service and in-service professional development (K to 12 reforms).

In 2020, the Education Department took steps to further strengthen in-service teacher professional development with a new initiative known as the NEAP (National Educators' Academy of the Philippines) Transformation. It was designed to enhance the quality and responsiveness of in-service teacher training programmes through a process of accreditation of teacher training service providers and certification of individual training programmes certification, alignment of all training programmes with the PPST, and promoting access to academic credit options as an element of short courses training to facilitate enhanced career pathways for teachers.

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Supporting Teachers' Administrative Works: Issues and Initiatives for Improvement in South Korea

In South Korea, teachers play a key role not only in teaching-learning process but also in administration of school education. Teachers are required to get engaged in a wide range of works from organising and operating school curricula, student guidance, working in affiliated department, to participating in class and school management. Although such works are indispensable for school education, the South Korean government has pushed for the reduction of teachers' administrative workload to help teachers focus on their educational activities, as it affects teaching and guiding students. This policy has been pursued with the aim of ultimately enhancing the quality of school education, and it still continue under the current administration's policy stance of 'dedication of teachers' instructional activities.'

Korean Educational Development Institute (KEDI) analysed the actual conditions and policy effects of teachers' administrative works in 2020. The time spent on administrative works by teachers working in kindergartens, elementary, middle and high schools was examined. A total of 6294 teachers (through stratified random sampling) were analysed with elimination of insincere responses. According to the analysis, the average time of administrative work input by South Korean teachers was an average of 14.4 hours per week. According to the results of main analysis, teachers in small-sized schools spent more hours carrying out the administrative works than middle and large-sized schools. In addition, the teachers who are deployed at the administrative office in schools had higher administrative working hours than those who were not deployed, and the teachers who were not in charge of a class, spent more hours doing administrative works than those who were in charge of the class.

In particular, the research reflected at the relationship between school size and teachers' administrative works. In South Korea, the size of schools is getting smaller due to the impact of the population decline, and the teachers in small schools are required to spend a lot of time in various administrative works in addition to their essential instruction duties. The issue of school size and teachers' administrative works is that all schools perform the same amount of work, but small schools have a smaller number of teachers and staff. In 2020, a total of 1270 elementary schools in South Korea had six or less number of classes constituting 20.19 per cent of the total 6289 elementary schools, and 449 middle schools with six or less number of classes constituting 13.86 per cent of the total 3238 middle schools. To improve the situation, the South Korean government has been implementing the following initiatives:

First, the local education offices implemented policies to increase the number of staff who can assist teachers' administrative works. They have formed a 'Task Force Team for reduction of administrative work in school' with the vice-principal to help teachers with their administrative work and carry out their own work. It is meaningful to create a structure in which teachers in small schools can focus on teaching and learning.

Second, some local education offices in rural areas have established a 'school support centre' at their region, which directly handles or supports small schools' facilities management, school management, teachers' administrative works and so on. Since small schools in rural areas cannot employ a large number of administrative assistants, the 'school support centre' serves as a hub for supporting teachers' administrative works in small schools.

Third, it is expected that the establishment of 'K-Edufine' system will reduce the burden of teachers' administrative workload, especially in small schools. This system includes school task management functions and classification of local education functions. It is an advanced system that allows mobile electronic approval by adding document management and memo reporting functions. Once such system is properly introduced, a drastic reduction of the administrative burden on teachers in small schools, is expected.

The Constitution of the Republic of South Korea guarantees equal educational opportunities for all

citizens. In an effort to achieve this constitutional goal, the South Korean government has been implementing various plans to improve the quality of education and facilitate education activities in small schools by reducing administrative burden on teachers.

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News from ANTRIEP Member-Institutions (January-June 2020)

Australian Council for Educational Research

Australia

- Under a newly awarded project, ACER has decided to provide support to the National Examination Board (NEB) and Education Review Office (ERO) in the standardisation of Nepal's Grade 8 examination. The work entails finalisation of the examination framework that will be used by the NEB and local governments to assess Grade 8 students, and the development of a repository of test items for Mathematics, Science and English.
- ACER has been awarded a grant under the International English Language Testing System (IELTS), a Joint Funded Research Program to investigate the reading strategies of linguistically diverse prospective IELTS test-takers in India.
- A new toolkit, Analysis of National Learning Assessment Systems (ANLAS), has been launched to analyse national learning assessment systems on behalf of the Global Partnership for Education by the Australian Council for Educational Research (ACER). ANLAS is a toolkit for countries to systematically gather and analyse information about their learning assessment systems, with the aim to inform improvement strategies as part of the wider education sector planning process.

Campaign for Popular Education

Bangladesh

- CAMPE joins the fight against COVID-19 in Bangladesh by initiating a "Rapid Response Survey" to collect information from its 200 plus member-NGOs and 15 Teacher Associations about the ongoing crisis and impact of COVID-19 during

April 2020. Approximately, 64 districts were covered under the survey.

- CAMPE organised a consultation on "Youth in Adversity in Bangladesh" focusing on Whole Child Development on 18 February, 2020

International Institute for Educational Planning

Paris, France

- Web Watch, a new service launched by the IIEP-UNESCO Library during January 2020 to provide readers with resources and information on educational planning, and planning in French and English. It has brought together news from ministries of education, and international organisations, including press articles, reports, events, online resources, and more, as well as general news on the topic.
- IIEP has now published two policy briefs focusing on the Gambia and Guinea, which mark the first outputs of a research project on the use of learning assessment data in sub-Saharan African countries.
- IEA and IIEP-UNESCO have piloted a study about learning assessment under an innovative project on the Literacy and Numeracy Assessment (LaNA) for 844 IV Grade students in 24 schools in 12 states across Nigeria.

National Institute of Educational Planning and Administration

New Delhi, India

- 36th International Diploma in Educational Planning and Administration was conducted successfully during 31 March to 30 April, 2020 at NIEPA, New Delhi.

- 6th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - IV Phase was conducted during 27 April to 1 May, 2020, and V Phase during 4-8 May, 2020 at NIEPA, New Delhi.
- A Virtual Workshop on Collating Chemistry Resources for Teachers in Higher Education was organised during 18-19 June, 2020.
- A Two-day Virtual Workshop on Identification of Education Resources for Teachers in Higher Education was held on 22-23 June, 2020 at NIEPA, New Delhi.
- A Faculty Development Programme to Design, Develop and Deliver Online Courses was organised during 22-26 June, 2020 at NIEPA, New Delhi.
- A Virtual Workshop on Collating Sociology Subject Resources for Teachers in Higher Education was conducted on 25-26 June, 2020 at NIEPA, New Delhi.
- A Consultative Meet on Educating Children During and Post-Lockdown Period was organised on 28 June, 2020 at NIEPA, New Delhi.

Korean Educational Development Institute

South Korea

- Dr. Eun Young Kim, the representative of KEDI, participated in SEAMEO Centres Policy Research Network (CPRN) Conference 2019 on 30-31 January, 2020. She made a presentation on Perspectives on Policy Research Needs in Asia-Pacific on the first day of the conference.
- New website of KEDI was launched in English Version on 14 February, 2020.
- KEDI Journal of Educational Policy Vol. 17 No. 1 was published on 30 June, 2020.

Aga Khan University - Institute of Educational Development

Pakistan

- Students, teachers, engineers and experts from a variety of fields gathered to design cost-effective and locally-relevant solutions to enhance the ability of schools to manage natural and man-made disasters, during a three-day hackathon at Aga Khan University's Institute for Educational Development.
- AKU's Institute for Education Development in Pakistan organised an online dialogue in April, 2020 to help schools and teachers effectively engage parents in the learning process of their children during COVID-19. The event was part of the IED's dialogue series which seeks to highlight changes in educational policies and practices during these uncertain times.
- AKU's Institute for Educational Development, in collaboration with the University's Resource Development Department, engaged health and education experts to address questions and concerns related to continuity of learning during COVID-19 and beyond during June, 2020.
- A webinar on "Nurturing Imagination through Education" was organised by AKU's Institute for Educational Development on 17 June, 2020. The lecture was delivered by Dr. Farid Panjwani, Director of Centre for the Study of Education in Muslim Contexts at University College London, Institute of Education, UK.

Academy of Educational Planning and Management

Pakistan

- A farewell party was arranged by AEPAM on the retirement of Dr. Dawood Shah, Director General, AEPAM on 31 January, 2020 at AEPAM, Islamabad.

SEAMEO – INNOTECH

Philippines

- SEAMEO and the Ministry of Education, Culture, Sports, Science and Technology in cooperation with the UNESCO Asia and Pacific Regional Bureau for Education, has invited entries for the SEAMEO-Japan ESD Award to recognise the best practices of education in sustainable development in schools which is likely to be held in August 2020.
- SEAMEO INNOTECH has offered three online courses for school heads during summer which intend to equip school heads in improving their schools as a healthy setting conducive to learning by effectively managing and implementing school-based health programmes.
- SEAMEO INNOTECH delved into a research project to document successful secondary Alternative Delivery Modes (ADMs) in order to help learners - who are not in the regular schools - acquire the needed basic education competencies and life skills. The findings were published through a series of case studies showcasing four exemplary ADM programmes in the region.

Vietnam Institute of Educational Sciences

Vietnam

- Trade Union of the Vietnam Academy of Education Sciences has conducted a special event to welcome the Party Congress of the Vietnam Academy of Education Sciences for the term 2020-21 on 10 June, 2020.
- On 23 June, 2020, the Military Command of the Institute held a launching ceremony to train on-site self-defense forces with strong political will, understanding of the law, the ability to be ready to fight, and proficient use of weapons and equipment in the border regime.
- VNIES organized a Workshop on Guidelines on Teaching Methods of Physical Education according to Strategy 6C which was held on 26 June, 2020 at Education Conference Center, The National Center for Sustainable Development for Quality in General Education.
- A Training Workshop on STEM Education: From Theory to Practice was conducted on 7 January, 2020 by VNIES at the headquarters of 52 Lieu Giai, the National Center for Sustainable Development of Quality in General Education.

The next issue of The ANTRIEP Newsletter (July - December 2020) will focus on the theme “**School Governance: Trends and Challenges**”

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1. Academy of Educational Planning and Management (AEPAM), Ministry of Education, Taleemi Chowk, G-8/1, ISLAMABAD-44000, Pakistan (<http://aepam.edu.pk>)
2. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag-55, Camberwell, Melbourne, VICTORIA-3124, Australia (www.acer.edu.au)
3. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb), Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA-12041, Indonesia. (www.kemdikbud.go.id)
4. Bangladesh Rural Advancement Committee (BRAC), 75, Mohakhali Commercial Area, DHAKA-1212, Bangladesh (www.brac.net)
5. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA-1207, Bangladesh (www.campebd.org)
6. Centre for Multi-Disciplinary Development Research (CMDR), D. B. Rodda Road, Jubilee Circle, DHARWARD-380001, Karnataka (INDIA) (www.cmdr.co.in)
7. Centre for Education Leadership Development (CELD), National Institute of Education (NIE), Meepe Junction, PADUKKA, Sri Lanka (www.nie.lk)
8. Institute Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Sri Layang 69000, Genting Highland, PAHANG-69000, Malaysia
9. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France (www.iiep.unesco.org)
10. Korean Educational Development Institute (KEDI), 92-6 Umyeon-Dong, Seocho-Gu, SEOUL 137-791 Korea (www.kedi.re.kr)
11. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA-1205, Bangladesh (www.naem.gov.bd)
12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR-2050, Nepal (www.nced.gov.np)
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16. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, KATHMANDU, Nepal (www.cerid.org)
17. Institute of Human Resource Development, Shanghai Academy of Educational Sciences, No. 21, Chaling North Road, SHANGHAI, P.R.C. Post Code -200032, China
18. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO- INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, QUEZON CITY 1101, Philippines (www.seameo-innotech.org)
19. State Institute of Educational Management & Training (SIEMAT), 25 P.C. Banerjee Road, Allenganj, PRAYAGRAJ, Uttar Pradesh (INDIA) (www.siematup.org)
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